



Trustees' Annual Report for the year ended 31st August 2024



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Administrative details

Administrative details:

Charity Number: 1199402

Company Number: 12365206

Registered address:

1st Floor

Observer Building

53 Cambridge Road

TN34 1DT

Trustees at the time of submission and for the duration of the year:

Edith Susanna Eriksson-Lee

Eleanor Rachel Trunkfield

Richard Thomas Francis Fleming

Amrita Devaiah

Joanna Elizabeth Smith

Dr Mark Roderick Wormald

Independent Examiner:

Multiply Accountancy Limited

71-75 Shelton Street

London

WC2H 9JQ

Bankers:

Natwest

Business Banking PO Box 16204

Birmingham

West Midlands

B2 2WP



This is The Bridging Project's Trustees' report and financial statement for the financial year ended 31st August 2024.

The Bridging Project is a charitable company limited by guarantee and does not have share capital. We operate in England (registered company number 12365206) and are registered with the Charity Commission (registered charity number 1199402).

The charity's objectives are to advance the education of people, especially but not exclusively those from low income, socially and/or economically disadvantaged areas, who are engaged in or intending to engage in higher or further education.



Mission and objectives

Our mission

To make professional coaching accessible to students who need it most.

Who we are

The Bridging Project is a registered charity, equipping students from under represented backgrounds with the skill set and support system to succeed at university and beyond. We provide professional coaching to help students utilise their university experience and improve engagement, outcomes and progression.

The need

Research demonstrates that under represented groups are more likely to drop out of university; 1 in 10 low-income students drop out, compared to 1 in 20 of their wealthier peers (HESA, 2021). Research also shows that while systems of support may exist within universities, these students often lack the confidence to reach out and access them (Social Mobility Commission).

Our work has shown that external support, provided by our team of diverse professional coaches, has allowed students to develop a sense of belonging, improved their confidence and helped them to engage in a wide variety of services and support available at university.

Our outcomes

- Increase levels of student retention
- Increase students' sense of belonging at university
- Increase students' soft skills (goal setting, problem solving, time and stress management)
- Increase students' knowledge of systems of support at university and confidence to access them
- Increase students' confidence and engagement in university life

Partnerships

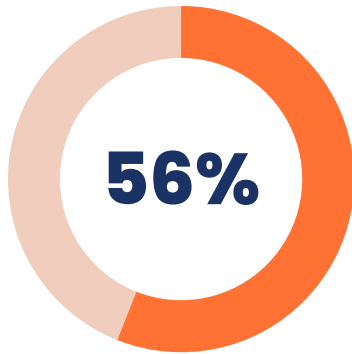


This year we partnered with Murray Edwards College at the University of Cambridge, Balliol and Trinity Colleges at the University of Oxford, and the University of Nottingham to deliver our coaching programme to support students from under represented backgrounds in their transition to university. The students we supported had some of the lowest entry rates into university and were groups which had statistically significant gaps in participation and retention (Social Mobility Commission & HESA, 2021).

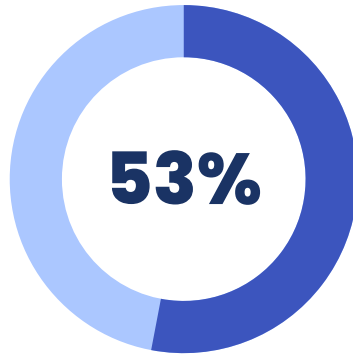
1. Higher Education Statistics Authority, Non-continuation following year of entry: UK domiciled young full-time first degree entrants, 2021
2. Social Mobility Commission, Progress made by high-attaining children from disadvantaged backgrounds

Student data

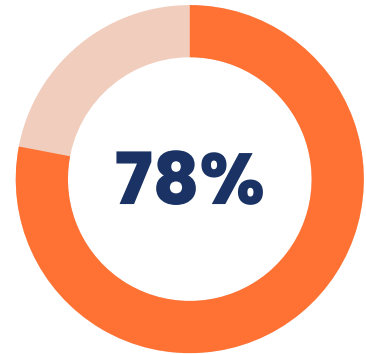
The Bridging Project focuses on students with higher dropout rates and who face additional hurdles in the transition to university.



