

Trustees' Annual Report for the year ended 31st August 2025



The Bridging Project



Contents

Bridging Project Administrative Details	Page 3
Trustees' Report	Page 4
Independent Examiners Report	Page 24
Statement of Financial Activities	Page 25
Balance Sheet	Page 26
Notes to the Financial Statements	Page 27

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

Objectives and Activities

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.

This year The Bridging Project has continued to deliver its programme to our partners at Trinity and Balliol College Oxford as well as Murray Edwards College Cambridge. Our programme, designed to support under-represented students in the transition to university, has provided a year-long in depth programme of support to students. This included monthly one-to-one coaching sessions, starting before students began at university as well as termly group coaching sessions and skills seminars.

In addition this year we piloted a flexible approach aimed at providing a more accessible coaching programme to students. This was piloted with the Institute of Education at UCL. The students we have supported have some of the lowest entry rates into university and are groups which have statistically significant gaps in participation and retention. (Social Mobility Commission & HESA 2021).

In April 2025 the difficult decision was made to close down the charity at the end of this year so this report marks the final trustees report for the organisation.

Public Benefit

The Trustees confirm that they have referred to the Charity Commissions published guidance on the public benefit requirements under the Charities Act 2011 when reviewing the bridging projects aims and objectives and in planning activities. The trustees confirm that all 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 2025 there were six Trustees.

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



The Bridging Project

The need for our work

The Bridging Project provides professional coaches to students who need it most. The Office for Students (OfS) reports that students from the most disadvantaged areas are nearly twice as likely to discontinue their studies within their first year compared to their more advantaged peers (8.8% vs 5.1%) (OfS, 2023). Similarly the Sutton Trust found that care experienced students are nearly three times more likely to drop out of university (Sutton Trust, 2021).

Many students report struggling with confidence, accessing support, and not feeling as though they belong at the universities they attend (Universities UK, 2019). The Bridging Project was created to help change this.

Our work was shaped by national research highlighting the barriers faced by students from lower income and care experienced backgrounds. In particular, research points to the importance of personal factors, including students' confidence, their sense of belonging, and soft skills, which play a key role in students' wellbeing and attainment (TASO, 2022).

Over the last six years, we have worked in partnership with colleges and universities to deliver a structured coaching programme of support. This has been delivered by our team of qualified coaches, many of whom have lived experience of the challenges students face.





The Bridging Project

Our key outcomes



Belonging

Students feel as though they **belong** at university



Accessing Support

Students are confident in themselves and in **accessing support** at university



Soft Skills

Students develop **soft skills** including goal setting, problem solving and time and stress management



University Life

Students have the knowledge and confidence to **engage fully** in university life

Our approach has centred on four key outcomes:

- **Sense of belonging** – ensuring students feel connected to the university and that they matter to the wider community.
- **Confidence in accessing support** – ensuring students not only know what support is available but also have the confidence to access it.
- **Development of soft skills** – including goal setting, problem solving, and time and stress management.
- **Engagement in wider university life** – from joining societies to seeking out opportunities.

What began as a small pilot supporting alumni from Kensington Aldridge Academy has grown into a programme that has partnered with five universities and supported 211 students throughout their first year. **Take a look at our timeline below to explore our journey and progress over the last six years.**



The Bridging Project

Our story



2019



- Initial idea for The Bridging Project.
- With support from KAA, the charity sets up a pilot supporting 12 KAA alumni.
- Shackleton Leadership Award



- First university partnerships at Trinity and Balliol Colleges.
- Advisory board recruited who later became trustees.
- Recruitment of first team of volunteer coaches.
- University of East London partnership for recruiting coaches.
- Evaluation framework developed.

2020



- Virtual programme delivered to students through the pandemic.
- FEA innovation award.



- Pilot supporting neurodiverse students at Nottingham University.
- National Lottery Community Fund.



2021



2022



- Murray Edwards College Cambridge partnership.
- Recruitment of our team of Lead coaches.
- UCL pilot supporting care experienced students.
- Elle joins as Programme Manager.



2023



- 50 volunteer coaches recruited.
- Reached 211 students.
- 5 year celebration at ITV studios.

2024



2025



- Pilot flexi programme with IOE, UCL.
- Charity winds down.

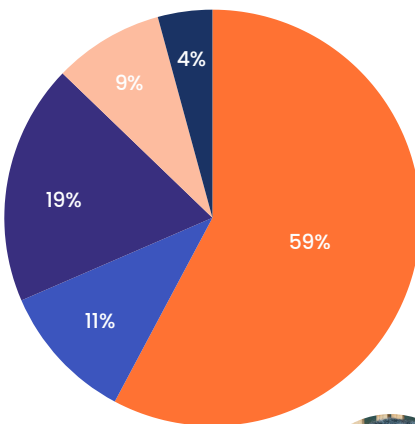


Our coaching community

With a broad range of experience and expertise, our incredible volunteer coaches provide exceptional coaching sessions for our students. The impact and positive outcomes we see in students are largely driven by the diversity and dedication of our coaching team. Over the past six years, more than 65 coaches have worked with us, with a high rate of coaches returning year after year to continue volunteering.

