

LEARNING WITH PARENTS

England & Wales · Charity number 1189812

Details

Status Registered

Legal form CIO

Registered 2020-06-05

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

Contact

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Activities

Objects: TO ADVANCE EDUCATION FOR THE PUBLIC BENEFIT BY IMPROVING EDUCATIONAL OUTCOMES AMONGST YOUNG PEOPLE, IN PARTICULAR THROUGH THE SUPPORT OF PARENTAL ENGAGEMENT IN CHILDREN'S LEARNING

Activities: As a charity and through partnerships, we provide parental engagement programmes to support UK primary schools. Our programmes support parents, particularly those in disadvantaged areas, by providing them with videos and activities, through our inclusive online platform. We also lead the Parental Engagement Forum; a group of organisations mobilised to improve home learning across the sector.

Classification

- **How:** Provides Advocacy/advice/information
- **What:** Education/training
- **Who:** Children/young People, The General Public/mankind

Geography

- Northern Ireland
- Scotland
- Throughout England And Wales

Finances

Period end	Income	Expenditure	Assets	Employees
2025-08-31	£900,871	£842,660	£221,302	15
2024-08-31	£701,991	£711,960	£163,091	13
2023-08-31	£656,301	£541,733	£198,041	10
2022-08-31	£288,900	£303,067	-	-
2021-08-31	£279,790	£178,861	-	-

Trustees

Name	Role	Appointed
Amanda Jane Shepard		2022-10-20
Angela Gibson		2025-02-01
Benjamin Thomas Cole		2022-02-28
Dame Sally Ann Sheila Dicketts		2022-06-22
Dr Paula Constance Walter		2024-11-01
Kayeye Cedric Ntumba		2023-08-22
Marva Yvonne Rollins OBE		2022-10-31
Samantha Butters		2025-07-01
Shanaj Salahuddin		2020-05-13
Tarun Abraham		2020-11-11

LEARNING WITH PARENTS

England & Wales - Charity number 1189812

Accounts

Learning with Parents

Charity No. 1189812

Trustees' Report and Unaudited Accounts

Period ended 31 August 2025

Learning with Parents

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Reference and Administrative Details

Charity Name	Learning with Parents
Registered charity number	1189812
Type of governing document	Constitution
How the charity is constituted	Charitable Incorporated Organisation
Trustee selection methods	New trustees are appointed by the existing trustees following a recruitment and interview process.
Charity's principal address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT
Charity's registered address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT
Charity's Accountants	Multiply Accountancy 71-75 Shelton Street London, WC2H 9JQ
Charity's Bankers	Metro Bank 1 Southampton Row London, WC1B 5HA
The following trustees served during the year:	Dame Sally Dicketts appointed June 2022 Shanaj Salahuddin appointed May 2020 Tarun Abraham appointed November 2020 Ben Cole appointed February 2022 Marva Rollins appointed October 2022 Amanda Shepard appointed October 2022 Cedric Ntumba appointed August 2023 Paula Walter appointed November 2024 Angi Gibson appointed January 2025 Samanth Butters appointed July 2025
Key Personnel	Tom Harbour (CEO) Gemma Davis (Programme Director) Jen Robinson-Slater (Fundraising and Communications Director) Astrid Jenkinson (COO)

Trustees Annual Report

The Trustees present their report with the unaudited financial statements of the charity for the period ended 31 August 2025.

OBJECTIVES AND ACTIVITIES

Learning with Parents' purpose as set out in the objects contained in the constitution is:

to advance education for the public benefit by improving educational outcomes amongst young people, in particular through the support of parental engagement in children's learning.

as a charity and through partnerships, to provide parental engagement programmes to support UK primary schools. Learning with Parents' programmes support parents, particularly those in disadvantaged areas, by providing them with videos and activities through their inclusive online platform. They also lead the Parental Engagement Forum; a group of organisations mobilised to improve home learning across the sector.

Learning with Parents' approach

Learning with Parents believes that parents are uniquely placed to help their child learn, because no one knows or loves their child quite like they do. When families weave learning into ordinary moments at home, they are shaping a child's future.

Yet these everyday learning moments are at risk. Busy lives, the cost of living, and the pull of devices can make it harder for families to find time to play, read and talk together. In 2020 Learning with Parents was founded to protect these learning moments and help build parents' confidence as learning partners for their child.

Through their mobile-first platform and hands-on activities, Learning with Parents makes it easy for families to learn in the real world. Whether it's spotting shapes while tidying up or exploring stories on the sofa, their activities help children learn through the lens of their own life, with parents right there beside them.

Learning with Parents' programmes span Reading, Maths & English, Financial Literacy and School Readiness. Each one has been carefully designed to turn ordinary home moments into opportunities for talk, play and exploration. Families share their reading with their teacher through voice recordings and photos, practice maths while slicing pizza, or learn about money through real-life decisions like shopping and saving. Everything is built to be quick, fun and resource-light, ensuring all families can take part and learn together.

Learning with Parents works hand-in-hand with schools to bring home and classroom closer together so learning can flow into family life. Their approach lightens teacher workload while giving schools unique insights into how children are learning at home.

As Learning with Parents grows, they continue to learn from the families and teachers who use their platform. Their insights help the organisation to refine the programmes, improve access, and shape how the education sector values learning at home. Because when families are supported, not only do academic outcomes improve, family relationships are strengthened, confidence is boosted, and more choices and chances are opened up for every child.

ACHIEVEMENTS AND PERFORMANCE

Achievements and performance in numbers

In 2024-2025:

- 26,819 children and their families engaged with the Learning with Parents programme from 163 schools across the UK
- 1,508,885 reading sessions were recorded by families, an average of 59 sessions per child
- 89,000 Maths and English activities were completed by families
- 90% of schools renewed their partnerships with Learning with Parents
- 80% parents who are from households that are eligible for Pupil premium¹ funding agreed that they enjoy learning together with their child through Learning with Parents' videos and activities
- 70% of parents agreed that the Learning with Parents activities that they do with their child help them to learn the topics

Expanding Learning with Parents' programme

From September 2024 - August 2025, Learning with Parents scaled and expanded their programme through:

Creating more opportunities for positive parent-child interactions

In the 24-25 academic year, Learning with Parents scaled their programme to support over 26,000 pupils and their families across 163 primary schools, enabling over 1.5 million learning interactions in Reading, Maths and English. This is the highest number of families Learning with Parents has worked with since inception.

Not only is Learning with Parents reaching more families than ever before, but the families are also doing more activities. Families accessing the full Maths and English programme in 2024-25 completed an average of 21 activities over the year, with a total of 89,000 activities completed. This engagement in the Learning with Parents programmes has led to:

- **Positive learning interactions**, with 80% parents who are from households that are eligible for Pupil premium funding agreeing that they enjoy learning together with their child through Learning with Parents' videos and activities
- **More habitual learning interactions**, with parents reporting that they had done one of their games or activities again since the teacher first set them
- **More time for teachers** to focus on the children needing additional support in their classroom
- **Improved understanding of topics**, with 70% of parents agreeing that the Learning with Parents activities that they do with their child help them to learn the topics

Research shows that positive parent-child interactions, such as these, contribute to a broad spectrum of outcomes, including greater confidence, improved socio-emotional skills and other key areas of child development.

"With each activity we finish we create beautiful moments together." Parent feedback

¹ Learning with Parents uses Pupil Premium eligibility as an indicator to measure how their programmes are supporting economically disadvantaged families to engage with their programmes.

“There is one Year 6 child who has been really struggling... and within 24 hours of launching they had posted a comment saying, ‘Really enjoyed doing it as a family!’ ”

Tracy Cavanagh - Headteacher from Holy Rosary Roman Catholic Primary School

Supporting more schools

Learning with Parents’ school partners are also seeing this positive impact as the organisation achieved its highest renewal rate since inception, with 90% of their partner schools choosing to renew (89% of Reading Log only schools and 91% of schools using the Maths and English programmes). This is one of Learning with Parents’ key metrics for success, especially at a time when school budgets are particularly tight and school leaders are having to make difficult choices. This fantastic achievement is the product of several years of dialogue with schools, focused on developing strong partnerships and creating change over time.

“Introducing the Digital Reading Log has been a transformative step forward, strengthening our culture of reading for pleasure across the whole school community.” – Theresa Moses, Headteacher from Paxton Academy

Developing and piloting Ready Teddy

During the period 2024-25, Learning with Parents developed its new school readiness programme, Ready Teddy.

The attainment gap has grown since the Covid-19 pandemic and children from low-income families are on average 5 months behind their peers at the point when they start school (Sutton Trust, 2020). Learning with Parents has the technology and parental engagement experience to support families before children reach school, at a critical age in brain development and habit forming. In April 2024, with the support of the Ardian Foundation, Learning with Parents launched their early years pilot in partnership with Peeples, a like-minded charity committed to supporting low-income families. Through this pilot, 59 parents were supported to have positive learning interactions with their 0-4 year olds. This partnership generated a lot of valuable learning which has fed into the development of Learning with Parents’ new early years programme, Ready Teddy.

Through Ready Teddy, families receive a physical teddy bear and are tasked with getting teddy school-ready. Learning with Parents provides families with fun and accessible ‘real world’ activities through their existing digital platform which will support children to develop the skills and resilience needed for school life. Furthermore, by embedding Ready Teddy on the Learning with Parents digital platform, teachers are able to monitor feedback and photos from their incoming cohort. This helps to build positive relationships between schools and families, which is critical when a child starts school. Crucially, through Ready Teddy, teachers will also be able to identify those families who do not engage, and target support appropriately.

Drawing on a range of resources and expertise, Learning with Parents created the content for Ready Teddy, filmed the topic videos, designed engaging and inclusive activities and developed a portfolio of supporting resources. In March 2025, they recruited 10 schools to be part of the pilot and developed a range of onboarding materials for teachers and parents. The significant demand for this programme was highlighted by the fact that 30 schools came forward to be part of the pilot. Furthermore, the teachers and Early Years Leads from the schools participating in the pilot demonstrated real enthusiasm and engagement, sharing their insights and expertise to strengthen the programme. For example, all the teachers involved completed a survey to gather feedback on the launch materials. This provided insights into what information would be valuable and how to navigate the different school processes for bringing in a new cohort of pupils.

In July, Learning with Parents launched Ready Teddy and, within a month, 420 families from 9 schools across England had enjoyed doing over 1,800 fun and accessible activities, designed to help their children be school ready. This initial pilot is running until October 2025.

“She loved this activity, showing Teddy all her favourite toys and explaining how to play with them and what to do.” Parent

To ensure good mechanisms for learning and sharing best practice, Learning with Parents actively participates in a number of groups focused on supporting the early years, including the Fair Education Alliance (FEA) Early Years Working Group.

Piloting the new Learning with Parents Financial Literacy Programme

Money shapes everyone’s lives, but today, many UK adults feel anxious about money, while nearly half of young people are leaving school without having received any meaningful financial education (Money and Pensions Service, 2023). Research shows that attitudes towards money are formed at an early age and that one of the best predictors of financial wellbeing in adulthood is the age at which children start learning about money.

In September 2024, Learning with Parents launched the pilot of their financial literacy programme. With the support of the IG Group, Learning with Parents researched and developed a Financial Literacy programme which would work with families to give children the knowledge, skills and experiences that enable them to manage their own money in the future. This programme encourages families to have conversations about money with their children and gives them the starting points to do so.

In 2024-25, Learning with Parents supported the nine primary schools across England to implement the programme, including responding to queries and developing any new resources required to support teachers and parents. On an ongoing basis, they monitored how schools and families engaged with the content, making any necessary amendments to ensure that the programme is as accessible as possible for those families who struggle to engage in their children’s learning.

Over the course of 2024-25, 2,700 Money Skills activities were completed by 505 children and their families. Learning with Parents evaluated how effective this pilot was through teacher panels, parent focus groups and surveys, focusing on parental engagement, particularly from disadvantaged families.

Across all data sources, the following themes and patterns noted:

- Families find the activities useful
- The activities are enjoyable for both parents and children and prompt family connection
- The activities prompt conversations between parents and children.
- The activities prompt new experiences.
- The activities have the potential to start new habits
- The activities give parents insight into what their children do and don’t know about money.

In particular, most of the feedback from families was overwhelmingly positive, with:

- 576 comments (29%) included the words ‘enjoy’ or ‘enjoyed’
- 367 comments (18%) included the word ‘fun’
- 176 comments (9%) included the word ‘loved’
- 59 comments (3%) included the words ‘interested’ or ‘interesting’.

“I enjoyed learning about money and I enjoyed listening to my dad explaining to me that there are two securities on electronic money.” Child

In addition, school leaders were universally positive about the quantity of topics per year, the coordination of themes across year groups and how the programme was structured. The content of topics and activities was thought to be accessible and engaging.

“We’ve noticed a definite improvement in children’s understanding of money. They are now more articulate and they have a better understanding of what money is.” Cat Mellersh, Teacher,
Meadowside Primary School

Areas for improvement identified through the evaluation were primarily around how the programme is implemented and promoting greater uptake. Actions to address these will be fed into how the programme is run in 2025-26.

Thought Leadership

As thought leaders in the sector, Learning with Parents takes a test and learn approach, sharing their learning and expertise with others through conferences, webinars, All Party Parliamentary Groups (APPG) and partnerships.

In particular, Learning with Parents brings together like-minded organisations in the Parental Engagement Forum from across the education space to network, collaborate, share best practice and explore the research about supporting disadvantaged families. With support from the FEA, Learning with Parents has grown the forum to include a diverse group of 40 organisations, ranging from national charities to place-based organisations working deep in local communities. During this period, eight different organisations presented their work. Topics covered included building parent and carer communities; opening up meaningful conversations; the importance of reading for pleasure; findings from ParentKind’s 2024 National Parent Survey; and supporting parental engagement in the Early Years. Through the forum, new projects have been fostered drawing on the skills of member organisations coming together to serve the needs of disadvantaged families.

During this period, Learning with Parents has also engaged in a range of events including speaking at the National Association of Head Teachers Association, running two sessions at the Teach For All 2025 European Conference, participating in the launch of the Literacy Link and attending the launch of the APPG for Parents’ Inquiry into Parents in Poverty.

Strengthening the charity

As well as continuing to build and expand their programme, Learning with Parents has also focused on strengthening the organisation. Areas of focus included:

- **Strengthening Monitoring and Evaluation:** Over the last two years, Learning with Parents has been focused on strengthening their monitoring and evaluation functions. They have worked with ImpactEd to help them develop an updated organisational Theory of Change and, from it, an evaluation framework, which they will be testing in the coming academic year. They have also used the development of discreet pilot projects, such as Money Skills and Ready Teddy, as an opportunity to develop more targeted Theories of Change and evaluation plans, and to test out new evaluation methodologies. For instance, for Money Skills, they were able to test tools developed by Loughborough University to directly assess what additional financial literacy skills and knowledge children had acquired through engaging with the Money Skills programme.
- **Financial sustainability:** Learning with Parents raised over £900k in 2024-25, making it their most successful fundraising year to date. This strong performance is particularly noteworthy as both their Fundraising Manager and Fundraising and Communications Officer were new in post in September 2024 so there were a few months where the team had to get to know a new organisation and ways of working. Similarly, this period saw Learning with Parents’ earned

income increase by 72%, from £45.5k in 2023-24 to £78k in 2024-25, further contributing to the longer-term sustainability of the organisation.

- **Reviewing Equality, Diversity and Inclusion:** In 2024-25, Learning with Parents committed to reviewing their approach to Equality, Diversity and Inclusion (EDI), with a desire to be more intentional and explicit. They started by reviewing their EDI policy through a robust consultation process. From this, an internal working group was set up to champion agreed actions.
- **Creating a supportive environment:** Learning with Parents' values include creating a supportive environment which promotes positive interactions. This extends to how they support their staff. Over the past 12 months, they have reviewed the majority of their policies to ensure these are meeting the needs of their team and developed new resources outlining support available. During the annual staff survey, 100% of staff either agreed or strongly agreed that Learning with Parents is a good place to work.

FINANCIAL REVIEW

Learning with Parents' income comes from subsidised fees from partner schools and fundraising.

Through subsidised fees, partner schools contribute towards the costs of staff training, being set up on the platform, participating in induction sessions for the parents and teachers, accessing the platform and activities, receiving ongoing technical support and sharing relevant data and reflections to strengthen engagement. This contribution equated to £78,210 for the period September 2024 to August 2025.

To supplement this income and allow Learning with Parents to continue to strengthen and expand their programme, they also secured funding from a number of generous corporate partners and Trusts and Foundations. These included 80-20 Charitable Fund, the Aberdeen Group Charitable Foundation, the AKO Foundation via Purposeful Ventures, Catherine Cook Charitable Trust, Chartered Institute for Securities & Investment (CISI) Future Foundation, CVC Philanthropy, the Ethos Foundation, Forvis Mazars UK, the GSR Foundation, IG Group, the MacFarlane Family Foundation, the Mazars Charitable Trust, the Mercers Company, the Q Charitable Trust, Simon Gibson Charitable Trust and the UBS Optimus Foundation. These grants and donations equated to £815,585 for the period September 2024 to August 2025.

Learning with Parents also secures a small amount of income, £7,166 for the period September 2024 to August 2025, from sub-letting their office space.

Financial Activity and Financial Position

2024-2025 has been another strong year from a financial perspective for Learning with Parents, enabling them to strengthen and grow their programmes and invest in their sustainability. The organisation secured £900,871 for the period September 2024-August 2025, exceeding last year's income of £704,353. This has been Learning with Parents' most successful year to date in terms of securing school income with this year's total 72% higher than last year.

Learning with Parents' expenditure increased in line with their income as they scaled their work and expanded their programmes. Costs included: investing in additional tech capacity; creating content and resources for Ready Teddy; evaluating the Money Skills pilot; growing the team to increase the support they could offer to their school partners; and meeting increased National Insurance costs. They have also had to take on and kit out additional office space to meet the needs of a growing team. During this period, Learning with Parents also maintained reserves of three month's running costs.

Reserves Policy

Learning with Parents requires some funds to be held in reserves to protect themselves from situations such as the following:

1. The risk of an unforeseen emergency or other unexpected need for funds, e.g. an unexpected large repair bill or finding 'seed funding' for an urgent project.
2. Covering unforeseen day-to-day operational costs, e.g. employing temporary staff to cover a long-term sick absence.
3. The need to fund short-term deficits in a cash budget, e.g. money may need to be spent before a funding grant is received.
4. A source of income, e.g. a grant, not being renewed. Funds might be needed to give the Chief Executive and trustees time to take action if revenue falls below expectations. The priority would be to ensure that the charity can continue providing a stable and quality service. Within this context, Learning with Parents would seek to minimise recruitment, staff training, staff induction and marketing costs and seek to avoid the need for redundancies caused by a financial crisis.
5. Meet contractual liabilities should the organisation have to close. This includes redundancy pay, amounts due to creditors and commitments under leases.

In developing Learning with Parents' financial reserves policy, they balanced the need for financial resilience that reserves provide, with the limitation on their ability to fulfil their vision. They have determined that three months' running costs is an appropriate level of reserves to hold. Three months' core running costs equated to £180,151 for the period September 2024-August 2025. This policy is reviewed annually to ensure that it remains fit for purpose.

Learning with Parents finished the year with free reserves of £181,956. This is in line with Learning with Parents' Reserves policy and gives the organisation a good degree of security in a rapidly changing context and will allow them to respond to new opportunities which may arise.

PLANS FOR FUTURE PERIODS

In the coming year, Learning with Parents will continue to scale whilst focusing on maintaining high quality programmes, working closely with the schools they partner with and supporting more parents and carers to engage in their children's learning. They will also be refining their school readiness programme, Ready Teddy and scaling and evaluating Money Skills, their financial literacy programme. They will also be building their data analysis and evaluation skills to ensure that they can further capitalise on the data and insights they generate. To deliver this ambitious programme, Learning with Parents will also continue to strengthen the organisation, ensuring that they have the resources they need, robust systems and processes and motivated, happy staff to deliver the programmes.

Learning with Parents' priorities for 2025-2026 include:

Supporting Learning with Parents' largest number of partner schools to date

In September 2025, Learning with Parents will be launching the new academic year with over 260 schools, the largest number of schools they have worked with to date. A key contributor to this growth in numbers is their new partnership with Little Wandle, which will see them launching their digital Reading Log in 100 new schools. Learning with Parents will be ensuring that these, and the 160 other schools signed up, have a smooth launch and are supported effectively over the year, responding to any queries or issues and continuing to make enhancements to meet any new needs identified. To have

the capacity to meet the needs of this larger number of schools, in July 2025 Learning with Parents recruited a School Partnership Manager and increased their tech capacity.

Strengthening and scaling Money Skills

With the support of the Aberdeen Group Charitable Foundation and the CISI Future Foundation, Learning with Parents will be building on the learning from the pilot to strengthen their financial literacy proprogramme, Money Skills, and scale into more schools to support more families. They will continue to closely monitor and evaluate how the programme is performing and iteratively enhance it based on feedback from families and teachers. Learning and insights generated will be shared with the wider sector through fora including the Financial Education Forum. They will also apply for the Young Enterprise Quality Mark for Money Skills.

Implementing and evaluating Ready Teddy

The Ready Teddy activities will continue to be set and completed into September 2025. Learning with Parents will evaluate the outcome of this initial pilot from October onwards, focusing on the programme's impact on children's school readiness, home learning interactions and parent-teacher relationships. This will be done through gathering data and feedback from parents and teachers from their site, focus group discussions, surveys and interviews. These findings will inform the next phase of the Ready Teddy programme which will be further developed and rolled out in 2026.

Reading for Pleasure

One of Learning with Parents' key focuses for 2025-26 is how their reading log can be enhanced to support Reading for Pleasure. Enjoyment is a significant contributor to whether families, particularly those facing the greatest barriers, read together and Learning with Parents wants to strengthen their programme to better support this. From January 2026, they will be launching a Knowledge Transfer Partnership (KTP) programme in collaboration with University College London, funded by Innovate UK. This two year project will see a KTP Associate with strong programming and data analysis skills join the Learning with Parents team. Their remit will be to review and refine their digital Reading Log so that it can better support all families to read together through promoting Reading for Pleasure. With the support of Professor Rachael Levy from the Institute of Education at UCL, the Associate will be evaluating the impact of this work on the Reading Log, with the intention of publishing findings.

