



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

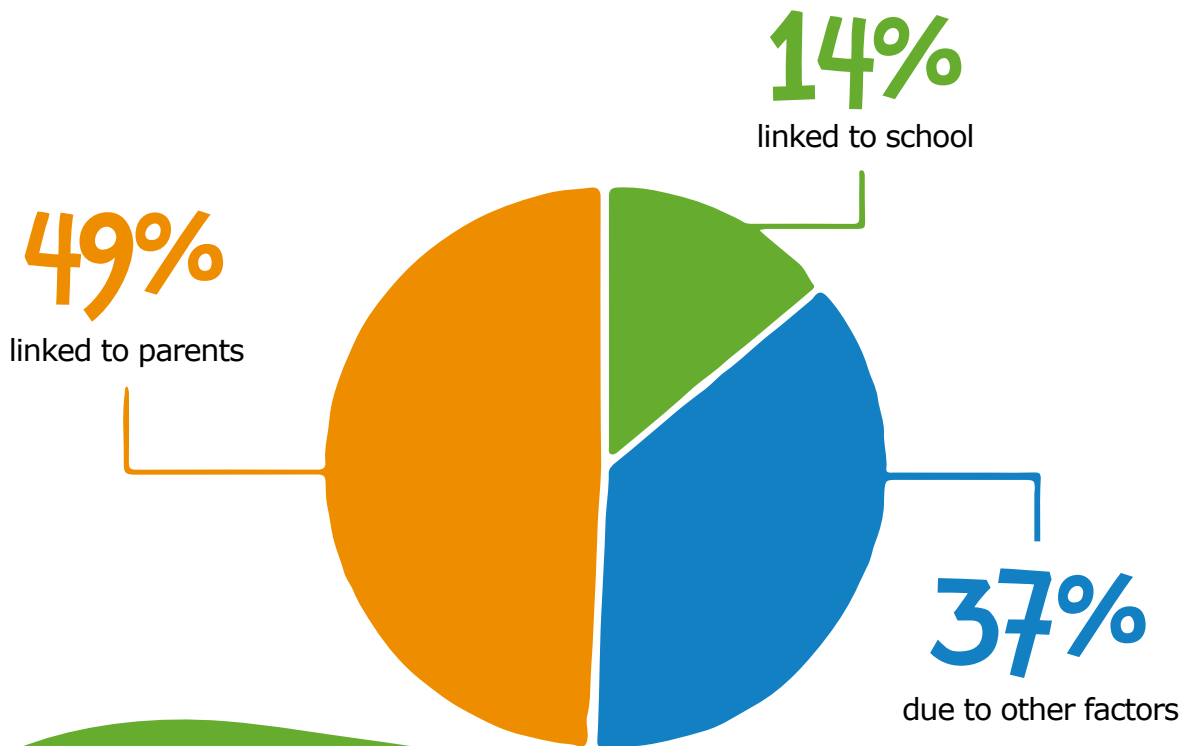
The problem

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)

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

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

Date: 16/06/2022

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

	Notes	Unrestricted funds 2021	Total funds 2021
		£	£
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
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4. Income from charitable activities 2021

Programme delivery	57,625
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5. Expenditure on raising funds 2021

Advertising and marketing	5,950
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6. Expenditure on charitable activities 2021

Direct staff costs	111,942
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Cost of programme delivery	9,006
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Independent examination - current year	500
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Other accountancy fees paid to independent examiner	1,965
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Legal and professional fees	13,230
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136,643

7. Other expenditure 2021

Staff costs (Note 9)	28,145
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Premises costs	502
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Depreciation	657
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Charitable donations	500
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General administrative costs	6,464
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36,268

8. Net income before transfers 2021

This is stated after charging:

Depreciation of owned fixed assets	657
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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>
	<i>£</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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CREDIT SUISSE

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THE DULVERTON TRUST



Social Enterprise
Support Fund



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

