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Adult Literacy Trust

Annual Report & Unaudited Financial Statements January-December 2022

Helping adults to unlock their potential

The Adult Literacy Trust seeks to provide adults the opportunity to break the cycle of exclusion and poor literacy by providing personalised support in basic reading skills, delivered through a network of trained volunteers.

Contents

4 Our Mission	9 Our Theory of Change	14 How to Get Involved
5 From Our Chair	10 Why Literacy Matters	15 Financial Review
6 Report of the Trustees	11 Our Beneficiaries	16 Independent Examiner's Report
7 Our Vision	12 Assessing Our Impact	17 Statement of Financial Activities
8 Who We Are	13 Our People	



LEGAL AND ADMINISTRATIVE INFORMATION

Adult Literacy Trust (CIO)

Directors and Trustees

Robert Glick OBE (Chair)
Dinah Mcleod (Vice-Chair)
Stephanie Brewer
Abigail de Leon (appointed 25/5/22)
Sharla-Jaye Duncan
Dr Nafisah Graham-Brown (appointed 1/3/22)
Sean Maguire (appointed 25/5/22)
Alex Stevenson
Kevin Walker

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing Document

The charity is controlled by its governing document, a deed of trust, and constitutes a limited company, limited by guarantee, as defined by the Companies Act 2006.

Reference and Administrative Details

Registered Company number CE024737
(England and Wales)
Registered Charity number for England and Wales 1193300

Registered office

2D Carlisle Place, London SW1P 1N

Bankers

Lloyds Bank

Independent Examiner

Sedulo Accountants Limited
Chartered Certified Accountants
62-66 Deansgate Manchester M3 2EN

Our Mission



Through one-to-one support, and as a complement to teaching in formal settings, the charity is dedicated to ensuring that individuals who wish to improve their literacy skills receive the help they need to become successful readers, and to increase their life chances.



From Our Chair



Are you able to read and understand this Report with ease? Then you are among the lucky ones. Millions of adults in England read at or below a basic level, struggling with rudimentary reading skills that most of us take for granted.

Adults with low levels of literacy may get by, but their lack of skills and confidence often hold them back at work, from getting actively involved in their community, from fully accessing public services to which they are entitled, or even from reading to their children. We know that when

adults improve their reading skills and confidence it can have a profound and lasting impact, by improving their ability to find and retain decent-paying jobs, better navigate everyday tasks such as shopping or accessing public transport, manage their personal finances, and help make more informed decisions that can ensure healthier lives.

So why are the resources available for learners in the UK so inadequate? The government continues to fund adult literacy education – primarily through the Adult Education Budget – but it does so at a level that is woefully insufficient to meet the huge and growing demand. By allowing for so few taught hours for each learner, often in over-crowded classes, the provision can be wholly insufficient for individuals to make real progress.

Several well-established charities that support literacy seek to address this gap, and they accomplish truly amazing things. Each one has a particular focus, and many rely on volunteers who work directly with learners. None of them, however, provides adults already in the formal learning eco-system (such as Further Education Colleges and Institutes of Adult Learning) with one-to-one support to build skills and confidence in reading as a complement to the teaching they receive. It is here where the need and opportunity to support well-intentioned but impossibly over-stretched qualified teachers is so great, and where many learners simply don't get the attention and customised support they really need to succeed.

Frustrated by this lack of resources available to learners, we set up Adult Literacy Trust to recruit, train and manage volunteers to help adults learn to read.

This year was a foundational one for us. Notably, we established our operational model, and forged partnerships with a number of leading teaching organisations, in order to deploy our first cohort of volunteers, in the London borough of Hackney.

Our Reading Coaches are developing constructive relationships with learners, focusing on their individual needs. They work with individuals outside of the classroom to help to check learners' understanding, and to build their confidence in reading. Volunteers also lead small groups of learners in informal group learning sessions, working collectively to focus on developing the ability to navigate literacy challenges in everyday life, to boost confidence and life skills, as well as foster an overall appreciation for reading.

All of this marks a turning point in our young history and, we hope, the start of something truly important. Adult Literacy Trust is working to make lifelong learning opportunities accessible to all, one individual at a time. Of course, we could not achieve this vision without the support of so many, including the passionate volunteers who are delivering our service offering on the front line, and the many individuals and institutions who this year contributed financially to our operations, and for whom we are grateful for their generous support.

In this Report you will read about these efforts, and what our vision is for the future of the charity. You will also read about what you can do to be part of our mission, to help us promote the dignity of every person through educational opportunities for all. In fact, Adult Literacy Trust's success depends entirely on the support of individuals and organisations who believe that literacy has the power to build and transform communities. If you or your company, trust or foundation share that commitment, we would love to discuss having you join our movement.