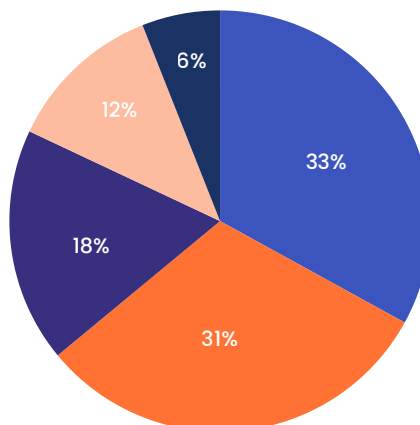
Coach ethnicities

- White/ White British
- Asian/ Asian British
- Black/ Black British/ African/ Carib...
- Other ethnic group
- Mixed/ multiple ethnic groups



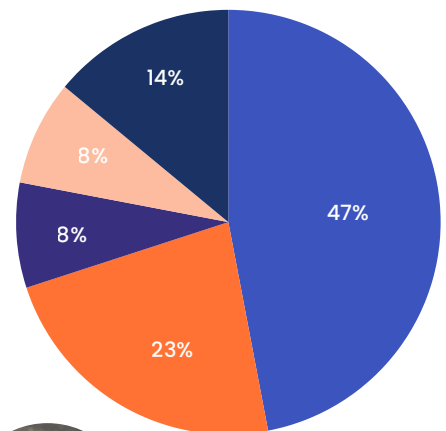
Coach lived experience

- First generation
- Bursary
- Free school meals
- Disability
- Neurodivergent



Coach qualifications

- MSc Coaching & Positive Psychology
- Certified - ICF, EMCC, ILM, ACC
- MOE Certified
- Professional Certificate in Coaching
- Coaching CPD



Our coaching community

Our coaches focused on:

- **Trained Coaches:** All coaches are professionally trained in coaching practice.
- **Lived Experience Coaches:** Many of our coaches have shared or adjacent lived experiences with students, helping build trust and deepen empathy.
- **Diverse Team:** Our coaching community reflects a range of cultural, social, and educational backgrounds to support a wide variety of student identities.
- **Supportive Peer Network:** Our coaches collaborate within a community of practice, sharing insights, reflections, and feedback to continuously improve their skills. Ongoing learning and development are prioritised to enhance coaching quality and programme impact.
- **Connection and Belonging:** We support coaches to foster strong peer relationships that promote mutual support, shared learning, and a sense of belonging within the coaching community.

Recruitment and matching

Recruitment of our volunteer coaches is an important aspect of our programme. We invest significant time and care in recruiting volunteers who are aligned with our mission and represent the students we work with. We take the time to get to know both our coaches and students, and we are thoughtful in how we match them. We consider students' preferences, what they are looking for in a coach, and shared lived experiences to foster deeper understanding and stronger relationships. This approach has proven highly effective with **100% of students having reported that their coach was a good match.**

See here for our coaching application forms, interview questions and matching forms.



Use the bottom right controls on the document to scroll across all six pages.



Being a coach on TBP was one of the most positive and meaningful experiences of my professional life. Supporting neurodivergent undergraduates as they found their voices, navigated university life, and embraced their unique ways of thinking felt like a true privilege. As someone who is also neurodivergent, it was so encouraging to witness each student grow in confidence, self-understanding, and courage. I came away from the project deeply encouraged by the students' resilience and the reminder that inclusion is not only possible but transformational and starts in our mindset.