are first generation students

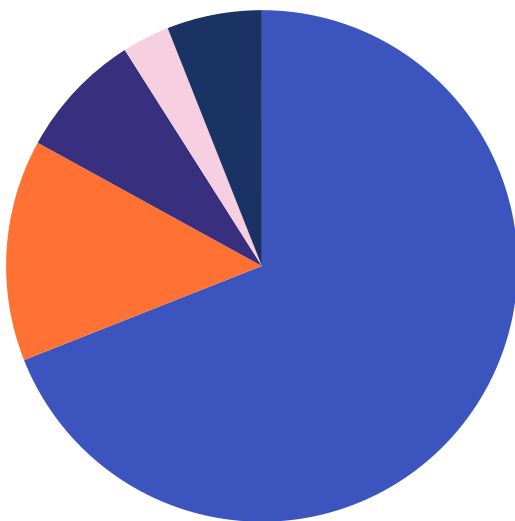


were eligible for free school meals and/or received a bursary at school



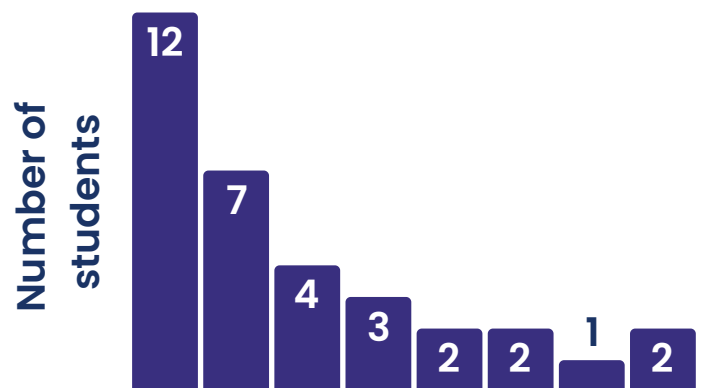
have declared having a disability

Ethnicities



- White/White British - 69%
- Asian/Asian British - 14%
- Black/Black British/Caribbean/African - 8%
- Mixed/multiple ethnic groups - 6%
- Other ethnic group - 3%

Disabilities



- Mental health condition (12 students)
- Autism (7 students)
- ADHD (4 students)
- Health disability (3 students)
- Learning disability (2 students)
- Mobility disability (2 students)
- Blind or visually impaired (1 student)
- Other (2 students)

Student data

Data collection

- Student data is based on 36 students on the programme
- Students completed a start of programme survey where they scored themselves against key metrics (32/36 students completed this form)
- Students completed a mid-programme survey where they scored themselves against the same key metrics (28/36 students completed this form)
- Students completed an end of programme survey where they scored themselves against the same metrics as the baseline and ranked how the programme helped them against these (24/36 students completed this form)
- The data in this report is representative of the students who completed the pre-, mid- and post-programme surveys
- Students shared qualitative feedback on the impact of the programme through the surveys and a student focus group

“Coaching was personalised to my needs and helped me in several aspects including thinking about careers, academic development and social life.”

Trinity student on The Bridging Project



Our coaches

The Bridging Project worked with a group of 42 coaches. We aim to recruit coaches with professional qualifications and certifications as well as diverse lived experience for the students they support and work with. As a result, **100% of students said their coach was a good match.**

Sophie – Oxford Coach

Trained Coach and Oxford Graduate

“My lived experiences of being a neurodivergent person of colour and experiences of other identities have informed my passion in delivering intersectional approaches to supporting students from all backgrounds to access and get the most out of their university experience.”



Anita – Nottingham Coach

Certified MOE Coach and PG Dip Mental Health Nursing

“I have 30 years of personal and professional experience advocating and supporting young people. Having struggled in my first year of university with little support, I understand how difficult the transition to university can be, particularly for students from under represented backgrounds. I am passionate to support and empower students in higher education to overcome any challenges they may face on their journey.”

Yi Fen – Cambridge Coach

MSc Applied Positive Psychology and Coaching Psychology

“I know the importance of having the right support through critical life periods, hence wanting to support students to thrive during their university days.”



“I formed a strong connection with my coach, as her having gone through medical school helped her relate to a lot of the hurdles I experienced in first year, and her perspective helped solve a lot of these.”

Murray Edwards student on why their coach was a good match

“My coach has autism like me so understands how it can impact uni life and the challenges I face.”

Nottingham student on why their coach was a good match

Programme summary

36

students on the programme

283

coaching sessions attended this year

11

student events delivered

81%

of students **engaged on the programme** throughout the year

96%

of students **rated the programme as good/excellent**

96%

of students would **recommend The Bridging Project** to other students

100%

of students **completed their first year and will continue into their second year**

71%

of students stated that the programme **influenced their plans to continue their studies**

92%

of students stated that the programme **improved their sense of belonging at university**

96%

of students stated that the programme **improved their soft skills**

75%

of students stated that the programme **helped them access support at university**

92%

of students stated the programme **helped them engage in university life**

“I don't believe I would be as confident or as healthy as I am now without the influence The Bridging Project has had on me as a person.”