ROBERT GLICK OBE CHAIR

Report of the Trustees

For The Year Ended 31 December 2022

The trustees present their report with the financial statements of the charity for the year ended 31 December 2022. The trustees have adopted the provisions of 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).

OBJECTIVES AND ACTIVITIES

OBJECTIVES AND AIMS

To advance the education of adults in reading, writing and other literacy skills for the public benefit.

SIGNIFICANT ACTIVITIES

ALT was set up to ensure that individuals who wish to improve their literacy skills receive the help they need to become successful readers, and to increase their life chances. It does so through one-to-one support, and as a complement to teaching in formal education settings, where public provision is perennially underfunded. Our volunteers act as an essential accompaniment to the progress learners are making in the classroom, and help to accelerate and consolidate that progress.

PUBLIC BENEFIT

The trustees have referred to the Charity Commission's guidance on public benefit - including 'Public benefit: the public benefit requirement (PB1)' and 'Public benefit: running a charity (PB2)' - when reviewing the charity's aims and objectives and in planning its current and future activities. The trustees confirm that they have complied with the requirements of section 4 of the Charities Act 2011 to have due regard to the public benefit guidance as stated above. The achievements and activities outlined in this report demonstrate the public benefit arising from the charity's activities.

Our Vision

OUR VISION

For all adults in the UK to have the literacy skills to be able to thrive in life and work.



OUR MISSION

To provide adults with one-to-one support to build skills and confidence in reading.



OUR VALUES

We work with integrity, we collaborate for long term gains and we focus on community.



Who We Are

The Adult Literacy Trust, or ALT, was started by a small group of committed volunteers seeking to provide adults with the opportunity to break the cycle of exclusion and poor literacy.

It is estimated that more than 7 million adults in England read at or below a primary school level (what is known as Level 1 in Literacy). In other words, significant numbers of adults do not possess the basic information-processing skills considered necessary to succeed in today's world. There are many reasons for this, including social exclusion, poverty, lack of schooling, difficult living conditions, dyslexia, learning disabilities/ differences and a number of other critical factors.

CHARITABLE ACTIVITIES:

The Adult Literacy Trust (ALT) believes that literacy is a right, not a privilege, and wants every adult to have the chance to gain this critical skill. ALT recognises how invaluable literacy is in improving life chances, employability, health and wellbeing. We provide one-to-one support for disadvantaged adults to improve their reading skills and confidence, as a complement to formal education provision. Utilising specially trained volunteer Reading Coaches, we work closely

with learning providers to support people from some of the most disadvantaged communities to address gaps in provision.

With our partners, we identify adults who could benefit from enhanced support to strengthen outcomes from their participation in adult community education. Our programme acts as an essential accompaniment to the progress learners are making under the current constraints, that have resulted in overstretched teachers in overcrowded classrooms. We recruit volunteers from local communities in which we work, before training and matching them to adults in need of support.

By providing personalised support in basic reading skills, delivered through a network of trained volunteers via one-to-one support, we are dedicated to ensuring that individuals who wish to improve their literacy skills receive the help they need to become successful readers.

What is Poor Literacy?



Literacy is defined as the ability to communicate and to understand, evaluate, use and engage with written texts.

It encompasses a range of skills, from the decoding of written words and sentences to the comprehension, interpretation, and evaluation of complex texts.

Sound literacy skills provide the foundation for adults to participate in society, achieve their goals, and develop their knowledge and potential.

