



Heads Up
Kids

ANNUAL REPORT 2024-25

Heads Up Kids activities, impact & financial reporting for the year ended 31st August 2025

Charity No. 1205781

Trustees

Laura Gleen (Chair)
Justin Kett
Emma Forman
Abby Coften
Laura Shephard

Co-Directors

Andy Hugh & Claire Godley

Independent Examination

Pollock Accounting Ltd



Remind us of the things we feel good about

Help us communicate how we feel

Change our mood and how we feel about ourselves



Reference and Administrative Details:

Charity name: Heads Up Kids

Charity number: 1205781

Registered office:

120 Furzehill Road
Borehamwood
Hertfordshire
WD6 2DZ

Website: www.headsupkids.org.uk

Trustees

Laura Gleen (Chair)

Justin Kett

Oluwakemi Omijeh (resigned 12 June 2025)

Emma Forman (appointed 5 June 2025)

Laura Shephard (appointed 30 June 2025)

Abby Coften (appointed 30 June 2025)

Senior Management (Co-Directors)

Andrea Hugh

Claire Godley

Independent Examiner

David Pollock FCMA

Pollock Accounting Ltd

3-4 Sentinel Square

London

NW4 2EL

The Trustees present their annual report and financial statements for the year ended 31 August 2025. The report has been prepared in accordance with the Charities Act 2011 and the Charities SORP (FRS 102). In line with Charity Commission guidance and emerging SORP 2026 expectations, Trustees have sought to explain not only what the charity has done, but why it matters, what changed as a result, and the evidence of this impact.

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Message from the Chair of Trustees

Laura Gleen

This year has been an encouraging period of growth and development for Heads Up Kids. More schools and teachers are recognising the importance of supporting children's emotional wellbeing alongside their academic learning, and it is inspiring to see the positive difference this work can make both within classrooms and as children navigate the world beyond.

Across the year our programmes have supported thousands of children and teachers. By equipping educators with practical tools and structured wellbeing resources, Heads Up Kids helps schools create environments where children can understand their emotions, build positive relationships and develop confidence in facing challenges.

Schools continue to operate in a demanding climate, with financial pressures and increasing concern around children's mental health. In this context, accessible and high-quality wellbeing education is more important than ever. Heads Up Kids is providing schools the support they need to help children develop resilience and the emotional skills that underpin healthy development.

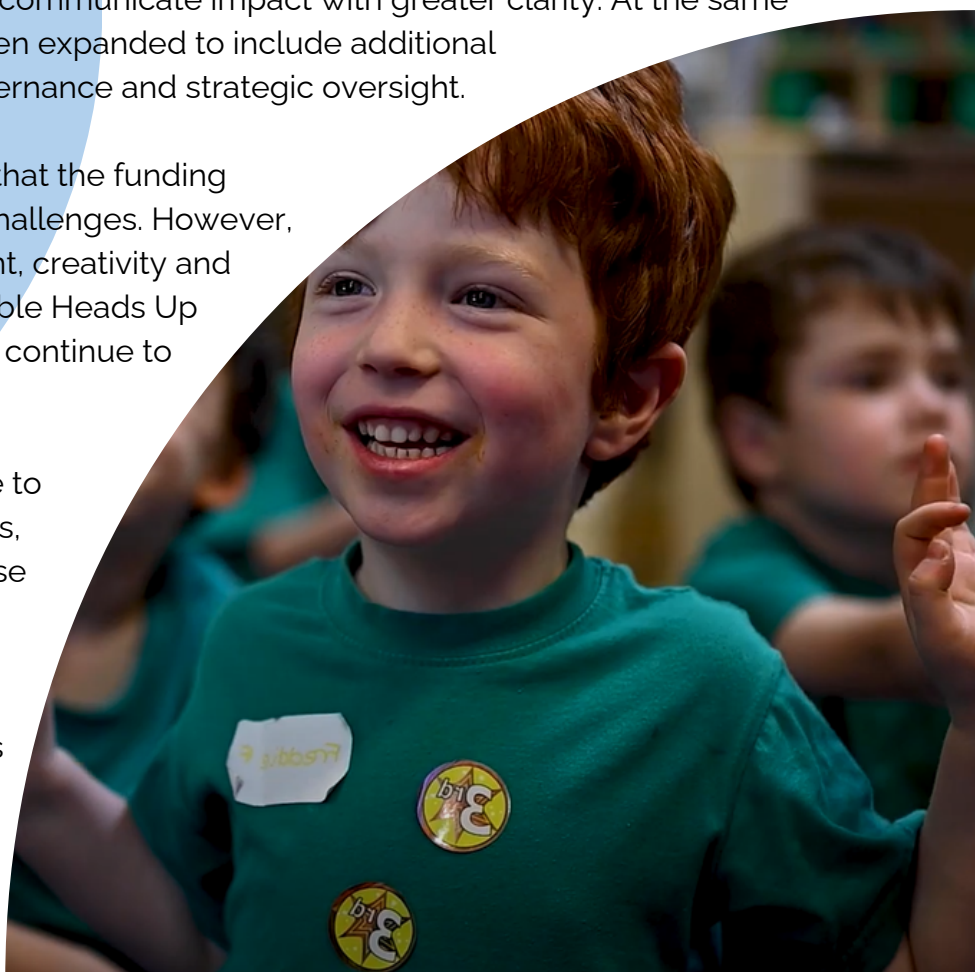
The organisation has also made important progress in strengthening its foundations. Improvements to internal systems and data processes are helping the team monitor engagement more effectively and communicate impact with greater clarity. At the same time, the Board of Trustees has been expanded to include additional expertise that supports strong governance and strategic oversight.

Like many charities, we recognise that the funding environment ahead may present challenges. However, I am confident that the commitment, creativity and determination of this team will enable Heads Up Kids to meet those challenges and continue to grow its impact.