Implementing the new evaluation programme

From September, Learning with Parents will be implementing the new evaluation framework developed by ImpactEd. They will be starting by collecting baseline data to use to evaluate the effectiveness of their Maths and English programmes. To support this work, they will be seconding a member of staff from a different team with relevant skills to drive this work forwards, with a hope of increasing capacity more permanently over the year. They will also be drawing on the skills of the KTP Associate and members of the UCL team to strengthen data collection and analysis systems across their programmes.

Developing a new Training on Parental Engagement programme

Learning with Parents plans to develop a new Continuing Professional Development (CPD) offering on parental engagement in learning in primary schools. Learning with Parents' data shows that teacher attitude and engagement is key to supporting parents to engage. As parental engagement is not covered in much detail in most teacher training courses, Learning with Parents wants to plug this gap. Their training will upskill teachers and other staff to forge better relationships and support children's learning at home and in school.

Widening the reach of the Parental Engagement Forum

Over the coming year, Learning with Parents is also planning to review and refresh the Parental Engagement Forum to ensure that it is driving parental engagement as a priority for all staff within schools. They want to open it up to schools so that discussions on parental engagement can have a

broader reach and support more professionals working on the front line. They know that teachers are really busy and will set themes for the discussions to ensure that they can be as useful as possible for all participants. Learning with Parents is also keen to create space for the perspectives of parents to be heard within this forum and will explore ways to do this meaningfully.

Reviewing Learning with Parents' messaging

As part of their ambition to continue to scale the number of schools they partner with, Learning with Parents will be working with an external consultant to review their core messaging and, from there, their branding and marketing materials. This is to ensure that they have a coherent narrative and clear proposition, as they increase the number of programmes they offer and work with a wider range of stakeholders.

Audit preparation

Learning with Parents anticipates raising more than £1m in 2025-26. This means that they will need to be externally audited for the first time. In preparation for this, they have been reviewing the Charity Commission requirements, checking with their accountants and speaking to other organisations who have been through the same process recently.

Trustees statement of responsibilities

The Trustees shall manage the affairs of the CIO and may for that purpose exercise all the powers of the CIO. It is the duty of each Trustee—

(a) to exercise his or her powers and to perform his or her functions in his or her capacity as a Trustee of the CIO in the way he or she decides in good faith would be most likely to further the purposes of the CIO; and

(b) to exercise, in the performance of those functions, such care and skill as is reasonable in the circumstances having regard in particular to—

i) any special knowledge or experience that he or she has or holds herself out as having; and,

ii) if he or she acts as a Trustee of the CIO in the course of a business or profession, to any special knowledge or experience that it is reasonable to expect of a person acting in the course of that kind of business or profession.

The Trustees are also responsible for the contents of the Trustee Annual report, and the responsibility of the Independent Examiner in relation to the Trustee report is limited to examining the report and ensuring that, on the face of the report, there are no inconsistencies with the figures disclosed and the financial statements.

Structure, Governance and Management

The Board is composed of a minimum of three Trustees, one of whom will be the Chair. New Trustees are appointed by the existing Trustees following a recruitment and interview process. Appointments during this period to the Board are for a period of two years, which may be extended for up to two further three-year periods. Trustees are not remunerated but are entitled to claim reasonable out-of-pocket expenses in relation to attendance of meetings.

For the period September 2024-August 2025, Learning with Parents recruited three new trustees: Paula Walters; Angi Gibson; and Samantha Butters. During this period, three trustees extended their terms: Amanda Shephard; Marva Rollins; and Cedric Ntumba.

The Board meets four times a year (quarterly) to discuss strategic and operational issues, review risks, monitor income and expenditure, sign off on any new or updated organisational policies, and discuss any other matters arising. All decisions and agreed actions are recorded in the meeting minutes. The Trustees' roles and responsibilities are outlined in Terms of Reference.

During this period, the Learning with Parents' board also established two sub-committees to scrutinise finance, income and risk and their programmatic work. Both these sub-committees meet quarterly and are made up of three-four trustees and two members of the Leadership Team.

Risk Management

The Trustees have a responsibility for the identification and proper management of risks faced by Learning with Parents in achieving its primary aims. A Risk Management Framework has been developed which is reviewed by the Trustees on a quarterly basis and by members of the Learning with Parents' Leadership Team on a bi-monthly basis. This framework captures major risks to which Learning with Parents is exposed, including those relating to operational, financial and reputational areas.

The Trustees believe that, by monitoring reserve levels, by ensuring that controls exist over key financial systems, and by examining the operational risks faced by the Charity, they have established effective systems and procedures to mitigate those risks.

Key risks for the period September 2024-August 2025 and their main mitigations were as follows:

- 1. Managing scale without compromising on quality** - This has been an exciting year with a lot of significant new developments for Learning with Parents, including supporting more schools and families than ever before, piloting two new programmes, Money Skills and Ready Teddy, and developing new evaluation methodology. All of these new developments have been incredibly positive, taking Learning with Parents closer towards its mission of ensuring that all children are supported at home to fulfil their potential. However, they have required careful management to ensure that the team does not get overwhelmed and that the quality of the core programme does not slip. This need to effectively balance competing demands was a focus for the Trustees who provided a clear steer in terms of prioritising.
- 2. Data protection** - As a technology platform which has access to a lot of personal data, one of Learning with Parents' priorities is to ensure that they are up to date with current best practice in the fields of IT security, privacy and data protection to prevent any risk of data breaches or infringements of data protection legislation. Learning with Parents has previously been awarded Cyber Essentials Plus accreditation, which recognises the strength of systems, policies and programmes. This year they started working toward their ISO 27001 certification, an international standard that specifies the requirements for an Information Security Management System (ISMS). They have continued to review and update their Information Security Policy and Checklist annually to ensure it remains adequate and inline with current best practice. All Learning with Parents staff undergo training on IT security and UK GDPR 2018 compliance. To further support this work, Learning with Parents works with Judicium Education Ltd, an external advisor that specialises in supporting educational institutions with data compliance and best practice.
- 3. Safeguarding** - Whilst Learning with Parents does not work directly with children, they do sometimes come into contact with them on school visits or whilst filming. Where parents have given consent to do so, Learning with Parents also has access to images of children carrying out the activities set through the platform. It is therefore essential that all staff, trustees, consultants, volunteers and interns at Learning with Parents understand their responsibility to promote the welfare of all children and young people, to keep them safe and to operate in a way that protects them.

To mitigate against the risk that staff or other individuals associated with the organisation perpetuates or fails to report a safeguarding incident, Learning with Parents developed a Safeguarding Policy and Procedure and a Code of Conduct which sets out what would constitute a safeguarding incident and what steps should be taken if someone has any concerns for the welfare of a child. These policies were reviewed and updated in this period and will continue to be reviewed annually.

Learning with Parents requires all those working with or for the organisation to read and commit to upholding and adhering to their Safeguarding Policy and Procedure on an annual basis. They also carry out a Disclosure and Barring Service (DBS) check for all staff and any consultants working on their behalf. They have a safeguarding lead on their Board of Trustees and the Programme Director acts as Safeguarding Officer. Safeguarding training, provided by the NSPCC, is also mandatory for all staff.

- 4. Keeping the technology up to date** - Tech is a rapidly evolving space, with significant advancements being made, especially in the field of AI. To ensure that the Learning with Parents platform continues to perform to the highest standard and can effectively support the needs of the rapidly growing numbers of families and teachers using it, Learning with Parents increased their tech capacity this year and recruited their first in-house developer. Learning with Parents' CTO, Peyman Owladi, is also leading the FEA's AI Working Group, a peer network established to explore emerging tools, risks, and opportunities.

- 5. Staff satisfaction** - Learning with Parents is committed to ensuring the workplace satisfaction and welfare of their staff. They recognise that there has been a lot of growth and change within the organisation which can be unsettling. They monitor workload to ensure that staff do not get overwhelmed and experience burnout. To support this, Learning with Parents holds regular team and one-to-one check-ins to maintain a sense of belonging and positive relationships across the team. HR policies are regularly reviewed to ensure a supportive work environment. A survey was sent out to the team in August 2025 to gather anonymous feedback on how the staff were feeling and what would help them feel better informed and happy at work. The feedback was overwhelmingly positive with 100% of staff agreeing or strongly agreeing that Learning with Parents is a good place to work. Where issues were raised, steps are being taken to address them.

Responsibilities of Trustees for the Financial Statements

The Trustees are responsible for preparing the report and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice. Charity law in England and Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Charity and of income and expenditure of the Charity for that period.

In preparing those financial statements, the Trustees are required to:

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

The Trustees are responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and enables them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the governing document. The Trustees are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Trustees are responsible for the maintenance and integrity of the Charity and financial information included in the Charity's website.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Companies Act 2006. The Trustees are also responsible for safeguarding the assets of the charity and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

The above report has been prepared in accordance with the Charities SORP (FRS 102).

Signed on behalf of the trustees

Sally Dicketts

[Sally Dicketts \(Jan 14, 2026 10:40:04 GMT\)](#)

Sally Dicketts, Chair

Date: 14/01/2026

Learning with Parents

Independent Examiner's Report to the trustees of Learning with Parents

I report to the charity trustees on my examination of the accounts of Learning with Parents for the period ended 31 August 2025 which comprise the Statement of Financial Activities (incorporating the Summary Income and Expenditure Account), the Balance Sheet and the related notes.

Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

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

Independent examiner's statement

As the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination as a member of the Institute of Chartered Accountants in England and Wales.

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

- accounting records were not kept in accordance with section 386 of the 2006 Act ; or
- the accounts do not accord with those records; or
- the accounts do not comply with the accounting requirements under section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
- the accounts have not been prepared in accordance with the Charities SORP (FRS 102).

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.



Chris Conway

Multiply Accountancy Limited
71-75 Shelton Street
London
WC2H 9JQ

Date: 19/01/2026

Learning with Parents

Statement of Financial Activities (incorporating the Summary Income and Expenditure Account) for the year ended 31 August 2025

	Notes	Unrestricted funds £	Restricted funds £	Total funds 2025 £	Total funds 2024 £
Income and endowments from:					
Donations and legacies	3	695,585	120,000	815,585	656,459
Charitable activities	4	78,120	-	78,120	45,532
Other		7,166	-	7,166	2,362
Total incoming resources		780,871	120,000	900,871	704,353
Expenditure on:					
Raising funds	5	86,147	-	86,147	68,086
Charitable activities	6	576,936	95,511	672,446	551,028
Other	7	84,067	-	84,067	95,208
Total outgoing resources		747,149	95,511	842,660	714,322
Net gains on investments		-	-	-	-
Net incoming resources	8	33,722	24,489	58,211	(9,969)
Transfers between funds		-	-	-	-
Net incoming resources before other gains/(losses)		33,722	24,489	58,211	(9,969)
Other gains and losses		-	-	-	-
Net movement in funds		33,722	24,489	58,211	(9,969)
Reconciliation of funds:					
Total funds brought forward		158,791	4,300	163,091	173,060
Total funds carried forward		192,513	28,789	221,302	163,091

Learning with Parents

Balance Sheet at 31 August 2025

	Notes	2025	2024
		£	£
Fixed assets			
Investments	10	-	-
Tangible assets	11	10,557	6,815
		10,557	6,815
Current assets			
Debtors	12	21,829	202,491
Cash at bank and in hand		259,006	207,908
		280,835	410,399
Creditors: Amounts falling due within one year	13	(70,090)	(254,123)
Net current assets		210,745	156,276
Total assets less current liabilities		221,302	163,091
Total net assets		221,302	163,091
The funds of the charity			
Unrestricted funds	14	192,513	158,791
Restricted funds	14	28,789	4,300
Total funds		221,302	163,091

Approved by the trustees on 14/01/2026 and signed on its behalf by:

Sally Dicketts

[Sally Dicketts \(Jan 14, 2026 10:40:04 GMT\)](#)

Sally Dicketts

Chair

Date: 14/01/2026

Learning with Parents

Notes to the Accounts for the period ended 31 August 2025

1 Accounting policies

Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The financial statements have been prepared under the historical cost convention. They are prepared in sterling, which is the functional currency of the charity. Amounts presented are rounded to the nearest pound.

Going concern

The Trustees have reasonable expectation that the charity will have access to adequate resources to continue in existence for the foreseeable future. In making this assessment, the Trustees have considered a period of at least 12 months from the date of authorising the financial statements. Accordingly, the charity continues to adopt the going concern basis in preparing the financial statements.

Fund accounting

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

Restricted funds These are available for use subject to restrictions imposed by the donor or through terms of an appeal.

Income

Recognition of income

Income is included in the Statement of Financial Activities (SoFA) when the charity becomes entitled to, and virtually certain to receive, the income and the amount of the income can be measured with sufficient reliability.

Income with related expenditure

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

Donations and legacies

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

Tax reclaims on donations and gifts

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

Donated services and facilities

These are only included in income (with an equivalent amount in expenditure) where the benefit to the Charity is reasonably quantifiable, measurable and material.

Volunteer help

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

Investment income

This is included in the accounts when receivable.

Gains/(losses) on revaluation of fixed assets

This includes any gain or loss resulting from revaluing investments to market value at the end of the year.

Gains/(losses) on revaluation on investment assets

This includes any gain or loss on the sale of investments.

Learning with Parents

Notes to the Accounts for the period ended 31 August 2025

Accounting policies

Expenditure

Recognition of expenditure

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

Expenditure on raising funds

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

Expenditure on charitable activities

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

Governance costs

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

Other expenditure

These are support costs not allocated to a particular activity.

Investments

Investments in subsidiaries are held at cost less impairment.

Depreciation of fixed assets

Tangible fixed assets are written off over their estimated useful economic lives at the following annual rates:

Computer equipment	25% per annum straight line
--------------------	-----------------------------

The carrying values of tangible fixed assets are reviewed for impairment when events or circumstances indicate the carrying value may not be recoverable.

Taxation

Trade and other debtors

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

Cash and cash equivalents

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

Trade and other creditors

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

Pension costs

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

Learning with Parents

Notes to the Accounts for the period ended 31 August 2025

2 Charity status

Learning with Parents is a charitable incorporated organisation and is not a registered company at Companies House.

3 Income from donations and legacies	2025	2024
Grants and donations	815,585	656,459

In the year to 31 August 2025, £120,000 of grants received comprise restricted funds (2024: £24,108). Further information is available in note 14.

4 Income from charitable activities	2025	2024
Programme delivery	78,120	45,532

5 Other income	2025	2024
Rental income	7,166	2,362

6 Expenditure on raising funds	2025	2024
Costs of activities for generating income	86,147	68,086
	<u>86,147</u>	<u>68,086</u>

7 Expenditure on charitable activities	2025	2024
Cost of programme delivery	666,912	545,188
Governance costs		
Independent examination fee	1,350	1,350
Other accountancy fees paid to independent examiner	4,184	4,490
	<u>672,446</u>	<u>551,028</u>

In the year to 31 August 2025, £43,865 of staff costs, £43,352 of programme delivery costs, and £923 of accountancy fees were spent from restricted funds (2024: £40,863 staff costs, £27,614 programme delivery costs, £3,614 accountancy fees). Further information is available in note 14.

8 Other expenditure	2025	2024
Staff costs (Note 10)	46,592	57,004
Premises costs	25,124	19,145
Depreciation	2,699	2,342
General administrative costs	9,651	16,717
	<u>84,067</u>	<u>95,208</u>

Other expenditure includes £6,898 expended from restricted funds (2024: £2,303). Further information is available in note 14.

9 Net income before transfers	2025	2024
This is stated after charging:		
Depreciation of owned fixed assets	2,699	2,342

Learning with Parents

Notes to the Accounts for the period ended 31 August 2025

10 Staff costs	2025	2024
Salaries and wages	402,998	338,110
Social security costs	32,140	25,643
Pension costs	9,227	7,658
Staff recruitment and training costs	973	3,330
	<u>445,338</u>	<u>374,741</u>

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

No trustees (2024: 1) were reimbursed any expenses in the period to 31 August 2025 (2024: travel £89). No trustee (2024: none) received any remuneration in the period.

Key management personnel comprise the trustees, the CEO, the COO, and the Programme Director as laid out on page 1. Total remuneration paid to these individuals was £153,325 (2024: £147,965).

The average number of staff employed, including part time staff was 15 (2024: 13).

11 Tangible fixed assets	Computer equipment	Total
Cost		
At 1 September 2024	11,698	11,698
Additions	6,441	6,441
Disposals	-	-
At 31 August 2025	<u>18,139</u>	<u>18,139</u>
Depreciation		
At 1 September 2024	4,883	4,883
Charge for the year	2,699	2,699
Eliminated on disposal	-	-
At 31 August 2025	<u>7,582</u>	<u>7,582</u>
Net Book Value		
At 31 August 2025	<u>10,557</u>	<u>10,557</u>
At 1 September 2024	<u>6,815</u>	<u>6,815</u>

12 Debtors	2025	2024
Trade debtors	4,837	191,701
Other debtors	16,992	10,790
	<u>21,829</u>	<u>202,491</u>

Learning with Parents

Notes to the Accounts for the period ended 31 August 2025

13 Creditors falling due within one year	2025	2024
Other taxes and social security	9,843	5,769
Deferred income (note 16)	59,294	241,250
Other creditors	953	7,104
	70,090	254,123

14 Movement in funds

	At 1 September 2024	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2025
Unrestricted funds:				
General funds	158,791	780,871	(747,149)	192,513
Restricted funds:				
CISI	-	20,000	(1,658)	18,342
Aberdeen	-	100,000	(89,552)	10,448
The Fair Education Alliance	4,300	-	(4,300)	-
	4,300	120,000	(95,511)	28,789
	163,091	900,871	(842,660)	221,302

	At 1 September 2023	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2024
Unrestricted funds:				
General funds	118,444	677,883	(637,536)	158,791
Restricted funds:				
Acumen	-	18,958	(18,958)	-
The 80-20 Charitable Fund	49,716	-	(49,716)	-
The Fair Education Alliance	4,900	5,150	(5,750)	4,300
	54,616	24,108	(74,424)	4,300
	173,060	701,991	(711,960)	163,091

Purposes of restricted funds

CISI

This three-year funding (2025 - 2028) will support us to evaluate the effectiveness of our financial literacy programme and share learnings with the wider education and financial literacy sector.

Aberdeen

This three-year funding (2025 - 2028) will expand our financial literacy programme to more schools, support teachers to deliver it effectively, develop technology to support delivery, and create a new programme to help Year 6 students prepare for secondary school's financial responsibilities.

Learning with Parents

Notes to the Accounts for the period ended 31 August 2025

15 Analysis of net assets between funds

	Unrestricted Funds	Restricted Funds	Total 2025
Fixed assets	10,557	-	10,557
Net current assets	181,956	28,789	210,745
	<u>192,513</u>	<u>28,789</u>	<u>221,302</u>

	Unrestricted Funds	Restricted Funds	Total 2024
Fixed assets	6,815	-	6,815
Net current assets	151,976	4,300	156,276
	<u>158,791</u>	<u>4,300</u>	<u>163,091</u>

16 Deferred income

	2025	2024
Deferred during the year	46,379	241,250
Released from previous periods	(228,335)	(24,981)
Movement in the period	<u>(181,956)</u>	<u>216,269</u>

LEARNING WITH PARENTS

England & Wales - Charity number 1189812

Accounts

Learning with Parents

Charity No. 1189812

Trustees' Report and Unaudited Accounts

Period ended 31 August 2024

Learning with Parents

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Reference and Administrative Details

Charity Name	Learning with Parents
Registered charity number	1189812
Type of governing document	Constitution
How the charity is constituted	Charitable Incorporated Organisation
Trustee selection methods	New trustees are appointed by the existing trustees following a recruitment and interview process.
Charity's principal address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT
Charity's registered address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT
Charity's Accountants	Multiply Accountancy 71-75 Shelton Street London, WC2H 9JQ
Charity's Bankers	Metro Bank 1 Southampton Row London, WC1B 5HA
The following trustees served during the year:	Dame Sally Dicketts appointed June 2022 Shanaj Salahuddin appointed May 2020 Tarun Abraham appointed November 2020 Ben Cole appointed February 2022 Marva Rollins appointed October 2022 Amanda Shepard appointed October 2022 Lesley Birch appointed October 2022 Cedric Ntumba appointed August 2023
Key Personnel	Tom Harbour (CEO) Gemma Davis (Programme Director) Astrid Jenkinson (COO)

Trustees Annual Report

The Trustees present their report with the unaudited financial statements of the charity for the period ended 31 August 2024.

OBJECTIVES AND ACTIVITIES

Learning with Parents' purpose as set out in the objects contained in the constitution is:

to advance education for the public benefit by improving educational outcomes amongst young people, in particular through the support of parental engagement in children's learning.

as a charity and through partnerships, to provide parental engagement programmes to support UK primary schools. Learning with Parents' programmes support parents, particularly those in disadvantaged areas, by providing them with videos and activities through their inclusive online platform. They also lead the Parental Engagement Forum; a group of organisations mobilised to improve home learning across the sector.

The problem

In the UK not all children have a fair shot at education. Children from low-income households are on average ten months behind their peers by the time they leave primary school (EPI, 2024). The Institute of Fiscal Studies found that almost half (49%) of this disadvantage gap is related to what happens at home, compared to just 14% they attributed to school.

Although all parents want the best for their children, some find it harder to convert their good intentions into daily habits and routines. Indeed, disadvantaged parents want to do the same things, such as reading to their children, but they are nonetheless less likely to do those things (Kalil, 2020).

Due to its complexity, and the fact that it happens behind closed doors, there is limited evidence about how best to drive inclusive parental engagement. Best practice in one community may not apply to another. As a result, many schools, charities and policy makers struggle to prioritise it effectively.

This is a critical moment in tackling educational inequality. The sector continues to focus overwhelmingly on what happens in classrooms, but Learning with Parents knows that parents are key.

Only by supporting all parents and carers can the sector hope to build a fair education system in which every child has the chance to fulfil their potential.

Learning with Parents' solution

Learning with Parents is tackling educational inequality through supporting all families to have positive learning interactions together at home. They drive inclusive parental engagement by partnering with schools and through leading the sector to learn what works. Their research and insights inform their programme and are shared with the sector to encourage best practice.

As a tech-based charity with a test-and-learn approach, Learning with Parents' programmes collect a lot of data, which they use to generate actionable insights. These insights help improve how schools and early years settings, partner charities and they support those families who face the biggest barriers to engaging in their children's learning.

