



**LEARN TO LOVE TO READ
TRUSTEES' ANNUAL REPORT
AND
ACCOUNTS
FOR THE YEAR
TO 31 DECEMBER 2019**

Trustees' Annual Report

Reference and Administrative Details

Learn to Love to Read – Registered Charity Number 1175288

St Michael's Church, 71 Wimbledon Park Road, Southfields, London SW18 5TT

Trustees:

Mr Nigel Richard Harris - Chair

Ms Carolyn Pamela Anne Stubbs - Treasurer

Mrs Teresa Jane Harris

Mrs Jacqueline Wendy Carson

Mrs Sally Elizabeth Lucas

Rev. Stephen John Melliush (to 15 July 2019)

Mrs Sarah Alleyne (from 11 December 2019)

Mrs Wendy Livingstone (from 11 December 2019)

There are no exemptions from disclosure.

Objectives and Activities

The object of Learn to Love to Read, as set out in its governing document, is, in accordance with Christian principles, to advance the education of children and their families across the UK, in particular but not exclusively by providing literacy support in partnership with primary schools, churches and other organisations.

The Charity Commission document 'The essential trustee: what you need to know, what you need to do (CC3)' has been distributed to and read by all of our trustees. They are aware of their responsibility to make sure that the charity is carrying out the purposes for which it is set up, and no other purpose. Trustee meetings are held quarterly and minutes are kept.

We aim to improve literacy levels in Wandsworth for the public benefit and as a result reduce the number of children whose opportunities are limited because of poor reading skills. We want all children to have frequent, positive reading experiences and to be enabled and empowered by learning to love to read. We want their families to become more engaged in their children's learning and have the confidence and skills to support their children's reading at home.

We generally partner with primary schools whose catchment areas include a high proportion of Pupil Premium and/or EAL families. Our work takes place on our partner schools' premises. The children we support one-to-one are selected by the schools because they need additional help. Other initiatives (early literacy classes, parent training and family events) are universal, though effort is made to encourage specifically identified families to engage with them.

We take a whole family approach to improving literacy skills: working with toddlers and primary school age children, and looking to engage their parents. The Government's focus on 'Closing the Gap' for preschoolers to maximise social mobility, means our early literacy sessions meet a well-recognised need. We facilitate a sizeable team of volunteers in each partner school, giving us a visible presence and allowing us to support a significant percentage of those who need help.

Two stories of success – in our beneficiaries' own words

Betty talks about the one-to-one support her son received from a Learn to Love to Read volunteer and her experience with her youngest daughter at our early literacy classes:



‘Levi, at first he didn’t have any confidence. He was shy so he couldn’t read. Through Learn to Love to Read his confidence came up and he tried to read quicker and faster. Everything changed. When he was in Reception, his reading was so stuck, but he completely changed, they helped him a lot. I am so happy.

Because now, Levi reads more than two books a day! Which he never did before. He wants to buy books! When we go out he says: ‘Mummy, you are in H&M, let me go to Waterstones!’

I don’t force him to buy books and I don’t force him to read. It is a massive change. If you don’t read a book, he won’t sleep. I have to tell him to stop! So between before and now, I can’t explain ... it’s a massive change.

Last year he wrote a poem, and there was a competition and he won! There was a competition in the school, he has been selected, him and one girl, so they gave him a certificate and they want to publish it in his name. All of this has come because of Learn to Love to Read. I am very proud of him. I am so happy. They make his life smooth.

With my son, I had no experience, nobody helped me with reading. I used to take him to the library, but not that much. And because I had this experience with my son, I said let us get Genesis ready for nursery. I took Genesis, when she was young, she was 9 or 10 months, to Learn to Love to Read’s early literacy class. She was so happy. Even though she didn’t read, she just holds the books, looks at the colours. I learn, she learns, we learn together. We learn to love to read.

With Levi, as I say, we had a problem. When he was in Reception, he couldn’t blend the words together. Thanks to the class, Genesis was fine when she went to nursery and Reception, so it helped a lot, she was ready for school. I love Learn to Love to Read, it changed a lot of things for us. Even for me, I learned a lot. It boosted me and it boosts my kids as well. It’s amazing, the things they do.