On behalf of the Board, I would like to thank the staff team, our supporters, the whole board, and funders whose commitment makes this work possible.

We look forward to building on this progress in the year ahead.

Laura Gleen
Chair of Trustees



Message from the Founders

Andy Hugh and Claire Godley

This has been an exciting and transformative year for Heads Up Kids. Our wellbeing programme has reached over 8000+ children and even more have benefitted from our free resources.

The recruitment of a freelance Operations Manager has enabled us to focus on school recruitment, school retention and fundraising. The implementation of a CRM database (Donorfy) and improved IT integration has strengthened our ability to track engagement, evaluate impact and report outcomes clearly. In the current strained financial climate, our funded offer has been hugely welcomed by primary schools. As a result, we have seen a significant increase in the number of children accessing our materials.

To reach our targets, we strengthened our Board of Trustees, bringing in expertise in fundraising, marketing, safeguarding and evaluation. This has enhanced our strategic thinking and governance. We continue to work to build our profile and our networks to sustain this work.

We take great pleasure in supporting schools, teachers and children with positive wellbeing and we are grateful to the schools that choose us for this vital part of their children's education. Our work continues to be rooted in a simple belief:

"We believe that in a classroom where children have the words to express their feelings and feel confident to do so, those children will be more resilient, more able to solve problems, they will have more empathy for others and be better able to work collaboratively."

We are extremely grateful to our funders and supporters, without whom this work would not be possible. Your generosity enables us to continue delivering vital wellbeing support to schools and helping children develop the confidence and resilience to thrive.

Andrea Hugh & Claire Godley
Co-Directors

Objectives and Activities

Our Purpose

Heads Up Kids is a Charitable Incorporated Organisation (CIO), registered with the Charity Commission on 17 November 2023 (Charity No. 1205781).

The charity exists for the public benefit to advance the education and development of children throughout the UK by:

- Providing high quality, accessible, social and emotional wellbeing resources and teacher support to schools
- Creating, updating and maintaining suitable materials
- Providing information, advice and support about social and emotional wellbeing education

The Trustees confirm that they have had due regard to Charity Commission guidance on public benefit when setting objectives and planning activities.

During the year, we reviewed and refined the charity's vision. This work ensured that our strategic direction remains clear and continues to underpin our charitable objectives. We reaffirmed our core purpose and strengthened the framework that guides all our activities and decision making. This foundational work was particularly important this year. We wanted to be able to effectively articulate ourselves in funding applications and this helps us to be clear about what we are doing, why, and how we measure our impact.

What is the problem we are addressing?

Heads Up Kids exists to address three interconnected challenges:

Children's Mental Health Crisis

Around 1 in 5 children are experiencing a probable mental health difficulty (*NHS Digital, 2023*).

Lack of Mental Health Training for Teachers

Teachers significantly impact children's wellbeing, yet many report feeling ill-equipped to deliver structured social and emotional learning. (*Psychology in the Schools, 2022*)

Financial Hardship in Schools

76% of primary schools in England are projected to face budget deficits in 2025. Most cannot afford specialist wellbeing programmes.

Our response is early, preventative, curriculum-based wellbeing education delivered **free of charge** wherever funding allows.

Vision, Mission & Outcomes

Vision

To raise a generation of children who have the skills and tools for positive mental health.

Mission

To empower teachers with inspiring training and a bespoke wellbeing curriculum that builds children's:

- **Emotional literacy**
- **Emotional regulation**
- **Friendship skills**
- **Positivity and resilience**

Our Outcomes Questions

In line with Charity Commission guidance and SORP expectations, Trustees have reflected on our core outcomes questions:

What change are we trying to make?

We aim to increase children's emotional literacy, empathy, resilience and ability to manage relationships and transitions.

What would success look like?

Children can name emotions accurately, regulate themselves more effectively, resolve friendship difficulties with greater independence, and approach transitions (such as moving to secondary school) with confidence.

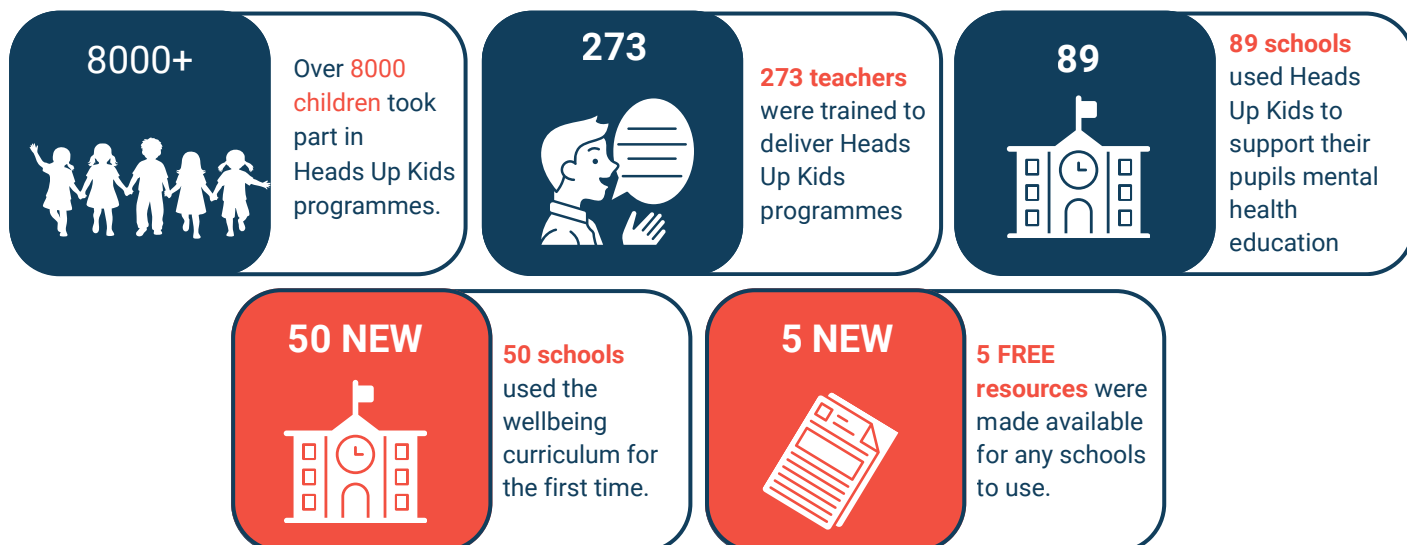
How would we notice improvement?