ACHIEVEMENTS AND PERFORMANCE

Achievements and performance in numbers

In 2023-2024:

- 22,663 pupils and their families engaged with the Learning with Parents programme from 150 schools across the UK (compared to 9,595 children and their families from 78 schools in 2022-23).
- 93,476 Maths and English activities were completed by families.
- 1,146,138 reading sessions were recorded by families, an average of 56 sessions per child.
- 86% of teachers agreed that our activities are accessible for all children in their class.
- 75% of parents agreed that they enjoy learning together with their child through our videos and activities.
- 72% of parents said they have done a game or activity again since it was first set.

Building Learning with Parents' programme

From September 2023 - August 2024, Learning with Parents strengthened their support to disadvantaged families through:

Increased engagement and deepening impact

In the 23-24 academic year, Learning with Parents worked with 22,663 pupils and their families across 150 primary schools, enabling over 1.2 million learning interactions in Reading, Maths and English. These are the highest numbers of families Learning with Parents has supported since inception and more than double the number reached in the previous year. This significant increase is due in large part to the success of Learning with Parents' digital reading log.

Not only is Learning with Parents reaching more families than ever before due to the reading log, but the families are also doing more activities. Initial analysis shows that the reading log leads to deeper engagement with the Learning with Parents full programme, with families being significantly more likely to do Maths and English activities if they are also using their reading log. Families accessing the full Maths and English programme in 2023-24 completed an average of 20.5 activities over the year, with a total of 93,476 activities completed. This engagement in the Learning with Parents programmes has led to:

- **More habitual learning interactions**, with 72% of parents who responded to Learning with Parents' survey saying that they had done one of their games or activities again since the teacher first set them
- **More time for teachers** to focus on the most disadvantaged families in their classroom
- **Improved understanding of topics** for pupils, with 84% of teachers saying their support helps pupils to embed their understanding of the topics covered.

These positive parent-child interactions contribute to a broad spectrum of outcomes, including greater confidence, improved socio-emotional skills and other key areas of child development.

"Learning with parents allows me to take a more active role in my daughter's education, while showing her that learning happens everywhere... and it's fun!" Habib, Parent

"The Learning with Parents activities are supporting the families in my class to enjoy learning together at home - some have said it is helping them have more 'family time' together at the weekends..."
Hanane Benhamama - teacher from Millbank Academy

Launching the Learning with Parents Digital Reading Log

Learning with Parents completed the launch year of their digital reading log in July 2024. The log surpassed their expectations for impact, supporting 20,600 children and their families in over 100 schools to record over 1,146,000 reading sessions over the academic year.

By capturing these sessions through recordings, photos and comments, Learning with Parents' platform builds a detailed picture of a child's reading journey over time. Parents are given a more holistic view of their child's progress and a window into the reading that happens in school. Likewise, teachers gain valuable insights into reading at home, as well as a powerful tool for long-term assessment. Most importantly, teachers are also able to easily identify children who are not receiving reading support at home, and appropriately channel additional support within the classroom to ensure no child is left behind.

"All of the hours the librarian used to spend checking the reading journals she now spends the time reading with children who are not getting reading at home." - Steve Sutton, teacher from Yorkmead Primary School

"It's a lot more enjoyable because you can look at photos and audio clips. I can look at everything that is going on. There have been some children going to the museum and reading at the museum. When I see this on the platform, I then catch children, and families, at the gate to celebrate what they have been recording on the reading log." – Emma Wilson, teacher from Camestone Primary School

The value of this innovation was recognised as Learning with Parents' digital reading log received a Bett Award for Educational Resource for Parents or Home Learning, with judges saying:

"Learning with Parents provides an outstanding contribution to supporting schools to build a bridge of opportunity for positive parental engagement, fostering positive home-school links."

Enriching Learning with Parents' content

During this period, the Learning with Parents' team filmed over 230 new topic and activity videos to further enrich the content on their platform. The majority of these are short videos of age-appropriate children explaining new topics in accessible language created based on the Maths or English curriculum or in Learning with Parents' Financial Literacy programme. Examples of topics created include a series of poetry topics in Key Stage 2 and broadening the Reception Maths offer by adding more space, shape and measure topics. The topic videos are designed to give all parents an understanding of the topics that their child is studying in school and the confidence to support their learning at home.

Eighty-eight of the videos filmed were activity demonstration videos to support parental engagement for parents of Reception-aged children. These videos were a mixture of two children or a parent and a child demonstrating an activity which supports learning in a fun way. These videos are intended to break-down language and confidence barriers, and give parents more tools to have positive, learning interactions at home.

Technological enhancements

Learning with Parents has continued to implement strong feedback loops, with feedback collected from parent voice workshops, teacher panels and surveys informing programme developments. As well as numerous changes to their content and how they support schools, this feedback has led to a number of significant technological enhancements over the past year, including:

- allowing parents to support multiple siblings easily, by simplifying the process for switching between children;

- increasing teachers' capacity to support those children who are most in need by creating the option for teachers to log reading as a group in one go;
- encouraging parental engagement by enabling teachers to respond to parent entries through ticks, comments, and/or stickers;
- adding a feature so that parents and teachers are able to see all of the books the child has read; and
- raising the visibility of parental engagement for schools, especially for Pupil Premium Eligible families, by giving schools the option to download a csv version of the engagement data. This also allows schools to plan targeted responses.

Designing a Learning with Parents financial literacy programme

With the support of the IG Group and building on research and scoping done, Learning with Parents spent 2023-24 developing their Financial Literacy programme. Its purpose is to give children the knowledge, skills and experiences that enable them to manage their own money in the future. It also encourages families to have conversations about money with their children and gives them the starting points to do so.

Learning with Parents' financial literacy programme will run across the primary school, from Reception to Year 6. This programme will have six-strands, with a topic for each year group in each strand. Topics include Types of Money, Spending and Saving and Money in Society.

During this period, Learning with Parents' Maths and Financial Literacy Lead has designed and developed 126 activities for parents and children to do together, as well as scripting and filming 42 videos. The activities are a mixture of real-world experiences, conversations and games. They are designed with the most disadvantaged families in mind. Nine partner schools have been identified to pilot this new programme in September 2024.

Learning with Parents is sharing their approaches and what they are learning with others working in the financial literacy space, including through the Financial Education Forum and by engaging with organisations such as the Financial Literacy and Inclusion Campaign, to drive best practice and ensure these interventions are reaching *all* families. Learning with Parents' work was also cited as an example of how to further equip parents and carers to support children's financial education in the All Party Parliamentary Group (APPG) on Financial Education for Young People Report (2023).

Launching a pilot programme in the Early Years space

In April 2024, with the support of the Ardan Foundation, Learning with Parents launched their early years pilot in partnership with Peeple, a like-minded charity committed to supporting low-income families. To date, they have tested the Learning with Parents platform with the Peeple parent groups to see how the technology works. Learning with Parents' Content Manager has also worked closely with the Peeple team to film new videos with children aged 0-4 and create age-appropriate activities on the platform based on Peeple's Peep Learning Together programme.

To ensure good mechanisms for learning and sharing best practice, Learning with Parents has continued to participate in a number of groups including the Fair Education Alliance (FEA) Early Years Working Group.

Strengthening their research and insights work

In 2023-24, Learning with Parents collaborated with DataKind UK, an organisation that works with data scientists to support charities to effectively use their data. This partnership focused on analysing the data Learning with Parents collected on an ongoing basis through their platform and culminated in a

data deep dive weekend in March 2024. This data deep dive produced a range of valuable insights around how the digital reading log drives engagement with the Maths and English activities, what makes an accessible activity, and the factors that drive reading engagement. For each of these areas, they considered the differences in how Pupil-Premium eligible and non-Pupil Premium eligible families interact with different types of activities. An example of a key finding from this analysis work was that schools which choose a reading target of three rather than five days have a higher proportion of pupils reading at least once a week, without reducing the amount of reading done overall.

Running the Parental Engagement Forum

Learning with Parents brings together like-minded organisations in the Parental Engagement Forum from across the education space to network, collaborate, share best practice and explore the research about supporting disadvantaged families. With support from the Fair Education Alliance, Learning with Parents has grown the forum to include a diverse group of 39 organisations, ranging from national charities to place-based organisations working deep in local communities. During this period, eight different organisations presented their work. Topics covered included reading for pleasure, the role of home-school link workers, the role of fathers in learning, and parental engagement in the Early Years. Through the forum, new projects have been fostered drawing on the skills of member organisations coming together to serve the needs of disadvantaged families.

During this period, Learning with parents has also engaged in a series of webinars on effective parental engagement strategies, including hosting two webinars with the Education Endowment Foundation (EEF), entitled 'Supporting reading at school and at home' and 'Playful Maths in School and at Home'. They have also been sharing their tech expertise and spoke at an FEA Roundtable entitled 'How can AI help close the disadvantage gap in education?'.

Strengthening the charity

As well as continuing to build and expand their programme, Learning with Parents has also focused on strengthening the organisation. Areas of focus included:

- **Updating the Theory of Change:** Working with experts in evaluation in education, ImpactED, Learning with Parents has developed an organisation-wide Theory of Change to help them to better articulate the full breadth of our impact and inform future impact evaluations. This will be a precursor to drafting principles of evaluation and developing a framework to measure impact more robustly.
- **Financial sustainability:** Learning with Parents raised over £670k in 2023-24, making it their most successful fundraising year to date. This strong performance allowed them to deliver all the activities they had planned and achieve the other outcomes listed in this report. This was also the first year Learning with Parents secured multi-year sign ups from schools. Not only does this multi-year income enable them to better plan and support partners; it is also a testimony to the quality of the relationships being built with schools.
- **Moving offices:** In February 2024, Learning with Parents moved into a new, unfurnished space and became the primary tenant on a premise for the first time. This was a significant piece of work, requiring identifying a new space and new sub-tenants, purchasing furniture and equipment, and establishing new policies and processes. This was achieved in a cost-effective and timely way and with minimal disruption and inconvenience to staff.
- **Strengthening financial systems:** During this period, Learning with Parents has continued to strengthen their financial management, including developing a financial manual and payroll guide to ensure all systems and processes are documented and updating authorisation processes to support more checks and balances, as the organisation grows.

- Developing their communication and marketing strategy: In 2023-24, with the support of the FEA, Learning with Parents works with a consultant to review their branding and messaging and develop a more cohesive communications and marketing strategy. Outcomes from this work also included a short-term communications plan and updating the organisational brand guidelines to reflect their broader offerings. To capitalise on and deliver this work, Learning with Parents recruited a Fundraising and Communications Officer in July 2024.

FINANCIAL REVIEW

Learning with Parents' income comes from fundraising and subsidised fees from partner schools.

Through subsidised fees, partner schools contribute towards the costs of staff training, being set up on the platform, participating in induction sessions for the parents and teachers, accessing the platform and activities, receiving ongoing technical support and sharing relevant data and reflections to strengthen engagement. This contribution equated to £45,532 for the period September 2023 to August 2024.

To supplement this income and allow Learning with Parents to continue to strengthen and expand their programme, they also secured funding from a number of generous corporate partners and Trusts and Foundations. These included the 80-20 Charitable Fund, the Acumen Fund, the Ardian Foundation, the Barratt Foundation, the Credit Suisse EMEA Foundation, the Dulverton Trust, the FEA, the Garfield Weston Foundation, IG Group, the Rigby Foundation, the Schroder Charity Trust and the UBS Optimus Foundation. Learning with Parents also benefited from the fundraising efforts of UBS staff, who raised over £80,000 through a number of events including a charity auction and Disney on Ice event for staff and family. These grants and donations equated to £656,459 for the period September 2023 to August 2024.

Financial Activity and Financial Position

2023-2024 has been another strong year from a financial perspective for Learning with Parents, enabling them to strengthen and grow their programmes and invest in their sustainability. The organisation secured £701,991 of income for the period September 2023-August 2024, exceeding last year's income of £654,990.

This has been Learning with Parents' most successful year to date in terms of securing school income and is also the first year Learning with Parents secured multi-year commitments from partner schools, with over £13k secured for 2025-26 and £3k for 2026-27.

Learning with Parents' expenditure increased in line with their income as they invested in the launching of their reading log and creating new resources to support the schools using it, developed Financial Literacy content, made strategic technological enhancements and grew their team to increase the support they could offer to their school partners. Moving offices to an unfurnished premise and taking on the running costs led to an increase in the organisation's premises costs. During this period, Learning with Parents also increased its reserves to maintain three month's running costs. This reflects their shift from a start-up to a more established organisation and increased resilience and ability to respond to new opportunities.

Learning with Parents' expenditure slightly exceeded their in-year income because they started the year with £173,060, of which £54,616 was restricted funding earmarked for activities planned for 2023-24.

Reserves Policy

Learning with Parents requires some funds to be held in reserves to protect themselves from situations such as the following:

1. The risk of an unforeseen emergency or other unexpected need for funds, eg an unexpected large repair bill or finding 'seed funding' for an urgent project.
2. Covering unforeseen day-to-day operational costs, e.g. employing temporary staff to cover a long-term sick absence.
3. The need to fund short-term deficits in a cash budget, e.g. money may need to be spent before a funding grant is received.
4. A source of income, eg a grant, not being renewed. Funds might be needed to give the Chief Executive and trustees time to take action if revenue falls below expectations. The priority would be to ensure that the charity can continue providing a stable and quality service. Within this context, Learning with Parents would seek to minimise recruitment, staff training, staff induction and marketing costs and seek to avoid the need for redundancies caused by a financial crisis.
5. Meet contractual liabilities should the organisation have to close. This includes redundancy pay, amounts due to creditors and commitments under leases.

In developing Learning with Parents' financial reserves policy, they balanced the need for financial resilience that reserves provide, with the limitation on their ability to fulfil their vision. As the organisation has grown, the decision has been made to increase the amount of reserves held from two months' core running costs to three in the previous financial year. Three months' core running costs equated to £153,000 for the period September 2023-August 2024. This policy is being reviewed annually to ensure that it remains fit for purpose.

Learning with Parents finished the year with free reserves of £158,791. This is in line with the Learning with Parents' Reserves policy and gives the organisation a good degree of security in a rapidly changing context and will allow them to respond to new opportunities which may arise.

PLANS FOR FUTURE PERIODS

In the coming year, Learning with Parents will strive to strengthen and deepen their reach, working closely with the schools they partner with and supporting more parents and carers to engage in their children's learning. They will also be piloting two new programmes, financial literacy and working with families with pre-school aged children. To deliver this ambitious programme, Learning with Parents will also continue to strengthen the organisation, ensuring that they have the resources they need, robust systems and processes and motivated, happy staff to deliver the programmes.

Learning with Parents' priorities for 2024-2025 include:

Supporting Learning with Parents' largest number of partner schools to date

In September 2024, Learning with Parents will be launching the new academic year with over 160 schools, the largest number of schools they have worked with to date. They will be ensuring that all schools have a smooth launch, supporting with issues and continuing to make enhancements to respond to any new needs identified. To ensure that they have the capacity to meet the needs of this larger number of schools, in July 2024 Learning with Parents recruited a School Partnership Officer, a

new role dedicated to supporting schools to launch and implement the programme and respond to parents' queries.

Strengthening the Reading Log

Learning with Parents will be exploring how they can strengthen their digital reading log to further support positive interactions around reading at home. They want to make content and technological enhancements to the reading log to enable it to suggest different, fun ways in which parents and children can read together. Enjoyment is a significant contributor to whether families read together, particularly for those facing the greatest barriers, and Learning with Parents wants to strengthen their programme to better support this.

Learning with Parents is also in conversations with several national phonics scheme providers around integrations with their reading log. These partnerships could provide more guidance to families who struggle to support their children with phonics, including those with lower literacy rates or with English as an additional language.

Developing a new Training on Parental Engagement programme

Learning with Parents plans to develop a new Continuing Professional Development (CPD) offering on parental engagement in learning in primary schools. Learning with Parents' data shows that teacher attitude and engagement is key to supporting parents to engage. As parental engagement is not covered in much detail in most teacher training courses, Learning with Parents wants to plug this gap. Their training will upskill teachers and other staff to forge better relationships and support children's learning at home and in school.

Exploring and piloting Learning with Parents' role in the Early Years

Children from low-income families are on average 5 months behind their peers at the point when they start school (Sutton Trust, 2020). Learning with Parents has the technology and parental engagement experience to support families before children reach school, at a critical age in brain development and habit forming. A focus for 2024-25 will be to further explore how Learning with Parents can most effectively and strategically support low-income families with pre-school aged children to have positive learning interactions which will have a lasting impact.

From October 2024, Learning with Parents will be launching the second phase of the pilot with 10 early years settings, working closely with the team at Peeple to support the early years practitioners, capture learnings and evaluate the programme. This evaluation will inform the next steps for this strand of work.

Learning with Parents has also started exploring how they can support transition into school for disadvantaged families. School readiness is a growing problem, with teachers reporting that 37% of children cannot dress independently and 24% are not toilet trained (Kindred Squared, 2023). Following a period of research and planning, Learning with Parents has begun designing their school readiness programme, 'Ready Teddy', which will support disadvantaged families with the school transition. The programme involves sending families with 3-4 year-olds a physical teddy bear, and supporting them to get teddy ready to start school. If successful in securing funding, they plan to pilot the programme from summer 2025.

Piloting the new Learning with Parents Financial Literacy Programme

Learning with Parents will launch the pilot of their financial literacy programme in September 2024 and evaluate its uptake and impact through feedback from teachers, parents and children over the coming year. They will support the nine schools to implement the programme, including responding to queries and developing any new resources required to support teachers and parents. They will monitor on an ongoing basis how schools and families are engaging with the content, making any necessary amendments to ensure that it is as accessible as possible for those families who struggle to engage in

their children's learning. This impact of the programme will be evaluated, focusing on parental engagement, particularly from low-income families, and feedback gathered both on the content and on any changes to how families discuss money. This will be done through teacher panels, parent focus groups and surveys.

Data analysis

Data analysis is a priority for Learning with Parents for the coming year. They want to build on the work done with DataKind and Loughborough University to further strengthen their programme and share with the sector what works in terms of supporting disadvantaged families. They are currently planning a Hackathon with the team at IG Group in November 2024 to further support this work. They also hope to deepen their data analysis work by increasing their capacity in this area, such as by recruiting a data scientist to do more exploration and creating frameworks to automate the analysis process.

Developing Principles of Evaluation

Building on the Theory of Change review in the previous year, with the support of the FEA, Learning with Parents will be working with ImpactEd to develop principles of evaluation. These will inform the organisation's internal monitoring and evaluation framework and inform plans for possible external evaluation in the coming years.

Strengthening the board

Learning with Parents will continue actively recruiting new members to board to ensure that it can oversee the implementation of the five-year strategy and support a resilient organisation in a period of rapid growth. In particular, they will be looking for trustees who have an understanding of the edtech space and educational inequality in the UK.

Trustees statement of responsibilities

The Trustees shall manage the affairs of the CIO and may for that purpose exercise all the powers of the CIO. It is the duty of each Trustee—

(a) to exercise his or her powers and to perform his or her functions in his or her capacity as a Trustee of the CIO in the way he or she decides in good faith would be most likely to further the purposes of the CIO; and

(b) to exercise, in the performance of those functions, such care and skill as is reasonable in the circumstances having regard in particular to—

i) any special knowledge or experience that he or she has or holds herself out as having; and,

ii) if he or she acts as a Trustee of the CIO in the course of a business or profession, to any special knowledge or experience that it is reasonable to expect of a person acting in the course of that kind of business or profession.

The Trustees are also responsible for the contents of the Trustee Annual report, and the responsibility of the Independent Examiner in relation to the Trustee report is limited to examining the report and ensuring that, on the face of the report, there are no inconsistencies with the figures disclosed and the financial statements.

Structure, Governance and Management

The Board is composed of a minimum of three Trustees, one of whom will be the Chair. New Trustees are appointed by the existing Trustees following a recruitment and interview process. Appointments during this period to the Board are for a period of two years, which may be extended for up to two further three-year periods. Trustees are not remunerated but are entitled to claim reasonable out-of-pocket expenses in relation to attendance of meetings.

For the period September 2023-August 2024, Learning with Parents did not recruit any new Trustees. During this period, one Trustee, Lesley Birch, had to step back from Trustee responsibilities. Learning with Parents will continue to recruit new trustees to build their board and ensure an even greater range of experience and expertise.

The Board meets four times a year (quarterly) to discuss strategic and operational issues, review risks, monitor income and expenditure, sign off on any new or updated organisational policies, and discuss any other matters arising. All decisions and agreed actions are recorded in the meeting minutes. The Trustees' roles and responsibilities are outlined in Terms of Reference.

Risk Management

The Trustees have a responsibility for the identification and proper management of risks faced by Learning with Parents in achieving its primary aims. A Risk Management Framework has been developed which is reviewed by the Trustees on a quarterly basis and by Learning with Parents' Senior Management Team on a monthly basis. This framework captures major risks to which Learning with Parents is exposed, including those relating to operational, financial and reputational areas.

The Trustees believe that, by monitoring reserve levels, by ensuring that controls exist over key financial systems, and by examining the operational risks faced by the Charity, they have established effective systems and procedures to mitigate those risks.

Key risks for the period September 2023-August 2024 and their main mitigations were as follows:

- 1. Balancing new opportunities with ongoing programmes** - This has been an exciting year with a lot of significant new developments for Learning with Parents, including supporting more schools and families than ever before, launching a new reading log, designing and developing a financial literacy programme and launching an early years pilot. All of these new developments have been incredibly positive, taking Learning with Parents closer towards its mission of ensuring that *all* children are supported at home to fulfil their potential. However, they have required careful management to ensure that the team does not get overwhelmed and that the quality of the core programme does not slip. This need to effectively balance competing demands was a focus for the Trustees who provided a clear steer in terms of prioritising.

- 2. Data protection** - As a technology platform which has access to a lot of personal data, one of Learning with Parents' priorities is to ensure that they are up to date with current best practice in the fields of IT security, privacy and data protection to prevent any risk of data breaches or infringements of data protection legislation. Last year, Learning with Parents was awarded Cyber Essentials Plus accreditation, which recognises the strength of systems, policies and programmes. They have continued to review and update their Information Security Policy and Checklist annually to ensure it remains adequate and inline with current best practice. All Learning with Parents staff undergo training on IT security and UK GDPR compliance. To further support this work, over this period, Learning with Parents recruited Judicium Education Ltd, an external advisor that specialises in supporting educational institutions with data compliance and best practice.

- 3. Safeguarding** - Whilst Learning with Parents does not work directly with children, they do sometimes come into contact with them on school visits or whilst filming. Where parents have given consent to do so, Learning with Parents also has access to images of children carrying out the activities set through the platform. It is therefore essential that all staff, trustees, consultants, volunteers and interns at Learning with Parents understand their responsibility to promote the welfare of all children and young people, to keep them safe and to operate in a way that protects them.