Levi likes characters, fiction. Now he can’t stop reading books, he reads, reads, reads. With Genesis, when she went to nursery, she knew what to do. She fits. She says: ‘Let me read, let me tell the story. I can read it!’ Even when I tell her something she says: ‘Ssh mummy, I’m reading’. That comes from Learn to Love to Read. We are glad, we are so blessed. ‘

Niki talks about her experience of attending early literacy classes with her younger son:



We joined a year ago when my little one Oliver was a one year old. He wasn't quite getting enough social life, so we joined and it turned out to be such a wonderful experience for him. He actually learned how to sit and listen to the story to start with - before he wouldn't do any of that - and listen and point to the pictures and name them, and wait for his turn.

During the class they pass toy animals around and before he used to just run around, but he learnt to wait his turn. So his behaviour changed last year when we started doing it, and ever since we established those things - waiting for his turn, learning, listening - they have all massively improved just because of attending. So we carried on and we've been doing it ever since.

At the class we spend time together doing things. At home we do, but there's always something else going on. It's nice to learn together, it's nice to chat together, it's nice to share that experience together and I am 100% present with him. So it's something we both enjoy definitely.

He's quite an active boy so he wouldn't sit down. Some children just sit and listen but he would run around. But then you ask him: 'Why are we here?', and he will tell you: 'We are here for three things', which is how they start the session, and he's actually listening! He knows exactly what's going on. Also he's obsessed with dinosaurs, and he definitely learned how to say 'd' for dinosaur from them. He learned so much from everyday sounds and pointing at pictures saying 'this is a dolphin'. He pretends he is reading now.

100% yes I have learnt something from the class. They've got more experience with the children and they know exactly how to be. They're professional and helpful. I've learned a lot. With my first child I had no clue, but with this one I am more experienced. We used to do ABC but now we practise sounds, I didn't know about it before. One thing we do now is if we've learnt a letter, then we practise it. Anything around beginning with an 'e' for example, we talk and chat about it.

It has helped him prepare for school. It's a lot to do with that. He's pointing at pictures and his behaviour has changed completely. I wish I had this opportunity with my eldest one to be honest with you. We never had an activity where you sit down, learn in this way, we never had that chance. But I feel very lucky and grateful to have this opportunity.'

Our work

- We train teams of volunteers to work one-to-one with Year 1 and 2 (Key Stage 1) children. Each volunteer works with three children for a full academic year, and each child receives two sessions of support a week (working with two different volunteers). This one-to-one support helps improve the reading attainment, self-confidence and enjoyment of reading for children who are struggling or less enthusiastic readers. We train our volunteers, meaning they are in step with current teaching methods.
- We run free, weekly 'Sounds, Songs and Stories' early literacy classes for parents and toddlers, to help close the early years word gap and ensure children are ready to read when they start school. These sessions also boost the confidence and abilities of parents – equipping them with the skills to support their child's early reading at home.
- We run training sessions to encourage and equip parents to engage with their child's reading at home. This is a good opportunity for them to ask questions in an informal, non-threatening setting.

Structure, Governance and Management

We began in March 2014 as a project run by St Michael's Church, Southfields, but have been a registered charity since 23 October 2017. Learn to Love to Read is a Charitable Incorporated Organisation (CIO) registered with the Charity Commission, charity number 1175288. Its only voting members are its trustees (Foundation Model) and its governing document is its Constitution.

Trustees:

We are a small, community-based charity working in the London borough of Wandsworth. We currently have 7 trustees (as of December 2019) who meet quarterly and provide ongoing guidance for our work. Nigel Harris and Teresa Harris are appointed for four years; the other original trustees were appointed for two years. Trustees who were well known to the Founder were initially approached. They were also recognised as having appropriate skills, an interest in our work and a willingness to give time and effort to supporting it.

Rev. Steve Melliush stepped down from the Trustee board in July 2019 and we are very grateful for his generous support during the earliest stages of the charity. The initial term of three other trustees came to an end in the autumn of 2019, but all three kindly agreed to serve a further three-year term. Two new trustees were appointed in December 2019 for a three-year term, taking the total number to seven. This was done by a resolution passed at a properly convened meeting of the charity trustees. In selecting individuals for appointment as charity trustees, the charity trustees are careful to have regard to the skills, knowledge and experience needed for the effective administration of the CIO.