Through teacher-rated before-and-after measures, structured feedback, qualitative insight and examples of behavioural change in classrooms.

Our activities are discussed below with respect to these questions.

Achievements and Performance

Headline Reach



Trustees note that these figures represent outputs. The remainder of this section focuses on outcomes and change.

Our Activities this year: September 2024 – August 2025

The Heads Up Kids programmes, for the Early Years Foundation Stage through to Year 7*, are delivered in the classroom by the class teacher. The overall aim is to create a shared emotional language in the classroom.

In 2024-25 we focused our activities to fulfil our charitable objectives on the following key areas:

- Programme Development & Delivery from Nursery through to Y6 (Age 4-11 years old)
- Teacher Training
- Free resources creation and dissemination
- Parent Support
- Raising Funds
- Developing Charity Infrastructure

The Heads Up Kids programmes focus on four main areas of children's development:

- Emotional Literacy
- Emotional Regulation
- Getting on with Others
- Positivity and Resilience

By focusing on these areas, we give children skills, strategies and tools that can help them manage their emotions, get on well with those around them and develop positive mental health.

Training includes instruction on how to deliver the sessions themselves but, importantly, also supports teachers to embed the social and emotional learning from the sessions into all aspects of school life.

We also support the wellbeing education delivered in schools by developing accompanying information for parents, speaking at parent information events, and providing tips and tools through our social media platforms.

We continually evaluate and update the programmes in response to feedback and requirements of the schools we work with and in line with any national guidance or developments in research.

Our work goes above and beyond statutory PSHE requirements, covering essential elements but also giving children meaningful, experiential learning experiences that make an impact now and in the future.

We train teachers to facilitate the programmes in the classroom and embed wellbeing into the culture of the class and into all aspects of school life.

*Currently we have paused work with Year 7 groups (see page 9)

Why our work matters

With around one in five children and young people now facing a probable mental health difficulty in England, the case for early, preventative support has never been clearer – “mental health problems in the teenage and emerging adult years can massively impact a young person’s future trajectory in terms of education, health, employment, and social skills.” NHS England’s 2023 survey demonstrates this urgent need for effective early intervention.

While schools increasingly recognise the importance of social and emotional wellbeing, many lack the resources to embed high-quality support. Social and emotional learning (SEL) is not just a “nice-to-have”. Research shows that SEL interventions can strengthen emotional skills, improve peer relationships, and support overall wellbeing, helping children manage stress and build confidence.

Heads Up Kids bridges this gap by delivering our wellbeing programmes completely free of charge, ensuring that all pupils – regardless of their own financial circumstances or their school budget – can access the tools they need to thrive. Our programmes help pupils and teachers develop a shared emotional language that enhances children’s ability to recognise, understand, and express feelings – a cornerstone of lifelong resilience.

By normalising open conversations about feelings and emotional experiences, we equip children with the confidence to navigate friendships, cope with challenges, and approach emotional challenges constructively. In doing so, Heads Up Kids fosters not only better mental wellbeing today, but also stronger, more resilient adults tomorrow – reducing future demand on mental health services and contributing to healthier, more connected schools and communities.



Teacher training

Our broad-reaching programmes enhance children's confidence, self-esteem, and provide skills and tools for positive mental health.

Teachers who complete our CPD-accredited training consistently report feeling well-equipped to:

- Lead wellbeing sessions with confidence
- Embed emotional learning into everyday teaching and classroom culture
- Support the social and emotional wellbeing of every child in their class

This aligns with evidence showing that when teachers feel confident and supported in delivering social and emotional learning, children experience better emotional regulation, stronger relationships and higher engagement in school life (Education Policy Institute, 2025).

As financial pressures on schools intensify and the mental health crisis deepens, the need for comprehensive, high-quality wellbeing education has never been greater. Although wellbeing is part of the statutory PSHE/RSHE curriculum, many schools still struggle to deliver structured, experiential programmes that genuinely integrate social and emotional learning into pupils' everyday lives.

Our Existing Schools

Heads Up Kids began life as a project within the Jewish Community and had strong connections with PaJeS (Partnership for Jewish Schools) as well as other community organisations. In 2024-25 PaJeS continued funding for Heads Up Kids' work in their subscribed Jewish Primary Schools through the PaJeS wellbeing project. 4650 children in PaJeS subscribed schools accessed Heads Up Kids programmes (a 10% increase) and 73 teachers were trained.

Through our connection with the Jewish community we have also been able to build strong relationships with the Orthodox Jewish community, for whom cultural and religious acceptability of educational materials is essential and can often make them 'hard-to-reach'. This trust of our programmes and resources has translated into real impact. In 2024-25 we secured dedicated project funding and we reached 10 Orthodox schools, totalling over 1500 children.

Our strategy for developing outside the Jewish community is to focus our expansion in the geographical areas where we already work, predominantly the London Borough of Barnet and Hertfordshire. In 2024-25 we worked with an additional 22 schools in Barnet and 20 in Herts as well as 47 in other areas in the UK.

The three secondary schools that we have previously worked with to deliver our Year 7 programme continue to use some of our materials on an ad hoc basis. However, we have decided to pause continued support and development work with these schools in the short term. This decision has been made in order to give more focus to our work in primary schools.

