

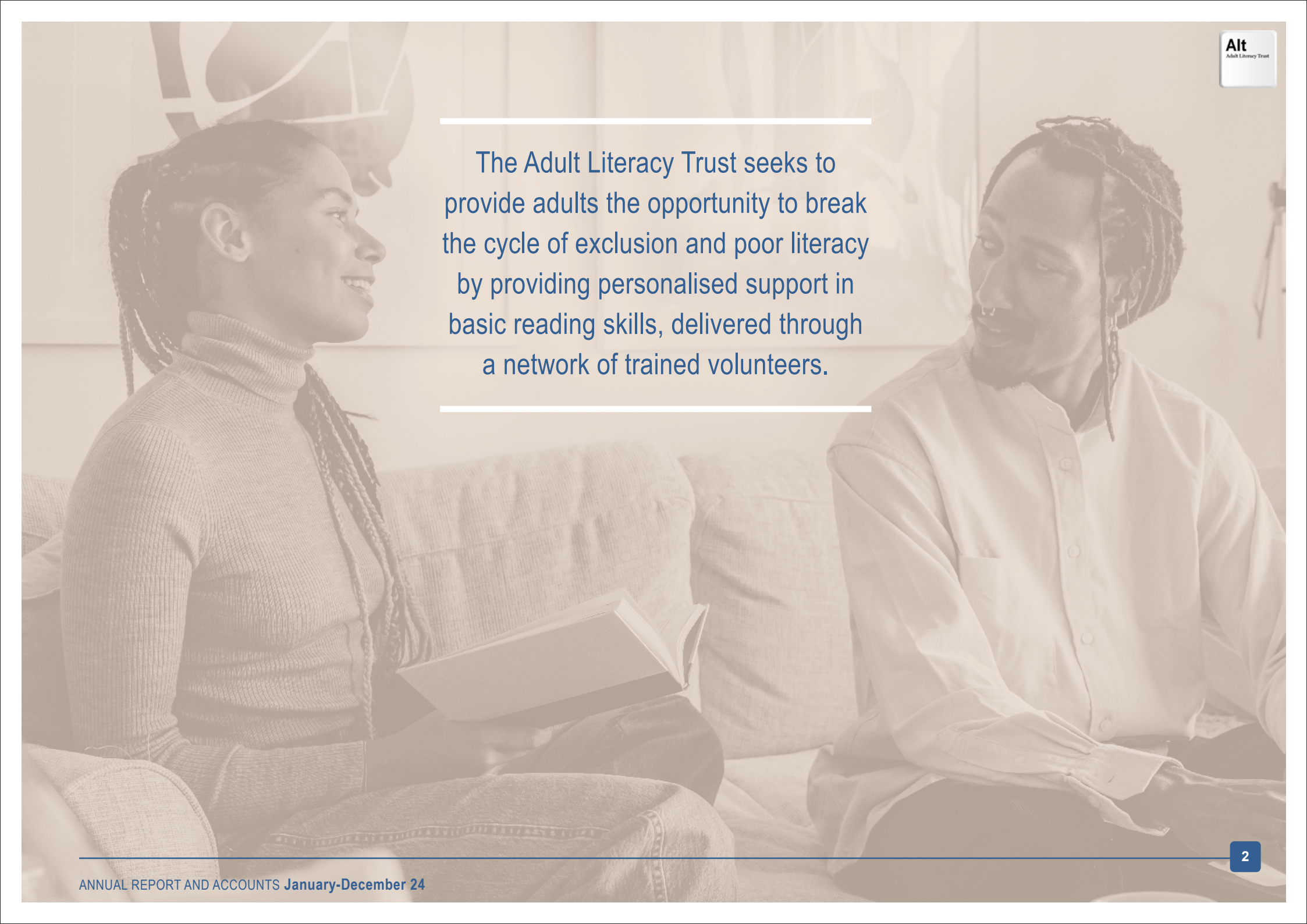


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Adult Literacy Trust

Annual Report & Unaudited Financial Statements January-December 2024

Helping adults start a new chapter



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	10 Why Literacy Matters	16 Independent Examiner's Report
5 From Our Chair	11 Our Beneficiaries	17 Statement of Financial Activities
6 Report of the Trustees	12 Assessing Our Impact	18 Balance Sheet
7 Our Vision	13 Our People	19 Notes to Financial Statements
8 Who We Are	14 How to Get Involved	
9 Our Theory of Change	15 Financial Review	