Staff:

The day to day running of the charity is led by Teresa Harris, Founder and Trustee, and Anna Culwick, Head of Programmes. We have three other part time staff members with various responsibilities – Matilda Tuke, Helen Liley and Charlotte Billett. Some lead our weekly preschool sessions; others work on organisational, administrative, fundraising, impact measurement or promotional activities.

Helen Erskine, who had been a volunteer since January 2016 and had been running the Southmead volunteer team, stepped down from July 2019 – we are very grateful for all her help. At this point we created a new role of Volunteer Manager across all our schools, to liaise with volunteers and keep them well supported and engaged. Helen Liley was appointed to this role and started in September 2019. During the year, Debbie Richford also began to do some work on our social media and Diana Harrison on our communications and volunteer recruitment.

Volunteers:

'Volunteering has been life changing.'

Our work depends on us having access to a committed, enthusiastic team of volunteers, trained by us to support children's reading effectively and safely.

In a survey 100% of our volunteers felt that their training helped them carry out their role and 94% felt supported in their role by Learn to Love to Read. 93% of volunteers felt their work made a difference to the children and 100% would recommend volunteering with Learn to Love to Read to others.

'Learn to Love to Read volunteers are such a friendly and warm-hearted group of people - it is always a pleasure to arrive at school to see them! The children all have such individual characters and it is lovely to see them grow in confidence and enjoy reading.'

Achievements and Performance

2019 saw us working hard to improve our processes and systems to put us in the best position to focus on growth in 2020 and beyond. Quite large numbers of volunteers came and left, but we were consistent at about 60 volunteers in total from start to end of the year.

From September we were partnering with six Wandsworth schools with a seventh set to join in January 2020. All schools engage with our unique whole family approach - early literacy classes, Key Stage 1 support and parent training.

From September, DBS checks for our volunteers were no longer carried out by the schools but by us, using an online system run by UCheck. Checks are now completed very quickly. Vetting sheets and Letters of Assurance are prepared for the schools.

Key events

We began running our early literacy classes at our first **Roehampton** school in January 2019 (using the funding given by The Wimbledon Foundation via the London Community Foundation) and our full package in September 2019 (using funding given by The Wandsworth Community Fund via the London Community Foundation). This is a particularly disadvantaged part of Wandsworth – a target area for the Council - and we were delighted to have the chance to build a relationship there. We have used this opportunity to develop our relationship with Roehampton University's psychology department, as their students find volunteering a great way to get some work experience in schools.

Our speculative contact with **Postcode Films** (in response to an article in the Sunday Times) led to a hugely successful special preview screening of their documentary *H is for Harry* at Ronald Ross Primary School on 5th February. Around 90 people attended from all areas of the community. One of the directors of the documentary joined us and answered questions from the audience at the end. More than £500 was raised on the night. We were also asked to contribute to an article in the Observer which gave good exposure of our work and told the story of one of our parent volunteers. Some of us attended the parliamentary showing hosted by the Feltham MP.

Our local **MP Justine Greening** visited our work at Ronald Ross School on 24th May. We ran a mini toddler class for her to see – she joined in enthusiastically – and she was able to chat to the parents there. She also met six of our volunteers, including several parent volunteers, who chatted to her about how they felt about our work. She then saw some reading in action and spoke to some of the children. The Head also spoke about how valuable our work was. Justine spoke very favourably about what she saw and put out some positive social media posts.

Financial Review

The charity's income during the year was £39,503 (2018: £39,785, although this sum included a transfer from St Michael's Church, Southfields, which represented the accumulated funds of the project from its three and a half years of operations before registration as a charity on 23 October 2017).

The three principal sources of income are personal donations (including Gift Aid), grants from trusts and foundations and receipts from partner schools. We received various items of grant funding during the year: a third year of funding from the Tuixen Foundation (£7,500), a grant from L&Q Foundation Place Makers Local Fund (£3,750), a grant from The Wandsworth Community Fund, via the London Community Foundation (£4,443 to cover one school for the 2019/20 academic year) and a grant from The Siobhan Dowd Trust (£1,800 to cover gift books).