Achievements

This reporting year aligned with the school academic year (2024 – 2025) in which the charity has worked with 89 schools, impacting approximately 8000+ children with preventative wellbeing education programmes. This figure is conservative because we know schools use our programmes without always keeping us informed, meaning the real number of children reached is likely significant higher.

In 24/25 we aimed to build on our existing work in schools and extend to new schools. Our mission as a charity was to secure funding to be able to offer out more free places to schools. We also wanted to improve our systems to have more accurate information about which schools continue to use our programmes year on year and the impact of each programme.

Early Years (Reception – “Finding Bunny”)

20 schools delivered the Reception programme, reaching approximately **590** children. **5** nurseries accessed materials. Parent sessions reached **103** adults.

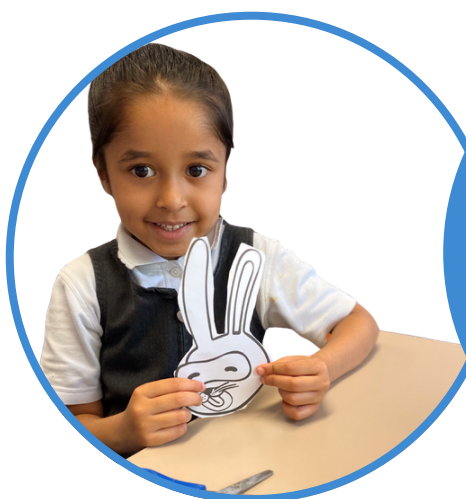
What Changed?

- **100%** of teachers reported the programme supported children’s social and emotional development.
- **89%** reported it significantly supported establishment of a positive wellbeing culture.
- Teachers observed increased emotional vocabulary, improved empathy and better self-regulation.

What We Learned

Evaluation revealed the need to extend the programme from 6 to 8 sessions. This will be implemented in 2025-26, strengthening depth and continuity.

The Finding Bunny Programme received overwhelmingly positive feedback from educators across all 20 schools. Teachers consistently reported that the programme significantly supported children's social and emotional development. Activities such as the "Sophie Says" song, storybooks, and circle time were particularly engaging, helping children articulate their feelings and develop emotional literacy. Many noted improvements in children's ability to calm themselves, recognise others' emotions, and express their feelings. The programme was praised for being age-appropriate, easy to follow, and impactful in fostering a positive classroom culture around wellbeing.



"The children are beginning to understand that feeling frustrated and upset is fine and once they are calm they can talk about their feelings."

Reception Teacher

Key Stage 1

49 schools delivered the programme (including funded and partner-supported schools). **200** KS1 teachers were trained.

What Changed?

- **100%** teachers felt that the training prepared them well to deliver the programme and gave them tools & confidence for working with wellbeing.
- **100%** teachers felt there was a positive change in children's emotional literacy.
- Teacher observation measures showed increases in all areas, particularly empathy.
- The Key Stage 1 programme was described as engaging, accessible, and an impactful approach to supporting children's emotional development.

What We Learned

The consistent pattern of improvement across multiple schools gives reasonable confidence that structured delivery is contributing to measurable change.

"Our class has completed the Sebby program for year 1 - Thanks to you they have learnt many skills that should enable them to navigate the social scene within school and beyond. We have all grown from this program"

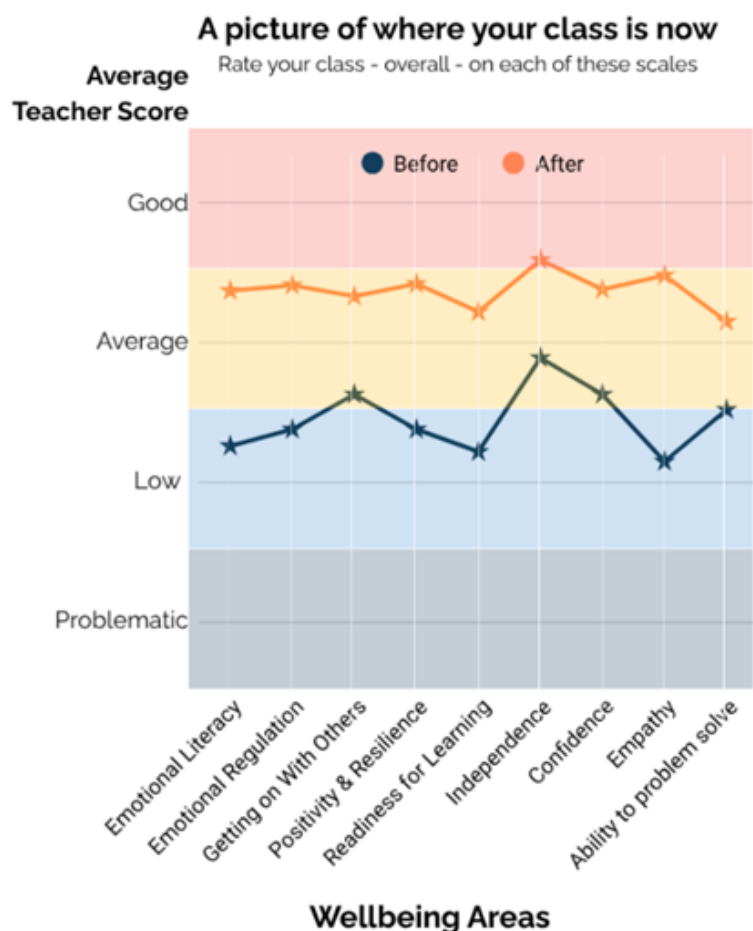
Beis Chinuch, London

"Year 2 thought that it was magical and thoroughly enjoyed the story and the activities."

Hywel Dda, Cardiff

Really easy to plan and use. The children love Sebby! They look forward to the session each week. It feels less like a lesson than PSHE before- which is a positive.