1 IN 6 ADULTS IN ENGLAND HAVE VERY POOR LITERACY SKILLS.

SOURCE: NATIONAL LITERACY TRUST

FUNDING FOR ADULT EDUCATION IN THE UK HAS FALLEN BY 45% BETWEEN 2009 AND 2019

SOURCE: FURTHER EDUCATION TRUST FOR LEADERSHIP

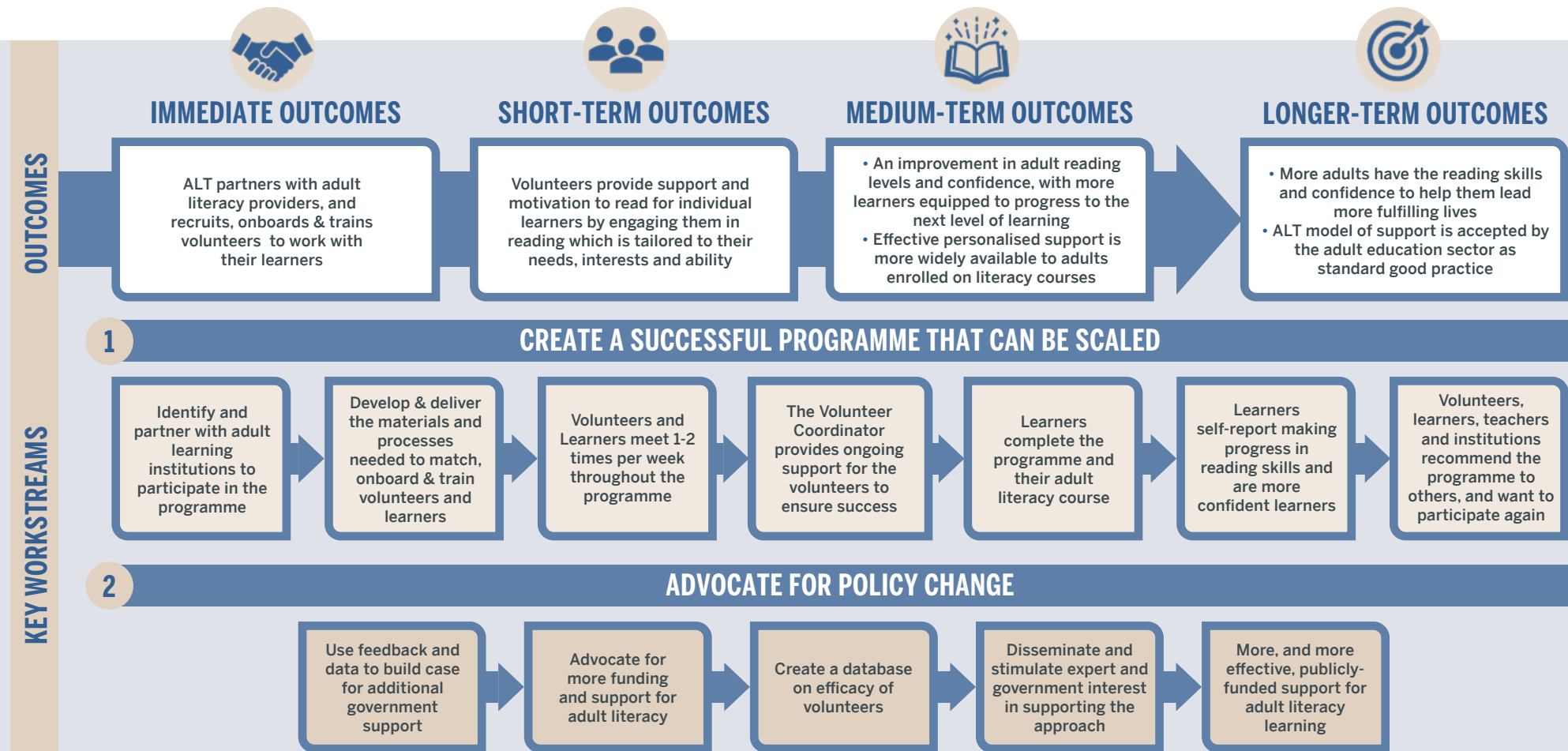
THE UK IS AMONG THE BOTTOM THREE OECD COUNTRIES WHEN COMPARING LITERACY PROFICIENCY FOR YOUNG ADULTS

SOURCE: OECD: SKILLED FOR LIFE

Our Theory of Change

We aim to ensure that individuals who wish to improve their literacy skills receive the help they need to become successful readers, and to increase their life chances. We improve literacy by providing trained volunteers who provide one-to-one support, as a complement to classroom-based adult learning. And we advocate for better support for and investment in the adult education system.

Our Theory of Change explains what we seek to achieve, and how we are going about it.



Why Literacy Matters

The lack of reading skills can be a main contributor to a life of hardship, and to an intergenerational cycle of poverty. Importantly, the inability to read can have a major impact on a person's life chances.

Those with low literacy skills are more than twice as likely to be unemployed than those who can read beyond the most basic of levels. Research shows that the median hourly wage of workers scoring higher on literacy scales – those who can make complex inferences and evaluate truth claims or arguments in written texts – is more than 60% higher than for workers scoring at lower levels – those who can, at best, read relatively short texts or understand only basic written vocabulary.

Today literacy is more important than ever, and the impact of poor literacy goes far beyond earnings and employment. Individuals with lower proficiency in literacy are also much more likely to believe that they have little influence on political processes, and not to participate in associative or volunteer activities. They also under-utilise the National Health Service out of fear, or because they are unable to follow written instructions, and as a result are much more likely to report poor health.

In England, family background has a major impact on literacy skills. Too often we see that the children of parents with low levels of education have significantly lower proficiency than those whose parents have higher levels of education, even after taking other factors into account. As a result, progress has been highly uneven; improvements between younger and older generations are barely apparent. Young people in England are entering a much more demanding labour market, yet they are not much better prepared than those who are retiring.

The long-term effect of parents' low literacy can also be profoundly seen on their children; if a parent cannot read, the child starts school at a disadvantage. Then, once the child is in school, the parent is often unable to help with homework. Low literacy becomes intergenerational: the strongest indicator of a child's success in school is his/her parents' level of education.