Nottingham student on The Bridging Project



My coach was incredible at helping me communicate my worries and address them head-on whilst offering strategies and useful tools to help solve various problems and move forward from my concerns.

I am far more confident in myself in all aspects of my university experience. I can recognise various concerns or worries I have and now use the tools to support myself. I have finished this course as a much stronger individual.

Balliol student on The Bridging Project

Activities in 23/24

This year, The Bridging Project partnered with **Trinity and Balliol Colleges at the University of Oxford** and **Murray Edwards College at the University of Cambridge**.

We also ran a new programme with the **University of Nottingham**, providing coaching to a group of neurodiverse students who were seeking additional support in the transition to university.

Our programme of support included **1-1 coaching** provided by professional coaches, **group coaching sessions** around our key outcomes and **online skills sessions**.

This year we have also focused on developing our training and support for coaches with a particular emphasis on **supporting neurodiverse students**.

Student events

Student kick-off events were delivered online in September 2023 and November 2023. These events provided students with an opportunity to meet and connect with others on the programme ahead of starting at university, learn about coaching and how to maximise this support and to engage in small group coaching sessions to help in the preparation for university.

Workshops

Time Management Workshop (8th Feb 2024) – Delivered by Claud Williams

17 students attended our Time Management Workshop, delivered by an external facilitator and expert in Time Management, Claud Williams.

100% of attendees rated the workshop as excellent of very good
100% of attendees felt the workshop helped them develop their time management skills



“The variety of strategies including models such as the Eisenhower Matrix were really helpful.”

Stress Management Workshop (8th May 2024) – Delivered by Uz Afzal



Our Stress Management Workshop was delivered by an external facilitator and expert in mindfulness, Uz Afzal.

“The session was a much needed mindful break to pause and notice. I learned to listen to my body more and how connecting with my body can help me realise what I need. It was really comforting to identify with the suggested qualities we need right now. I felt very understood!”

Activities in 23/24

Coach training and supervision

As well as our core training, which includes two central training sessions delivered by The Bridging Project team, we have looked to expand our training offering to coaches. This has included university-specific training so coaches are well equipped to support students at the university they are attending as well as a focus on neurodiversity and coaching to support the work we have done at Nottingham University this year.

23-24 Neurodiversity Training – Delivered by Charlie Hamilton

This year we focused on developing our coaching expertise in supporting neurodiverse students. This work was led by our Lead Coach at Nottingham University, Charlie Hamilton.

Charlie is a **leading specialist in neurodivergence** and holds an MSc in Applied Positive Psychology and Coaching Psychology from the University of East London. Charlie is currently completing her doctoral research at Lancaster University's Centre for Higher Education Research and Evaluation on neurodiversity and academic inclusion. She has previously served as Lead Trainer Program, a collaborative initiative between AT-Autism and The Anna Freud Centre.



This training was split into two sessions. It was attended by **19 coaches**, with all coaches stating the training made them feel more confident in tailoring their coaching to neurodivergent students.

“It was a privilege to hear Charlie’s expertise and detailed explanations. I now have a much deeper understanding of neurodiversity which has already helped me better support young people in my education charity job!”



Supervision

To ensure a high and consistent standard of coaching, we provided external and professional supervision to all coaches on our programme. This has been delivered by **Dr Andrea Giraldez-Hayes, a chartered psychologist, coaching psychologist and supervisor**. Andrea is currently the Course Director for the MSc in Coaching at the University of Cambridge.

“The training and insight provided to coaches by The Bridging Project is amazing, there is so much support and a real drive to share knowledge, which is so valuable!”

Coach on The Bridging Project

Impact: Student retention

100%

of students completed their first year and will continue into their second year at university

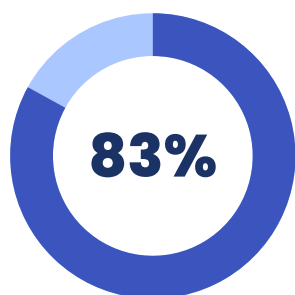
71%

of students stated that the programme influenced their plans to continue their studies at university

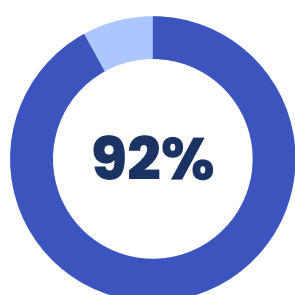
Students on The Bridging Project say the programme is...