LEGAL AND ADMINISTRATIVE INFORMATION

Adult Literacy Trust (CIO)

Directors and Trustees

Robert Glick OBE (Chair)
 Dinah Mcleod (Vice-Chair)
 Stephanie Brewer (term ended 28/9/24)
 David Canham (appointed 26/9/24)
 Sharla-Jaye Duncan (resigned 1/1/25)
 Regina Everitt (appointed 26/9/24)
 Toby Gill (appointed 26/9/24)
 Sue Lewis (appointed 26/9/24)
 Dr Nafisah Graham-Brown
 Sean Maguire
 Alex Stevenson
 Kevin Walker

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing Document

The charity is controlled by its governing document, a constitution, and constitutes a Charitable Incorporated Organisation.

Reference and Administrative Details

Registered Charity number for England and Wales 1193300

Registered Company number CE024737 (England and Wales)

Registered office

2D Carlisle Place, London SW1P 1NP

Bankers

Lloyds Bank
 98 Victoria Street, London SW1E 5JL

Independent Examiner

Sedulo London Limited
 605 Albert House
 256-260 Old Street, London EC1V 9DD

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, participate in their children's learning, and make more informed decisions that can ensure healthier lives.

So why are the resources available for learners in England (where ALT operates) so inadequate? The government continues to fund adult literacy education – primarily through the Adult Skills Fund – 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 in 2021 to recruit, train and manage volunteers to help adults learn to read.

2024 proved to be a key year for us. Notably – drawing on regular feedback from our learners and from experts in the sector – we refined our operational and training model. Not least, we expanded our programme significantly, forging partnerships with leading teaching organisations in six London boroughs (Camden, Hackney, Newham, Southwark Tower Hamlets and Westminster), in order to deploy a growing stable of volunteers.

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. 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 2024

The trustees present their report with the financial statements of the charity for the year ended 31 December 2024. 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.

2024 saw a significant expansion of our activities, including the extension of our footprint from three to six partner sites in London, and the on-boarding of two additional teaching partner institutions: Working Men's College in Camden and Mary Ward Centre in Stratford. This allowed us to more than double the number of adult learners we support, and to position us well for additional growth in both volunteer and learner numbers in the year ahead to help meet the substantial unmet demand.

We had significant momentum on the advocacy front as well. Leveraging our unique model, ALT led the sector in calling on the government to adopt better-designed and better-funded policies to provide high-quality lifelong learning opportunities for all, producing an essential Policy Paper and a groundbreaking Basic Primer on Adult Literacy to support this important work.

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 8 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 2010 AND 2020