Charlie Hamilton – Bridging Project Coach

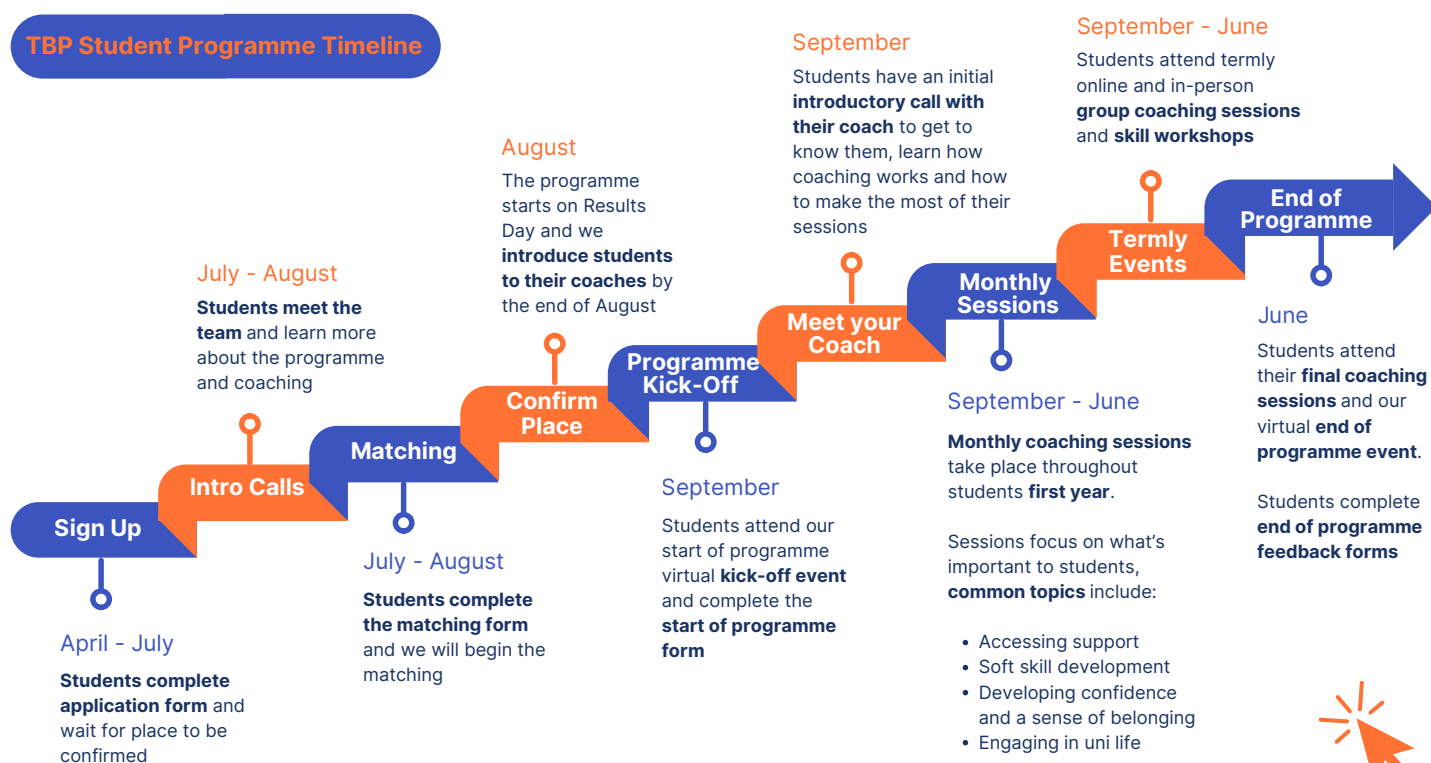




The Bridging Project

Our year long programme of support

- **Personalised Coaching:** We deliver one to one coaching sessions tailored to students' goals, supporting them to set clear, actionable steps to work on between sessions.
- **Group Coaching & Workshops:** We facilitate group coaching sessions and skills based workshops where students connect and develop key skills like confidence, time management, and stress management within a supportive peer environment.
- **Flexible Delivery:** We adapt the coaching length, format, and content to meet individual needs. This flexibility ensures students can access support in a way that works best for their circumstances, schedules, and preferences.





The Bridging Project

Our year long programme of support

Introducing coaching to students

We know that for many students, coaching is a new concept, so we take time at the start of the programme to meet individually with all students to get to know them and introduce [what coaching is](#), how it works, and [what they can expect from our coaching programme](#). We provide resources to further support students' understanding of coaching, and we host a virtual kick-off event where students can meet others on the programme and take part in small [group coaching sessions](#) ahead of starting university.

Contracting and first coaching sessions

Once matched, students have an [introductory session](#) with their coach to build rapport and go through a clear coaching agreement that sets shared expectations and creates a safe, supportive space. Coaches explain that coaching is student led and focused on helping them explore their goals, challenges, and strengths, and work towards practical, personalised steps that support their journey through university. The [first coaching sessions](#) focus on [goal setting](#) to help students clarify what they want to get out of coaching, which might include building confidence, developing soft skills, or feeling more connected. This early foundation helps students engage meaningfully with the programme, recognise the value of coaching, and make the most of their coaching experience.

Programme Stage	Individual Coaching Focus	Skill Based Group Coaching Focus
Pre-Arrival	Managing transitions, confidence building, goal setting	Virtual kick-off event with small group coaching sessions to meet other students before university
Term 1 (Sept-Dec)	Building a sense of belonging, managing imposter syndrome, navigating university systems, goal setting	Building connections and a sense of belonging, visualising first year, engaging in university life, confidence and study skills
Term 2 (Jan-Mar)	Soft skills development, engaging in university life, building support networks	Time and stress management
Term 3 (Apr-Jun)	Reflection and self-coaching skills, stress management, exam preparation	Reflecting on first year and achievements, connection and peer support, preparing for exams, and stress management
End of Programme (June)	Preparing for end of sessions and transiting into second year, peer support, reflection and self-coaching skills	End of programme virtual event to celebrate their achievements, reflect on learnings and how to apply these going forward