Proactive requests resulted in a significant one-off donation from The Constance Travis Charitable Trust of £500 as well as personal donations and fundraising initiatives.

The charity's expenditure during the period was £36,165 of which £28,268 related to staff costs (salaries, training and payroll costs and consultancy fees). Other costs included books and equipment for schools, printing and stationery and Lunchbox Library costs.

Reserves at the year-end were £15,198. Learn to Love to Read has committed to provide services to its partner schools until the end of the school year in July 2020. The trustees consider that reserves should cover up to three months of salary and administration costs as income from private donations and grants can be volatile.

The trustees review the Reserves Policy annually.

There are no funds held as custodian trustee on behalf of others.

Thanks

We want to thank everyone who has supported us since our small beginnings in 2014: St Michael's Church, our partner schools, our dedicated staff, our funders, our amazing volunteers and the wonderful families we meet through our work.

This year we would specifically like to thank:

- **The Tuixen Foundation, The Wandsworth Community Fund and The Wimbledon Foundation via The London Community Foundation, The L&Q Foundation Place Makers Local Fund, The Co-op Community Fund, The Constance Travis Charitable Trust and Waitrose and Partners Community Matters Programme** for supporting us with grants and donations
- **The Roche School and Blush and Blow Salon** and Carol Ann Van Deventer of **Foster Your Flow Yoga** for fundraising for us
- **Give a Book, The Siobhan Dowd Trust, Wimbledon Books, The London Children's Book Project and BookTrust** for helping us get books into the homes of the children at our partner schools
- **The Clore WISE Programme** and **L&Q Funding Plus** for their expert advice and valuable support
- **Chris Mostyn** for his media training session
- **Caroline Barnard** for volunteering her time to prepare case studies
- Local author **Claire Luther** for sharing her stories at our partner schools.

Declarations

The trustees declare that they have approved the trustees' report above.

Signed on behalf of the charity's trustees:

A handwritten signature in black ink, appearing to read 'Nigel Harris', with a stylized, flowing script.

Nigel Richard Harris, Chair of Trustees

Date: 3 March 2020

LEARN TO LOVE TO READ
STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR TO 31 DECEMBER 2019

	Note	Unrestricted Funds	Restricted Funds	Total Funds 2019 (12 months)	2018 (14 months)
		£	£	£	£
Income and endowments					
Donations and legacies	2a	18,501	10,243	28,744	35,618
Charitable activities	2b	10,759	-	10,759	4,167
Total income		<u>29,260</u>	<u>10,243</u>	<u>39,503</u>	<u>39,785</u>
Expenditure					
Raising funds	3a	702	-	702	250
Charitable activities	3b	27,553	7,910	35,463	27,675
Total expenditure		<u>28,255</u>	<u>7,910</u>	<u>36,165</u>	<u>27,925</u>
Net income/(expenditure) from operations		1,005	2,333	3,338	11,860
Net movement in funds		1,005	2,333	3,338	11,860
Balances brought forward on 1 January 2019 (24 October 2017)		10,060	1,800	11,860	-
Balances carried forward at 31 December 2019 (31 December 2018)		<u>£11,065</u>	<u>£4,133</u>	<u>£15,198</u>	<u>£11,860</u>

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BALANCE SHEET AT 31 DECEMBER 2019

	Note	2019 £	2018 £
FIXED ASSETS			
Investments		-	-
CURRENT ASSETS			
Debtors and prepayments	5	871	354
Cash at bank and in hand: General account		18,327	14,506
		<u>19,198</u>	<u>14,860</u>
Creditors: amounts falling due within one year	6	4,000	3,000
NET CURRENT ASSETS		15,198	11,860
TOTAL NET ASSETS		<u>£15,198</u>	<u>£11,860</u>
FUNDS OF THE CHARITY	7		
Restricted		4,133	1,800
Unrestricted		11,065	10,060
		<u>£15,198</u>	<u>£11,860</u>

Approved by the Trustees on 3 March 2020 and signed on their behalf by the Chair, Nigel Harris.

The notes on pages 11 to 18 form part of these accounts.

LEARN TO LOVE TO READ

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR TO 31 DECEMBER 2019

1 ACCOUNTING POLICIES

Basis of preparation and assessment of going concern

The accounts (financial statements) have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant note(s) to these accounts. The financial statements have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued on 16 July 2014 and with the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102) and with the Charities Act 2011.