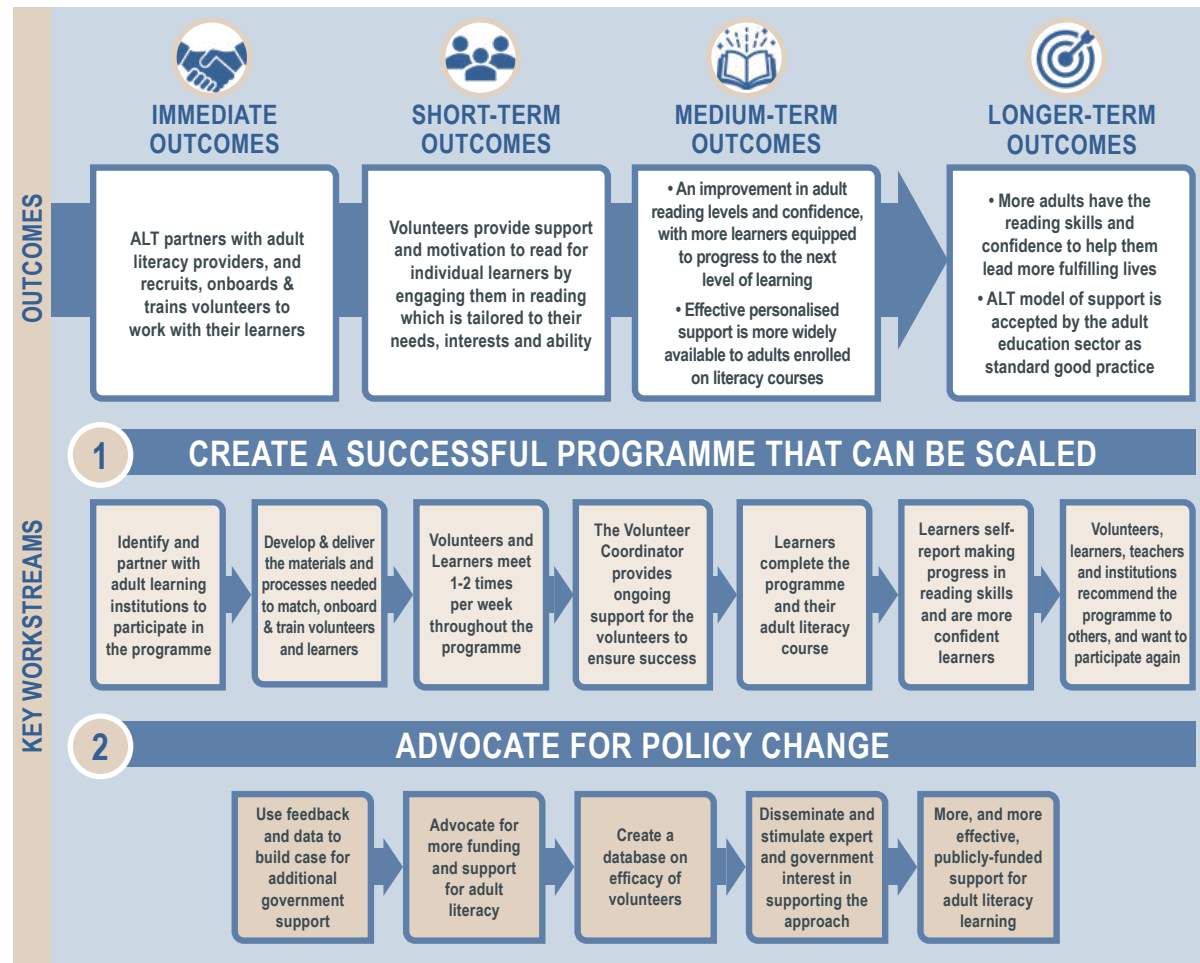
SOURCE: FURTHER EDUCATION TRUST FOR LEADERSHIP

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

SOURCE: OECD: SKILLS FOR LIFE

Our Theory of Change

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.



Our Advocacy Aims

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. This requires a concerted engagement of all stakeholders; government, employers, employees, parents and learners need to establish effective and equitable arrangements as to who pays for what, when and how, when it comes to educational opportunities for all. This requires innovative approaches and significant community and political engagement. ALT seeks to be an active player in this discussion, to promote and encourage sensible, effective policies and programmes in adult basic skills.



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: SKILLS 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 CAN BE 60% LESS THAN WORKERS SCORING HIGHER LEVELS