Reflective Empowering Transformative
Helpful Engaging Inspiring
Informative Beneficial Thought-provoking
Reliable Insightful
Fulfilling Valuable Enlightening Useful
Comforting Motivating Safe
Creative Fun Rewarding Inviting
Reassuring Supportive

Impact: Student belonging



of students feel they belong at university



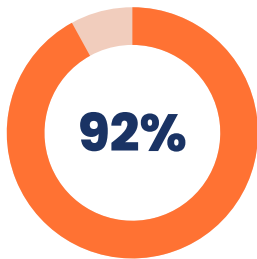
of students stated that the programme improved their sense of belonging at university

Pre-programme	Post-programme	Impact
<p>81%</p> <p>of students felt happy with their choice to be a student at their university</p>	<p>96%</p> <p>of students feel happy with their choice to be a student at their university</p>	<p>15%</p> <p>increase of students feeling happier with choosing their university</p>
<p>44%</p> <p>of students felt understood by others at their university</p>	<p>83%</p> <p>of students feel understood by others at their university</p>	<p>39%</p> <p>increase of students feeling understood by others at their university</p>
<p>16%</p> <p>of students felt they mattered to others at their university</p>	<p>67%</p> <p>of students feel they matter to others at their university</p>	<p>51%</p> <p>increase of students feeling that they matter to others at their university</p>

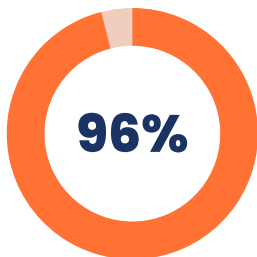
“The Bridging Project has supported my growth in confidence and helped me develop a sense of belonging at uni.”

Nottingham student on The Bridging Project

Impact: Soft skill development



of students feel they have good goal-setting, problem solving, and time and stress management skills



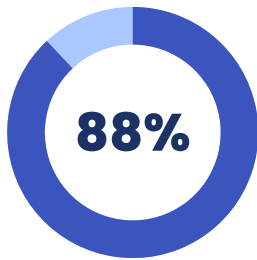
of students stated that the programme improved their soft skills

Pre-programme	Post-programme	Impact
<p>69%</p> <p>of students could set short and long term goals and achieve them</p>	<p>96%</p> <p>of students can set short and long term goals and achieve them</p>	<p>27%</p> <p>increase of students being able to set goals and achieve them</p>
<p>50%</p> <p>of students could identify problems and implement the steps needed to overcome them</p>	<p>96%</p> <p>of students can identify problems and implement the steps needed to overcome them</p>	<p>46%</p> <p>increase of students developing problem solving skills</p>
<p>19%</p> <p>of students could manage their time effectively</p>	<p>83%</p> <p>of students can manage their time effectively</p>	<p>64%</p> <p>increase of students developing time management skills</p>
<p>22%</p> <p>of students could manage their stress effectively</p>	<p>75%</p> <p>of students can manage their stress effectively</p>	<p>53%</p> <p>increase of students developing stress management skills</p>

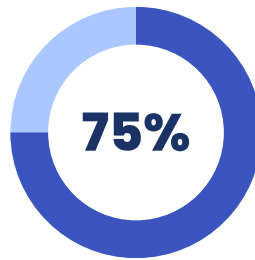
“My coach has been amazing in supporting me throughout each term and helping me to improve many of my soft skills within my degree that I would otherwise have struggled to do. They made me feel like I could do my first year, and now I have!”

Student on The Bridging Project

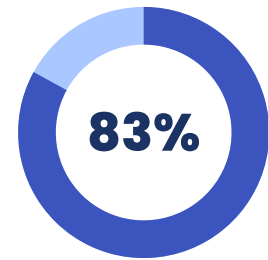
Impact: Accessing support



of students feel well supported



of students stated that the programme helped them access support at university



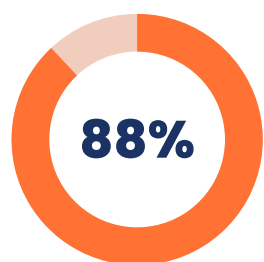
of students feel confident accessing support at university

Pre-programme	Post-programme	Impact
<p>40%</p> <p>of students felt confident accessing student support services</p>	<p>83%</p> <p>of students feel confident accessing student support services</p>	<p>40%</p> <p>increase of students feeling confident to access student support services</p>
<p>38%</p> <p>of students felt confident accessing pastoral support from university staff</p>	<p>75%</p> <p>of students feel confident accessing pastoral support from university staff</p>	<p>37%</p> <p>increase of students feeling confident to access pastoral support from university staff</p>
<p>35%</p> <p>of students felt confident accessing careers services</p>	<p>71%</p> <p>of students feel confident accessing careers services</p>	<p>36%</p> <p>increase of students feeling confident to access careers support</p>
<p>53%</p> <p>of students felt confident accessing peer support</p>	<p>96%</p> <p>of students feel confident accessing peer support</p>	<p>43%</p> <p>increase of students feeling confident to access peer support</p>

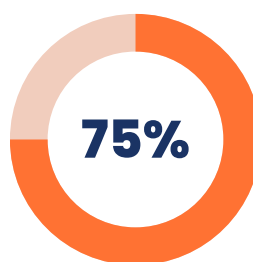
“My coaching sessions helped me feel less stressed about sending emails and more confident about reaching out to speak to faculty members for support.”