The charity constitutes a public benefit entity as defined by FRS 102.

The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern.

Funds

Unrestricted funds are general funds that are available for use at the trustees' discretion in furtherance of the objectives of the charity.

Restricted funds are those donated for a particular area or for specific purposes, the use of which is restricted to that area or purpose and the restriction means that the funds can only be used for specific projects or activities.

Income and endowments

Income is included in the Statement of Financial Activities (SoFA) when the charity becomes entitled to the resources.

Grants and donations are accounted for as soon as the charity is notified of its legal entitlement and the amount due and when there is certainty of receipt.

Gift Aid receivable is included in income when there is a valid declaration from the donor and when the money has been received. Any Gift Aid amount recovered on a donation is considered to be part of that gift and is treated as an addition to the same fund as the initial donation unless the donor or the terms of the appeal have specified otherwise.

Gifts in kind (children's books and craft items) are not included in the accounts but are described in the trustees' annual report.

Dividends and interest are accounted for when receivable.

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NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR TO 31 DECEMBER 2019

1 ACCOUNTING POLICIES (continued)

Expenditure

Costs of generating funds are those costs incurred in attracting voluntary income, and those incurred in trading activities that raise funds.

Grants

Grants and donations are accounted for when paid over, or when awarded, if that award creates a binding obligation on the charity.

All other expenditure is recognised when it is incurred and is accounted for gross.

Governance costs include those incurred in the governance by the Trustees of the charity's assets and are primarily associated with constitutional and statutory requirements of operating the charity.

Fixed assets

Other fixtures, fittings and equipment

Equipment is depreciated on a straight-line basis over 4 years. Individual items with a purchase price of £1,000 or less are written off when the asset is acquired.

Investments

Investments are included at market value at the balance sheet date.

Realised gains and losses on investments are calculated as the difference between sales proceeds and their market value at the start of the year, or their subsequent cost, and are charged or credited to the statement of financial activities in the year of disposal.

Unrealised gains and losses represent the movement in market values during the year and are credited or charged to the statement of financial activities based on the market value at the year end.

Current assets

A low level of stocks, being children's books, craft items and kitchen equipment, is held. These are not included in the balance sheet, as the cost is written off in the year of purchase.

Amounts owing to the charity at 31 December are shown as debtors less provision for amounts that may prove uncollectible.

LEARN TO LOVE TO READ

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR TO 31 DECEMBER 2019

2 INCOME AND ENDOWMENTS

	Unrestricted Funds £	Restricted Funds £	Total Funds 2019 (12 months)	2018 (14 months) £
2(a) Donations and legacies				
Donations and gifts	8,135	250	8,385	9,329
Gift Aid:				
Gift Aid claimed by Learn To Love To Read	2,366	-	2,366	1,266
Gift Aid claimed by St Michael's	-	-	-	4,350
General grants provided by government / other charities	8,000	9,993	17,993	8,200
Transfer from St Michael's Church, Southfields	-	-	-	12,473
	<u>£18,501</u>	<u>£10,243</u>	<u>£28,744</u>	<u>£35,618</u>

Grants received and due, included in the above, are as follows:

The Wimbledon Foundation, via the London Community Foundation	-	-	-	2,700
The Tuixen Foundation	7,500	-	7,500	5,000
The Wandsworth Community Fund, via the London Community Foundation	-	4,443	4,443	-
L & Q Foundation Place Makers Local Fund	-	3,750	3,750	-
The Siobhan Dowd Trust	-	1,800	1,800	-
The Constance Travis Charitable Trust	500	-	500	-
The Eakin Foundation	-	-	-	500
	<u>£8,000</u>	<u>£9,993</u>	<u>£17,993</u>	<u>£8,200</u>

Learn to Love to Read started in 2014 as a literacy project under the umbrella of St Michael's Church, Southfields. Until October 2017 its income and expenditure were included within the church's bank accounts. Learn to Love to Read was registered as a CIO on 23 October 2017 and its cash assets were transferred from St Michael's into the charity's new bank account on 8 December 2017. An analysis of the transfer of £12,473 transferred is shown in Appendix A to these accounts. St Michael's Church claimed Gift Aid on restricted donations made in the years before 23 October 2017. The Gift Aid of £4,350 due to Learn to Love to Read was transferred to the charity on 5 April 2018.