What We Can Do



Helping an adult to improve their skills and confidence to read can have a profound and lasting impact on their ability to function fully within our communities, by improving their ability to find and retain better paid and more secure jobs, and help make better informed decisions that can ensure healthier lives.

Delivered through a network of volunteers, our charity is dedicated to ensuring that individuals who wish to improve their literacy skills receive the help they need to become successful readers, and to increase their life chances.

ALT aims to make lifelong learning opportunities accessible to all, one individual at a time. More broadly, we also encourage policies designed to provide high-quality lifelong opportunities for learning that can help to ensure adults maintain their skills in the future.

THOSE WITH LOW LITERACY SKILLS ARE TWICE AS LIKELY TO BE UNEMPLOYED

SOURCE: OECD: SKILLED FOR LIFE?

LOW LEVELS OF LITERACY COST THE UK AN ESTIMATED £81 BILLION A YEAR IN LOST EARNINGS AND INCREASED WELFARE SPENDING.

SOURCE: WORLD LITERACY FOUNDATION

THE MEDIAN HOURLY WAGE OF WORKERS WITH POOR LITERACY IS 60% LESS THAN WORKERS SCORING HIGHER LEVELS

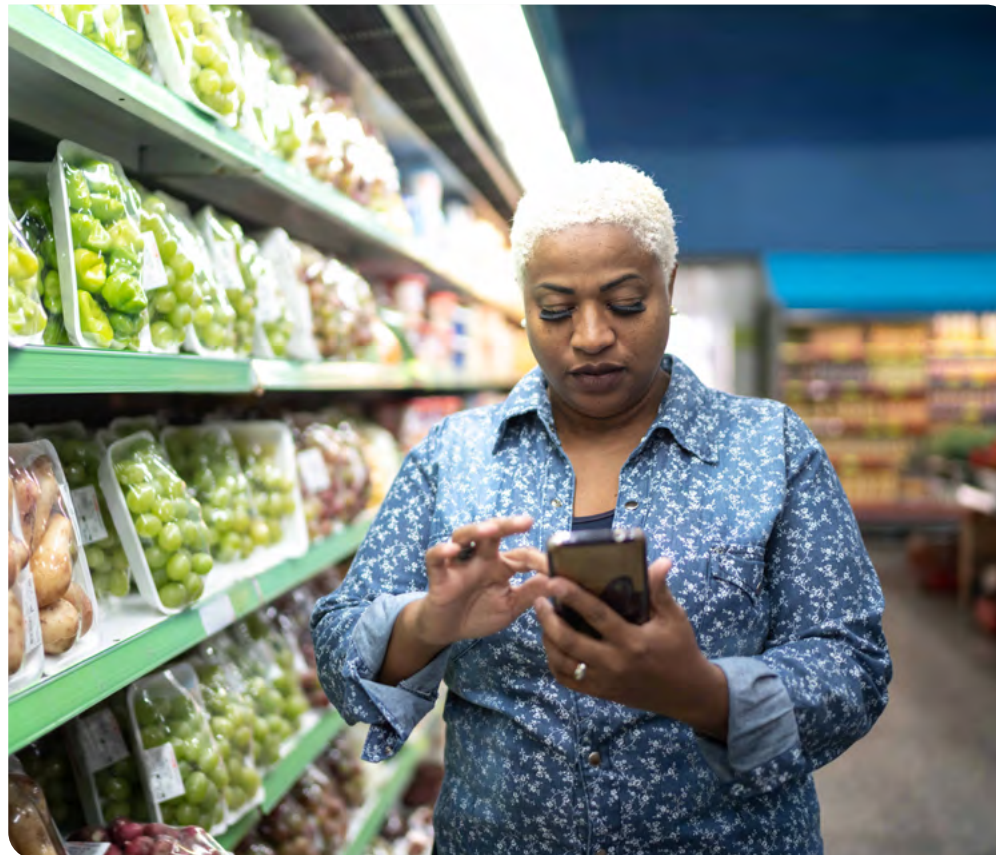
SOURCE: OECD: SKILLED FOR LIFE

Our Beneficiaries

Given that low adult literacy levels both cause and result from increased indicators of intersectional disadvantage – including poverty, learning disabilities, unemployment/underemployment, poor health and wellbeing – we are specifically working with partners and in local authority areas that have high levels of disadvantage amongst their populations.

Our initial pilot is taking place in the London borough of Hackney, which has higher than UK and London averages across several indicators for poverty, including out-of-work benefit claimants, children and adults living below the poverty line, employment inequity and those living in insecure housing (Trust for London, 2022). Participants are drawn principally from our partner, New City College, which engages with many adults experiencing marginalisation, from across Hackney and surrounding London boroughs, all ranked within the top 10% of the Index of Multiple Disadvantage.