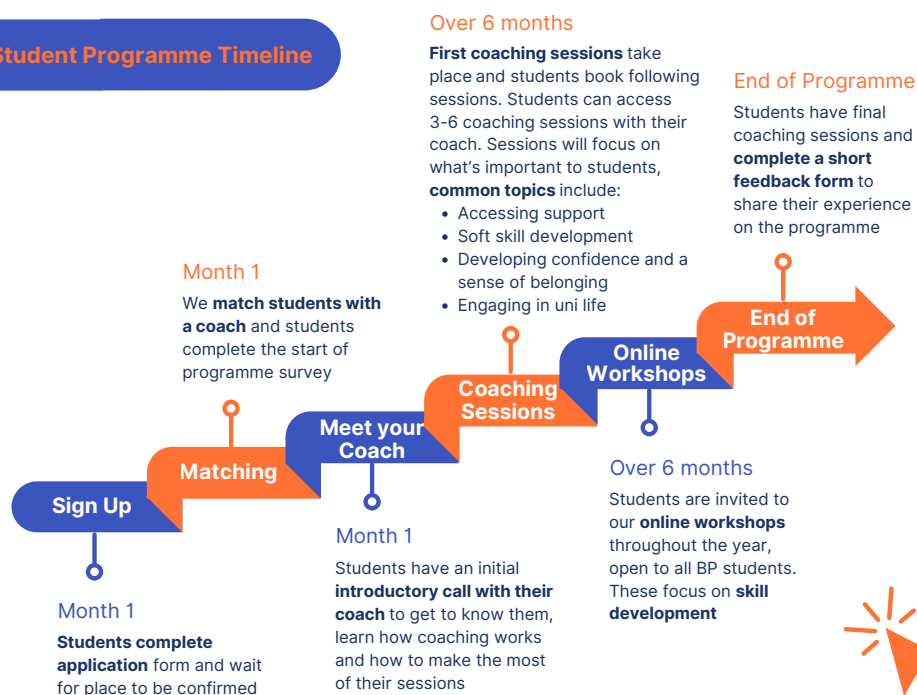
Our flexible coaching pilot

In 2025 we adapted our year-long coaching model and piloted a new flexible coaching programme in partnership with the IOE at UCL. The aim was to deliver a more adaptable and scalable approach that provides support when students need it.

Our flexible coaching model offered students 3 to 6 online coaching sessions over six months, delivering fewer but tailored sessions that remained impactful and led to meaningful student outcomes.

Programme Stage	Coaching Focus
Transition (Y1)	Goal-setting, belonging, managing transitions, navigating systems, engagement, confidence and soft skills development
Mid-Study (Y2–Y3)	Motivation, self-reflection, developing networks & career exploration
Final Year	Graduate confidence, future planning, sustaining wellbeing
Post-Graduation	Transition coaching to employment or postgraduate study

TBP Flexi Student Programme Timeline



PROGRAMME SUMMARY

41

students on the
programme

271

coaching sessions
attended this year

9

student
events delivered

98%

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

100%

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

97%

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

100%

of students **completed their
academic year and will
continue their studies next
year**

53%

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

72%

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

94%

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

66%

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

81%

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

“TBP helped me to grow and develop into a well-rounded student over my year at uni, by helping me to engage with uni life, set clear goals, and get through challenges like exams and revision stress.

Murray Edwards Student on The Bridging Project

“The Bridging Project really helped me settle into university and learn skills that I can transfer into my next years.

Trinity Student on The Bridging Project

OUR COACHES

100%

of students said their coach was a good match

Susan – Oxford Coach

EMCC Coach & MSc Applied Positive Psychology & Coaching

“As the first in my family to attend university, I had to navigate several challenges on my own, so I know first hand how valuable one-on-one support can be. This is why I’m passionate about giving back and providing the support and encouragement I wish I had, and to empower students to thrive in their academic and personal journeys.”



Anita – Flexi Coach

Certified MOE Coach & 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 underrepresented backgrounds. I am passionate to support and empower students in higher education to overcome any challenges they may face on their journey.”



David – IOE, UCL Coach

ILM L7 Certificate in Executive Coaching

“As a free school meals child and first generation graduate, I’m motivated to support students who may be feeling quiet pressure to fit in or keep up.”



“My coach has been instrumental in developing me into a person I can be immensely proud of. They really helped me to instil the qualities in myself that will see me through my degree and beyond.

Trinity Student on why their coach was a good match

“My coach has been friendly, supportive and understanding. She’s been a listening ear when things are tough and a cheerleader when things are going well!

Murray Edwards Student on why their coach was a good match



My coach helped me to look at myself and my skills reflectively, in such a way that I can identify (and often solve) my own problems.

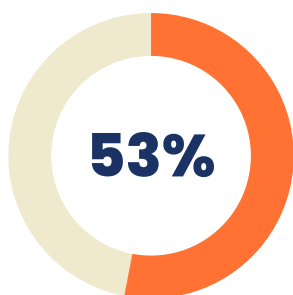
Identifying the problem is the main step in solving it, and the coaching sessions have taught me to look at myself objectively to do this.

As a result, I feel more confident in myself and more happy being my true self.

THE BRIDGING PROJECT HAS HAD A POSITIVE IMPACT ON STUDENT RETENTION



of students completed their academic year and will continue their studies next year

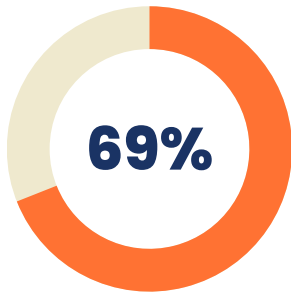


of students stated that the programme influenced their plans to continue their studies at university

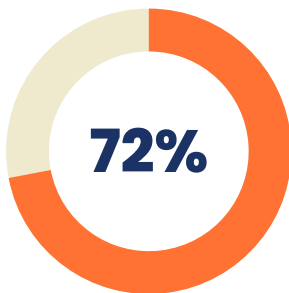
Students on The Bridging Project say the programme is...