Student on The Bridging Project

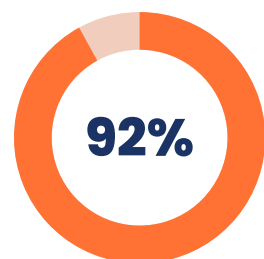
Impact: Engaging in uni life



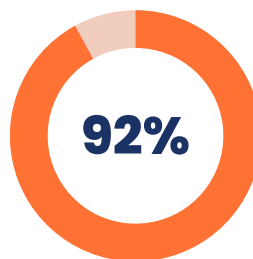
of students feel confident engaging with university life



are engaging in extra-curricular activities on a regular basis



of students understand how university grading systems work and how they'll be assessed



stated the programme helped them engage in university life

Pre-programme	Post-programme	Impact
<p>40%</p> <p>of students felt confident engaging in group based study</p>	<p>88%</p> <p>of students feel confident engaging in group based study</p>	<p>48%</p> <p>increase of students feeling confident to engage with group based study</p>
<p>20%</p> <p>of students felt confident engaging in personal study</p>	<p>92%</p> <p>of students feel confident engaging in personal study</p>	<p>72%</p> <p>increase of students feeling confident to engage with personal study</p>
<p>40%</p> <p>of students felt confident making friends and spending time with friends</p>	<p>100%</p> <p>of students feel confident making friends and spending time with friends</p>	<p>60%</p> <p>increase of students feeling confident to make and spend time with friends</p>
<p>40%</p> <p>of students felt confident engaging in extra-curricular activities</p>	<p>92%</p> <p>of students feel confident engaging in extra-curricular activities</p>	<p>52%</p> <p>increase of students feeling confident to engage with extra-curricular activities</p>

“coaching sessions have helped me to engage more in university life. I feel more confident, better able to manage my emotions and anxiety and better academic performance overall.”

Student on The Bridging Project



I benefitted a lot from my coaching sessions. I have seen an improvement in my work-life balance and my ability to get involved in university life beyond academics, such as with societies. I liked being able to address specific topics each session such as organisation, time management and goal setting, and I have learnt skills which will benefit me throughout university and my career! A huge thank you to The Bridging Project and my coach. I don't think I would have come as far as I have without this support.


Murray Edwards student on The Bridging Project

Case study: Trinity College Oxford

The Bridging Project has worked with **Trinity College at the University of Oxford** for three years. During this time, we have supported **27 students** to access tailored 1:1 coaching, group workshops and networking opportunities during their first year at university. This has included delivering **199 coaching sessions** and **13 students events**.

This programme, led by Hannah Rolley, Director of Access at Trinity College Oxford, has recognised the importance of students having **external support** and also having **access to professional coaching** as a tool to **empower** and support students further.

To hear from a student talking about their experience at The University of Oxford take a look [here](#). 




The beauty of a collegiate university like Oxford is just how much support is available to students studying here. However, some of our students, particularly those who are from first-generation or other under represented backgrounds still tell us they don't find it easy to navigate their way around Oxford and feel like they don't belong here.

The Bridging Project has really **helped our students to transition more smoothly.**

The great point of difference and value of the Bridging Project is the coaching element. Coaching is completely different to mentoring or any other forms of support and isn't something colleges can offer students.

Coaching as a model of support **empowers students** with the skills needed to identify and solve problems for themselves, set goals, help build their confidence and **find their place at the University** during their first year here.

It is a great addition to all the other support available at the College, which, with the help of coaching in the first year, ensures these students are able to take advantage of all that is on offer from their college long after the programme has finished.



Hannah Rolley – Head of Access Trinity College Oxford

Trinity College: Impact so far

27

students on the programme

199

coaching sessions attended

13

student events delivered

85%

of students were engaged on the programme

95%

of students rated the programme as excellent or good

93%

of students would recommend TBP to other students

Retention

100%

of students planned to continue their studies into second year

Soft skills

90%

of students stated the programme enhanced their soft skills

Belonging

86%

of students stated the programme improved their sense of belonging at Trinity

Engaging in university life

81%

of students stated the programme helped them to engage in university life

Accessing support

67%

of students stated the programme helped them to access support at Trinity

“My coach has been amazing in supporting me throughout each term, helping me improve many of the soft skills needed for my degree that I would have otherwise struggled with. They made me feel like I could do my first year, and now I have!”