Datchworth, Herts



Teachers reported improvements in all four key areas of the programme, teachers found that the programme helped children describe emotions with more accuracy, supported classroom wellbeing, and encouraged mutual understanding and compassion.

When comparing measures before and after the programme we can see that on average, teachers rated their class higher in all areas after delivering the Key Stage 1 programme. Empathy increased by the largest amount with scores also moving by a full point on the scale for Emotional Literacy, Emotional Regulation, Positivity and Resilience and Readiness for Learning.



Key Stage 2

28 schools delivered KS2 (excluding Year 6-only users*).
44 teachers were trained.

What Changed

- **91%** of teachers reported positive change in emotional literacy
- **91%** would recommend the programme
- **4** new schools adopted the updated Year 5 materials.

What We Learned

In 2025-26 Year 5 materials will be reviewed and adapted in response to increased social challenges identified in that cohort (children who began Reception during COVID-19 lockdowns). Illustrating our commitment to learning-led adaptation.

"I have been more capable of dealing with my feelings and other people's feelings too."

Year 3 Child

"It has helped with playground issues and how to resolve issues without adult support all the time."

Year 5 Teacher

In 24/25 we had hoped to raise funds to offer some more schools our Key Stage 2 programme free of charge. Unfortunately we have only been successful in making this a continued part of our offer in Jewish schools (PaJeS and orthodox schools). However, we were able to raise funds to extend our Year 6 transition programme (see below) and we did continue to develop the Key Stage 2 programme for those schools already using our materials.

"The metaphors are excellent. It was beautiful to see the great understanding that they acquired as they slowly understood how the things we learnt applied to them. (Especially the friendship wave!)"

Key Stage 2 Teacher

Year 6 Transition Programme

48 schools delivered the Year 6 programme. **29** teachers were trained. **28** schools used the Year 6 programme for the first time.

What Changed

- Over **90%** of teachers reported greater understanding of mental health
- **85%** felt pupils were more prepared for secondary school
- Teachers described a shift from anxiety to excitement, and improved understanding that negative emotions do not equate to poor mental health.

Trustees consider transition support a high-impact intervention due to the vulnerability of this age group

"There was lots of mixed emotions within class at the start but as the programme continued their worries have changed to excitement and readiness. 'I'm ready to move on now, I can't wait and I know I will be nervous but I know that will pass'."

Year 6 Teacher

"The children became more confident in managing conflicts and showed more empathy toward others... Children reported feeling more confident about meeting new people and knowing how to manage stress or anxiety about the move."

Y6 Teacher, Summer Term 2025

*Some schools ONLY deliver Year 6 and do not use the rest of the Key Stage 2 materials.

Special Educational Needs (SEN)

We continued working with Gesher School and began piloting programmes with Kisharon School. Adapted materials were developed collaboratively with specialist staff. These resources are now available to mainstream schools to support children requiring additional support. We recognise significant future potential in specialist SEN curriculum development and will actively pursue specific funding for this project.

"The programme has been brilliant, I have seen improvements in my class – they are kinder and talking more about emotions and it has helped them to understand confidentiality."

Alex, Class Teacher

Free Resources

Five free campaign resources were developed (including Anti-Bullying Week and Children's Mental Health Week). There were **68** recorded downloads beyond direct partner distribution, representing potential reach to over **1,900** additional pupils.

Trustees acknowledge the need for improved tracking and have implemented clearer download processes.

Each year we create new resources to support significant campaigns in primary school. These resources are offered at no cost to all the schools we are working with. These resources are also available on our website for any school to download - this serves as an introduction or taster session for our wellbeing programmes.

Fundraising and Community Engagement

'Colour Carnival 2025' engaged **10** schools and raised **£1,166** while promoting positive mental health awareness.

Community supporters also raised over **£2,500** at the Maccabi GB Community Fun Run.

19 grant applications were submitted; **6** were successful (47% success rate), securing **£19,700**. Total funding from 7 funders (excluding New Era) amounted to £27,263.

A fundraising trustee was recruited to strengthen capacity.

We ran Colour Carnival 2025 after a successful pilot last year. The event is about promoting positive mental wellbeing and we suggest that families donate £1 and come to school wearing bright colourful clothing. In return, we provide a planned assembly for the whole school, presentation slides, and activity worksheet for both Key Stage 1 and Key Stage 2 children. We doubled the amount of schools taking part this year, which also means approximately double the amount of children reached.



"We had a great day, the children really thought about the things that they love and are grateful for."

Etz Chaim School

Infrastructure and Governance Development

Key developments included:

- Senior staff became employees (previously consultants)
- HR policies and staff handbook creation
- Migration from (non-professional) Google IT platform to Microsoft Office
- Implemented online booking system
- Review of reserves position
- Registration for Gift Aid
- Implementation of Donorfy CRM
- Improvement of evaluation and feedback processes
- Introduced digital payment platforms
- Expansion of the Trustee Board with specialist skills

Our Team

We continue to operate with two senior members of staff and a freelance operations manager. All staff are required to work across multiple areas and skillsets.

We have increased our board with a focus on recruitment of specialist areas to support the team. Our three new trustees have backgrounds in fundraising, marketing and social work. This supports our organisational development and governance including safeguarding. Trustees are actively seeking a Trustee with finance/accounting expertise to further strengthen oversight.

This year was the first year of having employed staff and that brought with it legal requirements for HR policies and procedures as well as financial management. We now have a handbook of appropriate policies to support contracts.

We spent some time understanding our reserves position and creating a supportive structure for the charity to build our reserves for the future. We've registered for Gift Aid which has increased our unrestricted donations. Furthermore, we can use the CRM to automatically claim gift aid for us now it is integrated. Our new CRM, "Donorfy", enables us to securely store data on schools and teachers participating in our programmes in accordance with GDPR. It helps with reporting on quantitative measures, as well as keeping track of attendance and follow-up activities. It has powerful capability in managing complex data and interactions with up-to-date amendments.