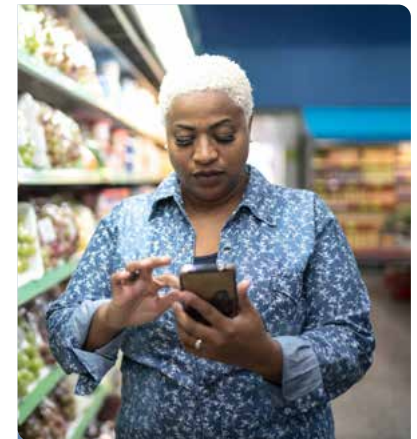
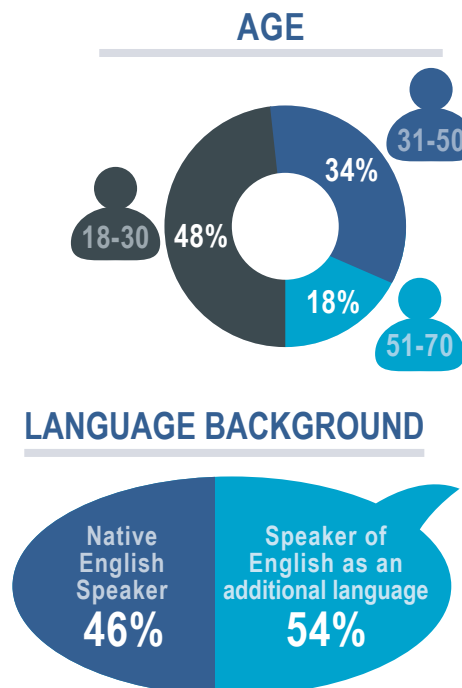
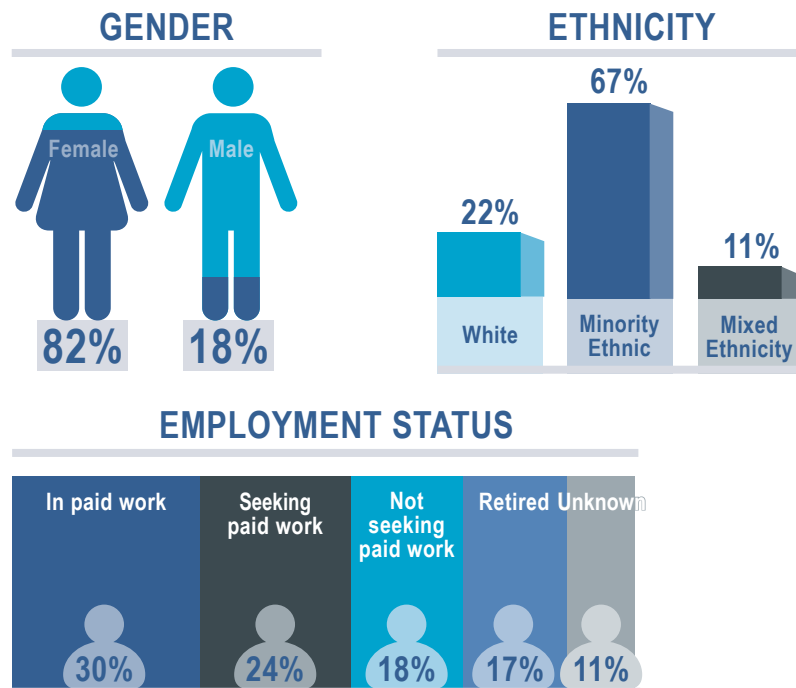
SOURCE: OECD: SKILLS FOR LIFE

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.

The programme currently takes place in several London boroughs with high levels of disadvantage and ethnic diversity – including Camden, Hackney, Tower Hamlets, Southwark and Westminster, all ranked within the top 10% of the Index of Multiple Disadvantage. These boroughs have higher than UK and London averages across several indicators for poverty, including out-of-work benefit claimants, adults living below the poverty line, employment inequity and those living in insecure housing¹.

The vast majority of our beneficiaries (78%) are from ethnic minority communities, most are speakers of English as an additional language (54%), and more than 80% are female. Only 30% of ALT's learners are in paid work. It is clear that increased literacy can be a critical factor in boosting social mobility and in creating new opportunities for people to prepare for, enter and progress in the workplace. In fact, close to a quarter (24%) of our adult learners are looking to improve their literacy in order to actively seek paid employment – many for the first time.



“ I used to feel anxious every time I needed to practise my reading, but Susan’s positive feedback helped me feel more confident in my abilities. I now feel prepared, for the first time, to look for a job independently, knowing that I can do work I’m proud of.
Raeni, ALT Adult Learner

Assessing Our Impact

MONITORING AND EVALUATION

Project impacts to date offer clear evidence – supported by research conducted by our expert independent evaluators (from weekly session records submitted by volunteers, structured learner interviews and an on-line survey of volunteers) – of the effectiveness of ALT's model, and the range of important outcomes learners have achieved, from strengthened employability and job retention, to better health outcomes. Our assessments have found that all participants – learners, volunteers, teaching staff – uniformly report their overall experience as strongly positive.

Evaluation findings

Key outcomes for **adult learners** included:

- Significantly improved reading confidence and skills
- Enhanced skills to strengthen employability and job retention
- Improvements in wellbeing and better health outcomes
- Greater engagement in community activities and support for their children's education.