Our restricted grants:

Use of the Wimbledon Foundation grant, via the London Community Foundation, is restricted to running preschool sessions in three partner schools from January to July 2019.

Use of the Wandsworth Community Fund grant, via the London Community Foundation, is restricted to running a full programme at Heathmere Primary School in Roehampton from September 2019 to July 2020.

Use of the L&Q Foundation Place Makers Local Fund grant is restricted to running work in five partner schools from October 2019 to March 2020.

Use of the Siobhan Dowd Trust grant is restricted to buying end of term gift books in December 2019 and March 2020 for children supported by volunteers.

Our unrestricted donations:

Unrestricted donations of £8,135 include donations of £5,370 from trustees and their families (2018: £5,110).

LEARN TO LOVE TO READ

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR TO 31 DECEMBER 2019

	Unrestricted Funds	Restricted Funds	2019 (12 months)	2018 (14 months)
2(b) Charitable activities				
Receipts from partner schools	8,500	-	8,500	3,000
Income from training course	850	-	850	350
Fundraising	1,409	-	1,409	817
	<u>£10,759</u>	<u>£NIL</u>	<u>£10,759</u>	<u>£4,167</u>

Three partner schools pay for the full academic year in the autumn term. Thus £3,000 of income received during 2019 has been deferred until 2020 (also in 2018 for 2019). The transfer from St Michael's included £3,000 related to the spring and summer terms in 2018, but received by St Michael's before 23 October 2017.

Fundraising included amounts raised on behalf of Learn to Love to Read by Carol Ann Van Deventer of Foster Your Flow Yoga (£250), Waitrose and Partners Community Matters (£200) and Blush and Blow Salon (£157).

Total income	<u>£29,260</u>	<u>£10,243</u>	<u>£39,503</u>	<u>£39,785</u>
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LEARN TO LOVE TO READ

NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR TO 31 DECEMBER 2019

3 EXPENDITURE

	Unrestricted Funds £	Restricted Funds £	2019 (12 months)	2018 (14 months) £
3(a) Raising funds				
Design services	-	-	-	250
Promotional event	702	-	702	-
	<u>£702</u>	<u>£NIL</u>	<u>£702</u>	<u>£250</u>
3(b) Charitable activities				
Insurance	354	-	354	395
Cost of equipment for schools	1,756	829	2,585	1,703
Lunchbox Library costs	380	250	630	806
Administration:				
Salaries	17,062	6,456	23,518	20,918
Payroll costs	546	-	546	420
Consultancy costs	3,935	-	3,935	1,290
Staff expenses	329	-	329	-
Staff training	269	-	269	350
Cost of DBS checks	492	-	492	193
Printing and stationery costs	894	125	1,019	1,294
IT costs	1,536	250	1,786	239
Other costs	-	-	-	67
	<u>£27,553</u>	<u>£7,910</u>	<u>£35,463</u>	<u>£27,675</u>
Total expenditure	<u>£28,255</u>	<u>£7,910</u>	<u>£36,165</u>	<u>£27,925</u>

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NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR TO 31 DECEMBER 2019

4 STAFF COSTS

	2019 (12 months) £	2018 (14 months) £
Salaries and wages	23,022	20,789
Social security costs	345	129
Pension costs	151	-
	<u>£23,518</u>	<u>£20,918</u>

During the 2019 year (2018 14 month period), Learn to Love to Read employed four employees on a part-time basis.

5 DEBTORS

	2019 £	2018 £
Prepayments	371	354
Accrued income – partner school	500	-
	<u>£871</u>	<u>£354</u>

6 LIABILITIES: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2019 £	2018 £
Accruals and deferred income	4,000	3,000
	<u>£4,000</u>	<u>£3,000</u>

Deferred income of £4,000 relates to payment from four partner schools for services in the spring and summer terms 2020 (also in 2018 for three schools for spring and summer terms 2019).

Payment for the spring and summer terms in 2018 was received from three schools by St Michael's in the period to 23 October 2017 and was paid over to Learn to Love To Read as part of the transfer of assets.