Reassuring Encouraging Positive
Helpful Empowering Educating
Informative Relieving Enjoyable
Fun Insightful Useful
Confidence-boosting Sensitive
Life changing Motivational Safe Beneficial
Thoughtful Effective Reflective Supportive

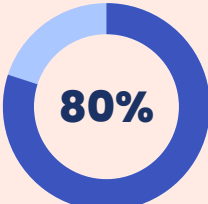
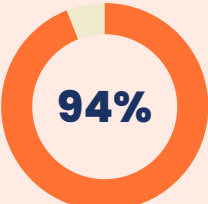

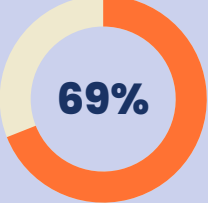
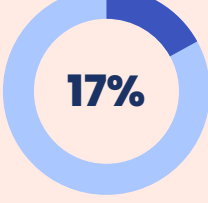
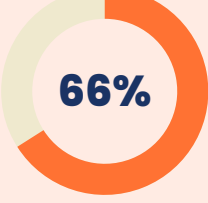
THE BRIDGING PROJECT HAS HAD A SIGNIFICANT IMPACT ON STUDENTS' SENSE OF BELONGING AT UNIVERSITY



of students feel they belong at university



stated that the programme improved their
sense of belonging at university

Pre-programme	Post-programme	Impact
 <p>80%</p> <p>of students felt happy with their choice to be a student at their university</p>	 <p>94%</p> <p>of students feel happy with their choice to be a student at their university</p>	<p>14%</p> <p>increase of students feeling happier with choosing their university</p>
 <p>0%</p> <p>of students felt understood by others at their university</p>	 <p>69%</p> <p>of students feel understood by others at their university</p>	<p>69%</p> <p>increase of students feeling understood by others at their university</p>
 <p>17%</p> <p>of students felt they mattered to others at their university</p>	 <p>66%</p> <p>of students feel they matter to others at their university</p>	<p>49%</p> <p>increase of students feeling that they matter to others at their university</p>

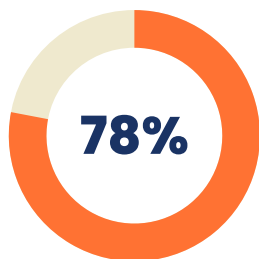
“I have a clearer mind and am more self-aware. I am kinder to myself and realise I am enough and I can do this!

IOE, UCL Student on The Bridging Project

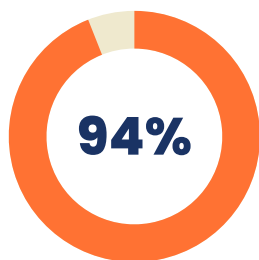
“I got to speak about my concerns at university to someone who related or understood and now I feel more like I belong at my university.

UCL Student on The Bridging Project

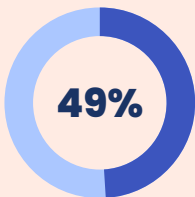
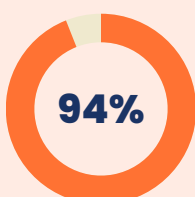
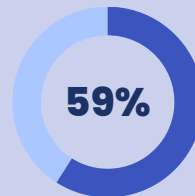
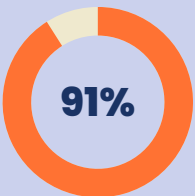
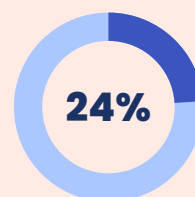
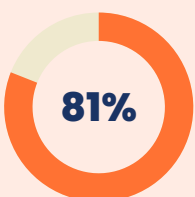
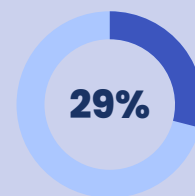
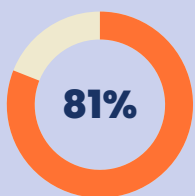
THE BRIDGING PROJECT HAS SUPPORTED STUDENTS IN SOFT SKILL DEVELOPMENT



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>49%</p> <p>of students could set short and long term goals and achieve them</p>	 <p>94%</p> <p>of students can set short and long term goals and achieve them</p>	<p>45%</p> <p>increase of students being able to set goals and achieve them</p>
 <p>59%</p> <p>of students could identify problems and implement the steps needed to overcome them</p>	 <p>91%</p> <p>of students can identify problems and implement the steps needed to overcome them</p>	<p>32%</p> <p>increase of students developing problem solving skills</p>
 <p>24%</p> <p>of students could manage their time effectively</p>	 <p>81%</p> <p>of students can manage their time effectively</p>	<p>57%</p> <p>increase of students developing time management skills</p>
 <p>29%</p> <p>of students could manage their stress effectively</p>	 <p>81%</p> <p>of students can manage their stress effectively</p>	<p>52%</p> <p>increase of students developing stress management skills</p>

“Coaching helped me develop the skills I needed to make it through my first year at uni and gave me the chance to find ways that worked for me.

Balliol Student on The Bridging Project

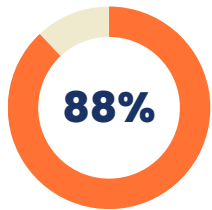
“I have learned so much with my coach, including developing my time management and prioritisation skills and the ability to practically test and experiment with these.