All learners surveyed were strongly positive about their volunteer-led reading practice sessions. They report that the sessions have helped them to feel much more confident about reading (100%) and to read more (88% report enjoying reading fiction, most for the first time), and that it greatly increased their confidence not only in their classes (96%) but, as important, outside the classroom in their wider lives. Many of our learners

reported that the improvements in their reading skills and confidence were already having profound and lasting benefits, from enhancing their ability to find and retain decent-paying jobs, better navigate everyday tasks such as shopping or accessing public transport, manage their personal finances, access public services, participate in their children's learning, and make more informed decisions that we know can ensure healthier lives.

Our teaching partners – who participate in a permanent feedback mechanism to inform enhancements to our programme – regularly report that the participants in ALT reading sessions have a much higher retention rate in their college classes, and that the personalised support they are receiving is a key factor. Similarly, adult learners in the ALT programme progress more quickly in their education, moving up the Ofqual English reading scale (for example to Entry Level 3 from Entry Level 2) on an accelerated basis – allowing them to better navigate everyday literacy challenges, and better preparing them to enter or progress in the workforce.

Alongside support to learners, **volunteers** also benefitted from:

- Gaining practical skills, including communication and coaching
- Improving wellbeing and engagement in the community
- Building transferrable skills and experience that improves their employability.

Learners were unanimous in their appreciation of the reading practice sessions with ALT volunteers.

100% Increased their confidence in reading: appreciating in particular the individual nature of the sessions.

100% More confident in reading in their everyday life, including: being better able to utilise public transport; confidence in accessing the internet and shopping; and to engage with official paperwork such as forms & letters from the NHS or schools.

88% Read more than before their sessions: including reporting enjoying reading fiction, most for the first time.

96% More confident on their English course: helping them to gain fluency, and increase their participation and enjoyment.

✓ Key outcomes

- Improved reading confidence and skills, equipping learners to progress their education
- Enhanced skills to strengthen employability and job retention
- Greater community engagement and support for their children's education
- Improvements in wellbeing and better health outcomes

Our teaching partners include:



Our People

PATRONS



NIGEL HIGGINS
CHAIRMAN,
BARCLAYS
BANK



FARMIDA BI, CBE
CHAIR,
NORTON ROSE
FULBRIGHT LLP



LORD JULIAN FELLOWES
OSCAR-WINNING
WRITER



PROF. JASON ARDAY
UNIVERSITY OF
CAMBRIDGE
PROFESSOR OF
SOCIOLOGY OF
EDUCATION

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.

ALEX STEVENSON



Alex has 20 years' experience in adult learning and skills. Deputy Director & 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 LEWIS



After many years in HM Treasury, Sue built a portfolio career specialising in financial literacy, financial inclusion and consumer advocacy. Currently a trustee of Surviving Economic Abuse, Sue's earlier roles include trustee at StepChange debt charity, Director at the People's Pension and chair of the Financial Conduct Authority's Consumer Panel.

TOBY GILL



Toby serves as CRM Consultant for the national food-poverty charity, Trussell. Prior to this he led the Data and Innovation team at Breaking Barriers, a charity that supports refugees living in the UK to find meaningful employment, and in research and M&E for The Fore, a grant-making foundation that helps early-stage charities to scale.

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).

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.

REGINA EVERITT



Regina Everitt is Assistant Chief Operating Officer (ACOO) & Director of Library, Archives and Learning Services at the University of East London. She began her career as a technical author/trainer at computer companies that developed software for the manufacturing, pharmaceutical and financial sectors in the US and UK.

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.

DAVID CANHAM



David has over 12 years' experience working as a transformation project and programme manager, working in the public sector in both local government and policing across the southeast and London. He previously worked in the social housing sector and holds a BA in Philosophy from the University of Manchester.

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 2010 and 2020, 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.

We are grateful to have secured support for our programme through a combination of individual, corporate and foundation gifts, including from the following generous organisations:



READING 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 £152,304 (2023: £148,231) against expenditure of £129,443 (2023: £94,213). This amounts to a net surplus of £22,861 (2023: £54,018). Total funds carried forward amount to £94,991 (2023: £72,130), of which £3,000 (2023: £19,800) is restricted and £91,991 (2023: £52,330) is unrestricted.

This increase in our income and expenditure reflects the significant expansion of our charitable activities across 2024 as described in the rest of this report.