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NOTES TO THE FINANCIAL STATEMENTS (continued)

FOR THE YEAR TO 31 DECEMBER 2019

7 MOVEMENT IN FUNDS

	31 December 2018	Net movement in funds	31 December 2019
	£	£	£
Unrestricted funds			
General fund	10,060	1,005	11,065
Restricted funds			
The Wimbledon Foundation, via the London Community Foundation	1,800	(1,800)	-
The Wandsworth Community Fund, via the London Community Foundation	-	2,962	2,962
The Siobhan Dowd Trust	-	1,171	1,171
	<u>£11,860</u>	<u>£3,338</u>	<u>£15,198</u>

Net movement in funds included in the above are as follows:

	31 December 2018	Incoming resources	Outgoing resources	31 December 2019
	£	£	£	£
Unrestricted funds				
General fund	10,060	29,260	28,255	11,065
Restricted funds				
The Wimbledon Foundation, via the London Community Foundation	1,800	-	1,800	-
L&Q Foundation Place Makers Local Fund	-	3,750	3,750	-
The Wandsworth Community Fund, via the London Community Foundation	-	4,443	1,481	2,962
The Siobhan Dowd Trust	-	1,800	629	1,171
Restricted donation (Lunchbox Library)	-	250	250	-
	<u>£11,860</u>	<u>£39,503</u>	<u>£36,165</u>	<u>£15,198</u>

8 TRANSACTIONS WITH TRUSTEES AND RELATED PARTIES

Trustee remuneration and benefits

None of the trustees have been paid any remuneration or received any other benefits from an employment with Learn to Love to Read.

Trustees' expenses

No trustee expenses have been incurred.

Transactions with related parties

Unrestricted donations of £8,135 include donations of £5,370 from trustees and their families (2018: £5,110).

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APPENDIX A

Statement of Financial Activities for the 10 months ended 23 October 2017

	2017 (10 months) £	2017 (10 months) £	2016 (12 months) £	2016 (12 months) £
Income and endowments				
Voluntary income:				
Grants	11,541		4,425	
Partner schools	4,500		5,250	
Private donations	<u>5,065</u>		<u>6,000</u>	
		21,106		15,675
Activities for generating funds		361		-
Total income		<u>21,467</u>		<u>15,675</u>
Expenditure				
Costs of charitable activities:				
Salaries	10,996		6,465	
Supplies for school support	3,696		2,824	
Supplies for Lunchbox Library days	1,973		301	
Supplies for prison day	635		-	
Payroll costs	395		-	
IT costs	<u>74</u>		<u>474</u>	
		17,769		10,064
Costs of generating income:				
Promotional DVD	1,230		-	
Photography and leaflets	<u>15</u>		<u>314</u>	
		1,245		314
Governance costs		-		-
Total expenditure		<u>19,014</u>		<u>10,378</u>
Net income/(expenditure) from operations		2,453		5,297
Balances brought forward at 1 January 2017 (2016)		10,020		4,723
Balances carried forward at 23 October 2017 (31 December 2016)		<u>£12,473</u>		<u>£10,020</u>



Section A

Independent Examiner's Report

**Report to the trustees/
members of**

**Learn to Love to Read – PLEASE NOTE THESE ACCOUNTS HAVE
BEEN APPROVED BY THE BOARD BUT ARE STILL IN THE
PROCESS OF BEING AUDITED**

**On accounts for the 12
months ended**

31 December 2019

**Charity no
(if any)**

1175288

Set out on pages

9 to 18

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the 12 months ended **31/12/2019**.

**Responsibilities and
basis of report**

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

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

**Independent
examiner's statement**

The charity's gross income exceeded £25,000 and I am qualified to undertake the examination by being a qualified member of the Institute of Chartered Accountants in England and Wales.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than that disclosed below *) which gives me cause to believe that in, any material respect:

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

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

** Please delete the words in the brackets if they do not apply.*

Signed:

Date:

01/06/2020

Name: David Crowther

Relevant professional qualification(s) or body (if any): Institute of Chartered Accountants in England and Wales

Address: 51 Combemartin Road

Southfields

London, SW18 5PP

Section B

Disclosure

Only complete if the examiner needs to highlight material matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).