We now have several payment platforms to accept donations online and in-person at events making giving easy and convenient which we hope will also encourage doors. The CRM can also hold donor data.



Plans for 2025–2026

- **Early Years Foundation Stage (Reception):** We are pleased to be able to develop our work with Sophie Says, this will include creating two additional sessions for the programme, developing tools to help teachers embed the learning in the classroom and extending the recorded introduction webinar to include content from our 24/25 teacher webinars. We have secured funding to reach 20 additional schools with the reception programme.
 - **Continuing our Fully-Funded Key Stage 1 Offer:** 20 new schools will be offered the Key Stage 1 programme complete with CPD accredited online training and resources at no cost to the school. Schools will be obliged to complete evaluation forms which will contribute to our growing body of evidence for the impact of the programme.
 - **Key Stage 2:** We continue to seek funding for Key Stage 2 however we are prioritising Reception and Key Stage 1. We hope that by building a strong foundation in our network of schools, we will be in a better position to make the case for Key Stage 2 funding over the next 2-4 years.
 - **Orthodox/Charedi schools:** We will continue to increase our network of Orthodox schools, expanding our work to Manchester, offering Key Stage 2 and strengthening our relationship with the community.
 - **SEN (Special Educational Needs) schools:** We will be seeking funding to extend our work with SEN schools and continuing to develop our adapted resources for these specialist schools and for children in mainstream schools who can benefit from adapted materials.
 - **Widen funding base:** To ensure financial stability and longevity, Heads Up Kids must continue to widen its funding base, securing both project-based funding and additional core funding for the next academic year. This will be a priority for the sustainability and growth of the charity.
 - **Website and Social Media:** We will continue to develop the content of our website and plan for a full website rebuild when funds allow. We will create a social media plan to increase our profile and build our connections.
- 20 additional funded Reception schools
 - 20 additional funded Key Stage 1 schools
 - Continue KS2 development and funding search
 - Expansion in Orthodox/Charedi schools, including Manchester
 - Development of SEN curriculum
 - Strengthened financial controls
 - Increased website development and social media reach
 - Expand free resource tracking and targeted marketing
 - Continue development of CRM analytics
 - Growth towards 150 schools by July 2026

Plans for 2025–2026

- **Governance:** Our priorities for 25/26 are improving financial tracking and controls as well as strengthening our strategic planning. This will include an independent audit of our accountancy system, reviewing of policies and drawing on the expertise of our trustees in focussed strategy setting.
- **Infrastructure:** We aim to develop our use of the infrastructure we have put in place this year. Our CRM, for example, has functionality that we have not yet tapped into and there are opportunities to integrate different systems to tighten our processes still further.
- **Data Analysis, Evidence & Impact:** Develop our internal data analysis capabilities to continually drive quality and look for opportunities to improve across our existing training programmes.
- **Fundraising:** Our fundraising targets for 25/26 are high. We will need to submit a high number of funding applications and look to diversify our funding streams. We will continue to organise 'Colour Carnival', increasing number of schools involved and we hope to put on our first fundraising event.
- **SEN (Special Educational Needs) schools:** We will be seeking funding to extend our work with SEN schools and continuing to develop our adapted resources for these specialist schools and for children in mainstream schools who can benefit from adapted materials.

Financial Review

The detailed financial statements follow this report.

Trustees have reviewed income streams, restricted and unrestricted funds, and cost allocation.

The charity remains dependent on grant funding and continues to widen its funding base.

In 2024-25 our total income was **£131,313** and our total expenses were **£148,202**.

Reserves Policy

The Trustees aim to build reserves sufficient to cover a minimum of three months of core operating expenditure plus redundancy costs, subject to funding volatility. This has been calculated to be approximately £42,000. These reserves ensure the charity can continue its vital work in the event of unexpected funding shortfalls or increased demand for services or alternatively work towards a carefully considered downscale or cessation of work if required. The charity currently holds unrestricted funds which are not designated of £38,496, we continue to build towards our target reserves and reassess this target as necessary. (As expected we have used the designated portion of our reserves from 2023-24, leaving us with slightly increased unrestricted reserves this year.)

Restricted Funds

In 2023-24 we carried over £18,049 in restricted reserves which were used towards their designated projects in 2024-25. Within 2024-25 we received restricted funds of £17,333 which were used within 2024-25 towards designated projects as shown in the accounts.

In 2024-25 we also raised £17,183 of restricted funds from grants which are designated for projects in 2025-26. These are recorded within "Other Creditors" and will make up part of the budget for 2025-26. In total, at Year End August 31st 2025 we hold £182,183 related to future years.

Investment Policy

Given the charity's size and cash flow requirements, funds are held in cash accounts with low risk exposure. Fixed Term Bonds and an easy-access savings account have been opened with specialist charity banks to attain maximum interest while ensuring convenience.

Going Concern

Trustees have reviewed budgets, funding pipelines and reserves. On this basis, they consider the charity to be a going concern.

Structure, Governance and Management

Heads Up Kids is governed by its Constitution and a Board of Trustees who meet regularly. Trustees are appointed and co-opted in accordance with the Constitution. Induction includes a detailed trustee recruitment pack, Charity Commission guidance and SORP awareness.

The Co-Directors manage day-to-day operations, reporting to Trustees and seek guidance and approvals when appropriate.

Trustees annually review risk, including financial controls, safeguarding, operational capacity and funding volatility.

Recruitment and Appointment of Trustees

The management of the charity is the responsibility of the trustees who are elected and co-opted under the terms of the Constitution.

Trustee Induction and Training

The Trustees maintain a good working knowledge of charity law and best practice by attendance at charity courses run by outside providers and by information provided by the Charity Commission.