We were successful in obtaining project funding from close to two dozen institutions, primarily trusts and foundations, allowing us to fund our Reading Coaches project. We secured the balance of our fundraising targets for the 2024 programme through a combination of individual and corporate gifts.

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 benefited from the support of our Patrons, which we hope will enable us to activate our long-term individual giving and philanthropy strategy in 2025: Nigel Higgins – Chair of Barclays Bank, Farmida Bi CBE, Global Chair of Norton Rose Fulbright, Lord Julian Fellowes, Oscar-winning writer, and Jason Arday, University of Cambridge Professor of Sociology of Education.

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 2025 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 two contractors that we intend to convert to permanent employees in 2025, 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 at least three months of our operating budget. This would ensure, in the event of a funding shortfall or unexpected expenditure, the continued activity of the charity.

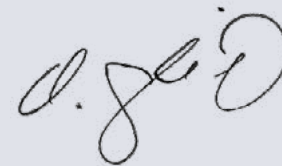
Our free reserves (unrestricted funds less any designations) at 31st December 2024 equated to £48,627. Given projected annual expenditure of £156,000 for the 2025 financial year this amounts to more than 3 months of unrestricted reserves. The Trustees are therefore satisfied that sufficient reserves are available for the stable continuance of our charitable activities.

FUTURE PLANS

For the programme in 2025 the great majority of volunteers in our Reading Coaches project will continue, and we'll recruit new volunteers through our website, postings online, engagement with community groups in the boroughs in which we operate, and through flyers displayed in local libraries and other community venues.

In 2024 we focused on the London boroughs of Camden, Hackney, Tower Hamlets, Southwark, Newham and Westminster. 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 in Islington, with our existing newest teaching partner Islington Adult Community Learning, as well as in the London boroughs of Lambeth and Lewisham.

The trustees' report was approved by the Board of Trustees on 31 January 2025.



ROBERT GLICK OBE, CHAIR

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 2024.

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 Charity 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.



EMMA HOUGHTON FCCA

Sedulo London Limited
Office 605, Albert House
256-260 Old Street
London
EC1V 9DD

Date: 31 January 2025

Statement of Financial Activities

For the period ended 31 December 2024

	Notes	Unrestricted funds 2024 £	Restricted funds 2024 £	2024 Total funds £	Unrestricted funds 2023 £	Restricted funds 2023 £	2023 Total funds £
Income and endowments from							
Donations and legacies	2	147,304	5,000	152,304	115,665	32,566	148,231
Total income		147,304	5,000	152,304	115,665	32,566	148,231
Expenditure on							
Raising funds		3,550	1,000	4,550	16,809	-	16,809
Charitable activities		104,093	20,800	124,893	59,071	18,333	77,404
Total expenditure		107,643	21,800	129,443	75,880	18,333	94,213
Net Income/(expenditure) and movement in funds		39,661	(16,800)	22,861	39,785	14,233	54,018
Reconciliation of funds							
Fund balances at January 2024		52,330	19,800	72,130	12,545	5,567	18,112
Fund balances at 31 December 2024		91,991	3,000	94,991	52,330	19,800	72,130

The statement of financial activities includes all gains and losses recognised in the year. All income and expenditure derive from continuing activities.

The notes form part of these financial statements

Balance Sheet

31 December 2024

	Notes	2024 Total funds £	2023 Total funds £
Fixed assets			
Tangible assets	6	843	489
Current assets			
Debtors	7	10,317	821
Cash at bank and in hand		85,931	72,620
Creditors: amounts falling due within one year	8	96,248 (2,100)	73,441 (1,800)
Net current assets		94,148	71,641
Total assets less current liabilities		94,991	72,130
The funds of the charity			
Restricted funds	9	3,000	19,800
Unrestricted funds	10	91,991	52,330
		94,991	72,130

The notes form part of these financial statements

Notes to the Financial Statements

For the year ended 31 December 2024

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

At the time of approving the financial statements and having a due regard to the impact of the economic climate, the Trustees have a reasonable expectation that the Charity has adequate resources to continue in operational existence for the foreseeable future. Therefore, the Trustees continue to adopt the Going Concern basis of accounting in preparing the financial statements.

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.