The impacts of the pandemic and cost-of-living crisis are pushing more and more people into poverty. Those with poor reading skills are particularly at risk. Not surprisingly, communities experiencing marginalisation are amongst the worst affected, including Black and ethnic minorities, those from lower socioeconomic backgrounds and ex-offenders. Critically, lower literacy skills correlate strongly with crime (more than 50% of prisoners are functionally illiterate) and with homelessness.



Following the prolonged isolation as a result of the Covid-19 pandemic, the programme also gives volunteers and learners unique opportunities to build new social relationships and connections within their communities.

Assessing Our Impact

MONITORING AND EVALUATION

Adult Literacy Trust successfully deployed its first cohort of volunteers in the autumn of 2022, at New City College in the London borough of Hackney. To learn as much as possible from our initial deployment, we have engaged an external consultancy to measure the pilot outcomes and impact for participating adult literacy learners, volunteers and partner institutions. Lessons learned will inform the roll-out of future cohorts and any improvements we might make. We are developing our approach to impact assessment – aligned to ALT's Theory of Change – through measurement of learners' confidence levels, self-esteem and overall wellbeing, using self-assessment scales. We will carry out a similar process with volunteers to measure changes in their confidence, skills and feelings of connectedness locally.

Interim evaluation findings

Pilot outcomes to date offer clear evidence of the effectiveness of ALT's model of personalised support for adults to develop basic reading skills.

To date ALT has successfully:

- Recruited and trained its pilot cohort of volunteers
- Developed a handbook of practical, behavioural guidance for its volunteers
- Partnered with a leading provider of formal adult literacy courses
- Deployed its pilot cohort of volunteers on-campus
- Provided 18 learners with 153 hours of supported reading practice that would not otherwise have been available to them.

Session records submitted by volunteers show high levels of volunteer satisfaction and clear evidence that learners value this form of support.

IMPACT TO DATE

While we are still in the early stages of evaluating our 2022 pilot programme with our initial cohort of learners, the feedback we have received from all participants is extremely encouraging, and includes:

Improved Confidence & Skills for Learners

“ I really like my classes, but there are a lot of us. When I get to sit with Ian by ourselves in the library, it makes a huge difference. I can already see that my reading is getting better, and I can start using it more at home. I think everyone in the class should sign up for this programme.

Vicky, ALT learner

Improved Impact for Teachers

“ ALT's programme has been a real breakthrough for us, and has come just at the right time, given how tight our budgets have become. ALT volunteers are providing that really valuable additional one-to-one support, and giving our learners the confidence to stick with it, despite all the obstacles that can be thrown in their way. Their volunteers are working with just a small number of learners today, but we hope we can extend this to many more of our learners soon.

Geoff, Adult literacy teacher

Improved Engagement for Volunteers

“ It's nothing short of tragic that so many people reach adulthood not achieving the literacy they need to flourish. ALT gives me the opportunity to work directly on what I see as one of our country's most urgent problems. It's inspiring to see the courage and tenacity of people who choose to build their literacy skills later in life. I really like how easy the team at ALT have made the programme, that allows someone like me – without a lot of skills or experience in volunteering – to get the training and the confidence to quickly get stuck in, giving me this amazing opportunity to make a difference in my own community. I am so proud to be part of a charity that helps people on their journey.

Helen, ALT volunteer

*NAMES CHANGED

100% OF BOTH OUR LEARNERS AND VOLUNTEERS IN THE READING COACHES PROJECT ARE RETURNING TO THE PROGRAMME IN 2023.

Our People

PATRONS



**NIGEL
HIGGINS**
CHAIRMAN,
BARCLAYS
BANK



**FARMIDA BI,
CBE**
GLOBAL CHAIR,
NORTON ROSE
FULBRIGHT LLP

TRUSTEES

ROBERT GLICK OBE (CHAIR)



Robert leads International Public Affairs at American Express. He serves as Vice President at Save the Children, Vice Chair of the Barbican Centre Trust, and as Trustee of Sadler's Wells Theatre and Open For Business. He is a graduate of the University of Cambridge and the London School of Economics.

SHARLA-JAYE DUNCAN



Founder and CEO of The Intrapreneurs Club, she also founded and ran the social enterprise Team Up, using volunteer tutors to help disadvantaged pupils progress in English and Maths. She holds an MSc from Oxford University and a BSc from King's College London.

DINAH MCLEOD (VICE-CHAIR)



Social, environmental sustainability advisor with over 20 years of policy, business and international development experience including senior appointments at the Business and Sustainable Development Commission, Novartis, BT, and the Prime Minister's Strategy Unit (UK).

ABIGAIL DE LEON



Abigail works for Save the Children UK, the global charity focusing on improving the lives of children around the world. She leads on their partnerships with UK-based philanthropists.