To mitigate against the risk that staff or other individual associated with the organisation perpetuates or fails to report a safeguarding incident, Learning with Parents developed a Safeguarding Policy and Procedure and a Code of Conduct which sets out what would constitute a safeguarding incident and what steps should be taken if someone has any concerns for the welfare of a child. These policies were reviewed and updated in this period and will continue to be reviewed annually.

Learning with Parents requires all those working with or for the organisation to read and commit to upholding and adhering to their Safeguarding Policy and Procedure on an annual basis. They also carry out a Disclosure and Barring Service (DBS) check for all staff and any consultants working on their behalf. They have a safeguarding lead on their Board of Trustees and the Programme Director acts as Safeguarding Officer. Safeguarding training, provided by the NSPCC, is also mandatory for all staff.

- 4. Changing premises** - In October 2023, Learning with Parents were informed that they would need to find new offices. They were able to find new premises and a sub-tenant and moved in February 2024. With these new offices came a number of additional charges, responsibilities and risks which needed to be accounted for, managed and mitigated against. New policies and processes have been developed to keep the Learning with Parents team safe and additional training has been procured. Two members of the team attended Fire Marshall training and First Aid training.

5. Staff satisfaction - Learning with Parents is committed to ensuring the workplace satisfaction and welfare of their staff. They recognise that there has been a lot of growth and change within the organisation which can be unsettling. They hold regular team and one-to-one check-ins as these continue to be perceived as valuable to maintaining a sense of belonging and positive relationships across the team. A survey was sent out to the team in May 2024 to gather anonymous feedback on how the staff were feeling and what would help them feel better informed and happy at work. The feedback was overwhelmingly positive with 100% of staff agreeing or strongly agreeing that Learning with Parents is a good place to work. Where issues were raised, steps are being taken to address them.

Responsibilities of Trustees for the Financial Statements

The Trustees are responsible for preparing the report and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice. Charity law in England and Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Charity and of income and expenditure of the Charity for that period.

In preparing those financial statements, the Trustees are required to:

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

The Trustees are responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and enables them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the governing document. The Trustees are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Trustees are responsible for the maintenance and integrity of the Charity and financial information included in the Charity's website.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Companies Act 2006. The Trustees are also responsible for safeguarding the assets of the charity and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

The above report has been prepared in accordance with the Charities SORP (FRS 102).

Signed on behalf of the trustees

Sally Dicketts

Sally Dicketts (Jan 13, 2025 14:07 GMT)

Sally Dicketts, Chair

Date: 13/01/2025

Learning with Parents

Independent Examiner's Report to the trustees of Learning with Parents

I report to the charity trustees on my examination of the accounts of Learning with Parents for the period ended 31 August 2024 which comprise the Statement of Financial Activities (incorporating the Summary Income and Expenditure Account), the Balance Sheet and the related notes.

Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

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

Independent examiner's statement

As the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination as a member of the Institute of Chartered Accountants in England and Wales.

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

- accounting records were not kept in accordance with section 386 of the 2006 Act ; or
- the accounts do not accord with those records; or
- the accounts do not comply with the accounting requirements under section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
- the accounts have not been prepared in accordance with the Charities SORP (FRS 102).

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.



Chris Conway

Multiply Accountancy Limited
71-75 Shelton Street
London
WC2H 9JQ

Date: 13/01/2025

Learning with Parents

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

	Notes	Unrestricted funds 2024	Restricted funds 2024	Total funds 2024	Total funds 2023 (as restated)
		£	£	£	£
Income and endowments from:					
Donations and legacies	3	632,351	24,108	656,459	613,389
Charitable activities	4	45,532	-	45,532	41,601
Other		-	-	-	-
Total incoming resources		677,883	24,108	701,991	654,990
Expenditure on:					
Raising funds	5	68,086	-	68,086	44,673
Charitable activities	6	476,604	74,424	551,028	388,450
Other	7	92,846	-	92,846	108,610
Total outgoing resources		637,536	74,424	711,960	541,733
Net gains on investments		-	-	-	-
Net incoming resources	8	40,347	(50,316)	(9,969)	113,257
Transfers between funds		-	-	-	-
Net incoming resources before other gains/(losses)		40,347	(50,316)	(9,969)	113,257
Other gains and losses		-	-	-	-
Net movement in funds		40,347	(50,316)	(9,969)	113,257
Reconciliation of funds:					
Total funds brought forward		118,444	54,616	173,060	59,803
Total funds carried forward		158,791	4,300	163,091	173,060

Learning with Parents

Balance Sheet at 31 August 2024

	Notes	2024 £	2023 (as restated) £
Fixed assets			
Investments	10	-	-
Tangible assets	11	6,815	3,200
		6,815	3,200
Current assets			
Debtors	12	202,489	15,007
Cash at bank and in hand		207,908	193,731
		410,397	208,738
Creditors: Amounts falling due within one year	13	(254,121)	(38,878)
Net current assets		156,276	169,860
Total assets less current liabilities		163,091	173,060
Total net assets		163,091	173,060
The funds of the charity			
Unrestricted funds	14	158,791	118,444
Restricted funds	14	4,300	54,616
Total funds		163,091	173,060

Approved by the trustees on11/12/2024..... and signed on its behalf by:

Sally Dicketts

[Sally Dicketts \(Jan 13, 2025 14:07 GMT\)](#)

Sally Dicketts

Chair

Date: January 13th 2025

Learning with Parents

Notes to the Accounts for the period ended 31 August 2024

1 Accounting policies

Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The financial statements have been prepared under the historical cost convention. They are prepared in sterling, which is the functional currency of the charity. Amounts presented are rounded to the nearest pound.

Going concern

The Trustees have reasonable expectation that the charity will have access to adequate resources to continue in existence for the foreseeable future. In making this assessment, the Trustees have considered a period of at least 12 months from the date of authorising the financial statements. Accordingly, the charity continues to adopt the going concern basis in preparing the financial statements.

Fund accounting

Unrestricted funds	These are available for use at the discretion of the trustees in furtherance of the general objects of the charity.
Restricted funds	These are available for use subject to restrictions imposed by the donor or through terms of an appeal.

Prior year adjustment

The comparative amounts on the financial statements have been restated to reflect an error in the prior period. Fee income of £24,981 was included in income from charitable activities in the period ended 31st August 2023 which was received in advance, and should have been deferred to the period ended 31st August 2024. The effect of correcting this, and the prior period ended 31st August 2022 (£23,670), is that income from charitable activities in the period ended 31st August 2023 has decreased by £1,311, and the unrestricted funds carried forward at 31st August 2023 have decreased by £24,981.

Income

Recognition of income

Income is included in the Statement of Financial Activities (SoFA) when the charity becomes entitled to, and virtually certain to receive, the income and the amount of the income can be measured with sufficient reliability.

Income with related expenditure

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

Donations and legacies

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

Tax reclaims on donations and gifts

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

Donated services and facilities

These are only included in income (with an equivalent amount in expenditure) where the benefit to the Charity is reasonably quantifiable, measurable and material.

Volunteer help

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

Investment income

This is included in the accounts when receivable.

Gains/(losses) on revaluation of fixed assets

This includes any gain or loss resulting from revaluing investments to market value at the end of the year.

Gains/(losses) on revaluation on investment assets

This includes any gain or loss on the sale of investments.

Learning with Parents

Notes to the Accounts for the period ended 31 August 2024

Accounting policies

Expenditure

Recognition of expenditure

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

Expenditure on raising funds

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

Expenditure on charitable activities

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

Governance costs

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

Other expenditure

These are support costs not allocated to a particular activity.

Investments

Investments in subsidiaries are held at cost less impairment.

Depreciation of fixed assets

Tangible fixed assets are written off over their estimated useful economic lives at the following annual rates:

Computer equipment	25% per annum straight line
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The carrying values of tangible fixed assets are reviewed for impairment when events or circumstances indicate the carrying value may not be recoverable.

Taxation

Trade and other debtors

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

Cash and cash equivalents

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

Trade and other creditors

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

Pension costs

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

Learning with Parents

Notes to the Accounts for the period ended 31 August 2024

2 Charity status

Learning with Parents is a charitable incorporated organisation and is not a registered company at Companies House.

3 Income from donations and legacies	2024	2023
Grants and donations	656,459	613,389

In the year to 31 August 2024, £24,108 of grants received comprise restricted funds (2023: £140,043). Further information is available in note 14.

4 Income from charitable activities	2024	2023
Programme delivery	45,532	41,601

5 Expenditure on raising funds	2024	2023
Costs of activities for generating income	68,086	44,673
	<u>68,086</u>	<u>44,673</u>

6 Expenditure on charitable activities	2024	2023
Cost of programme delivery	545,188	384,312
Governance costs		
Independent examination fee	1,350	1,350
Other accountancy fees paid to independent examiner	4,490	2,788
	<u>551,028</u>	<u>388,450</u>

In the year to 31 August 2024, £40,863 of staff costs, £27,614 of programme delivery costs, and £3,614 of accountancy fees were spent from restricted funds (2023: £59,490 staff costs and £69,849 programme delivery costs). Further information is available in note 14.

7 Other expenditure	2024	2023
Staff costs (Note 9)	57,004	42,505
Premises costs	16,783	11,362
Depreciation	2,342	1,115
Charitable donations	-	-
General administrative costs	16,717	25,640
Exceptional costs related to the cessation of the subsidiary company	-	27,988
	<u>92,846</u>	<u>108,610</u>

Other expenditure includes £2,303 expended from restricted funds (2023: £15,177). Further information is available in note 14.

8 Net income before transfers	2024	2023
This is stated after charging:		
Depreciation of owned fixed assets	2,342	1,115

Learning with Parents

Notes to the Accounts for the period ended 31 August 2024

9 Staff costs	2024	2023
Salaries and wages	338,110	232,935
Social security costs	25,643	16,921
Pension costs	7,658	5,497
Staff recruitment and training costs	3,330	3,763
	<u>374,741</u>	<u>259,116</u>

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

One trustee (2023: 1) was reimbursed for travel expenses totalling £89 incurred in the period to 31 August 2024 (2023: £90). No trustee (2023: none) received any remuneration in the period.

Key management personnel comprise the trustees, the CEO, the COO, and the Programme Director as laid out on page 1. Total remuneration paid to these individuals was £147,965 (2023: £137,636).

During the period, an ex-gratia payment for termination was made to an employee for £11,155.

The average number of staff employed, including part time staff was 13 (2023: 10).

10 Tangible fixed assets	Computer equipment	Total
Cost		
At 1 September 2023	5,741	5,741
Additions	5,957	5,957
Disposals	-	-
At 31 August 2024	<u>11,698</u>	<u>11,698</u>
Depreciation		
At 1 September 2023	2,541	2,541
Charge for the year	2,342	2,342
Eliminated on disposal	-	-
At 31 August 2024	<u>4,883</u>	<u>4,883</u>
Net Book Value		
At 31 August 2024	<u>6,815</u>	<u>6,815</u>
At 1 September 2023	<u>3,200</u>	<u>3,200</u>

11 Debtors	2024	2023
Trade debtors	191,701	9,340
Amounts owed from subsidiary undertaking	-	-
Other debtors	10,788	5,667
	<u>202,489</u>	<u>15,007</u>

Learning with Parents

Notes to the Accounts for the period ended 31 August 2024

12 Creditors falling due within one year	2024	2023
Other taxes and social security	5,769	7,624
Deferred income (note 15)	241,250	24,981
Other creditors	7,102	6,273
	254,121	38,878

13 Movement in funds

	At 1 September 2023	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2024
Unrestricted funds:				
General funds	118,444	677,883	(637,536)	158,791
Restricted funds:				
Acumen	-	18,958	(18,958)	-
The 80-20 Charitable Fund	49,716	-	(49,716)	-
The Fair Education Alliance	4,900	5,150	(5,750)	4,300
	54,616	24,108	(74,424)	4,300
	173,060	701,991	(711,960)	163,091

	At 1 September 2022	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2023
Unrestricted funds:				
General funds	29,284	511,358	(397,217)	143,425
Restricted funds:				
Big Give	-	10,043	(10,043)	-
Credit Suisse	-	25,000	(25,000)	-
The Access Foundation	54,189	-	(54,189)	-
The 80-20 Charitable Fund	-	100,000	(50,284)	49,716
The Fair Education Alliance	-	4,900	-	4,900
Mercers	-	5,000	(5,000)	-
	54,189	144,943	(144,516)	54,616
	83,473	656,301	(541,733)	198,041

The Fair Education Alliance

Funding to support us to update our Theory of Change and develop Principles of Evaluation. This will help us to better evidence our impact and effectively communicate how our work is supporting families facing the greatest barriers and tackling the attainment gap. The remaining restricted funds are expected to be expended in the current period to 31st August 2025.

Learning with Parents

Notes to the Accounts for the period ended 31 August 2024

14 Analysis of net assets between funds

	Unrestricted Funds	Restricted Funds	Total 2024
Fixed assets	6,815	-	6,815
Net current assets	151,976	4,300	156,276
	<u>158,791</u>	<u>4,300</u>	<u>163,091</u>
	Unrestricted Funds	Restricted Funds	Total 2023
Fixed assets	3,200	-	3,200
Net current assets	140,225	54,616	194,841
	<u>143,425</u>	<u>54,616</u>	<u>198,041</u>

15 Deferred income

	2024	2023
Deferred during the year	241,250	24,981
Released from previous periods	(24,981)	(23,670)
	<u>216,269</u>	<u>1,311</u>

At a donor's request, an invoice of £175,000 was issued in July 2024, to be paid in the first quarter of 2023-24. This funding is for activities planned for 2024-25. These are unrestricted funds, however, as they had not been received, and no resources expended on the planned activities by the end of the period, the income has been deferred.

The remaining deferred income of £66,250 relates to school income received in the period, for advanced subscriptions related to future periods.

LEARNING WITH PARENTS

England & Wales - Charity number 1189812

Accounts

Learning with Parents

Charity No. 1189812

Trustees' Report and Unaudited Accounts

Period ended 31 August 2023

Learning with Parents

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Reference and Administrative Details

Charity Name	Learning with Parents
Registered charity number	1189812
Type of governing document	Constitution
How the charity is constituted	Charitable Incorporated Organisation
Trustee selection methods	New trustees are appointed by the existing trustees following a recruitment and interview process.
Charity's principal address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT
Charity's registered address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT
Charity's Accountants	Multiply Accountancy 71-75 Shelton Street London, WC2H 9JQ
Charity's Bankers	Metro Bank 1 Southampton Row London, WC1B 5HA
The following trustees served during the year:	Dame Sally Dicketts Shanaj Salahuddin Tarun Abraham Ben Cole Marva Rollins appointed October 2022 Amanda Shepard appointed October 2022 Lesley Birch appointed October 2022 Cedric Ntumba appointed August 2023
Key Personnel	Tom Harbour (CEO) Gemma Davis (Programme Director) Astrid Jenkinson (COO)

Trustees Annual Report

The Trustees present their report with the unaudited financial statements of the charity for the period ended 31 August 2023.

OBJECTIVES AND ACTIVITIES

Learning with Parents' purpose as set out in the objects contained in the constitution is:

to advance education for the public benefit by improving educational outcomes amongst young people, in particular through the support of parental engagement in children's learning.

As a charity and through partnerships, to provide parental engagement programmes to support UK primary schools. Learning with Parents' programmes support parents, particularly those in disadvantaged areas, by providing them with videos and activities through their inclusive online platform. They also lead the Parental Engagement Forum; a group of organisations mobilised to improve home learning across the sector.

The problem

In the UK, not all children have a fair shot at education. By age 11, a disadvantaged child is on average nine months behind their richer peers in English and Maths¹. The gap between poor children and their peers has grown dramatically since the pandemic. Disadvantaged families face unprecedented challenges due to the increased cost of living, with teachers reporting that more pupils are coming to school hungry, dirty, or unable to concentrate².

This is a critical moment in tackling educational inequality. The sector continues to focus overwhelmingly on what happens in classrooms, but Learning with Parents knows that parents are key.

Parents face a range of complex barriers and have a variety of motivations. Best practice in one community may not apply to another community. This makes supporting parents difficult, but the sector must conduct research, gain insights and over time learn what works.

Only by supporting all parents and carers can the sector hope to build a fair education system in which every child has the chance to fulfil their potential.

Learning with Parents' solution

Learning with Parents supports all families to have positive learning interactions together. They drive inclusive parental engagement by partnering with schools and through leading the sector to learn what works. Their research and insights inform their programme and are shared with the sector to encourage best practice.

Learning with Parents' programme has a direct impact on the families they work with, whilst also generating data to fuel their research. They aim for every element of their programme to be a variable, which they can tweak as they learn and develop.

¹ Education in England: Annual Report 2020, EPI, 2020, <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>

² Cost of living crisis harming pupil's education, NASUWT, 2022, <https://www.nasuw.org.uk/article-listing/cost-of-living-crisis-harming-pupils-education.html>

ACHIEVEMENTS AND PERFORMANCE

Achievements and performance in numbers

In 2022-2023:

- 9,595 pupils registered onto the Learning with Parents platform
- 533 classes from 78 primary schools across the UK used the programme
- 35,212 activities were completed by pupils and their families at home together
- 59,190 comments were left by pupils and their parents onto the Learning platform
- 73% of parents agreed or strongly agreed that they and their child enjoyed learning together through the programme
- 72% of parents said they has done a game or activity again since it was first set
- 100% of teachers that answered Learning with Parents' survey agreed that the resources provided helped them to engage families in the programme.

Building Learning with Parents' programme

From September 2022 - August 2023, Learning with Parents strengthened their support to disadvantaged families through:

Creating more content

During this period, Learning with Parents filmed over 200 new videos for the English and Maths topics from Reception up to Year 6. These are short videos of age-appropriate children explaining a topic from the Maths or English curriculum in accessible language. The videos are designed to give parents an understanding of the topics that their child is studying in school and the confidence to support their child's learning at home.

Designing and piloting a new digital reading log

Learning with Parents designed and piloted a digital reading log that addresses some of the problems identified by teachers and families in recording reading at home. This digital reading log presents a step change in how families use Learning with Parents' programme, opening the door for them to support daily rather than weekly parent-child interactions. From January to June 2023, it was piloted with four schools. The feedback from teachers and families was overwhelmingly positive:

"The pupils love recording themselves on the reading log, being able to show off to their teachers what they can do...sharing a book at home that they don't have in school with their teachers has been particularly special."

Bernadette Bonnar, St Mary's Roman Catholic Primary School, Middleton

The reading log will be available to all Learning with Parents' partner schools from September 2023.

Breaking down access barriers

Launching 'magic links' during this period allowed Learning with Parents' platform users to access activities and leave feedback without having to create an account. One of the biggest barriers parents face when trying to access the Learning with Parents platform is forgetting their login details. This project has removed compulsory passwords for users, leading to more frequent parent-child interactions, particularly for disadvantaged families. In the first term this was rolled out, there was an 18% increase in pupil feedback, compared to the same term the previous year. The development of 'magic links' and countless logins has also been critical to the successful pilot of Learning with Parents' digital reading

log as it is allowing families to regularly record when they have read together, without the frustration of needing to register or forgotten passwords.

Researching financial literacy programmes and current practice

Research shows that money habits are mostly shaped at home between the ages of four and seven, particularly around core skills such as counting and choice making³. Learning with Parents' programme is optimally placed to support all parents to build these skills in a fun and active way. During this period, Learning with Parents focused on landscape research to develop a strong knowledge of this topic and an evidence base from which to create their own programme. This included researching other programmes providing financial literacy resources to schools and families; reviewing how parents engage with Learning with Parents' existing activities; and gathering input from teachers and parents to understand current practice around financial literacy education.

Building knowledge of the Early Years space

Parents have a critical role to play in their children's development from birth. Learning with Parents is well placed to work in this space and has spent this period deepening their knowledge of the issues, understanding the different players and developing partnerships with organisations working in Early Years. During this period, Learning with Parents has recruited two new members of staff with experience working in the Early Years to ensure that they would be able to deliver this programme. They have also reviewed their existing content to understand what could be adapted to support younger children and initiated design work with a potential partner, outlining what a pilot project would look like. To ensure good mechanisms for learning and sharing best practice, they joined a newly formed Fair Education Alliance Early Years Working Group. This group is dedicated to bringing organisations working in this space together to tackle inequality.

Strengthening their research and insights work

Learning with Parents' platform has been designed to allow them to provide insights into the learning interactions that families are having together at home, which have traditionally been very hard to accurately collect. These insights can inform how Learning with Parents' programme can be improved as well as help the sector to more effectively engage with families who face the greatest barriers. During this period, Learning with Parents has reviewed their approaches to collecting data and identified steps to strengthen this area, including updating permissions to allow platform users to opt-in to their data being used for research purposes. A key element of this work has been Learning with Parents' partnership with Loughborough University to analyse the data and gain a greater understanding of what it can tell them. They have also been working with a consultant to develop a stronger approach to parent-voice work, which seeks to hear from families who might not typically speak to schools or respond to surveys.

Running the Parental Engagement Forum

Learning with Parents brings together like-minded organisations in the Parental Engagement Forum from across the education space to network, collaborate, share best practice and explore the research about supporting disadvantaged families. With support from the Fair Education Alliance, Learning with Parents has grown the forum to include a diverse group of 39 organisations, ranging from national charities to place-based organisations working deep in local communities. During this period, eight different organisations presented their work supporting parents, including the Department of Education and the Centre for Social Justice. Topics covered included the role of fathers in learning, support for families experiencing long-term absence, and the potential of nudge technology as a tool for engaging parents. Through the forum, at least four new projects have been developed drawing on the skills of member organisations coming together to serve the needs of disadvantaged families.

³ Habit Formation and Learning in Young Children, Whitebread and Bingham, 2013, <https://maps.org.uk/wp-content/uploads/2021/03/the-money-advice-service-habit-formation-and-learning-in-young-children-may-2013.pdf>

Strengthening the charity

As well as continuing to build and expand their programme, Learning with Parents has also focused on strengthening the organisation. Areas of focus included:

- Reviewing their IT security processes. In September 2022, Learning with Parents underwent a technical due diligence by Ten Tenths Consulting which concluded that:

“I was very impressed by Learning with Parents; it was a genuine pleasure to see an organisation that’s both trying to do something worthwhile and doing it well. They are using technology sensibly and are thinking about all the right things. Their software architecture is simple and well thought out, and they’re making full use of the opportunities offered by cloud deployment.”