Risk Management

The trustees actively review the major risks which the charity faces on a regular basis, and believe that maintaining reserves at the current levels, combined with an annual review of the controls over key financial systems will provide sufficient resources in the event of adverse circumstances. The trustees have also examined the operational and business risks faced by the charity and confirm that they have established systems to mitigate the significant risks.

Related Parties

During the period there were no related party transactions.

Statement of Trustees Responsibilities

The trustees are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice). The law applicable to charities in England and Wales requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application

of resources of the charity for that period. In preparing these financial statements, the trustees are required to: - 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 accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Companies Act 2006. The Trustees are also responsible for safeguarding the assets of the charity and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for keeping sufficient 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, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the Constitution. 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 the financial information included on the charity's website in accordance with legislation in the United Kingdom governing the preparation and dissemination of financial statements.

The above report has been prepared in accordance with the provisions applicable to companies subject to the small companies regime as set out in Part 15 of the Companies Act 2006 and in accordance with the Charities SORP (FRS 102).

Signed on behalf of the board



Laura Gleen
Chair of Trustees
10th March 2026

Independent Examiners Report

Independent Examiner's Report to the trustees of Heads Up Kids

I report to the charity trustees on my examination of the financial statements of Heads Up Kids for the year ended 31 August 2025.

Responsibilities and basis of report

As the charity's trustees of the company you are responsible for the preparation of the financial statements in accordance with the requirements of the Charities Act 2011 ('the 2011 Act').

Having satisfied myself that the financial statements of the Charity are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's financial statements as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

Independent examiner's statement

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:

- accounting records were not kept; or
- the financial statements do not accord with those records; or
- the financial statements do not comply with the accounting requirements other than any requirement that the financial statements give a 'true and fair' view which is not a matter considered as part of an independent examination; or
- the financial statements have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (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 financial statements to be reached.

David Pollock FCMA
Chartered Institute of Management Accountants
Pollock Accounting Ltd
3 - 4 Sentinel Square
London
NW4 2EL

12 March 2026

Statement of Financial Activities for the year ended 31 August 2025

		Unrestricted funds 2025 £	Restricted funds 2025 £	Total funds 2025 £	Total funds 2024 £
	Notes				
Income and endowments from:					
Donations and legacies	3	113,005	17,333	130,338	180,102
Charitable activities	4	907	-	907	2,937
Investments	5	68	-	68	-
Total		113,980	17,333	131,313	183,039
Expenditure on:					
Raising funds	6	427	-	427	-
Other	7	130,442	17,333	147,775	127,585
Total		130,869	17,333	148,202	127,585
Net gains on investments		-	-	-	-
Net (expenditure)/income		(16,889)	-	(16,889)	55,454
Transfers between funds		-	-	-	-
Net (expenditure)/income before other gains/(losses)		(16,889)	-	(16,889)	55,454
Other gains and losses					
Net movement in funds		(16,889)	-	(16,889)	55,454
Reconciliation of funds:					
Total funds brought forward		55,454	-	55,454	-
Total funds carried forward		38,565	-	38,565	55,454

Balance Sheet at 31 August 2025

	Notes	2025 £	2024 £
Current assets			
Debtors	9	3,333	7,854
Cash at bank and in hand		218,869	47,600
		<u>222,202</u>	<u>55,454</u>
Creditors: Amount falling due within one year	10	(183,637)	-
Net current assets		<u>38,565</u>	<u>55,454</u>
Total assets less current liabilities		<u>38,565</u>	<u>55,454</u>
Net assets excluding pension asset or liability		<u>38,565</u>	<u>55,454</u>
Total net assets		<u><u>38,565</u></u>	<u><u>55,454</u></u>
The funds of the charity			
Restricted funds	11		
Unrestricted funds	11		
General funds		38,565	55,454
		<u>38,565</u>	<u>55,454</u>
Reserves	11		
Total funds		<u><u>38,565</u></u>	<u><u>55,454</u></u>

Approved by the board on 12 March 2026

And signed on its behalf by:

L.N. Gleen
Trustee
12 March 2026

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)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

Change in basis of accounting or to previous accounts

There has been no change to the accounting policies (valuation rules and method of accounting) since last year and no changes have been made to accounts for previous years.

Fund accounting

Unrestricted funds	These are available for use at the discretion of the trustees in furtherance of the general objects of the charity.
Designated funds	These are unrestricted funds earmarked by the trustees for particular purposes.
Revaluation funds	These are unrestricted funds which include a revaluation reserve representing the restatement of investment assets at their market values.
Restricted funds	These are available for use subject to restrictions imposed by the donor or through terms of an appeal.

Income

Recognition of income	Income is included in the Statement of Financial Activities (SoFA) when the charity becomes entitled to, and virtually certain to receive, the income and the amount of the income can be measured with sufficient reliability.
Income with related expenditure	Where income has related expenditure the income and related expenditure is reported gross in the SoFA.
Donations and legacies	Voluntary income received by way of grants, donations and gifts is included in the the SoFA when receivable and only when the Charity has unconditional entitlement to the income.
Tax reclaims on donations and gifts	Income from tax reclaims is included in the SoFA at the same time as the gift/donation to which it relates.
Donated services and facilities	These are only included in income (with an equivalent amount in expenditure) where the benefit to the Charity is reasonably quantifiable, measurable and material.
Volunteer help	The value of any volunteer help received is not included in the accounts.
Investment income	This is included in the accounts when receivable.
Gains/(losses) on revaluation of fixed assets	This includes any gain or loss resulting from revaluing investments to market value at the end of the year.
Gains/(losses) on investment assets	This includes any gain or loss on the sale of investments.

Notes to the Accounts

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.
Grants payable	All grant expenditure is accounted for on an actual paid basis plus an accrual for grants that have been approved by the trustees at the end of the year but not yet paid.
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 charity is exempt from corporation tax on its charitable activities.