KEVIN WALKER



A lifelong avid reader, Kevin Walker received his degree in English literature from the University of Wisconsin-Madison (USA). He practiced law in New York City before moving to London where he worked in the Lloyd's insurance market in the City.

STEPHANIE BREWER



An enthusiastic reader and committed visitor of bookstores and public libraries, Stephanie studied law and was called to the bar by Middle Temple. She continues to practise law in the financial services industry based in London.

DR NAFISAH GRAHAM-BROWN



An experienced adult education teacher, specialising in ESOL (English for Speakers of Other Languages), and English Literacy. She recently gained her Doctor in Education from UCL Institute of Education, basing her research on the experiences of migrant women settling in the UK.

ALEX STEVENSON



Alex has 20 years' experience in adult learning and skills. Head of Essential and Life Skills at Learning and Work Institute, a research organisation dedicated to lifelong learning, Alex is also an executive board member at the European Association for the Education of Adults.

SEAN MAGUIRE



Sean leads the development of strategic partnerships for the Clean Air Fund. He has held senior leadership positions in the international development and humanitarian sector, having previously worked as a reporter, foreign correspondent and news editor.

SUE SOUTHWOOD (ADVISOR)



As an adult literacy tutor, Sue has worked in Further Education for over 30 years. Previous roles include Head of English and Maths at the Education and Training Foundation and Head of Basic Skills at NIACE (now the Learning and Work Institute). She holds a Masters in Adult Literacy.

How to Get Involved

Volunteer

The Adult Literacy Trust model is to deliver its service by committed volunteers, recruited and trained by the organisation.

Volunteers help out in all areas within the charity, and most of our services could not be provided without their help. We ensure our volunteers are supported in the best way possible, and made to feel like the valued members of the team they are.

There are many reasons why people might choose to volunteer with us. Some may have experience of reading issues or needs themselves, while others may have friends, family or loved ones who experience poor literacy. Others may be interested in gaining work experience or increasing their confidence and self-esteem, which may lead to a career in the voluntary sector or education professions. Others may be motivated by the simple desire to help.

Email us at info@alt.org.uk for more information.

Make a Donation

We rely on donations to help advance our mission, to promote the dignity of every person through educational opportunities for all.

With funding for adult education in the UK having fallen by 45% between 2009 and 2019, the need is ever more critical.

Thank you for your generous support.

Donate at alt.org.uk

Become a Supporter

Our success depends on the support of individuals and organisations who believe that literacy has the power to build and transform communities.

If you or your company, trust or foundation share that commitment, we would love to discuss having you join our movement.

Email us at info@alt.org.uk for more information.

RECRUITING SUPERHERO VOLUNTEERS

We seek volunteers – who we think of as Superheroes – from diverse backgrounds, reflective of the local communities with whom we work, and include both young adults and older professionals to ensure we find suitable matches for the learners in the programme.



Financial Review

FINANCIAL POSITION

Our income for the period totalled £50,763 against expenditure of £36,606. This amounts to a net surplus of £14,157. Total funds carried forward amount to £18,112, of which £5,567 is restricted and £12,545 is unrestricted.

We were successful in obtaining project funding from the National Lottery Awards for All scheme this year, allowing us to fund our pilot Reading Coaches project. We secured the balance of our fundraising targets for the 2022 programme through a combination of individual and corporate gifts, including from the Norton Rose Fulbright Foundation.

For the forthcoming year, we have applied to a number of other trusts and foundations to secure the necessary remaining funding to deliver our work over the next 12 months. We are also delighted to have secured our first Patrons for the charity, which we hope will enable us to activate our long-term individual giving and philanthropy strategy in 2023: Nigel Higgins - Chair of Barclays Bank, and Farmida Bi CBE, Global Chair of Norton Rose Fulbright.

RESERVES POLICY

As with many other charities of our size and activities, Adult Literacy Trust is largely reliant on donations and grant funding in order to cover its operating costs. In 2023 we hope to secure new multi-year grant funding and increase our individual supporter base in order to ensure the ongoing sustainability of our activities.

We remain a small organisation, with no permanent employees and few liabilities. However, the ongoing development of our activities will require us to increase our operating budget and so increase the need for us to secure new funding. We therefore consider it prudent to maintain unrestricted reserves equating to 3 months of our operating budget. This would ensure, in the event of a funding shortfall or unexpected expenditure, the continued activity of the charity.

Our reserves at 31st December 2022 equated to £12,545. Given projected annual expenditure of £56,000 for the 2023 financial year this amounts to 3 months of unrestricted reserves. The Trustees are therefore satisfied that sufficient reserves are available for the stable continuance of our charitable activities.

FUTURE PLANS

For the programme in 2023 all of the volunteers in our initial Reading Coaches project will continue, and we'll recruit new volunteers through our website, postings online (including Team London, Do-It.org, Charity Jobs), and through flyers displayed in local libraries and other community venues.