During this period, Learning with Parents also worked through the process to secure Cyber Essential Plus accreditation.

- Recruiting new members to the Learning with Parents’ board to ensure that it can continue to lead the organisation as they grow and rise to the challenge of supporting families and schools in a rapidly-changing context. Over this period, Learning with Parents recruited four new members who bring to the board: an understanding of the lived experience of the families they seek to serve; knowledge of how schools operate; and finance and fundraising expertise.
- Onboarding new members of the team to better support partner schools, develop more content, grow specific areas of knowledge, especially around financial literacy and early years, and ensure the sustainability of the organisation.
- Increasing fundraising capacity through the recruitment of new staff and trustees with expertise in this area, investing in training for existing staff and developing a new Case for Support and other collateral to enable the organisation to effectively share their vision and priorities with potential supporters. This year was also the first time that Learning with Parents participated in the Big Give Christmas Challenge, a seven day appeal through which donations from individuals are matched. This campaign raised over £10,000 to support content development and was a great opportunity for Learning with Parents to trial raising funds from individuals.
- Building organisational systems and processes, including developing new policies to guide how the organisation works, and investing in more staff training. They continued to review their CRM and project management processes to ensure that Learning with Parents is providing the best possible support to the schools and other partners they work with, and are operating as efficiently and effectively as possible.

FINANCIAL REVIEW

Learning with Parents’ income comes from partner schools and their fundraising efforts.

Partner schools contribute towards the costs of staff training, being set up on the platform, participating in induction sessions for the parents and teachers, accessing the platform and activities, receiving ongoing technical support and sharing relevant data and reflections to strengthen engagement. This contribution equated to £42,912 for the period September 2022 to August 2023.

To supplement this income and allow Learning with Parents to continue to strengthen and expand their programme, they also secured funding from a number of generous corporate partners and Trust and

Foundations. These included the Access Foundation, the Credit Suisse EMEA Foundation, the Dulverton Trust, the Fair Education Alliance, IG Group and the Mercers' Company. During this period, Learning with Parents also ran a matched funding campaign through the Big Give. These grants and donations equated to £613,389 for the period September 2022 to August 2023.

Financial Activity and Financial Position

2022-2023 has been an incredible year from a financial perspective for Learning with Parents, enabling them to strengthen and grow their programmes and invest in their sustainability. The organisation secured £656,301 of income for the period September 2022-August 2023, more than doubling last year's total of £288,900.

Learning with Parents' expenditure in 2022-2023 increased in line with their income as they invested in the development and launching of their reading log, made strategic technological enhancements to streamline access to their platform, grew their team to increase the support they could offer to their school partners and expanded their content. The organisation also paid back a Bounce Back loan secured during the Covid-pandemic. During this period, the organisation also increased its reserves from two months' running costs to three, to reflect their shift from a start-up to a more established organisation and increase resilience and ability to respond to new opportunities.

Reserves Policy

Learning with Parents requires some funds to be held in reserves to protect themselves from situations such as the following:

1. The risk of an unforeseen emergency or other unexpected need for funds, eg an unexpected large repair bill or finding 'seed funding' for an urgent project.
2. Covering unforeseen day-to-day operational costs, e.g. employing temporary staff to cover a long-term sick absence.
3. The need to fund short-term deficits in a cash budget, e.g. money may need to be spent before a funding grant is received.
4. A source of income, eg a grant, not being renewed. Funds might be needed to give the Chief Executive and trustees time to take action if revenue falls below expectations. The priority would be to ensure that the charity can continue providing a stable and quality service. Within this context, Learning with Parents would seek to minimise recruitment, staff training, staff induction and marketing costs and seek to avoid the need for redundancies caused by a financial crisis.
5. Meet contractual liabilities should the organisation have to close. This includes redundancy pay, amounts due to creditors and commitments under leases.

In developing Learning with Parents' financial reserves policy, they balanced the need for financial resilience that reserves provide, with the limitation on their ability to fulfil their vision. As the organisation has grown, the decision has been made to increase the amount of reserves held from two months to three. This equated to £127,000 for the period September 2022-August 2023. This policy will be reviewed the following year to ensure that it remains fit for purpose.

Learning with Parents finished the year with free reserves of £143,425. This was higher than forecasted as they received two unrestricted grants in July and August 2023 which had not been anticipated. This gives the organisation a good degree of security in a rapidly changing context and will allow them to respond to new opportunities which may arise.

PLANS FOR FUTURE PERIODS

In the coming year, Learning with Parents will strive to strengthen, broaden and deepen their reach, supporting more parents and carers to engage in their children's learning. To deliver this ambitious programme, Learning with Parents will also need to continue to strengthen and grow the organisation, ensuring that they have the resources they need and motivated, happy staff to deliver the programmes.

Learning with Parents' priorities for 2023-2024 include:

Providing even more support to their partner schools

Learning with Parents aims to support more families to engage in their children's learning by doubling the number of schools they are working with by September 2024. As the number of partner schools grows, Learning with Parents will be focusing on strengthening their systems and growing their team to ensure that each school receives a high standard of support.

Launching a digital reading log

In September 2023, Learning with Parents' digital reading log will be rolled out to over 100 schools for the first time. The team will be working hard to ensure that the launch goes well and monitoring how schools and families engage with it to inform next steps and future developments.

Developing a financial literacy programme

Building on the scoping and information gathering work done in 2022-23, Learning with Parents will be developing their financial literacy offering in the coming year. They will be drawing on feedback from teachers and parents to structure the programme and develop the content, which they will start filming from November 2023.

Piloting a collaboration in the Early Years space

Parental interventions are more effective the earlier in a child's life they start. From January 2024, they will pilot their programme with an organisation working in this space to gain a better understanding of the context and how their programme and content could work. They will also engage in the Fair Education Alliance Early Years Working Group's to gain a deeper understanding of relevant issues and share learning.

Research and insights

Learning with parents will build on the work done in the previous year to strengthen systems and identify priority areas for research, drawing on the wealth of data collected through their platform, as well as engagement with partner schools and families using their platform. Priorities will include:

- continuing to work with Loughborough University to try understand which activities are most likely to lead to parental engagement in children's learning, especially parents facing the greatest barriers;
- formalising feedback loops to ensure that data and insights effectively feed back into tech developments, content creation and how Learning with Parents supports schools;
- delivering more parent voice work to ensure that voices of disadvantaged parents are at the heart of what they do; and
- laying the groundwork to launch a rigorous evaluation which will explore the wider outcomes and longer-term impact of the Learning with Parents programme.

Strengthening the board

Learning with Parents will continue actively recruiting new members to board to ensure that it can oversee the implementation of the five-year strategy and support a resilient organisation in a period of

rapid growth. In particular, they will be looking for trustees who have an understanding of the edtech space.

Strengthening the core of the organisation

Learning with Parents wants to ensure that they are strengthening their operations and have an organisation which is resilient and fit for purpose. With the support of the Fair Education Alliance, they will strengthen their marketing and communications to ensure that all external messaging is coherent and effective and that they are maximising their impact. They will also seek to build on the previous year's fundraising success, deepening relationships with existing donors and partners and identifying new opportunities for collaboration. Core HR, financial and knowledge management systems will be reviewed to ensure that needs are being met and that the organisation is able to run as effectively as possible. Staff welfare and satisfaction will remain a priority, especially during a period of rapid growth.

Trustees statement of responsibilities

The Trustees shall manage the affairs of the CIO and may for that purpose exercise all the powers of the CIO. It is the duty of each Trustee—

(a) to exercise his or her powers and to perform his or her functions in his or her capacity as a Trustee of the CIO in the way he or she decides in good faith would be most likely to further the purposes of the CIO; and

(b) to exercise, in the performance of those functions, such care and skill as is reasonable in the circumstances having regard in particular to—

i) any special knowledge or experience that he or she has or holds herself out as having; and,

ii) if he or she acts as a Trustee of the CIO in the course of a business or profession, to any special knowledge or experience that it is reasonable to expect of a person acting in the course of that kind of business or profession.

The Trustees are also responsible for the contents of the Trustee Annual report, and the responsibility of the Independent Examiner in relation to the Trustee report is limited to examining the report and ensuring that, on the face of the report, there are no inconsistencies with the figures disclosed and the financial statements.

Structure, Governance and Management

The Board is composed of a minimum of three Trustees, one of whom will be the Chair. New Trustees are appointed by the existing Trustees following a recruitment and interview process. Appointments during this period to the Board are for a period of two years, which may be extended for up to two further three-year periods. Trustees are not remunerated but are entitled to claim reasonable out-of-pocket expenses in relation to attendance of meetings.

For the period September 2022-August 2023, Learning with Parents recruited four new Trustees, Amanda Shepard, Marva Rollins, Lesley Birch and Cedric Ntumba, and extended the term of one of their current trustees, Tarun Abraham. Learning with Parents will continue to recruit new trustees to build their board and ensure an even greater range of experience and expertise.

The Board meets four times a year (quarterly) to discuss strategic and operational issues, review risks, monitor income and expenditure, sign off on any new or updated organisational policies, and discuss any other matters arising. All decisions and agreed actions are recorded in the meeting minutes. The Trustees' roles and responsibilities are outlined in Terms of Reference.

Risk Management

The Trustees have a responsibility for the identification and proper management of risks faced by Learning with Parents in achieving its primary aims. A Risk Management Framework has been developed which is reviewed by the Trustees on a quarterly basis and by Learning with Parents' Senior Management Team on a monthly basis. This framework captures major risks to which Learning with Parents is exposed, including those relating to operational, financial and reputational areas.

The Trustees believe that, by monitoring reserve levels, by ensuring that controls exist over key financial systems, and by examining the operational risks faced by the Charity, they have established effective systems and procedures to mitigate those risks.

Key risks for the period September 2022-August 2023 and their main mitigations were as follows:

- 1. Balancing new opportunities with ongoing programmes** - This has been an exciting year with a lot of significant new developments for Learning with Parents, including piloting a new reading log, launching magic links to enable countless activities, starting work on a financial literacy programme and exploring Early Years partnerships. All of these new developments have been incredibly positive, taking Learning with Parents closer towards its missions of ensuring that all children are supported at home to fulfil their potential. However, they have required careful management to ensure that the team does not get overwhelmed and that the quality of the core programme does not slip. This need to effectively balance competing demands was a focus for the Trustees who provided a clear steer in terms of prioritising. Several new members of staff were recruited to increase the capacity of the team to respond to these opportunities whilst maintaining the high standards the organisation strives for.
- 2. Data protection** - As a tech platform which has access to a lot of personal data, one of Learning with Parents' priorities is to ensure that they are up to date with current best practice in the fields of IT security, privacy and data protection to prevent any risk of data breaches. This year, they have done a thorough review of all their practices and worked through the process to secure Cyber Essential Plus accreditation. Additional IT and data security training has been introduced for the staff during this period.
- 3. Safeguarding** - Whilst Learning with Parents does not work directly with children, they do sometimes come into contact with them on school visits or whilst filming. Where parents have given consent to do so, Learning with Parents does also have access to images of children carrying out the activities set through the platform. It is therefore essential that all staff, trustees, consultants, volunteers and interns at Learning with Parents understand their responsibility to promote the welfare of all children and young people, to keep them safe and to operate in a way that protects them.

To mitigate against the risk that staff or other individual associated with the organisation perpetuates or fails to report a safeguarding incident, Learning with Parents developed a Safeguarding Policy and Procedure and a Code of Conduct in September 2020 which sets out what would constitute a safeguarding incident and what steps should be taken if someone has any concerns for the welfare of a child. These policies were reviewed and updated in this period and will continue to be reviewed annually.

Learning with Parents requires all those working with or for the organisation to read and commit to upholding and adhering to their Safeguarding Policy and Procedure. They also carry out a Disclosure and Barring Service (DBS) check for all staff and any consultants working on their behalf. They have a safeguarding lead on their Board of Trustees and the Programme Director acts as Safeguarding Officer. New safeguarding training, provided by the NSPCC, has also been introduced for the staff during this period.

- 4. The cost of living crisis** -The 2022-23 cost of living crisis saw prices and rates increase significantly, with inflation in the UK reaching 11.1% in October 2022. Learning with Parents monitored ongoing income and costs closely to ensure that they could meet any sudden increases and minimise the risk of runaway cost. This was a very successful fundraising year for the organisation which enabled them to increase their reserves to three months' running costs.

Learning with Parents also reviewed the impact of the cost of living crisis on their team and discussed what could be done to support staff during a difficult time. In September 2022, the Trustees approved increasing salaries by an average of 5%, weighted so that those on lower salaries will receive a greater percentage increase than those on higher salaries.

- 5. Staff satisfaction** - Learning with Parents is committed to ensuring the workplace satisfaction and welfare of their staff. They recognise that there has been a lot of growth and change within the organisation which can be unsettling. Regular team and one-to-one check-ins, established in previous years, were left in place as they continued to be perceived as valuable to maintaining a sense of belonging and positive relationships across the team. A survey was sent out to the team in March 2023 to gather anonymous feedback on how the staff were feeling and what would help them feel better informed and happy at work. The feedback was overwhelmingly positive which was very encouraging. Where issues were raised, steps are being taken to address them.

Responsibilities of Trustees for the Financial Statements

The Trustees are responsible for preparing the report and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice. Charity law in England and Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Charity and of income and expenditure of the Charity for that period.

In preparing those financial statements, the Trustees are required to:

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

The Trustees are responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and enables them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the governing document. The Trustees are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Trustees are responsible for the maintenance and integrity of the Charity and financial information included in the Charity's website.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Companies Act 2006. The Trustees are also responsible for safeguarding the assets of the charity and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

The above report has been prepared in accordance with the Charities SORP (FRS 102).

Signed on behalf of the trustees



Sally Dicketts, Chair

Date:05/12/2023

Learning with Parents

Independent Examiner's Report to the trustees of Learning with Parents

I report to the charity trustees on my examination of the accounts of Learning with Parents for the period ended 31 August 2023 which comprise the Statement of Financial Activities (incorporating the Summary Income and Expenditure Account), the Balance Sheet and the related notes.

Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

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


Independent examiner's statement

As the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination as a member of the Institute of Chartered Accountants in England and Wales.

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

- accounting records were not kept in accordance with section 386 of the 2006 Act ; or
- the accounts do not accord with those records; or
- the accounts do not comply with the accounting requirements under section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
- the accounts have not been prepared in accordance with the Charities SORP (FRS 102).

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.


[Chris Conway \(Jan 5, 2024 15:12 GMT\)](#)

Chris Conway

Multiply Accountancy Limited
71-75 Shelton Street
London
WC2H 9JQ

Date: 05/01/2024

Learning with Parents

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

	Notes	Unrestricted funds 2023 £	Restricted funds 2023 £	Total funds 2023 £	Total funds 2022 £
Income and endowments from:					
Donations and legacies	3	468,446	144,943	613,389	240,107
Charitable activities	4	42,912	-	42,912	48,793
Other		-	-	-	-
Total incoming resources		511,358	144,943	656,301	288,900
Expenditure on:					
Raising funds	5	7,423	-	7,423	3,000
Charitable activities	6	236,511	144,516	381,027	223,333
Other	7	153,283	-	153,283	76,734
Total outgoing resources		397,217	144,516	541,733	303,067
Net gains on investments		-	-	-	-
Net incoming resources	8	114,141	427	114,568	(14,167)
Transfers between funds		-	-	-	-
Net incoming resources before other gains/(losses)		114,141	427	114,568	(14,167)
Other gains and losses		-	-	-	-
Net movement in funds		114,141	427	114,568	(14,167)
Reconciliation of funds:					
Total funds brought forward		29,284	54,189	83,473	97,640
Total funds carried forward		143,425	54,616	198,041	83,473

Learning with Parents

Balance Sheet at 31 August 2023

	Notes	2023	2022
		£	£
Fixed assets			
Investments	10	-	-
Tangible assets	11	3,200	2,419
		<u>3,200</u>	<u>2,419</u>
Current assets			
Debtors	12	15,007	32,642
Cash at bank and in hand		193,731	68,676
		<u>208,738</u>	<u>101,318</u>
Creditors: Amounts falling due within one year	13	<u>(13,897)</u>	<u>(20,264)</u>
Net current assets		<u>194,841</u>	<u>81,054</u>
Total assets less current liabilities		<u>198,041</u>	<u>83,473</u>
Total net assets		<u>198,041</u>	<u>83,473</u>
The funds of the charity			
Unrestricted funds	14	143,425	29,284
Restricted funds	14	54,616	54,189
Total funds		<u>198,041</u>	<u>83,473</u>

Approved by the trustees on ..05/12/2023..... and signed on its behalf by:



Sally Dicketts
Chair

Date: 05/12/2023

Learning with Parents

Notes to the Accounts for the period ended 31 August 2023

1 Accounting policies

Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The financial statements have been prepared under the historical cost convention. They are prepared in sterling, which is the functional currency of the charity. Amounts presented are rounded to the nearest pound.

Going concern

The Trustees have reasonable expectation that the charity will have access to adequate resources to continue in existence for the foreseeable future. In making this assessment, the Trustees have considered a period of at least 12 months from the date of authorising the financial statements. Accordingly, the charity continues to adopt the going concern basis in preparing the financial statements.

Fund accounting

Unrestricted funds

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

Income

Recognition of income

Income is included in the Statement of Financial Activities (SoFA) when the charity becomes entitled to, and virtually certain to receive, the income and the amount of the income can be measured with sufficient reliability.

Income with related expenditure

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

Donations and legacies

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

Tax reclaims on donations and gifts

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

Donated services and facilities

These are only included in income (with an equivalent amount in expenditure) where the benefit to the Charity is reasonably quantifiable, measurable and material.

Volunteer help

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

Investment income

This is included in the accounts when receivable.

Gains/(losses) on revaluation of fixed assets

This includes any gain or loss resulting from revaluing investments to market value at the end of the year.

Gains/(losses) on revaluation on investment assets

This includes any gain or loss on the sale of investments.

Learning with Parents

Notes to the Accounts for the period ended 31 August 2023

Accounting policies

Expenditure

Recognition of expenditure

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

Expenditure on raising funds

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

Expenditure on charitable activities

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

Governance costs

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

Other expenditure

These are support costs not allocated to a particular activity.

Investments

Investments in subsidiaries are held at cost less impairment.

Depreciation of fixed assets

Tangible fixed assets are written off over their estimated useful economic lives at the following annual rates:

Computer equipment	25% per annum straight line
--------------------	-----------------------------

The carrying values of tangible fixed assets are reviewed for impairment when events or circumstances indicate the carrying value may not be recoverable.

Taxation

Trade and other debtors

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

Cash and cash equivalents

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

Trade and other creditors

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

Pension costs

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

Learning with Parents

Notes to the Accounts for the period ended 31 August 2023

2 Charity status

Learning with Parents is a charitable incorporated organisation and is not a registered company at Companies House.

3 Income from donations and legacies	2023	2022
Grants and donations	613,389	240,107

In the year to 31 August 2023, £140,043 of grants received comprise restricted funds (2022: £130,922). Further information is available in note 14.

4 Income from charitable activities	2023	2022
Programme delivery	42,912	48,793

5 Expenditure on raising funds	2023	2022
Advertising and marketing	7,423	3,000

6 Expenditure on charitable activities	2023	2022
Direct staff costs	171,938	116,429
Cost of programme delivery	204,951	94,067
Independent examination - current year	1,350	500
Other accountancy fees paid to independent examiner	2,788	2,936
Legal and professional fees	-	9,400
	<u>381,027</u>	<u>223,333</u>

In the year to 31 August 2023, £59,490 of staff costs and £69,849 of programme delivery costs were spent from restricted funds (2022: £45,690 staff costs and £41,113 programme delivery costs). Further information is available in note 14.

7 Other expenditure	2023	2022
Staff costs (Note 9)	87,178	52,364
Premises costs	11,362	6,774
Depreciation	1,115	769
Charitable donations	-	-
General administrative costs	25,640	16,827
Exceptional costs related to the cessation of the subsidiary company	27,988	-
	<u>153,283</u>	<u>76,734</u>

Other expenditure includes £15,177 expended from restricted funds (2022: none). Further information is available in note 14.

8 Net income before transfers	2023	2022
This is stated after charging:		
Depreciation of owned fixed assets	1,115	769

Learning with Parents

Notes to the Accounts for the period ended 31 August 2023

9 Staff costs	2023	2022
Salaries and wages	232,935	152,383
Social security costs	16,921	8,721
Pension costs	5,497	3,436
Staff recruitment and training costs	3,763	4,253
	<u>259,116</u>	<u>168,793</u>

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

One trustee (2022: 1) was reimbursed for travel expenses totalling £90 incurred in the period to 31 August 2023 (2022: £18). No trustee (2022: none) received any remuneration in the period.

Key management personnel comprise the trustees, the CEO, the COO, and the Programme Director as laid out on page 2. Total remuneration paid to these individuals was £137,636 (2022: £71,570).

The average number of staff employed, including part time staff was 10 (2022: 7).

10 Investments	2023	2022
Investment in subsidiary	-	-

Learning with Parents is the sole shareholder of Maths with Parents. Therefore this entity is treated as a 100% subsidiary. See note 16 for more information and transactions and balances between the charity and its subsidiary.

11 Tangible fixed assets	Computer equipment	Total
Cost		
At 1 September 2022	3,845	3,845
Additions	1,896	1,896
Disposals	-	-
At 31 August 2023	<u>5,741</u>	<u>5,741</u>
Depreciation		
At 1 September 2022	1,426	1,426
Charge for the year	1,115	1,115
Eliminated on disposal	-	-
At 31 August 2023	<u>2,541</u>	<u>2,541</u>
Net Book Value		
At 31 August 2023	<u>3,200</u>	<u>3,200</u>
At 1 September 2022	<u>2,419</u>	<u>2,419</u>

12 Debtors	2023	2022
Trade debtors	9,340	29,124
Amounts owed from subsidiary undertaking	-	3,000
Other debtors	5,667	518
	<u>15,007</u>	<u>32,642</u>

Learning with Parents

Notes to the Accounts for the period ended 31 August 2023

13 Creditors falling due within one year	2023	2022
Other taxes and social security	7,624	10,792
Other creditors	6,273	9,472
	13,897	20,264

14 Movement in funds

	At 1 September 2022	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2023
Unrestricted funds:				
General funds	29,284	511,358	(397,217)	143,425
Restricted funds:				
Big Give	-	10,043	(10,043)	-
Credit Suisse	-	25,000	(25,000)	-
The Access Foundation	54,189	-	(54,189)	-
The 80-20 Charitable Fund	-	100,000	(50,284)	49,716
The Fair Education Alliance	-	4,900	-	4,900
Mercers	-	5,000	(5,000)	-
	54,189	144,943	(144,516)	54,616
	83,473	656,301	(541,733)	198,041

	At 1 September 2021	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2022
Unrestricted funds:				
General funds	97,640	147,908	(216,264)	29,284
Restricted funds:				
Nesta/DFE	-	10,000	(10,000)	-
Credit Suisse	-	50,000	(50,000)	-
The Access Foundation	-	58,292	(4,103)	54,189
Access Reach Fund	-	10,700	(10,700)	-
Allen and Overy	-	10,000	(10,000)	-
Kentucky Fried Chicken	-	2,000	(2,000)	-
	-	140,992	(86,803)	54,189
	97,640	288,900	(303,067)	83,473

Big Give

Funding to film 50 videos to go alongside English and Maths topics from January-July 2023 and to continue to improve the Learning with Parents platform so that it is as easy as possible to use and accessible to all, including those for whom English is an additional language or those with low literacy levels.