- Trinity College student

Outcome	Impact so far	
Belonging	86% of students felt they belong at the University of Oxford to some extent	86% felt we have influenced their sense of belonging at uni
Soft skills	86% of students felt confident in their soft skills e.g., goal setting, problem-solving, time and stress management	90% felt we have influenced the development of their soft skills
Support	86% of students felt confident in accessing support at Oxford	67% felt we have helped them to access support at university
University life	95% of students felt confident in engaging in university life	81% felt we have helped them to engage in university life
Retention	100% of students planned to continue their studies into second year at the University of Oxford	62% felt we have influenced their plans to continue their studies

“I have better time management, a better sense of self, and now know how to access all of the different university support systems.”

Trinity College student

“I've become much more confident in my academic abilities as well as having a sense of belonging.”

Trinity College student

Public benefit

The Trustees confirm that they have referred to the Charity Commission's published guidance on the Public Benefit requirement under the Charities Act 2011 when reviewing The Bridging Project's aims and objectives and in planning future activities. The Trustees consider that The Bridging Project's activities are for the benefit of the public generally.

Organisational structure

Trustees are also Directors of the Company. Trustees attend four meetings a year. The Trustees were initially recruited by a founding Trustee and the organisation's two founders. Positions were advertised publicly and candidates were interviewed for the position. All Trustees received an induction folder containing key information about The Bridging Project. Going forward, new Trustees will be appointed by the Board of Trustees. As of 31 August 2024 there were six Trustees.

The organisation currently has one full time member of staff, one part time member of staff, three freelance lead coaches, a freelance fundraiser and freelance Communications and Social Media Manager. The programme and coaching are delivered by volunteers.



Plans for next year (2024/25)

Next year, the charity will continue to run its programme with university partners whilst looking at how we can **make coaching more accessible and affordable** to universities and students through a more flexible pilot programme.

This will involve developing a **pilot 'breadth' programme** which will see a more flexible coaching offering to students who would benefit from it during their time at university. We aim to pilot this programme with up to 50 students next year providing up to 300 hours of additional coaching to students who need it.

The charity will also focus on **building its community of coaches** and developing their practice in supporting a diverse group of students. We will leverage the community to continue our training and development of coaches – building on topics such as neurodiversity as well as intersectionality, trust and belonging.

Given the financial challenges facing the higher education and charity sector, the charity will continue to look at how we can **make our model sustainable**. This will involve continuing to develop partnerships in the higher education sector as well as work to engage and connect with funders who are interested in supporting our work.



Financial review

Income and expenditure

Total incoming resources for the year amounted to £101,311. The resources expended amounted to £97,436. This resulted in a gain in funds of £3,875.

The Bridging Project makes year-long commitments to its university partners and student beneficiaries as well as its two employees and team of freelance workers. It is therefore an objective of the Trustees to gradually build a financial reserve to provide sustainability for the future. The Trustees have been particularly aware of building this up given the current cost of living crisis and its impact on the charity sector. The Bridging Project aims to build a minimum financial reserve to allow the charity's operations to continue in the event of unforeseen circumstances. The appropriate amount is determined by Trustees and reviewed each year but aims to be approximately a minimum of three months' operating costs.

This year the charity hasn't met this objective as it has only built up unrestricted reserves of £3,796. The charity will aim to build up further reserves throughout the course of the year.

Funding

Income source	Amount
National Lottery Community Fund grant	£19,661
University partner income	£36,600
Fundraised income (Donors)	£45,117.55
Total	£101,378

Fundraising

During the year, we applied for grants from the following grant-making trusts:

Funder	Grant requested	Outcome
The Fore (1)	£30,000	Rejected
Paul Hamlyn Foundation	£120,000 over three years	Rejected
Foyle Foundation	£10,000	Rejected
The Fore (2)	£30,000	Rejected
King Charles III Charitable Fund	£10,000	Rejected
National Lottery Community Fund	£19,661	Successful
Henry Smith Charity	£120,000 over three years	Rejected
Barratt Foundation	£10,000	Rejected
City Bridge Foundation	£88,614	Rejected
Total applied for	£438,275	

Out of nine grant applications, just one was successful – a success rate of 11%. In terms of income, we received just 4.5% of funds applied for. Whilst this is broadly in line with many small charities' fundraising success rates (Gifted Philanthropy, 2025), it presents a concerning reality for The Bridging Project, which is reliant on grants and donations to carry out its activities. The current climate of reduced statutory and private funding opportunities, coupled with the cost of living crisis and rising costs, makes applying for funding extremely challenging.