IOE, UCL Student on The Bridging Project 18

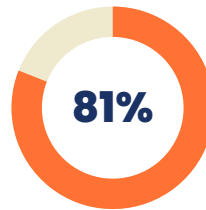
THE BRIDGING PROJECT HAS DEVELOPED STUDENTS' CONFIDENCE TO ACCESS SUPPORT AT UNIVERSITY



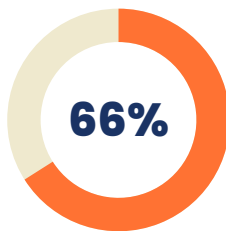
The Bridging Project



feel well supported



feel confident accessing support at university



stated that the programme helped them access support at university

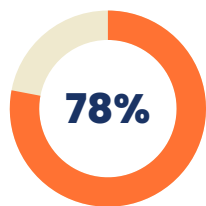
Pre-programme	Post-programme	Impact
<p>39%</p> <p>of students felt confident accessing financial support</p>	<p>78%</p> <p>of students feel confident accessing financial support</p>	<p>39%</p> <p>increase of students feeling confident to access financial support</p>
<p>46%</p> <p>of students felt confident accessing pastoral support from university staff</p>	<p>78%</p> <p>of students feel confident accessing pastoral support from university staff</p>	<p>32%</p> <p>increase of students feeling confident to access pastoral support from university staff</p>
<p>49%</p> <p>of students felt confident accessing careers services</p>	<p>78%</p> <p>of students feel confident accessing careers services</p>	<p>29%</p> <p>increase of students feeling confident to access careers support</p>
<p>34%</p> <p>of students felt confident accessing student support services</p>	<p>72%</p> <p>of students feel confident accessing student support services</p>	<p>38%</p> <p>increase of students feeling confident to access student support services</p>

“My coaching experience felt incredibly personal and unique to me, with my coach genuinely excited to hear about how I was doing and offering very specific support for my first year journey.
Murray Edwards Student on The Bridging Project

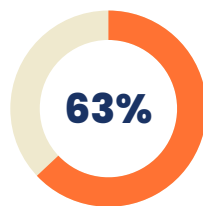
“Coaching has encouraged to communicate my worries to my loved ones more. It made me realise I need to ask for help more.

IOE, UCL Student on The Bridging Project 19

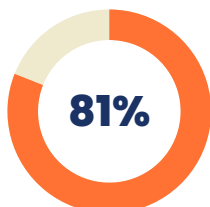
THE BRIDGING PROJECT HAS HAD A POSITIVE IMPACT ON STUDENT ENGAGEMENT IN UNIVERSITY LIFE



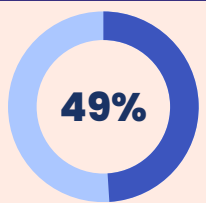
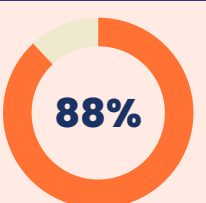
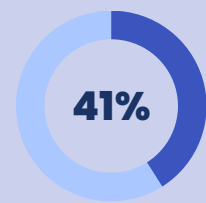
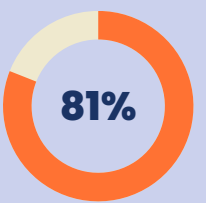
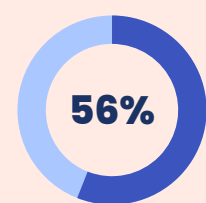
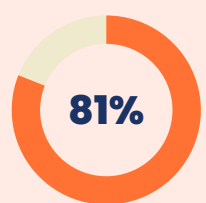
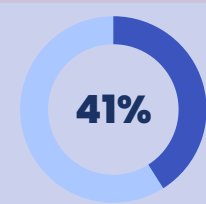
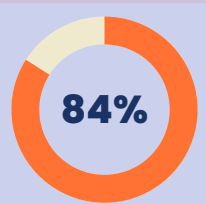
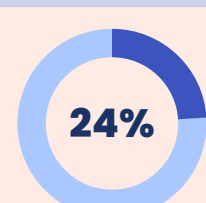
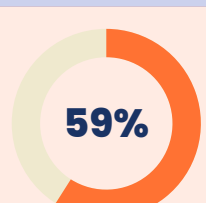
feel confident engaging with university life



are engaging in extra-curricular activities on a regular basis



of students stated the programme helped them engage in university life

Pre-programme	Post-programme	Impact
 <p>49%</p> <p>of students understood how university grading systems work and how they'll be assessed</p>	 <p>88%</p> <p>of students understand how university grading systems work and how they'll be assessed</p>	<p>39%</p> <p>increase of students knowing how university grading systems work</p>
 <p>41%</p> <p>of students knew how to find out about extra-curricular opportunities and felt confident engaging with them</p>	 <p>81%</p> <p>of students know how to find out about extra-curricular opportunities and feel confident engaging with them</p>	<p>40%</p> <p>increase of students feeling confident engaging with extra-curricular opportunities</p>
 <p>56%</p> <p>of students felt confident engaging with personal and group based study</p>	 <p>81%</p> <p>of students feel confident engaging with personal and group based study</p>	<p>25%</p> <p>increase of students feeling confident engaging in studying</p>
 <p>41%</p> <p>of students felt confident making and spending time with friends</p>	 <p>84%</p> <p>of students feel confident making and spending time with friends</p>	<p>43%</p> <p>increase of students feeling confident making and spending time with friends</p>
 <p>24%</p> <p>of students felt confident engaging with volunteering and events and activities off campus</p>	 <p>59%</p> <p>of students feel confident engaging with volunteering and events and activities off campus</p>	<p>35%</p> <p>increase of students feeling confident engaging with volunteering and off campus activities</p>

“I've become a lot more confident and better at balancing my social life and my studies.