The 80-20 Charitable Fund

Three year funding from January 2023-December 2025 to enable Learning with Parents to enter the early years sector, allowing them to design, develop and pilot their inclusive parental engagement approach with Early Years settings and gather insights on the behaviours of all parents to drive change in the sector.

The Mercers' Company

Funding to create and film 50 fun and educational videos on English and Maths topics from January-July 2023 in primary schools across the UK to promote learning at home, especially for those for whom English is an additional language or those with low literacy levels.

The Fair Education Alliance

Funding to support Learning with Parents to build a comprehensive communications and marketing strategy by January 2024 to allow them to rapidly scale the reading log to support more schools and families.

Learning with Parents

Notes to the Accounts for the period ended 31 August 2023

15 Analysis of net assets between funds

	Unrestricted Funds	Restricted Funds	Total 2023
Fixed assets	3,200	-	3,200
Net current assets	140,225	54,616	194,841
	<u>143,425</u>	<u>54,616</u>	<u>198,041</u>
	Unrestricted Funds	Restricted Funds	Total 2022
Fixed assets	2,419	-	2,419
Net current assets	26,865	54,189	81,054
	<u>29,284</u>	<u>54,189</u>	<u>83,473</u>

16 Related parties

The charity controls a subsidiary company, Maths with Parents (registered in England and Wales, company no. 09622195), by virtue of its 100% ownership of the company's share capital.

During the year, the charity forgave amounts owed from the subsidiary totalling £27,988, this is included within other expenditure. At the balance sheet date, no balance was owed to or from the subsidiary company.

The financial result for Maths with Parents and the year ended, and financial position at, 31 August include:

	31 August 2023 £	31 August 2022 £
Aggregate share capital and reserves	<u>100</u>	<u>(27,311)</u>
Profit/(loss) after tax for the period	<u>27,312</u>	<u>(1,270)</u>

LEARNING WITH PARENTS

England & Wales - Charity number 1189812

Accounts

Learning with Parents

Charity No. 1189812

Trustees' Report and Unaudited Accounts

Period ended 31 August 2022

Learning with Parents

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Reference and Administrative Details

Charity Name	Learning with Parents	
Registered charity number	1189812	
Type of governing document	Constitution	
How the charity is constituted	Charitable Incorporated Organisation	
Trustee selection methods	New trustees are appointed by the existing trustees following a recruitment and interview process.	
Charity's principal address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT	
Charity's registered address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT	
Charity's Accountants	Multiply Accountancy 71-75 Shelton Street London, WC2H 9JQ	
Charity's Bankers	Metro Bank 1 Southampton Row London, WC1B 5HA	
The following trustees served during the year:	Amy Mitchell	resigned June 2022
	Shanaj Salahuddin	
	Daniel Keller	resigned June 2022
	Tarun Abraham	
	Ben Cole	appointed February 2022
	Dame Sally Dicketts	appointed June 2022
Key Personnel	Tom Harbour (CEO) Lucy Preston (Programme Director)	

Trustees Annual Report

The Trustees present their report with the unaudited financial statements of the charity for the period ended 31 August 2022.

OBJECTIVES AND ACTIVITIES

Learning with Parents' purpose as set out in the objects contained in the constitution is:

To advance education for the public benefit by improving educational outcomes amongst young people, in particular through the support of parental engagement in children's learning.

As a charity and through partnerships, to provide parental engagement programmes to support UK primary schools. Learning with Parents' programmes support parents, particularly those in disadvantaged areas, by providing them with videos and activities through their inclusive online platform. They also lead the Parental Engagement Forum; a group of organisations mobilised to improve home learning across the sector.

The problem

In the UK, not all children have a fair shot at education. By age 11, a disadvantaged child is on average nine months behind their richer peers in English and Maths¹. The gap between poor children and their peers has grown dramatically since the pandemic, and now threatens to widen even further. Disadvantaged families face unprecedented challenges due to the increasing cost of living, with teachers reporting that more pupils are coming to school hungry, dirty, or unable to concentrate².

This is a critical moment in tackling educational inequality. The sector continues to focus overwhelmingly on what happens in classrooms, but Learning with Parents knows that parents are key.

Parents face a range of complex barriers, have a variety of motivations and best practice in one community may not apply to another community. This makes supporting parents difficult, but the sector must conduct research, gain insights and over time learn what works.

Only by supporting all parents and carers can the sector hope to build a fair education system in which every child has the chance to fulfil their potential.

Learning with Parents' solution

Learning with Parents supports all families to have positive learning interactions together. They drive inclusive parental engagement by partnering with schools and through leading the sector to learn what works. Their research and insights inform their programme and are shared with the sector to encourage best practice.

Learning with Parents' programme has a direct impact on the families they work with, whilst also generating data to fuel their research. They aim for every element of their programme to be a variable, which they can tweak as they learn and develop.

¹ Education in England: Annual Report 2020, EPI, 2020, <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>

² Cost of living crisis harming pupil's education, NASUWT, 2022, <https://www.nasuwt.org.uk/article-listing/cost-of-living-crisis-harming-pupils-education.html>

ACHIEVEMENTS AND PERFORMANCE

Achievements and performance in numbers

In 2021-2022:

- 10,862 pupils registered onto the Learning with Parents platform
- 580 classes from 80 primary schools across the UK used the programme
- 116,000 activities were accessed by families
- 29,700 topics were completed by pupils and their families at home together
- 161,000 comments were left and 30,000 photos uploaded by pupils and their parents onto the Learning platform
- 71% of parents agreed or strongly agreed that they and their child enjoyed learning together through the programme
- 70% of parents agreed or strongly agreed that having used Learning with Parents, they feel supported to work with their child using the same methods taught in school.

Building Learning with Parents' programme

From September 2021-August 2022, Learning with Parents strengthened their support to disadvantaged families through:

- Strengthening the current Maths and English programmes, including creating new content for the English programme and reviewing and updating the Maths content. Learning with Parents continued to ensure that all their content aligns with their principles that activities have to be fun, accessible to all families, and promote learning.
- Continuing to update and develop new features on Learning with Parents' platform to ensure that it is as accessible and user-friendly as possible, drawing on feedback from parents, carers and teachers. These developments have included the option to integrate with schools' Management Information Systems (MIS) and optimising our text messaging service.
- Preparing for the launch of Learning with Parents' new Reading programme. The first step was engaging with a range of stakeholders including teachers, parents, academics and other charities to understand the challenges which disadvantaged families face and how Learning with Parents could best support this area of learning. Based on this feedback, Learning with Parents started developing an accessible online reading log, to be launched in the next academic year.
- Increasing the capacity of the Schools Team whose role is to work closely with partner schools, supporting them to effectively use the programme and promote parental engagement amongst disadvantaged families. During this period, Learning with Parents recruited a new Charity Development Coordinator to provide additional support to the teachers and families using the platform and introduced a number of new systems to streamline communications and manage any user issues.
- Running the Parental Engagement Forum, which brings together like-minded organisations from across the education space to network, collaborate, share best practice and explore the research about supporting disadvantaged families. With support from the Fair Education Alliance, Learning with Parents has grown the forum to include a diverse group of 25 organisations, ranging from national charities to place-based organisations working deep in local communities.

Strengthening the charity

As well as continuing to build and expand their programme, Learning with Parents has also focused on strengthening the organisation. Developments included:

- Launching their new five year strategy for 2022-2027. This new strategy includes an even stronger commitment to focusing on learning and sharing what works in terms of parental engagement. Despite clear evidence of the impact of parents on children's learning, there is little knowledge about how best to support learning at home. Learning with Parents is driving the sector to learn what works by producing evidence of parents' impact and gathering insights into how schools can support families, particularly those from disadvantaged backgrounds. Discussions with a number of potential research partners were initiated during this period with the ambition to develop and share more rigorous evidence and insights with the sector and strengthen practice.
- Recruiting new members to the Learning with Parents' board to ensure that it can continue to lead the organisation as they grow and rise to the challenge of supporting families and schools in a rapidly-changing context. Over this period, Learning with Parents recruited two new members to the board, including a new Chair, Dame Sally Dicketts. Growing the board will remain a priority in the coming year.
- Continuing to invest in their tech to allow us to provide the best user experience for parents, carers and teachers accessing their programmes and effectively promote fun, learning experiences for all families. These enhancements included streamlining the transition between school years and putting in place new features to be able to onboard schools not using Wonde as the MIS system.
- Building organisational systems and processes, including CRM and project management processes to ensure that Learning with Parents is providing the best possible service to the schools and other partners they work with, and are operating as efficiently and effectively as possible.

FINANCIAL REVIEW

Learning with Parents' earned income comes from partner schools who contribute towards the costs of staff training, being set up on the platform, participating in induction sessions for the parents and teachers, accessing the platform and activities, receiving ongoing technical support and sharing relevant data and reflections to strengthen engagement. This contribution equated to £40,742 for the period September 2021 to August 2022, 14% of Learning with Parents' total income.

To supplement this income and allow Learning with Parents to continue to strengthen and expand their programme, they also secured funding from a number of generous corporate donors and Trust and Foundations. These included the Access Foundation, the Allen & Overy Foundation, Credit Suisse EMEA Foundation, the Dulverton Trust, the IG Group, the KFC Foundation and Zing. This contribution equated to £225,585 for the period September 2021 to August 2022, 78% of the total income.

During this period, with the support of the Credit Suisse EMEA Foundation, Learning with Parents launched a new Impact Partnership programme, which allowed them to effectively partner with other charities working to tackle educational inequality. Learning with Parents developed a number of different partnership models which allowed them to share their expertise and provide non-school partners with access to their programme. This Impact Partnership programme also provided a valuable additional income stream, securing £14,740, 5% of their total income for the period.

Financial Activity and Financial Position

2021-2022 has been a positive year from a financial perspective as Learning with Parents sustained the income levels from the previous year, despite their Covid-19 response grants coming to an end. This was achieved by continuing to work closely with their partner schools, maintaining strong collaborations with existing supporters and bringing on board new donors. This work meant that the organisation secured £288,900 of income for the period September 2021-August 2022, a slight increase on last year's total of £279,790.

Learning with Parents' expenditure in 2021-2022 increased significantly compared to the previous financial year as they returned to working in an office two days a week after the end of lockdown, were able to start travelling and filming in schools again after the end of lockdown and expanded their team to capitalise on new opportunities and growing demand.

Over this period, Learning with Parents' expenditure exceeded their income by £14,167. This level of expenditure was intentional as Learning with Parents started the financial year with a high level of funding which had been internally earmarked for tech developments planned for later in 2021.

Reserves Policy

Learning with Parents requires some funds to be held in reserves to protect themselves from situations such as the following:

1. The risk of unforeseen emergency or other unexpected need for funds, e.g. an unexpected large repair bill or finding 'seed-funding' for an urgent project.
2. Covering unforeseen day-to-day operational costs, e.g. employing temporary staff to cover a long-term sick absence.
3. A source of income, eg a grant, not being renewed. Funds might be needed to give the Trustees time to take action if income falls below expectations.
4. The need to fund short-term deficits in a cash budget, e.g. money may need to be spent before a funding grant is received.

In developing Learning with Parents' financial reserves policy, they balanced the need for financial resilience that reserves provide, with the limitation on their ability to fulfil their vision. As a small and nimble organisation they consider two months' core running costs to be sufficient reserves. This equated to £42,000 for the period September 2021-August 2022. This policy will be reviewed the following year to ensure that it remains fit for purpose.

Learning with Parents finished the year with free reserves of £29,284. The organisation anticipated a spike of school income in September as well as an unrestricted grant which had been pledged by a donor for early in the next financial year. This meant that the charity would have reserves back up to expected levels by October 2022. In addition, the charity secured a number of restricted grants and worked to ensure that the right systems and capacity were in place to manage these different funding streams in line with best practice.

PLANS FOR FUTURE PERIODS

In the coming year, Learning with Parents will strive to strengthen, broaden and deepen their reach to continue towards their mission of narrowing the attainment gap by supporting all parents and carers to engage in their children's learning. To deliver this ambitious programme, Learning with Parents will also

need to continue to strengthen and grow the organisation, ensuring that they have the resources they need and motivated, happy staff to deliver the programmes.

Learning with Parents' priorities for 2022-2023 include:

Research and insights

Learning with Parents' platform has been designed to allow them to provide insights into the learning interactions that families are having together at home, which have traditionally been very hard to accurately collect. Through their research collaborations, they will produce insights which are useful to the wider sector. They have recently developed a long-term research partnership with Loughborough University. This will lead to the publication of academic papers based on their platform engagement data.

Traditional parent voice work, such as surveys, only results in a small subset of people responding and does not represent the voice of marginalised communities. Learning with Parents wants to put the voices of disadvantaged parents at the heart of what they do. Before the pandemic, they had started developing their parent voice work in the communities they support, holding parent panels and working with community members to find out how they can best support parents. This year they have begun preparations to roll this work out again.

Reading with Parents

Learning with Parents has spent the last year gathering information to better understand the barriers to parental engagement with reading and how a programme like theirs could add value in this area. Based on this, they designed a reading log that addresses some of the problems identified for teachers and families. The reading log will present a step change in how families use Learning with Parents' programme, opening the door for us to support daily rather than weekly parent-child interactions. It will be piloted with a small number of schools in the coming year, with the aim of rolling it out in September 2023.

Early-years

Parental interventions are more effective the earlier in a child's life they start. For this reason, Learning with Parents are excited to be expanding their provision to include Early Years. Over the coming years they will develop videos and activities for children under 4 and begin partnering with early years settings across the UK. In 2022-2023, the priority will be to build a stronger organisational understanding of the Early Years context and landscape, and start any necessary tech developments on the Learning with Parents platform to make it appropriate.

Financial literacy resources

Research shows that money habits are mostly shaped at home between the ages of 4 and 7, particularly around core skills such as counting and choice making³. By adapting their existing Maths and English resources, Learning with Parents believe that they can have a significant impact on the financial literacy skills of the primary-school pupils they work with.

Password-free logins

One of the biggest barriers parents face when trying to access the Learning with Parents platform is forgetting their login details. This project will remove compulsory passwords for users, leading to more frequent parent-child interactions, particularly for disadvantaged families.

³ Habit Formation and Learning in Young Children, Whitebread and Bingham, 2013, <https://maps.org.uk/wp-content/uploads/2021/03/the-money-advice-service-habit-formation-and-learning-in-young-children-may-2013.pdf>

Strengthening the board

Learning with Parents will continue actively recruiting new members to board to ensure that it can oversee the implementation of the new five-year strategy and support a resilient organisation and a period of rapid growth. They will be looking for trustees who have an understanding of the lived experience of the families they seek to serve; have knowledge of how schools operate and have experience in charity operations, especially in terms of fundraising and finance.

Increasing the organisation's fundraising capacity

Learning with Parents wants to continue to strengthen their relationships with their existing funding partners and secure new collaborations to ensure the sustainability of the work. To achieve this, they will seek to increase their fundraising capacity including reallocating existing staff time and bringing on board a new member of staff to focus on establishing new collaborations and supporting existing partnerships.

Trustees statement of responsibilities

The Trustees shall manage the affairs of the CIO and may for that purpose exercise all the powers of the CIO. It is the duty of each Trustee—

(a) to exercise his or her powers and to perform his or her functions in his or her capacity as a Trustee of the CIO in the way he or she decides in good faith would be most likely to further the purposes of the CIO; and

(b) to exercise, in the performance of those functions, such care and skill as is reasonable in the circumstances having regard in particular to—

- i) any special knowledge or experience that he or she has or holds herself out as having; and,
- ii) if he or she acts as a Trustee of the CIO in the course of a business or profession, to any special knowledge or experience that it is reasonable to expect of a person acting in the course of that kind of business or profession.

The Trustees are also responsible for the contents of the Trustee Annual report, and the responsibility of the Independent Examiner in relation to the Trustee report is limited to examining the report and ensuring that, on the face of the report, there are no inconsistencies with the figures disclosed and the financial statements.

Structure, Governance and Management

The Board is composed of a minimum of three Trustees, one of whom will be the Chair. New Trustees are appointed by the existing Trustees following a recruitment and interview process. Appointments to the Board are for a period of two years, which may be extended for up to two further two-year periods. Trustees are not remunerated but are entitled to claim reasonable out-of-pocket expenses in relation to attendance of meetings.

For the period September 2021-August 2022, Learning with Parents recruited two new Trustees, Dame Sally Dicketts and Ben Cole, and extended the term of one of their current trustees, Shanaj Salahuddin. Two of the Trustees, Amy Mitchell and Daniel Keller stepped down at the end of their two-year term, having done an incredible job supporting the organisation to grow in its first few years of operation. Learning with Parents will continue to recruit new trustees to build their board and ensure an even greater range of experience and expertise.

The Board meets four times a year (quarterly) to discuss strategic and operational issues, review risks, monitor income and expenditure, sign off on any new or updated organisational policies, and discuss any other matters arising. All decisions and agreed actions are recorded in the meeting minutes. The Trustees' roles and responsibilities are outlined in Terms of Reference.

Risk Management

The Trustees have a responsibility for the identification and proper management of risks faced by Learning with Parents in achieving its primary aims. A Risk Management Framework has been developed which is reviewed by the Trustees on a quarterly basis and by Learning with Parents' Senior Management Team on a monthly basis. This framework captures major risks to which Learning with Parents is exposed, including those relating to operational, financial and reputational areas.

The Trustees believe that, by monitoring reserve levels, by ensuring that controls exist over key financial systems, and by examining the operational risks faced by the Charity, they have established effective systems and procedures to mitigate those risks.

Key risks for the period September 2021-August 2022 and their main mitigations were as follows:

- 1. Financial sustainability** - as Learning with Parents had benefited from a number of Covid-19 response grants, they needed to ensure that they had a strong and diverse income stream so that they did not run out of funds once these grants came to an end. To mitigate against this risk, a robust pipeline of potential donors was developed and effective relationship management systems put in place. Learning with Parents focused on building partnerships with organisations with shared visions around tackling education inequality.
- 2. Data protection** - As a tech platform which has access to a lot of personal data, one of Learning with Parents' priorities is to ensure that they are up to date with current best practice in the fields of privacy and data protection to prevent any risk of data breaches. They have clarified the circumstances under which they act as a Data Processor versus a Data Controller. Also during this period, they reviewed and updated their internal and site-based data privacy notice and IT security processes.
- 3. Safeguarding** - Whilst Learning with Parents does not work directly with children, they do sometimes come into contact with them on school visits or whilst filming. Where parents have given consent to do so, Learning with Parents does also have access to images of children carrying out the activities set through the platform. It is therefore essential that all staff, trustees, consultants, volunteers and interns at Learning with Parents understand their responsibility to promote the welfare of all children and young people, to keep them safe and to operate in a way that protects them.

To mitigate against the risk that staff perpetuate or fail to report a safeguarding incident, Learning with Parents developed a Safeguarding Policy and Procedure and a Code of Conduct in September 2020 which sets out what would constitute a safeguarding incident and what steps should be taken if someone has any concerns for the welfare of a child. These policies were reviewed and updated in this period and will continue to be reviewed annually.

Learning with Parents requires all those working with or for the organisation to read and commit to upholding and adhering to their Safeguarding Policy and Procedure. They also carry out a Disclosure and Barring Service (DBS) check for all staff and any consultants working on their behalf. They have a safeguarding lead on their Board of Trustees and the CEO acts as Safeguarding Officer.

- 4. Staff satisfaction** - Learning with Parents is committed to ensuring the workplace satisfaction and welfare of their staff. They recognise that there has been a lot of growth and change within the organisation which can be unsettling. Regular team and one-to-one check-ins, established in the previous year, were left in place as they continued to be perceived as valuable to maintaining a sense of belonging and positive relationships across the team. A survey was sent out to the team in March to gather anonymous feedback on how the staff were feeling and what would help them feel better informed and happy at work. The feedback was overwhelmingly positive which was very encouraging. Where issues were raised, where possible steps have been taken to address them.

In July and August 2022, Learning with Parents started reviewing the impact of the cost of living crisis on their team and discussing what could be done to support staff during a difficult time. The Trustees approved increasing salaries by an average of 5%, weighted so that those on lower salaries will receive a greater percentage increase than those on higher salaries. This was implemented in October 2022.

- 5. Staff turnover** - Learning with Parents recognises that in small organisations, members of staff can have many roles and hold a lot of institutional knowledge. This can leave organisations vulnerable to significant disruption with staff turnover. To try to mitigate against this risk, as well as working hard to create a positive working environment, Learning with Parents focused on documenting roles and responsibilities, drafting standard operating procedures and capturing organisational knowledge.

Responsibilities of Trustees for the Financial Statements

The Trustees are responsible for preparing the report and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice. Charity law in England and Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Charity and of income and expenditure of the Charity for that period.

In preparing those financial statements, the Trustees are required to:

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

The Trustees are responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and enables them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the governing document. The Trustees are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Trustees are responsible for the maintenance and integrity of the Charity and financial information included in the Charity's website.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Companies Act 2006. The Trustees are also responsible for safeguarding the assets of the charity and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

The above report has been prepared in accordance with the Charities SORP (FRS 102).

Signed on behalf of the trustees



Sally Dicketts, Chair

Date: 26/04/2023

Learning with Parents

Independent Examiner's Report to the trustees of Learning with Parents

I report to the charity trustees on my examination of the accounts of Learning with Parents for the period ended 31 August 2022 which comprise the Statement of Financial Activities (incorporating the Summary Income and Expenditure Account), the Balance Sheet and the related notes.

Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

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

Independent examiner's statement

As the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination as a member of the Institute of Chartered Accountants in England and Wales.

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

- accounting records were not kept in accordance with section 386 of the 2006 Act ; or
- the accounts do not accord with those records; or
- the accounts do not comply with the accounting requirements under section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
- the accounts have not been prepared in accordance with the Charities SORP (FRS 102).

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.


Chris Conway (Apr 27, 2023 16:17 GMT+1)

Chris Conway

Multiply Accountancy Limited
71-75 Shelton Street
London
WC2H 9JQ

Date: Apr 27, 2023

Learning with Parents

Statement of Financial Activities (incorporating the Summary Income and Expenditure Account) for the year ended 31 August 2022

	Notes	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Income and endowments from:					
Donations and legacies	3	99,115	140,992	240,107	222,165
Charitable activities	4	48,793	-	48,793	57,625
Other		-	-	-	-
Total incoming resources		147,908	140,992	288,900	279,790
Expenditure on:					
Raising funds	5	3,000	-	3,000	5,950
Charitable activities	6	136,530	86,803	223,333	136,643
Other	7	76,734	-	76,734	36,268
Total outgoing resources		216,264	86,803	303,067	178,861
Net gains on investments		-	-	-	(3,289)
Net incoming resources	8	(68,356)	54,189	(14,167)	97,640
Transfers between funds		-	-	-	-
Net incoming resources before other gains/(losses)		(68,356)	54,189	(14,167)	97,640
Other gains and losses		-	-	-	-
Net movement in funds		(68,356)	54,189	(14,167)	97,640
Reconciliation of funds:					
Total funds brought forward		97,640	-	97,640	-
Total funds carried forward		29,284	54,189	83,473	97,640

The comparative figures represent the period from 6 June 2020 to 31 August 2021.

Learning with Parents

Balance Sheet at 31 August 2022

	Notes	2022	2021
		£	£
Fixed assets			
Investments	10	-	-
Tangible assets	11	2,419	1,974
		<u>2,419</u>	<u>1,974</u>
Current assets			
Debtors	12	32,642	12,300
Cash at bank and in hand		68,676	88,396
		<u>101,318</u>	<u>100,696</u>
Creditors: Amounts falling due within one year	13	(20,264)	(5,030)
Net current assets		<u>81,054</u>	<u>95,666</u>
Total assets less current liabilities		<u>83,473</u>	<u>97,640</u>
Total net assets		<u>83,473</u>	<u>97,640</u>
The funds of the charity			
Unrestricted funds	14	29,284	97,640
Restricted funds	14	54,189	-
Total funds		<u>83,473</u>	<u>97,640</u>

Approved by the trustees on15th March 2023.... and signed on its behalf by:



Sally Dicketts
Chair

Date: 26/04/23

Learning with Parents

Notes to the Accounts for the period ended 31 August 2022

1 Accounting policies

Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The financial statements have been prepared under the historical cost convention. They are prepared in sterling, which is the functional currency of the charity. Amounts presented are rounded to the nearest pound.

Going concern

The Trustees have reasonable expectation that the charity will have access to adequate resources to continue in existence for the foreseeable future. In making this assessment, the Trustees have considered a period of at least 12 months from the date of authorising the financial statements. Accordingly, the charity continues to adopt the going concern basis in preparing the financial statements.

Fund accounting

Unrestricted funds

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

Income

Recognition of income

Income is included in the Statement of Financial Activities (SoFA) when the charity becomes entitled to, and virtually certain to receive, the income and the amount of the income can be measured with sufficient reliability.

Income with related expenditure

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

Donations and legacies

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

Tax reclaims on donations and gifts

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

Donated services and facilities

These are only included in income (with an equivalent amount in expenditure) where the benefit to the Charity is reasonably quantifiable, measurable and material.

Volunteer help

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

Investment income

This is included in the accounts when receivable.

Gains/(losses) on revaluation of fixed assets

This includes any gain or loss resulting from revaluing investments to market value at the end of the year.

Gains/(losses) on revaluation on investment assets

This includes any gain or loss on the sale of investments.

Learning with Parents

Notes to the Accounts for the period ended 31 August 2022

Accounting policies

Expenditure

Recognition of expenditure

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

Expenditure on raising funds

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

Expenditure on charitable activities

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

Governance costs

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

Other expenditure

These are support costs not allocated to a particular activity.

Investments

Investments in subsidiaries are held at cost less impairment.

Depreciation of fixed assets

Tangible fixed assets are written off over their estimated useful economic lives at the following annual rates:

Computer equipment	25% per annum straight line
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The carrying values of tangible fixed assets are reviewed for impairment when events or circumstances indicate the carrying value may not be recoverable.

Taxation

Trade and other debtors

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

Cash and cash equivalents

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

Trade and other creditors

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

Pension costs

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

Non-comparable comparatives

The comparative figures in the financial statements and following notes represent the period from 6 June 2020 to 31 August

Learning with Parents

Notes to the Accounts for the period ended 31 August 2022

2 Charity status

Learning with Parents is a charitable incorporated organisation and is not a registered company at Companies House.

3 Income from donations and legacies	2022	2021
Grants and donations	240,107	222,165

In the year to 31 August 2022, £130,922 of grants received comprise restricted funds (2021: £nil). Further information is available in note 14.

4 Income from charitable activities	2022	2021
Programme delivery	48,793	57,625

5 Expenditure on raising funds	2022	2021
Advertising and marketing	3,000	5,950

6 Expenditure on charitable activities	2022	2021
Direct staff costs	116,429	111,942
Cost of programme delivery	94,067	9,006
Independent examination - current year	500	500
Other accountancy fees paid to independent examiner	2,936	1,965
Legal and professional fees	9,400	13,230
	<u>223,333</u>	<u>136,643</u>

In the year to 31 August 2022, £45,690 of staff costs and £41,113 of programme delivery costs comprise restricted funds (2021: £nil and £nil). Further information is available in note 14.

7 Other expenditure	2022	2021
Staff costs (Note 9)	52,364	28,145
Premises costs	6,774	502
Depreciation	769	657
Charitable donations	-	500
General administrative costs	16,827	6,464
	<u>76,734</u>	<u>36,268</u>

8 Net income before transfers	2022	2021
This is stated after charging:		
Depreciation of owned fixed assets	769	657

Learning with Parents

Notes to the Accounts for the period ended 31 August 2022

9 Staff costs	2022	2021
Salaries and wages	152,383	133,267
Social security costs	8,721	2,316
Pension costs	3,436	2,808
Staff recruitment and training costs	4,253	1,696

	<u>168,793</u>	<u>140,087</u>
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No employee received emoluments in excess of £60,000.

One trustee (2021: none) was reimbursed for travel expenses totalling £18 incurred in the period to 31 August 2022. No trustee (2021: none) received any remuneration in the period.

Key management personnel comprise the trustees, the CEO, and the Programme Director as laid out on page 2. Total remuneration paid to these individuals was £71,570 (2021: £69,417).

The average number of staff employed, including part time staff was 7 (2021: 5).

10 Investments	2022	2021
Investment in subsidiary	-	-

Learning with Parents is the sole shareholder of Maths with Parents. Therefore this entity is treated as a 100% subsidiary. The charity has taken exemptions available to small entities under FRS102 section 9.3 to not consolidate the financial results and position of Maths with Parents into these financial statements. See note 16 for more information and transactions and balances between the charity and its subsidiary.

11 Tangible fixed assets	Computer equipment	Total
Cost		
At 1 September 2021	2,631	2,631
Additions	1,214	1,214
Disposals	-	-
At 31 August 2022	<u>3,845</u>	<u>3,845</u>
Depreciation		
At 1 September 2021	657	657
Charge for the year	769	769
Eliminated on disposal	-	-
At 31 August 2022	<u>1,426</u>	<u>1,426</u>
Net Book Value		
At 31 August 2022	<u>2,419</u>	<u>2,419</u>
At 1 September 2021	<u>1,974</u>	<u>1,974</u>

12 Debtors	2022	2021
Trade debtors	29,124	12,300
Amounts owed from subsidiary undertaking	3,000	-
Other debtors	518	-
	<u>32,642</u>	<u>12,300</u>

Learning with Parents

Notes to the Accounts for the period ended 31 August 2022

13 Creditors falling due within one year	2022	2021
Other taxes and social security	10,792	4,646
Other creditors	9,472	384
	20,264	5,030

14 Movement in funds

	At 1 September 2021	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2022
Unrestricted funds:				
General funds	97,640	147,908	(216,264)	29,284
Restricted funds:				
Nesta/DFE	-	10,000	(10,000)	-
Credit Suisse	-	50,000	(50,000)	-
The Access Foundation	-	58,292	(4,103)	54,189
Access Reach Fund	-	10,700	(10,700)	-
Allen and Overy	-	10,000	(10,000)	-
Kentucky Fried Chicken	-	2,000	(2,000)	-
	-	140,992	(86,803)	54,189
	97,640	288,900	(303,067)	83,473

	At 5 June 2020	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2021
Unrestricted funds:				
General funds	-	276,501	(178,861)	97,640
	-	276,501	(178,861)	97,640

Nesta/DFE

Funding through their EdTech R&D programme to implement improvements and developments to the Learning with Parents platform.

Credit Suisse

Funding for the development and pilot of a self-sustaining partnership model, increasing Learning with Parents' impact and enabling them to reach more disadvantaged families across the UK.

The Access Foundation

Funding to optimise parent access to the Learning with Parents programme through the development of passwordless and accountless logins, thereby removing some of the barriers to disadvantaged families engaging in their children's learning.

Access Reach Fund

Funding to boost Learning with Parents' marketing and sales capacity to reach more schools and enable greater impact.

Allen and Overy

Funding towards the creation of a digital reading log which will be integrated into Learning with Parents' core programme for all the

Kentucky Fried Chicken

Funds to support young parents in Doncaster to read with their children.

Learning with Parents

Notes to the Accounts for the period ended 31 August 2022

15 Analysis of net assets between funds

	Unrestricted Funds	Restricted Funds	Total 2022
Fixed assets	2,419	-	2,419
Net current assets	26,865	54,189	81,054
	<u>29,284</u>	<u>54,189</u>	<u>83,473</u>

	Unrestricted Funds	Restricted Funds	Total 2021
Fixed assets	1,974	-	1,974
Net current assets	95,666	-	95,666
	<u>97,640</u>	<u>-</u>	<u>97,640</u>

16 Related parties

The charity controls a subsidiary company, Maths With Parents (registered in England and Wales, company no. 09622195), by virtue of its 100% ownership of the company's share capital.

During the year, the charity provided funds to its subsidiary of £5,000, of which £2,000 was repaid. At the balance sheet date, the subsidiary owed the charity £3,000. In the prior period, funds were transferred between the charity and its subsidiary when needed for the purpose of cashflow without any terms, and no services were provided. The remaining balance owed was forgiven at the period end, so no amounts were due at the balance sheet date. Included within donations income in note 3, for 2021, is a donation of £27,145 from Maths with Parents forgiving the balance owed immediately prior to the 2021 period end.

The financial result for Maths with Parents and the year ended, and financial position at, 31 August include:

	31 August 2022 £	31 August 2021 £
Aggregate share capital and reserves	<u>(27,311)</u>	<u>(26,041)</u>
Profit/(loss) after tax for the period	<u>(1,270)</u>	<u>(101,288)</u>

LEARNING WITH PARENTS

England & Wales - Charity number 1189812

Accounts



Trustee Annual Report and Accounts

For the period
6 June 2020 to 31 August 2021



www.learningwithparents.com

A registered charity (CIO). Charity number 1189812



Our Vision

Every child is supported at home to fulfil their potential.

Our Mission

We are narrowing the attainment gap by supporting all parents¹ and carers to engage in their children's learning.

We do this by leading a group of organisations to improve home learning across the sector, as well as by providing a parental engagement programme to primary schools.



¹ We use the term parents to mean anyone that has parental responsibility for the child

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Message from our Chair

I am incredibly proud that our data shows the significant impact we are having on over 8000 families across the UK. But what excites me most is that this is just the start for our dynamic young charity.

This is our first Trustee Annual Report and I am delighted to share the incredible work of the organisation.

Back in 2019, one of the big hurdles we foresaw was persuading people that a fair education system needed to look beyond the fantastic work done by schools. The closing of schools during the pandemic caused incredible disruption and hardship, but it did also act to focus minds on the role of parents in children's education.

Combined with unwavering support from Credit Suisse, Zing, The Fair Education Alliance and others, this shift in focus has allowed us to drive forward a new vision for an education system in which every child can fulfil their potential.

A huge moment in time

We find ourselves at a profound moment in the future of our children's education. It would be easy to return to the system we had before the pandemic, in which poor children fall behind their peers, entrenching multigenerational poverty. But we have a unique opportunity now to build a fairer way of supporting parents, a fairer education system and a fairer society.

- **If we act now, we can transform the way that families are supported**
- **If we act now, we can bounce back stronger from the effects of COVID-19**
- **If we act now, we can build a fairer education system for generations to come**



Amy Mitchell

Chair of Trustees, Learning with Parents



Welcome from our CEO

2021 was meant to be the year after the pandemic. But things have not got easier for children, parents, teachers and everyone else affected by COVID-19.

Disadvantaged families continue to be hit the hardest.

That is why charities like Learning with Parents are so crucial. We stand with the families who face the biggest barriers to engaging in their children's learning. Families that are too often dismissed as "hard to reach".

As I look back over the last year, I am incredibly proud of the work we have done. With support from the National Lottery, Credit Suisse and others we developed a new platform, ensuring that families across the UK had accessible resources to support their children's learning. We have developed our approach to motivating and empowering all families through projects with Nesta and the University of Chicago.

Through our partnerships with schools – and our collaboration with like-minded organisations – we are changing the narrative around parental engagement in disadvantaged communities.

On behalf of all the team, I am delighted to welcome you to our Trustee Annual Report, highlighting the work of Learning with Parents in 2021.



Tom Harbour
CEO, Learning with Parents





“We have fun with the activities as a family”

Before our son started school, we were wondering how we'd be able to encourage him to sit down and do his home learning together. As parents we're often busy and it's hard for us to know exactly what he's learning at school and how we can extend his learning at home. Using Learning with Parents helps us do this.

We find the videos really helpful, and they remind our son what he's been learning at school. Often while we watch the video he'll say, "Yes, yes, we did this with our teacher!" He then tells us more about his day at school and can connect his learning there with us at home. He's always excited that he's familiar with the topic and is often keen to teach it to us too.

The repeating patterns game was one of his favourites, and he was keen to challenge himself and show us he can do patterns with even more objects. The sharing fairly game was another favourite, and we used things from around the home for this one too. He certainly likes using his toys for games and getting to choose what to use!

He's really motivated by the reward scheme and loves collecting things for his character. He got a trophy called "Winter Winner" recently and got very excited, now he is looking forward to getting more such trophies into his cabinet. He also really like collecting stars - he's on 33 already and says he is hoping to get to 100.

We have fun with the activities as a family, and we hope to have lots more to play!

Deepak and Durga's son is in his first year at Rotherhithe Primary School, London

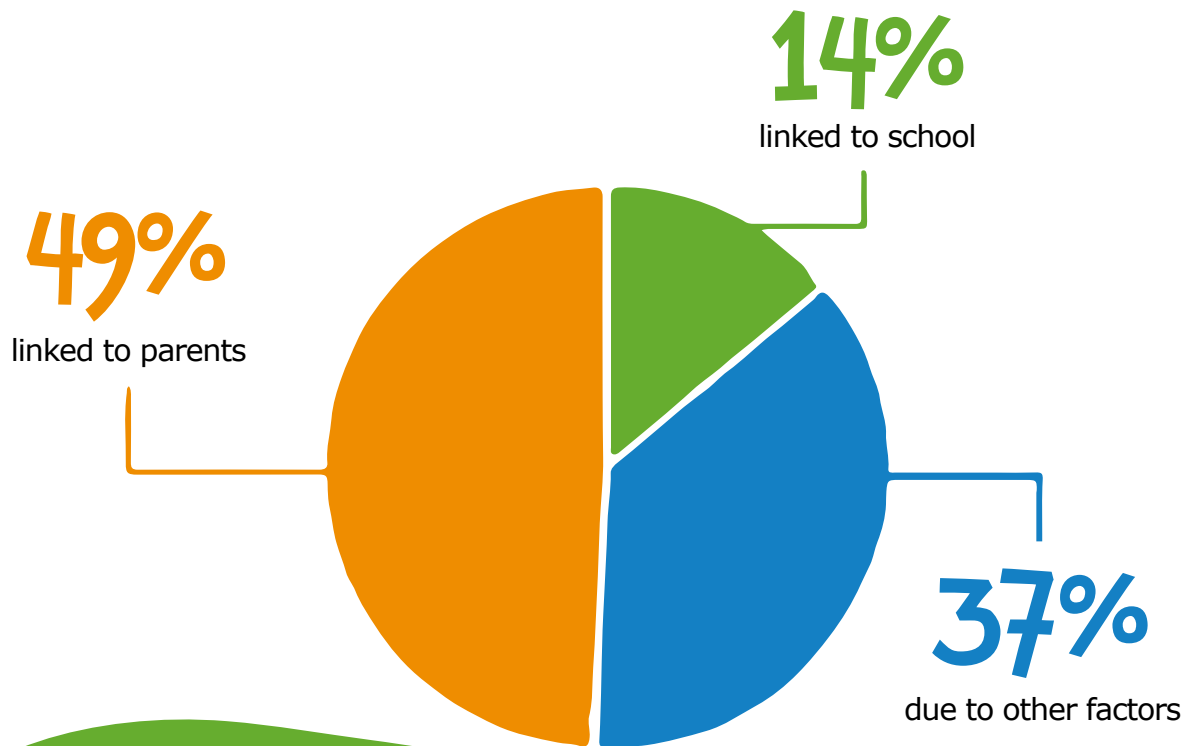
The problem

There are
1.7 million children
living in **poverty**
in the UK²

These children are more likely to fall behind in education. This impacts on their future life chances and continues the cycle of poverty

² <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

What causes the achievement gap by age 11?³



“Despite all families having the best intentions, poorer children are less likely to do educational activities with their parents at home”
- (Kalil 2020)

By the end of primary school poorer children are, on average, 9 months behind their more affluent peers
(EPI, 2020)⁴

The effect of COVID-19

Facing incredibly difficult circumstances, teachers and parents have stepped up to support children across the country. However, the pandemic has exposed the greater number of challenges faced by children in disadvantaged areas. In particular, the last year has laid bare the different levels of support that children receive at home.

Worryingly, children from disadvantaged backgrounds experienced an extra month of learning loss in reading and an extra 0.5 months in maths compared to their better-off peers (DfE, 2021). This is equivalent to undoing a third of the progress made in the last decade on closing the gap in primary schools (National Literacy Trust, 2021).

³ Poorer children's educational attainment: how important are attitudes and behaviour?, IFS, 2010, <https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/poorer-children-education-full.pdf>

⁴ Education in England: Annual Report 2020, EPI, 2020, <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>

Our solution

Our programme's mission is to develop parents' engagement in their child's learning and support all families to have enjoyable learning experiences together

Learning with Parents improves schools' parental engagement through homework. Teachers schedule our child-led videos and hands-on activities for families to play at home



Teachers set topics

These are shared with parents via our platform, replacing homework



Families learn together

They watch child-led videos and play fun, offline activities together



Parents share feedback

Families share comments and photos with their class teacher

All parents want the best for their children, but some require more support to turn their good intentions into daily habits and routines.

To ensure all families are supported to learn together at home, we have designed our programme around three key steps: motivate, empower and reflect:

Our programme helps schools to



- Child reward scheme
- Teacher training
- Behavioural nudges

- Easy to use on all devices
 - Child-led videos
- Offline activities requiring few resources
- Fun for all the family

- Comments and photos
- Engagement by pupil groups
- Termly impact summaries

System leadership

We are a charity with a big vision.

A big vision that no single organisation will be able to achieve by working in isolation. By collaborating with other organisations, we aim to build a fairer education system for all.

Sharing and learning

Together with the Fair Education Alliance we founded the Parental Engagement Forum. The forum is a diverse range of organisations from large, national charities to place-based organisations working deep in local communities. Together we network, share best practice and explore the research about supporting disadvantaged families.

Collaborating on resources

Through developing our core programme, we have become experts in designing and creating resources that empower all families to engage, particularly those facing the biggest barriers. We have used this expertise to support organisations across the last year, including Oak National Academy, BBC Bitesize and Tapestry's 'Summer of Play'.

Supporting practitioners

Highly trained practitioners, working deep in their local communities, have huge potential to support those parents facing the biggest barriers. However only 10% of teachers have received parental engagement training (PTA UK, 2017). We have run free best practice sessions for practitioners in collaboration with NRICH, EEF and others.

We trained
400
teachers
through our online parental engagement events



The impact of our work



Across the UK



1,900

children and their families using our programme in Yorkshire and the Humber

50,000

activities explored at home across the country

886

families of children eligible for Pupil Premium using the platform

1,091

teachers across the country accessing our support

204

classes across London

2,555

activities played in the Southwest



Teacher case study

We have families using the platform and engaging in their child's learning that wouldn't usually be confident in helping their child with homework

A lot of our families struggle to support their children's learning. They do want to help, they're just not always sure how.

We're a school in a very deprived area in Leeds and started Learning with Parents to help parents engage in learning at home. Our school has an ambitious mission that every child will go to university or a real alternative. Whilst the parents are behind this, they don't always have the resources, knowledge, or confidence to get involved in home learning with their child.

Learning with Parents is great at supporting this. We have families using the platform and engaging in their child's learning that wouldn't usually be confident in helping their child with 'homework' or home learning. They enjoy the hands-on activities as they are easy to follow and keep them engaged.

There is one child in my class whose parents don't speak much English. I have been so pleased to see her completing the activities and uploading photos as I don't think they would normally have the confidence to help with home learning. It's clear to me they are really trying to support her.

The games and activities use everyday objects found around the house so families can watch the videos and then complete activities away from the computer. This is also really helpful for families that only have one device in the home.

As teachers we also really like how the topics on Learning with Parents align to our curriculum. It means we can easily set topics and can schedule them in advance. Parents will often ask us 'how do you teach this?' and now that we use Learning with Parents, we can remind them to watch the videos and to see the methods their child has done in school.

Now the foundations have been laid, we are looking forward to seeing engagement build and develop as students move through year groups and our school continues to grow.