Update on the future of the charity

In April 2025, the trustees made the difficult decision to close The Bridging Project by the end of August 2025. The decision followed an in depth review of the charity's financial sustainability and long term viability in light of sector wide funding challenges.

The charity will continue to operate throughout the 2024-25 academic year to support partners, staff and students, and to ensure a responsible and well managed wind down process.

The trustees are committed to concluding the charity's activities with integrity and care, ensuring all obligations to beneficiaries, funders, staff and the Charity Commission are fully met.

Statement of Trustees' Responsibilities

Law applicable to charities in England & Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the charity's financial activities during the period and of its financial position at the end of the period. In preparing financial statements giving a true and fair view, the Trustees should follow best practice and:

- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles in the Charities SORP;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable UK Accounting Standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements;
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011. They 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 on the charity's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by the Trustees on 24th April 2025 and signed on their behalf by Susanna Eriksson-Lee on 27 May 2025.

Susanna Eriksson Lee
Susanna Eriksson Lee [May 27, 2025 13:27 GMT+2]

27/05/25



The Bridging Project

Independent Examiner's Report to the trustees of The Bridging Project

I report to the charity trustees on my examination of the accounts of The Bridging Project for the year ended 31 August 2024 which comprise the Statement of Financial Activities, 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 Charities Act 2011 ('the 2011 Act').

Having satisfied myself that the accounts of the charity are not required to be audited 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 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

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

Institute of Chartered Accountants in England and Wales

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

Date: 27 May 2025

The Bridging Project

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

	Notes	Unrestricted funds 2024 £	Restricted funds 2024	Total funds 2024 £	Total funds 2023 £
Income and endowments from:					
Grants and donations	2	45,150	19,661	64,811	32,307
Charitable activities	3	36,500		36,500	50,000
Total incoming resources		81,650	19,661	101,311	82,307
Expenditure on:					
Raising funds	4	2,803	2,074	4,877	2,313
Charitable activities	5	9,049	-	9,049	4,819
Other	6	79,435	4,074	83,510	62,554
Total outgoing resources		91,287	6,149	97,436	69,686
Corporation tax		1,975		1,975	-
Net incoming resources	7	(7,662)	13,512	5,850	12,621
Other gains and losses		-		-	-
Net movement in funds		(7,662)	13,512	5,850	12,621
Reconciliation of funds:					
Total funds brought forward		17,607	6,145	23,752	11,131
Total funds carried forward		9,945	19,657	29,602	23,752

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

The Bridging Project

Balance Sheet at 31 August 2024

	Notes	2024	2023
		£	£
Fixed assets			
Tangible assets	9	-	125
		-	125
Current assets			
Cash at bank and in hand		47,094	38,411
Tangible assets		1,511	-
		48,605	38,411
Creditors: Amounts falling due within one year	10	(19,003)	(14,784)
Net current assets		29,602	23,627
Total assets less current liabilities		29,602	23,752
Total net assets		29,602	23,752
The funds of the charity			
Restricted funds			
Restricted income funds	11,12	19,657	6,145
Unrestricted funds			
General funds	11,12	9,945	17,607
Total funds		29,602	23,752

These accounts have been prepared in accordance with the special provisions of the Companies Act 2006 relating to small companies.

For the year ended 31 August 2024 the company was entitled to exemption under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

The directors acknowledge their responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of accounts.

Approved by the board of trustees on 27 May 2025 and signed on its behalf by:

S.Eriksson-Lee

Edith Susanna Eriksson-Lee
Trustee

The Bridging Project

Notes to the Accounts for the year ended 31 August 2024

1 Accounting policies

Basis of preparation

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

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

At a meeting on 16/04/2025 the Trustees voted to wind down the Charity with effect from 31 August 2025 with a view to closing it in the subsequent months. The decision was taken as a result of the Charity struggling to secure the necessary funding to continue their programmes for the 25/26 academic year. The accounts are therefore prepared on a break-up basis, however the only change to the equivalent going concern basis accounts is the recategorisation of Fixed Assets to Current Assets and the inclusion of this disclosure note.

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. See note 13 to the accounts for full information.

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.

Grants and donations

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

Income from investments 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.

The Bridging Project

Notes to the Accounts for the year ended 31 August 2024 (continued)

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.

Taxation

The entity obtained charitable status on 22 June 2022. Income received prior to this registration date has been treated as taxable. Subsequent to the charitable registration, the entity is exempt from corporation tax on its charitable activities.

Tangible fixed assets and depreciation

Tangible assets are included at cost less depreciation and impairment. Depreciation has been provided at the following rates in order to write off the assets over their estimated useful lives:

Computer Equipment	4 years straight line
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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.

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 charity 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 charity in independently administered funds.