Trinity Student on The Bridging Project

“My coaching sessions helped me to reflect on myself, both at university and in social situations and hold myself accountable.

IOE, UCL Student on The Bridging Project



My coach has been really valuable in helping me increase my confidence and enjoy my studies. I've adopted a better work-life balance through developing sustainable wellbeing strategies and setting realistic goals/tasks for the following day.

TBP has been especially invaluable in providing a supportive outside voice who is willing to listen to my struggles and provide very personalised and tailored support.

The lessons learned from my coaching sessions have been super helpful and applicable for any challenges that might arise in my second year or even outside of the university setting.

Financial Review

Total incoming resources for the year amounted to £73,913 while total resources expended were £96,092, resulting in the charity spending £22,179 of reserves.

The Bridging Project makes year-long commitments to its university partners and student beneficiaries as, well as to its two employees and team of freelance workers. It has therefore been an objective of the Trustees to gradually build a financial reserve to provide sustainability for the future. During the year, staff reductions were made to help rebuild reserves, including the full-time member staff reducing their work days and taking a period of unpaid leave.

Although the charity was successful in keeping reserves of £7,423 by year end, this remained below the trustees aim of maintaining at least three months of operating expenditure. The charity continued to face challenges in building a sustainable income base.

Looking ahead to 2025-26, the trustees projected a significant shortfall that would have placed the organisation at risk of not being able to fulfil its partnerships and contractual obligations next year. As a result, the decision was made to close the charity at the end of this financial year.

Decision to close the charity

In April 2025, the trustees made the difficult decision to close The Bridging Project by the end of August 2025. This report therefore represents the final set of accounts and trustees report for the organisation.

The decision followed a careful review of the charity's long term sustainability and the external funding landscape. After full consideration the trustees unilaterally voted that the charity would close down this year and that an orderly closure was in the best interests of its beneficiaries and stakeholders.

Summary of the process taken

- The trustees undertook a structured process in line with the charity's governing document and relevant charity law.
- This included a thorough evaluation of all options including charity mergers and a reduction in services.
- A board meeting was held and a vote was taken to decide.
- A formal redundancy consultation process was held with employed staff member notice periods and redundancy processes followed.
- University partners, funders and supporters were informed in writing and through meetings, ensuring transparent and timely communication.
- All contractual obligations were reviewed and fulfilled.

Disposal of assets

- The remaining assets of the charity were transferred to FirstGens, a Community Interest Company working with students who are first in their family to university to insure continuity of our work.
- The trustees confirm that all transfers were in line with the charity's objectives and in line with the requirements of charity law.

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. T

hey 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 and signed on their behalf by Susanna Eriksson-Lee on X Tuesday 11th November 2025.

Acknowledgements

This Trustees' Report marks the final submission for The Bridging Project. The trustees confirm that the closure process was conducted in full compliance with the charity's governing document and the requirements of charity law, and that all remaining assets were distributed in line with the charity's objects. T he trustees wish to express their thanks to the staff, freelance team, volunteers, funders, and partners whose commitment made the charity's work possible, and to the young people who engaged with our programmes. Although The Bridging Project has now formally closed, the trustees are confident that its impact will continue through the organisations and communities it has supported. A final legacy report has also been produced which includes resources for students, coaches and universities to utilise in their work.

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 2025 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:

The Bridging Project

Statement of Financial Activities (incorporating the Summary Income and Expenditure Account) for the year ended 31 August 2025)

	Notes	Unrestricted funds 2025 £	Restricted funds 2025	Total funds 2025 £	Total funds 2024 £
Income and endowments from:					
Grants and donations	2	73,365	-	73,365	64,811
Charitable activities	3	-	-	-	36,500
Other	5	548	-	548	-
Total incoming resources		73,913	-	73,913	101,311
Expenditure on:					
Raising funds	4	6,043	-	6,043	4,877
Charitable activities	6	4,112	-	4,112	9,049
Other	7	66,279	19,657	85,936	83,510
Total outgoing resources		76,435	19,657	96,092	97,436
Corporation tax		-	-	-	1,975
Net incoming resources	8	(2,522)	(19,657)	(22,179)	5,850
Other gains and losses		-	-	-	-
Net movement in funds		(2,522)	(19,657)	(22,179)	5,850
Reconciliation of funds:					
Total funds brought forward		9,945	19,657	29,602	23,752
Total funds carried forward		7,423	-	7,423	29,602

The statement of financial activities includes all gains and losses recognised in the year.

The charity ceased operations from the end of this accounting period.