Although in 2022 we focused on the London borough of Hackney (in part due to demand there exceeding capacity), we are in discussions with multiple other adult education providers across London, and aim to launch Reading Coaches programmes in other boroughs over the next 12-18 months, including Southwark – with the Mary Ward Centre, with whom we have entered a new partnership – as well as in Lambeth, Westminster and Camden.

Independent Examiner's Report to the Trustees of Adult Literacy Trust

I report to the charity trustees on my examination of the accounts of Adult Literacy Trust (the Charity) for the year ended 31 December 2022.

RESPONSIBILITIES AND BASIS OF REPORT

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

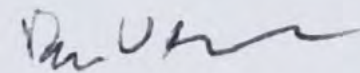
I report in respect of my examination of the Charity's accounts carried out under section 145 of the Act and in carrying out my examination I have followed all applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

INDEPENDENT EXAMINER'S STATEMENT

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

1. accounting records were not kept in respect of the Trust as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a true and fair view which is not a matter considered as part of an independent examination.

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



DANIEL WILSON

FCCA
Sedulo Accountants Limited
Chartered Certified Accountants
62-66 Deansgate
Manchester
M3 2EN

Date: 10 February 2023

Statement of Financial Activities

For the period ended 31 December 2022

	Notes	Unrestricted fund £	Restricted fund £	2022 Total funds £	2021 Total funds £
Income and endowments from					
Donations and legacies		40,833	9,930	50,763	7,196
Expenditure on					
Raising Funds		8,559	-	8,559	-
Charitable activities					
Educational Activities		17,188	4,363	21,551	1,600
Other		6,496	-	6,496	1,641
Total		32,243	4,363	36,606	3,241
Net Income		8,590	5,567	14,157	3,955
Reconciliation of funds					
Total funds brought forward		3,955	-	3,955	-
Total funds carried forward		12,545	5,567	18,112	3,955

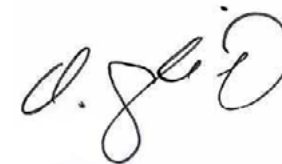
The notes form part of these financial statements

Balance Sheet

31 December 2022

	Notes	Unrestricted fund £	Restricted fund £	2022 Total funds £	2021 Total funds £
Current assets					
Cash at bank		14,345	5,567	19,912	4,435
Creditors					
Amounts falling due within one year	4	(1,800)	-	(1,800)	(480)
Net current assets		12,545	5,567	18,112	3,955
Total assets less current liabilities		12,545	5,567	18,112	3,955
Net assets		12,545	5,567	18,112	3,955
Funds	5				
Unrestricted funds				12,545	3,955
Restricted funds				5,567	-
Total funds				18,112	3,955

The financial statements were approved by the Board of Trustees and authorised for issue on 30 January 2023 and were signed on its behalf by:



ROBERT GLICK OBE, TRUSTEE

The notes form part of these financial statements

Notes to the Financial Statements

For the year ended 31 December 2022

1. ACCOUNTING POLICIES

Basis of preparing the financial statements

The financial statements of the charity, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities Act 2011. The financial statements have been prepared under the historical cost convention.

The financial statements are prepared in sterling, which is the functional currency of the company. Monetary amounts in these financial statements are rounded to the nearest £.

Going concern

The accounts have been prepared on the assumption that the charity is able to continue as a going concern.

The trustees have considered the charity's current and future financial position. The charity holds unrestricted, general reserves of £12,545, and a cash balance of £19,912. For this reason the trustees consider that the charity has sufficient cash reserves to continue as a going concern for a period of at least 12 months from the date on which these financial statements are approved.

Income

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

Expenditure

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

Taxation

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

Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees. Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes. Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

Notes to the Financial Statements – continued

For the year ended 31 December 2022

2. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the period ended 31 December 2022.

Trustees' expenses

There were no trustees' expenses paid for the period ended 31 December 2022 nor for the year ended 31 December 2021.

3. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

	Unrestricted funds £	Restricted funds £	Total funds £
Income and endowments from			
Donations and legacies	7,196	-	7,196
Expenditure on			
Charitable activities			
Educational services	1,600	-	1,600
Other	1,641	-	1,641
Total	3,241	-	3,241
Net Income	3,955	-	3,955
Total funds carried forward	3,955	-	3,955

4. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2022 £	2021 £
Accruals and deferred income	1,800	480