The Bridging Project

Notes to the Accounts for the year ended 31 August 2024 (continued)

			Total	Total
	Unrestricted	Restricted	2024	2023
2 Income from grants and donations				
Grants received	45,150	19,661	64,811	32,307
3 Income from charitable activities			2024	2023
Course delivery			36,500	50,000
4 Expenditure on raising funds	Unrestricted	Restricted	2024	2023
Advertising and marketing	-	-	-	63
Freelance Fundraisers	2,803	2,074	4,877	2,250
	<u>2,803</u>	<u>2,074</u>	<u>4,877</u>	<u>2,313</u>
5 Expenditure on charitable activities	Unrestricted	Restricted	2024	2023
Direct charitable activities	4,775	-	4,775	-
Governance costs				
Independent examination - current year	500	-	500	500
Other accountancy fees paid to independent examiner	3,177	-	3,177	3,831
Legal and professional fees	597	-	597	488
	<u>9,049</u>	<u>-</u>	<u>9,049</u>	<u>4,819</u>
6 Other expenditure	Unrestricted	Restricted	2024	2023
Staff costs (Note 8)	72,241	2,516	74,758	54,326
Travel costs	1,522	422	1,943	931
Depreciation	269		269	51
General administrative costs	5,403	1,137	6,540	7,246
	<u>79,435</u>	<u>4,074</u>	<u>83,510</u>	<u>62,554</u>
7 Net income before transfers			2024	2023
This is stated after charging:				
Depreciation of owned fixed assets			269	51

The Bridging Project

Notes to the Accounts for the year ended 31 August 2024 (continued)

8 Staff costs	2024	2023
Salaries and wages	70,643	53,107
Social security costs	1,456	-
Pension costs	1,745	1,130
Staff recruitment and training costs	914	89
	<u>74,758</u>	<u>54,326</u>

In the year to 31 August 2024, no employee received emoluments greater than £60,000 (2023: nil).

No trustees (2023: nil) were reimbursed for expenses incurred (2023: nil) for travel to board meetings. No trustee received any remuneration in the year (2023: nil).

Key management personnel comprise the trustees and the founder. Total remuneration paid to these individuals was £44,036 (2023: £44,040).

The average number of staff employed, including part time staff was 2 (2023: 2)

9 Tangible fixed assets	Computer equipment	Total
Cost		
At 1 September 2023	202	202
Additions	1,655	1,655
At 31 August 2024	<u>1,857</u>	<u>1,857</u>
Depreciation		
At 1 September 2023	77	77
Charge for the year	269	269
At 31 August 2024	<u>346</u>	<u>346</u>
Net Book Value		
At 31 August 2024	<u>1,511</u>	<u>1,511</u>
At 31 August 2023	<u>125</u>	<u>125</u>

10 Creditors falling due within one year	2024	2023
Other taxes and social security	1,458	1,241
Trade and other creditors	220	219
Accruals	3,324	3,324
Deferred income	14,000	10,000
	<u>19,003</u>	<u>14,784</u>

Deferred income

Income is deferred relative to the academic year it relates to. The charity is committed to delivering a number of workshops and coaching sessions for each student.

University	Academic Year	2024	2023
Trinity College	2024/25	10,000	-
Balliol College	2024/25	4,000	-
Trinity College	2023/24	-	10,000
		<u>14,000</u>	<u>10,000</u>

The Bridging Project

Notes to the Accounts for the year ended 31 August 2024 (continued)

11 Movement in funds

	At 1 September 2023	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2024
Restricted funds:				
National Lottery	6,145	19,661	(6,149)	19,657
Unrestricted funds:				
General funds	17,607	81,650	(89,312)	9,945
	<u>17,607</u>	<u>101,311</u>	<u>(95,461)</u>	<u>29,602</u>

	At 1 September 2022	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2023
Restricted funds:				
National Lottery	-	9,712	(3,567)	6,145
Unrestricted funds:				
General funds	11,131	72,595	(66,119)	17,607
	<u>11,131</u>	<u>82,307</u>	<u>(69,686)</u>	<u>23,752</u>

12 Analysis of net assets between funds

	Unrestricted Funds	Restricted Funds	Total 2024
Fixed assets	-	-	-
Net current assets	9,945	19,657	29,602
	<u>9,945</u>	<u>19,657</u>	<u>29,602</u>
	Unrestricted Funds	Restricted Funds	Total 2023
Fixed assets	74	-	74
Net current assets	17,533	6,145	23,678
	<u>17,607</u>	<u>6,145</u>	<u>23,752</u>

13 Trustee Liability

The entity is limited by guarantee and consequently does not have share capital.

Every member of the entity undertakes to contribute to the assets of the company, in the event of a winding up, such an amount as may be required not exceeding £1.