Trade and other debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

Cash and cash equivalents

Cash and cash equivalents comprise cash at bank and on hand, demand deposits with banks and other short-term highly liquid investments with original maturities of three months or less and bank overdrafts. In the statement of financial position, bank overdrafts are shown within borrowings or current liabilities. In the Statement of Cash Flows, cash and cash equivalents are shown net of bank overdrafts that are repayable on demand and form an integral part of the company's cash management.

Trade and other creditors

Short term creditors are measured at the transaction price. Other creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

Foreign currencies

Monetary assets and liabilities denominated in currencies other than the functional currency of the charity are translated at the rates of exchange prevailing at the end of the reporting period. Transactions in currencies other than the functional currency of the charity are recorded at the rate of exchange on the date that the transaction occurred. All exchange differences are taken into account in arriving at net income/expenditure.

Notes to the Accounts

Pension costs

The charity operates a defined contribution plan for its employees. Once the contributions have been paid the company has no further payments obligations. The contributions are recognised as expenses when they fall due. Amounts not paid are shown in accruals in the balance sheet. The assets of the plan are held separately from the company in independently administered funds.

Receipt of donated goods, facilities and services

All donated goods, facilities and services received are recognised within incoming resources and expenditure at an estimate of the value to the charity.

2 Statement of Financial Activities - prior year

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total funds 2024 £
Income and endowments from:			
Donations and legacies	146,523	33,579	180,102
Charitable activities	2,937	-	2,937
Total	149,460	33,579	183,039
Expenditure on:			
Other	112,055	15,530	127,585
Total	112,055	15,530	127,585
Net income	37,405	18,049	55,454
Net income before other gains/(losses)	37,405	18,049	55,454
Other gains and losses:			
Net movement in funds	37,405	18,049	55,454
Reconciliation of funds:			
Total funds carried forward	37,405	18,049	55,454

3 Income from donations and legacies

	Unrestricted £	Restricted £	Total 2025 £	Total 2024 £
Donations	8,005	-	8,005	2,456
Grants from charitable trusts	105,000	17,333	122,333	177,646
	113,005	17,333	130,338	180,102

Notes to the Accounts

4 Income from charitable activities

	Unrestricted	Total 2025	Total 2024
	£	£	£
Sales	907	907	2,937
	<u>907</u>	<u>907</u>	<u>2,937</u>

5 Income from investments

	Unrestricted	Total 2025	Total 2024
	£	£	£
	68	68	-
	<u>68</u>	<u>68</u>	<u>-</u>

6 Expenditure on raising funds

	Unrestricted	Total 2025	Total 2024
	£	£	£
<i>Fundraising trading costs</i>			
Fundraising income	427	427	-
	<u>427</u>	<u>427</u>	<u>-</u>

7 Other expenditure

	Unrestricted	Restricted	Total 2025	Total 2024
	£	£	£	£
Employee costs	94,751	11,000	105,751	-
Motor and travel costs	66	595	661	795
General administrative costs	3,615	3,740	7,355	16,742
Legal and professional costs	32,010	1,998	34,008	110,048
	<u>130,442</u>	<u>17,333</u>	<u>147,775</u>	<u>127,585</u>

8 Staff costs

	2025	2024
	£	£
Salaries and wages	55,498	-
Pension costs	50,253	-
	<u>105,751</u>	<u>-</u>

No employee received emoluments in excess of £60,000. Some staff members received a higher pension contribution and a lower salary. Their overall package remained the same.

9 Debtors

	2025	2024
	£	£
Trade debtors	3,333	7,854
	<u>3,333</u>	<u>7,854</u>

Notes to the Accounts

10 Creditors:

amounts falling due within one year

	2025	2024
	£	£
Other taxes and social security	1,455	-
Other creditors	182,183	-
Accruals	(1)	-
	<u>183,637</u>	<u>-</u>

11 Movement in funds

	At 1 September 2024	Incoming resources (including other gains/losses)	Resources expended	At 31 August 2025
	£	£	£	£
Restricted funds:				
Restricted income funds:				
	-	17,333	(17,333)	-
<i>Total</i>	<u>-</u>	<u>17,333</u>	<u>(17,333)</u>	<u>-</u>
Unrestricted funds:				
General funds	55,454	113,980	(130,869)	38,565
Total funds	<u>55,454</u>	<u>131,313</u>	<u>(148,202)</u>	<u>38,565</u>

12 Analysis of net assets between funds

	Unrestricted funds	Total
	£	£
Net current assets	38,565	38,565
	<u>38,565</u>	<u>38,565</u>

13 Reconciliation of net debt

	At 1 September 2024	Cash flows	At 31 August 2025
	£	£	£
Cash and cash equivalents	47,600	171,269	218,869
	<u>47,600</u>	<u>171,269</u>	<u>218,869</u>
Net debt	<u>47,600</u>	<u>171,269</u>	<u>218,869</u>

Notes to the Accounts

14 Commitments

Operating lease commitments

Annual commitments under non-cancellable operating leases are as follows:

	2025	2025	2024	2024
	Land and	Other	Land and	Other
	buildings		buildings	
	£	£	£	£

Operating leases with expiry date:

Pension commitments

	2025	2024
	£	£

The pension cost charge to the charity
amounted to:

50,253	-
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We would like to thank the following funders and organisations who supported our work in 2024-25:

The New Era Endowment

Partnership for Jewish Schools

The Oxford & St Georges Youth Trust

The Shores Charitable Trust

The Childwick Charitable Trust

The Morgan Charitable Trust

Wendy Woo Limited

We also extremely grateful to all the individuals who have supported us financially, and through volunteering, advice, feedback and moral support.

Thank You

Heads Up Kids Trustees and Staff

2024-25