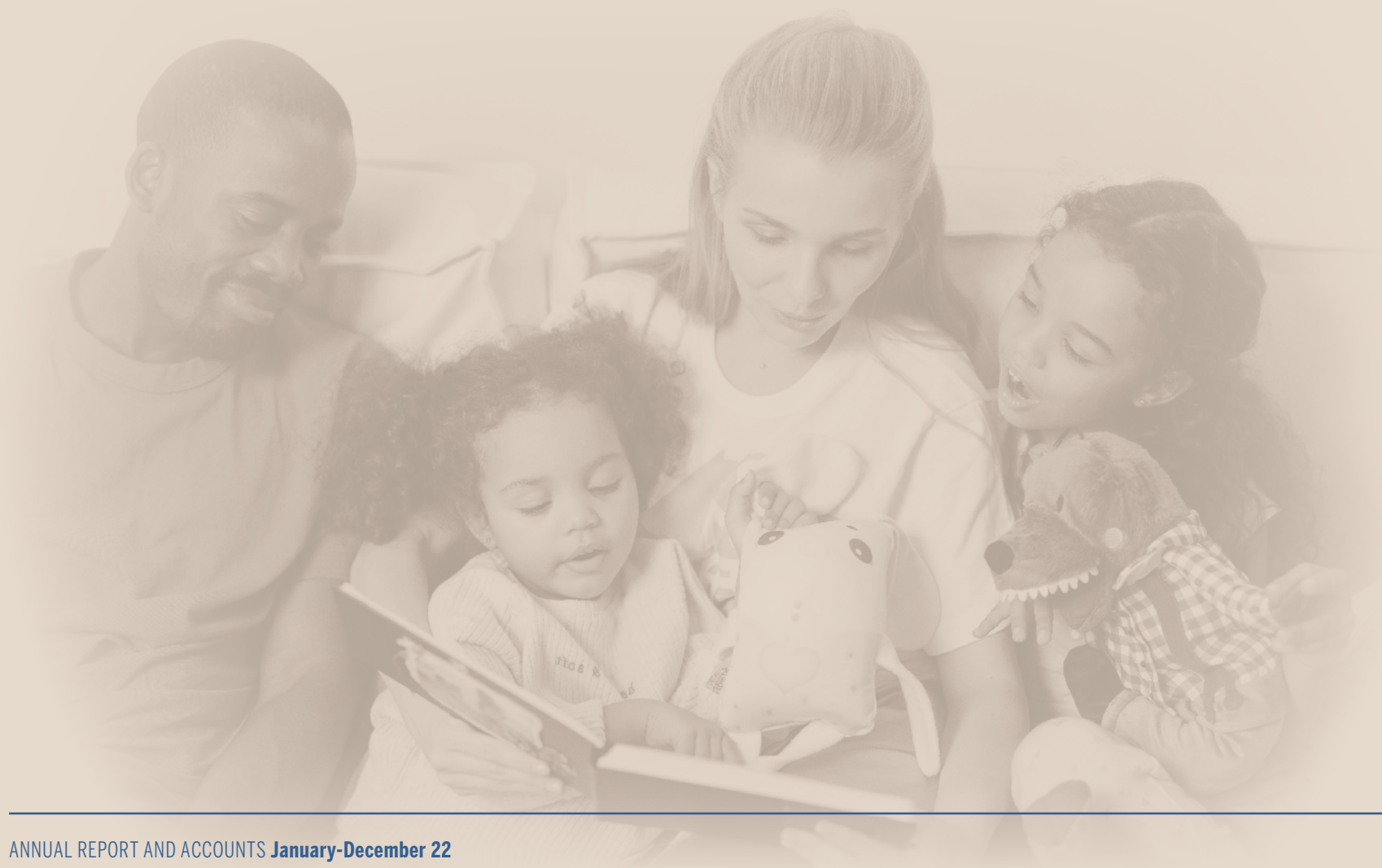
6. RELATED PARTY DISCLOSURES

During the year the charity received donations totalling £20,000 (2021: £Nil) along with associated Gift Aid from Robert Glick and donations totalling £5,000 (2021: £Nil) along with associated Gift Aid from Kevin Walker, both of whom are trustees of the charity.

5. MOVEMENT IN FUNDS

	At 1.1.22 £	Net movement in funds £	At 31.12.22 £
Unrestricted funds			
General Fund	3,955	8,590	12,545
Restricted funds			
National Lottery Awards for All	-	5,567	5,567
Net Income	3,955	14,157	18,112
Net movement in funds, included in the above are as follows:	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General Fund	40,833	(32,243)	8,590
Restricted funds			
National Lottery Awards for All	9,930	(4,363)	5,567
Net Income	50,763	(36,606)	14,157
Comparatives for movement in funds:		Net movement in funds £	At 31.12.21 £
Unrestricted funds			
General Fund		3,955	3,955
Total funds		3,955	3,955
Comparative net movement in funds, included in the above are as follows:	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General Fund	7,196	(3,241)	3,955
Total funds	7,196	(3,241)	3,955

When adults improve their ability to read, it better prepares them to live out their roles in the community as parents, workers and citizens.



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