Support costs

Support costs are those that assist the work of the Charity but do not directly represent charitable activities and include office costs and governance costs. They are incurred directly in support of expenditure on the objects of the Charity. Where support costs cannot be directly attributed to particular headings, they have been allocated to expenditure on raising funds and expenditure on charitable activities on a basis consistent with use of the resources. Governance costs are those incurred in connection with the running of the Charity and compliance with constitutional and statutory requirements.

Tangible fixed assets

Tangible fixed assets are initially recorded at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

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

Computer equipment – 25% on cost

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.

Notes to the Financial Statements – continued

For the year ended 31 December 2024

2. DONATIONS AND LEGACIES

	Unrestricted funds £	Restricted funds £	Total 2024 £	Total 2023 £
Donations and Gift Aid	40,904	-	40,904	52,565
Grants	106,400	5,000	111,400	95,666
Total	147,304	5,000	152,304	148,231

3. SUPPORT COSTS

	2024 £	2023 £
Insurance	407	67
Postage, stationery and office costs	1,550	1,316
Website and IT costs	2,419	1,207
Marketing	703	-
Consultancy	15,000	-
Governance costs	2,898	3,171
Total	22,977	5,761

4. TRUSTEES' REMUNERATION AND BENEFITS

None of the trustees (or any persons connected with them) received any remuneration or benefits from the charity during the year, nor in the year ended 31 December 2023.

5. TAXATION

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

6. TANGIBLE FIXED ASSETS

	Computer Equipment £
Cost	
At 1 January 2024	499
Additions	639
At 31 December 2024	1,138
Depreciation	
At 1 January 2024	10
Charge for year	285
At 31 December 2024	295
Net book value	
At 31 December 2024	843
At 31 December 2023	489

7. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2024 £	2023 £
Other debtors	88	-
Prepayments and accrued income	10,229	821
	10,317	821

8. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2024 £	2023 £
Accruals and deferred income	2,100	1,800

Notes to the Financial Statements – continued

For the year ended 31 December 2024

9. RESTRICTED FUNDS

The restricted funds of the charity comprise the unexpended balances of donations and grants held on trust subject to specific conditions by donors as to how they may be used.

	At 1 January 2024 £	Incoming resources £	Resources expended £	At 31 December 2024 £
National Lottery Awards for All - 2023-24	19,800	-	(19,800)	-
United St. Saviour's Charity - 2024	-	2,000	(2,000)	-
Haberdashers' Benevolent Foundation - 2024	-	3,000	-	3,000
Total	19,800	5,000	(21,000)	3,000
Previous Year	At 1 January 2023 £	Incoming resources £	Resources expended £	At 31 December 2023 £
National Lottery Awards For All - 2022-23	5,567	-	(5,567)	-
Grocers' Charity - 2023	-	5,000	(5,000)	-
United St Saviour's Charity - 2023	-	3,000	(3,000)	-
Axis Foundation - 2023	-	4,766	(4,766)	-
National Lottery Awards for All - 2023-24	-	19,800	-	19,800
	5,567	32,566	(18,333)	19,800

10. UNRESTRICTED FUNDS

The unrestricted funds of the charity comprise the unexpended balances of donations and grants which are not subject to specific conditions by donors and grantors as to how they may be used. These include designated funds which have been set aside out of unrestricted funds by the trustees for specific purposes.

	At 1 January 2024 £	Incoming resources £	Resources expended £	Transfers £	At 31 December 2024 £
Changemaker Summit	-	-	-	9,164	9,164
Partnership and Funding Manager	-	-	-	34,200	34,200
General Funds	52,330	147,304	(107,643)	(43,364)	48,627
Total	52,330	147,304	(107,643)	-	91,991
Previous Year	At 1 January 2023 £	Incoming resources £	Resources expended £	Transfers £	At 31 December 2023 £
General Funds	12,545	115,665	(75,880)	-	52,330

11. RELATED PARTY TRANSACTIONS

During the year the charity received donations totalling £10,250 (2023: £21,005) from Robert Glick, donations totalling £6,250 (2023: £nil) from Kevin Walker, and donations totalling £1,200 (2023: £nil) from Stephanie Brewer, all of whom are trustees of the charity.

Changemaker Summit - these funds have been designated by the trustees for the costs associated with advocacy work in 2025.

Partnership & Fundraising Manager - these funds have been designated by the trustees to fund a part time contractor role in 2025.

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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