*Alice Monaghan,
Dixons Trinity Chapeltown, Primary Maths Lead*



Reference and Administrative Details

Charity Name	Learning with Parents
Registered charity number	1189812
Type of governing document	Constitution
How the charity is constituted	Charitable Incorporated Organisation
Trustee selection methods	New trustees are appointed by the existing trustees following a recruitment and interview process.
Charity's principal address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT
Charity's registered address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT
Charity's Accountants	Multiply Accountancy 71-75 Shelton Street London, WC2H 9JQ
Charity's Bankers	Metro Bank 1 Southampton Row London, WC1B 5HA
The following trustees served during the year:	Amy Mitchell appointed May 2020 Shanaj Salahuddin appointed May 2020 Daniel Keller appointed May 2020 Tarun Abraham appointed November 2020
Key Personnel	Tom Harbour (CEO) Lucy Preston (Programme Director)
Objective	Our charity's purpose as set out in the objects contained in the constitution is: to advance education for the public benefit by improving educational outcomes amongst young people, in particular through the support of parental engagement in children's learning.
Activities	As a charity and through partnerships, we provide parental engagement programmes to support UK primary schools. Our programmes support parents, particularly those in disadvantaged areas, by providing them with videos and activities, through our inclusive online platform. We also lead the Parental Engagement Forum; a group of organisations mobilised to improve home learning across the sector.

Trustee Annual Report

The Trustees present their report with the unaudited financial statements of the charity for the period ended 31 August 2021.

The charity was registered on 5 June 2020. This is the first accounting period to 31 August 2021. All our activities are undertaken to further our charitable purpose, which is to advance education for the public benefit. The Trustees have a duty to consider public benefit guidance published by the Charity Commission. We are satisfied that the purpose and activities of the charity continue to satisfy the requirements of the public benefit test set out in section 17 of the Charities Act 2011. We have demonstrated how we have worked towards our charitable purposes, by setting out our achievements during the year in our Trustees' Report (in previous pages).

ACHIEVEMENTS AND PERFORMANCE

This is Learning with Parents' first year as a registered charity. From June 2016 until June 2020, we operated as Maths with Parents Ltd, a registered company. Through this company, we developed a parental engagement platform and gained expertise in supporting schools to navigate it and engage parents through it. As we grew it became more apparent that our core motivation was the pursuit of social impact rather than financial gain, so the Trustees began the process of establishing the charity.

We completed the transition to a registered charity (CIO) in June 2020, under the name Learning with Parents and have spent the first year of operations successfully adapting our ways of working and strengthening our systems to ensure compliance with Charity Commission laws and best practice. We have continued our work with schools across the country, supporting thousands of children and their families to have fun, positive interactions together which promote learning and raising awareness across the sector of the crucial role parental engagement plays in closing the attainment gap.

FINANCIAL REVIEW

Learning with Parents' revenue comes from our partner schools who contribute towards the costs of staff training, being set up on the platform, participating in induction sessions for the parents and teachers, accessing the platform and activities, receiving ongoing technical support and sharing relevant data and reflections to strengthen engagement. This contribution equated to £57,625 for the period June 2020 to August 2021, 21% of our total income.

To supplement this income, Learning with Parents also secures funding from a number of generous corporate donors and Trust and Foundations. These included the Allen & Overy Foundation, Credit Suisse, the Dulverton Trust, Nesta, the Rank Foundation, the National Lottery Community Fund, UnLtd and Zing. This contribution equated to £222,165 for the period June 2020 to August 2021, 79% of our total income.

Financial Activity and Financial Position

Over the period June 2020 to September 2021, in response to schools closing during the Covid-19 pandemic, Learning with Parents waived our fees to schools and increased our investment in our programme to better support schools and families. This meant that our tech costs went up significantly and required us to take on new staff, both on the tech development and the school support sides. Meanwhile, we found it harder than normal to sell our licence fees to schools as the uncertainty around school closures impacted what would normally be our peak sales period.

To manage this increase in costs and reduction in income from schools during the Covid-19 pandemic, we applied for more grant funding to cover our increased tech costs and capitalise on the additional funds available as companies and foundations rallied to support the response to the Covid-19 crisis.

Maths with Parents, the parent company to Learning with Parents, also secured a Bounce Back Loan from the Government which allowed us to keep meeting the needs of disadvantaged families.

During this period, to reduce our outgoings, we paused the development of our English with Parents programme and reassigned our Content Manager to help our school partners who were supporting parents to deliver home learning. We also reduced our overheads as we paused the rent for our office space and our travel costs ceased altogether.

This means that despite a challenging financial landscape and increased demand for our work, we managed to maintain a healthy financial position.

Reserves Policy

Learning with Parents requires some funds to be held in reserves to protect ourselves from situations such as the following:

1. The risk of unforeseen emergency or other unexpected need for funds, e.g. an unexpected large repair bill or finding 'seed-funding' for an urgent project.
2. Covering unforeseen day-to-day operational costs, e.g. employing temporary staff to cover a long-term sick absence.

3. A source of income, eg a grant, not being renewed. Funds might be needed to give the Trustees time to take action if income falls below expectations.
4. The need to fund short-term deficits in a cash budget, e.g. money may need to be spent before a funding grant is received.

In developing Learning with Parents' financial reserves policy, we balanced the need for financial resilience that reserves provide, with the limitation on our ability to fulfil our vision. As a small and nimble organisation we consider two months' costs to be sufficient reserves. For the period June 2020 to September 2021, this equated to approximately £36k.

This policy will be reviewed on an annual basis.

PLANS FOR FUTURE PERIODS

Strengthening our impact

In the coming year, Learning with Parents will strive to strengthen, broaden and deepen our reach to continue towards our mission of narrowing the attainment gap by supporting all parents and carers to engage in their children's learning.

Our priorities for 2021-2022 include:

- Continuing to update and develop new features on our platform to ensure that it is as accessible and user-friendly as possible, drawing on feedback from parents, carers and teachers. These will include a new dashboard to allow teachers to see how pupils and their families have engaged with the topics set and help them to identify who needs more support.
- Continuing to strengthen our current Maths and English programmes, including creating new content for our English programme and reviewing and updating our Maths content. We will continue to ensure that all our content aligns with our principles that activities have to be fun and engaging, accessible to all families and promote learning.
- Expanding our current Maths and English offer to include Reading, partnering with other organisations in this field to develop a reading log as a starting point and mapping out what a fuller reading programme could include.
- Starting to explore approaches to supporting disadvantaged parents with their children's financial literacy development. We know that parents and carers have the most important influence on how children manage money in adult life and we believe that we are well placed to support positive engagements that will help children from disadvantaged families to manage their finances as they get older.

- Continuing to work with the Fair Education Alliance to run the Parental Engagement Forum, which brings together like-minded organisations from across the education space to network, collaborate and share learning on parental engagement. We will seek to ensure that a range of speakers are identified in advance of each forum and promote exciting and informative discussions.

In addition, building on our experience of working with others during lockdown, Learning with Parents will also focus on developing strategic partnerships with other organisations working in the education space. Through these partnerships, we charge at a not-for-profit rate to provide consultancy on engaging with disadvantaged families and/or for the use of our platform to promote parental engagement in children's learning. This new approach will allow us to increase the breadth of the impact of our work as well as to diversify our income streams.

Strengthening our organisation

To deliver this ambitious programme, we need to continue to strengthen and grow our organisation, ensuring that we have the resources we need and motivated, happy staff to deliver our programmes.

Our priorities for 2021-2022 include:

- Increasing the capacity of our Schools Team to engage new schools and strengthen how we support existing school partners. We have also invested in sales consultancy support to strengthen our messaging and marketing materials and are reviewing our systems to ensure that we are engaging as effectively as possible with each new potential partner school.
- Recruiting new members to our board to ensure that it can continue to lead Learning with Parents as we grow and rise to the challenge of supporting families and schools in a post-pandemic context. In particular, we think it is important that our charity reflects the lived experience of our programme users, and, as such, we want to increase the representation of disabled, Black, Asian and Minority Ethnic (BAME), Lesbian, Gay, Bi, Trans including non-binary (LGBTQ+) individuals and people from low-income families on our board, as we recognise that some of these groups are currently under-represented.
- Continue to invest in our tech to allow us to provide the best user experience for parents, carers and teachers accessing our programmes and effectively promote fun, learning experiences for all families.
- Building our organisational systems and processes, including our CRM and project management processes to ensure that we are providing the best possible service to the schools and other partners we work with, and are operating as efficiently and effectively as possible.

Trustees statement of responsibilities

The Trustees shall manage the affairs of the CIO and may for that purpose exercise all the powers of the CIO. It is the duty of each Trustee—

(a) to exercise his or her powers and to perform his or her functions in his or her capacity as a Trustee of the CIO in the way he or she decides in good faith would be most likely to further the purposes of the CIO; and

(b) to exercise, in the performance of those functions, such care and skill as is reasonable in the circumstances having regard in particular to—

i) any special knowledge or experience that he or she has or holds herself out as having; and,

ii) if he or she acts as a Trustee of the CIO in the course of a business or profession, to any special knowledge or experience that it is reasonable to expect of a person acting in the course of that kind of business or profession.

The Trustees are also responsible for the contents of the Trustee Annual Report, and the responsibility of the Independent Examiner in relation to the Trustee Annual Report is limited to examining the report and ensuring that, on the face of the report, there are no inconsistencies with the figures disclosed and the financial statements.

Structure, Governance and Management

The Board is composed of a minimum of three Trustees, one of whom will be the Chair. For the period June 2020 to August 2021, Learning with Parents had four Trustees. New Trustees are appointed by the existing Trustees following a recruitment and interview process. Appointments to the Board are for a period of two years, which may be extended for up to two further two-year periods. Trustees are not remunerated but are entitled to claim reasonable out-of-pocket expenses in relation to attendance of meetings.

The Board meets four times a year (quarterly) to discuss strategic and operational issues, review risks, monitor income and expenditure, sign off on any new or updated organisational policies, and discuss any other matters arising. All decisions and agreed actions are recorded in the meeting minutes. The Trustees' roles and responsibilities are outlined in Terms of Reference.

Risk Management

The Trustees have a responsibility for the identification and proper management of risks faced by Learning with Parents in achieving its primary aims. A Risk Management Framework has been developed which is reviewed by the Trustees on a quarterly basis and by Learning with Parents' Senior Management Team on a monthly basis. This framework captures major risks to which Learning with Parents is exposed, including those relating to operational, financial and reputational areas.

The Trustees believe that, by monitoring reserve levels, by ensuring that controls exist over key financial systems, and by examining the operational risks faced by the Charity, they have established effective systems and procedures to mitigate those risks.

Key risks for the period June 2020-September 2021 and their main mitigations were as follows:

- 1. Financial impact of Covid-19** - as highlighted in the Financial Activity section, the impact of the Covid-19 measures and lockdown were both to increase our costs as we invested in our staff and tech to meet increased demand, and a reduction in our income from schools who were trying to navigate a very uncertain period.

To mitigate the impact of this, we proactively sought a number of grants from corporate funders and trusts and foundations. We also secured a Bounce Back business loan. Finally, we took a number of steps to reduce our expenditure including delaying filming and other costly programme activities, closing our office, reducing travel and reallocating staff to meet increased demand.

- 2. Staff welfare during lockdown** - Learning with Parents is committed to the welfare of our team and one of our priorities during lockdown was to ensure that every member of the team felt supported and able to work, despite the challenging circumstances.

Surveys were sent out to the team to gather anonymous feedback on what would help staff feel happier in a context of working from home and during a period of high anxiety and uncertainty. The team was supported to set up appropriate work stations in their homes, including guidance on the equipment and light needed to promote physical health and avoid injury. Regular team and one-to-one check-ins were established as well as informal virtual 'games' sessions organised, to maintain a sense of belonging and positive relationships across the team. Finally, during this period, we reviewed our staff manual and benefits packages to try to offer our staff as much support as possible and create a positive and creative working environment.

- 3. Data protection** - As a tech platform which has access to a lot of personal data, one of Learning with Parents' priorities is to ensure that we are up to date with current best practice in the fields of privacy and data protection to prevent any risk of data breaches. We reviewed and updated our risk register and mitigation strategy in relation to the new integration with Wonde, which gave us access to schools' data by integrating with their databases. We also clarified the circumstances under which we act as a Data Processor versus a Data Controller. Also during this period, we reviewed and updated our internal and site-based data privacy notice and IT security process.
- 4. Safeguarding** - Whilst Learning with Parents does not work directly with children, we do sometimes come into contact with them on school visits or whilst filming. Where parents have given us consent to do so, we do also have access to images of children carrying out the activities set through the platform. It is therefore essential that all staff, trustees, consultants, volunteers and interns at Learning with Parents understand our responsibility to promote the welfare of all children and young people, to keep them safe and to operate in a way that protects them.

To mitigate against the risk that staff perpetuate or fail to report a safeguarding incident, Learning with Parents developed a Safeguarding Policy and Procedure and a Code of Conduct in September 2020 which sets out what would constitute a safeguarding incident and what steps should be taken if someone has any concerns for the welfare of a child. These policies will be reviewed annually. Learning with Parents requires all those working with or for the organisation to read and commit to upholding and adhering to our Safeguarding Policy and Procedure. We also carry out a Disclosure and Barring Service (DBS) check for all staff and any consultants working on our behalf. We also established a safeguarding lead on our Board of Trustees and our CEO took on the role of Safeguarding Officer.

Responsibilities of Trustees for the Financial Statements

The Trustees are responsible for preparing the report and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice. Charity law in England and Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Charity and of income and expenditure of the Charity for that period.

In preparing those financial statements, the Trustees are required to:

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

The Trustees are responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and enables them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the governing document. The Trustees are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Trustees are responsible for the maintenance and integrity of the Charity and financial information included in the Charity's website.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Companies Act 2006. The Trustees are also responsible for safeguarding the assets of the charity and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

The above report has been prepared in accordance with the Charities SORP (FRS 102).

Signed on behalf of the trustees



Amy Mitchell, Chair

Date: 08/06/2022

Finances

Independent Examiner's Report to the trustees of Learning with Parents

I report to the charity trustees on my examination of the accounts of Learning with Parents for the period ended 31 August 2021 which comprise the Statement of Financial Activities (incorporating the Summary Income and Expenditure Account), the Balance Sheet and the related notes.

Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

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

Independent examiner's statement

As the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination being a member of The Institute of Chartered Accountants in England and Wales.

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

- accounting records were not kept in accordance with section 386 of the 2006 Act; or
- the accounts do not accord with those records; or
- the accounts do not comply with the accounting requirements under section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
- the accounts have not been prepared in accordance with the Charities SORP (FRS 102).

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.

Multiply Accountancy Limited

Chris Conway

Date: 16/06/2022

Multiply Accountancy Limited, 71-75 Shelton Street, London, WC2H 9JQ

Statement of Financial Activities (incorporating the Summary Income and Expenditure Account) for the period ended 31 August 2021

	<i>Notes</i>	<i>Unrestricted funds 2021</i>	<i>Total funds 2021</i>
		<i>£</i>	<i>£</i>
Income and endowments from:			
Donations and legacies	3	222,165	222,165
Charitable activities	4	57,625	57,625
Other		-	-
<i>Total incoming resources</i>		<i>279,790</i>	<i>279,790</i>
Expenditure on:			
Raising funds	5	5,950	5,950
Charitable activities	6	136,643	136,643
Other	7	36,268	36,268
<i>Total outgoing resources</i>		<i>178,861</i>	<i>178,861</i>
Net gains on investments		(3,289)	(3,289)
<i>Net incoming resources</i>	8	<i>97,640</i>	<i>97,640</i>
Transfers between funds		-	-
<i>Net incoming resources before other gains/(losses)</i>		<i>97,640</i>	<i>97,640</i>
Other gains and losses		-	-
<i>Net movement in funds</i>		<i>97,640</i>	<i>97,640</i>
Reconciliation of funds:			
Total funds brought forward		-	-
<i>Total funds carried forward</i>		<i>97,640</i>	<i>97,640</i>

All activities in the financial period represent unrestricted funds.

Balance sheet at 31 August 2021

	Notes	2021
		£
Fixed assets		
Investments	10	
Tangible assets	11	1,974
		1,974
Current assets		
Debtors	12	12,300
Cash at bank and in hand		88,396
		100,696
Creditors: Amounts falling due within one year	13	(5,030)
<i>Net current assets</i>		95,666
<i>Total assets less current liabilities</i>		97,640
<i>Total net assets</i>		97,640
The funds of the charity		
Unrestricted funds		
General funds	14	97,640
<i>Total funds</i>		97,640

Approved by the trustees on 8th June 2022 and signed on its behalf by:



Amy Mitchell, Chair

Date: 08/06/2022

Notes to the Accounts for the period ended 31 August 2021

1. Accounting policies

Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The financial statements have been prepared under the historical cost convention. They are prepared in sterling, which is the functional currency of the charity. Amounts presented are rounded to the nearest pound.

Going concern

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Fund accounting

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

Designated funds: These are unrestricted funds earmarked by the trustees for particular purposes.

Revaluation funds: These are unrestricted funds which include a revaluation reserve representing the restatement of investment assets at their market values.

Restricted funds: These are available for use subject to restrictions imposed by the donor or through terms of an appeal.

Income

Recognition of income: Income is included in the Statement of Financial Activities (SoFA) when the charity becomes entitled to, and virtually certain to receive, the income and the amount of the income can be measured with sufficient reliability.

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

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

Tax reclaims on donations and gifts: Income from tax reclaims is included in the SoFA at the same time as the gift/donation to which it relates.

Donated services and facilities: These are only included in income (with an equivalent amount in expenditure) where the benefit to the Charity is reasonably quantifiable, measurable and material.

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

Investment income: This is included in the accounts when receivable.

Gains/(losses) on revaluation of fixed assets: This includes any gain or loss resulting from revaluing investments to market value at the end of the year.

Gains/(losses) on revaluation on investment assets: This includes any gain or loss on the sale of investments.

Expenditure

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

Expenditure on raising funds: These comprise the costs associated with attracting voluntary income, fundraising trading costs and investment management costs.

Expenditure on charitable activities: These comprise the costs incurred by the Charity in the delivery of its activities and services in the furtherance of its objects, including the making of grants and governance costs.

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

Other expenditure: These are support costs not allocated to a particular activity.

Investments

Investments in subsidiaries are held at cost less impairment.

Depreciation of fixed assets

Tangible fixed assets are written off over their estimated useful economic lives at the following annual rates:

Computer equipment: 25% per annum straight line

The carrying values of tangible fixed assets are reviewed for impairment when events or circumstances indicate the carrying value may not be recoverable.

Taxation

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

Trade and other debtors

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

Cash and cash equivalents

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

Trade and other creditors

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

Pension costs

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

2. Charity status

Learning with Parents is a charitable incorporated organisation and is not a registered company at Companies House.

3. Income from donations and legacies	2021
Grants and donations	222,165
4. Income from charitable activities	2021
Programme delivery	57,625
5. Expenditure on raising funds	2021
Advertising and marketing	5,950
6. Expenditure on charitable activities	2021
Direct staff costs	111,942
Cost of programme delivery	9,006
Independent examination - current year	500
Other accountancy fees paid to independent examiner	1,965
Legal and professional fees	13,230
	<i>136,643</i>
7. Other expenditure	2021
Staff costs (Note 9)	28,145
Premises costs	502
Depreciation	657
Charitable donations	500
General administrative costs	6,464
	<i>36,268</i>
8. Net income before transfers	2021
This is stated after charging:	
Depreciation of owned fixed assets	657

9. Staff costs	2021
Salaries and wages	133,267
Social security costs	2,316
Pension costs	2,808
Staff recruitment and training costs	1,696
	<i>140,087</i>

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

No trustees were reimbursed for expenses incurred in the period to 31 August 2021. No trustee received any remuneration in the period.

Key management personnel comprise the trustees, the CEO, and the Programme Director as laid out on page 2. Total remuneration paid to these individuals was £69,417.

The average number of staff employed, including part time staff was 5.

10. Investments	2021
Investment in subsidiary	-

Learning with Parents is the sole shareholder of Maths with Parents. Therefore this entity is treated as a 100% subsidiary. The charity has taken exemptions available to small entities under FRS102 section 9.3 to not consolidate the financial results and position of Maths with Parents into these financial statements. See note 16 for more information and transactions and balances between the charity and its subsidiary.

11. Tangible fixed assets

	<i>Computer equipment</i>	<i>Total</i>
Cost		
At 5 June 2020	-	-
Additions	2,631	2,631
Disposals	-	-
At 31 August 2021	2,631	2,631
Depreciation		
At 5 June 2020	-	-
Charge for the year	657	657
Eliminated on disposal	-	-
At 31 August 2021	657	657
Net Book Value		
At 31 August 2021	1,974	1,974
At 5 June 2020	-	-

12. Debtors

2021

Trade debtors	12,300
	<i>12,300</i>

13. Creditors falling due within one year

2021

Other taxes and social security	4,646
Other creditors	384
Amounts owed to subsidiary undertaking	-
	<i>5,030</i>

14. Movement in funds

	<i>At 5 June 2020</i>	<i>Incoming resources including other gains/(losses)</i>	<i>Outgoing resources</i>	<i>At 31 August 2021</i>
Unrestricted funds:				
General funds	-	279,790	178,861	458,651
	-	279,790	178,861	458,651

15. Analysis of net assets between funds

			<i>Unrestricted Funds</i>	<i>Total 2021</i>
Fixed assets			1,974	1,974
Net current assets			95,666	95,666
			97,640	97,640

16. Related parties

The charity controls a subsidiary company, Maths With Parents (registered in England and Wales, company no. 09622195), by virtue of its 100% ownership of the company's share capital.

Funds were transferred between the charity and its subsidiary when needed for the purpose of cashflow without any terms, and no services were provided. The remaining balance owed was forgiven at the period end, so no amounts were due at the balance sheet date. Included within donations income in note 3 is a donation of £27,145 from Maths with Parents forgiving the balance owed immediately prior to the year end.

The financial result for Maths with Parents and the year ended, and financial position at, 31 August 2021 include:

	<i>31 August 2021</i>
	£
Aggregate share capital and reserves	21,505
Profit after tax for the period to 31 August 2021	(53,742)

Thank You

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THE DULVERTON TRUST



Social Enterprise
Support Fund



Innovate
UK

The Rank Foundation
a pebble in the pond

Huge thanks to the organisations above for supporting our growth and impact over the last 12 months.

Ensuring every child is supported at home to fulfil their potential