The Bridging Project

Balance Sheet at 31 August 2025

	Notes	2025	2024
		£	£
Fixed assets			
Tangible assets	10	-	-
		-	-
Current assets			
Cash at bank and in hand		10,546	47,094
Tangible assets		-	1,511
		10,546	48,605
Creditors: Amounts falling due within one year	11	(3,123)	(19,003)
Net current assets		7,423	29,602
Total assets less current liabilities		7,423	29,602
Total net assets		7,423	29,602
The funds of the charity			
Restricted funds			
Restricted income funds	12,13	-	19,657
Unrestricted funds			
General funds	12,13	7,423	9,945
Total funds		7,423	29,602

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 2025 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 and signed on its behalf by:

Edith Susanna Eriksson-Lee
Trustee

Date:

The Bridging Project

Notes to the Accounts for the year ended 31 August 2025

1 Accounting policies

Basis of preparation

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

Following a meeting on 16/04/2025 at which the Trustees voted to cease operation of the Charity from 31 August 2025, the Charity is no longer a going concern and the accounts are presented on this basis. Post year a donation of any remaining reserves will be made to a Charity of the Trustees choosing.

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 2025 (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 2025 (continued)

			Total	Total
	Unrestricted	Restricted	2025	2024
2 Income from grants and donations				
Grants received	73,365	-	73,365	64,811
3 Income from charitable activities			2025	2024
Course delivery			-	36,500
4 Expenditure on raising funds	Unrestricted	Restricted	2025	2024
Advertising and marketing	1,115	-	1,115	-
Freelance Fundraisers	4,928	-	4,928	4,877
	6,043	-	6,043	4,877
5 Other income	Unrestricted	Restricted	2025	2024
Interest received	548	-	548	-
	548	-	548	-
6 Expenditure on charitable activities	Unrestricted	Restricted	2025	2024
Direct charitable activities	-	-	-	4,775
Governance costs				
Independent examination - current year	500	-	500	500
Other accountancy fees paid to independent examiner	2,475	-	2,475	3,177
Legal and professional fees	1,138	-	1,138	597
	4,112	-	4,112	9,049
7 Other expenditure	Unrestricted	Restricted	2025	2024
Staff costs (Note 9)	59,887	19,657	79,544	74,758
Travel costs	937	-	937	1,943
Depreciation	464	-	464	269
General administrative costs	3,944	-	3,944	6,540
Loss on disposal	1,047	-	1,047	-
	66,279	19,657	85,936	83,510
8 Net income before transfers			2025	2024
This is stated after charging:				
Depreciation of owned fixed assets			464	269

The Bridging Project

Notes to the Accounts for the year ended 31 August 2025 (continued)

9 Staff costs	2025	2024
Salaries and wages	75,836	70,643
Social security costs	2,024	1,456
Pension costs	1,614	1,745
Staff recruitment and training costs	70	914
	<u>79,544</u>	<u>54,326</u>

In the year to 31 August 2025, no employee received emoluments greater than £60,000 (2024: nil).

No trustees (2024: nil) were reimbursed for expenses incurred (2024: nil) for travel to board meetings. No trustee received any remuneration in the year (2024: nil).

Key management personnel comprise the trustees and the founder. Total remuneration paid to these individuals was £47,623 (2024: £44,036).

The average number of staff employed, including part time staff was 2 (2024: 2)

10 Tangible fixed assets	Computer equipment	Total
Cost		
At 1 September 2024	1,857	1,857
Additions	-	-
Disposals	- 1,857	- 1,857
	<u>-</u>	<u>-</u>
At 31 August 2025		
Depreciation		
At 1 September 2024	346	346
Charge for the year	464	464
Depreciation on disposal	-810	-810
	<u>0</u>	<u>0</u>
At 31 August 2025		
Net Book Value		
At 31 August 2025	<u>- 0</u>	<u>- 0</u>
	<u>1,511</u>	<u>1,511</u>
At 31 August 2024		

11 Creditors falling due within one year	2025	2024
Other taxes and social security	0	1,458
Trade and other creditors	483	220
Accruals	2,640	3,324
Deferred income	-	14,000
	<u>3,123</u>	<u>19,003</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	2025	2024
Trinity College	2024/25	-	10,000
Balliol College	2024/25	-	4,000
		<u>-</u>	<u>14,000</u>

The Bridging Project

Notes to the Accounts for the year ended 31 August 2025 (continued)

12 Movement in funds

	At 1 September 2024	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2025
Restricted funds:				
National Lottery	19,657	-	(19,657)	-
Unrestricted funds:				
General funds	9,945	73,913	(76,435)	7,423
	<u>9,945</u>	<u>73,913</u>	<u>(96,092)</u>	<u>7,423</u>

	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>23,752</u>	<u>101,311</u>	<u>(95,461)</u>	<u>29,602</u>

13 Analysis of net assets between funds

	Unrestricted Funds	Restricted Funds	Total 2025
Fixed assets	-	-	-
Net current assets	7,423	-	7,423
	<u>7,423</u>	<u>-</u>	<u>7,423</u>
	Unrestricted Funds	Restricted Funds	Total 2024
Fixed assets	-	-	-
Net current assets	9,945	19,657	29,602
	<u>17,607</u>	<u>19,657</u>	<u>29,602</u>

14 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.