

Learning with Parents

Charity No. 1189812

Trustees' Report and Unaudited Accounts

Period ended 31 August 2025

Learning with Parents

Contents

	Pages
Trustees' Annual Report	1 - 14
Independent Examiner's Report	15
Statement of Financial Activities	16
Balance Sheet	17
Notes to the Accounts	18 - 23

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 Peeple, 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 programme, 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 (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 \(Jan 14, 2026 10:40:04 GMT\)](#)
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
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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 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
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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
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5 Other income 2025 2024

Rental income	7,166	2,362
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6 Expenditure on raising funds 2025 2024

Costs of activities for generating income	86,147	68,086
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	86,147	68,086
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7 Expenditure on charitable activities 2025 2024

Cost of programme delivery	666,912	545,188
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Governance costs

	1,350	1,350
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Other accountancy fees paid to independent examiner	4,184	4,490
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	672,446	551,028
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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
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Premises costs	25,124	19,145
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Depreciation	2,699	2,342
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General administrative costs	9,651	16,717
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	84,067	95,208
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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
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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
		<u>70,090</u>	<u>254,123</u>

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)	-
	<u>4,300</u>	<u>120,000</u>	<u>(95,511)</u>	<u>28,789</u>
	<u>163,091</u>	<u>900,871</u>	<u>(842,660)</u>	<u>221,302</u>

	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
	<u>54,616</u>	<u>24,108</u>	<u>(74,424)</u>	<u>4,300</u>
	<u>173,060</u>	<u>701,991</u>	<u>(711,960)</u>	<u>163,091</u>

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>