

ANNUAL REPORT

2019/20

TUTORS
UNITED



Charity number 1176968

Company number 8595641



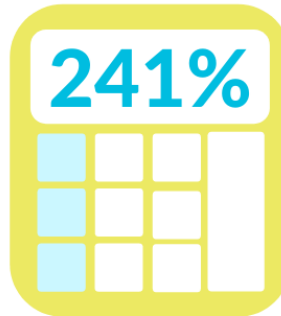
2019-20

AT A GLANCE



PUPIL PROGRESS

Pupils on average
improved their
Maths score by



Pupils on average
improved their
English scores by
over



SUPPORT DURING LOCKDOWN



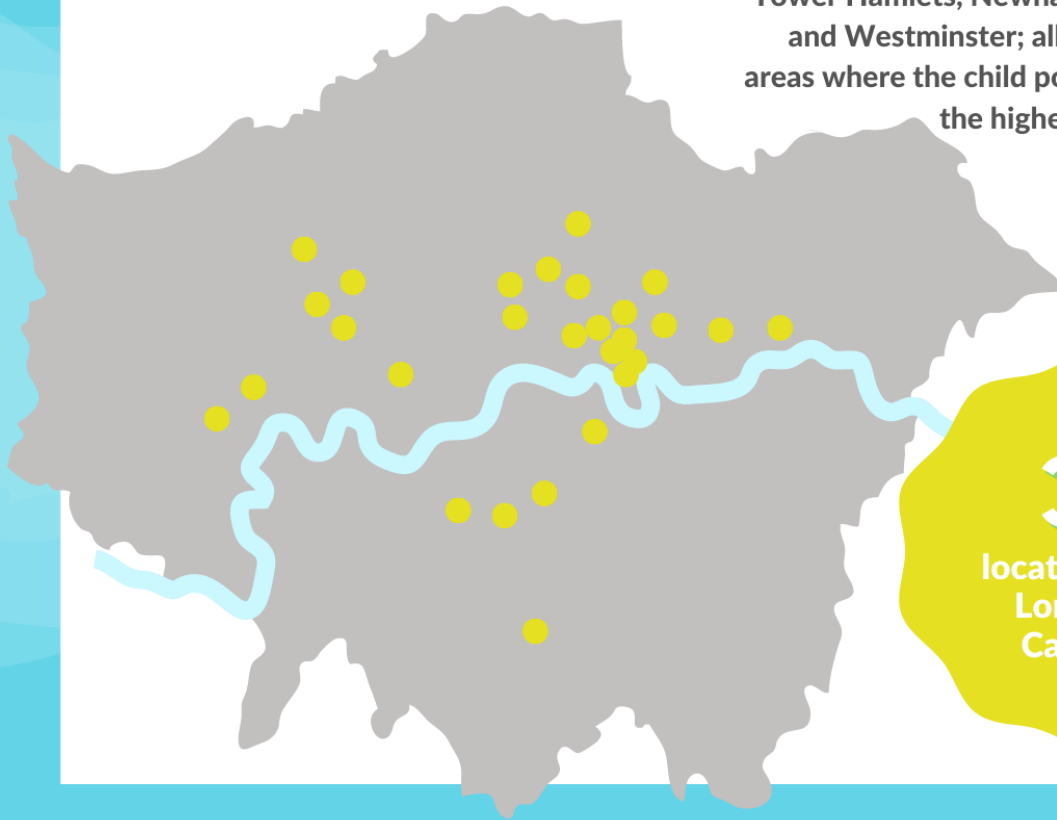
parents/carers agreed our tuition
classes were a good source of
learning during lockdown

To further support our families
we also launched the Booster
Series and delivered **16 hours**
of webinar tutorials that
targetted tricky topics in
English and Maths.

16
hours

LOCATIONS

This year we worked across 13 London boroughs, including Hackney, Tower Hamlets, Newham, Islington, and Westminster; all of these are areas where the child poverty rate is the highest in the city



32

locations across
London and
Cambridge

DEMOGRAPHICS

Of the 463 families we worked with this year...

85.5%

had a household income of below £30,000

73.4%

were in receipt of means-tested benefits

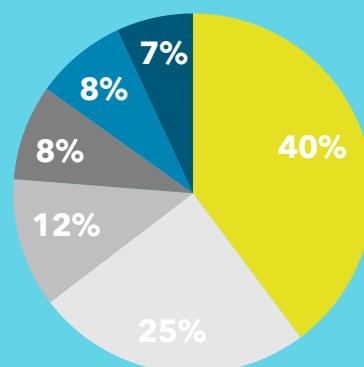
55.9%

were eligible for Free School Meals

51.4%

had English as an additional language

Ethnicity





- Black or Black British
- Asian or Asian British
- Mixed
- White
- Other Ethnic Group
- Prefer Not To Say



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Joel Davis

Chief Executive

To say this year was a learning experience doesn't even begin to cover it! That's why we are particularly proud to say that while many organisations in our sector were forced to shut their doors, we transferred all of our programmes online in a matter of days. At a time when learning and socialising were hard to come by, we are proud to have continued to support our families all throughout lockdown.

Additionally, we launched the Booster Series, which is our first publicly accessible programme that offers a range of maths and English webinar tutorials at an affordable rate. With this programme we were able to reinforce academic support to our current families and also reach new families looking for extra help.

The way that TU has continued to grow despite all the

curveballs 2020 threw at us proves how important it is to have a team that is passionate, innovative, and creative. It has been an honour watching them rise to the occasion and find opportunities where others only saw challenges.

As more attention is paid to the social and racial inequalities that Covid continues to deepen, the work we do and the values we embody are more important than ever before.

The results in this report are a testament to the resilience of the TU team and I couldn't be happier to share it with the world!

Matt Corner Chair



Despite the disruptions and challenges of this year, I am delighted to say that Tutors United has not only survived, but thrived during the coronavirus pandemic. The organisation has taken on even greater relevance and continues to provide an indispensable service to the children and families we serve.

This did not happen by accident. Lockdown meant that we had to pivot to a fully virtual digital service almost overnight. Our fantastic team, led by Joel Davis, saw opportunity in the face of the challenge and successfully delivered.

In this unprecedented time of need, we have been able to increase the number of families we serve by 45%, provide essential support to parents and carers in their new and unexpected role of home schooling.

I am pleased to also report that Tutors United has been able to continue providing employment opportunities for 68 young people during the economic downturn.

I am grateful to all our partners for their continued support. Our talented team of trustees continue to provide the challenge we need to grow even stronger.

The best is yet to come. Our strategy seeks to expand our geographic reach, support more families and strengthen our partnerships with schools. Tutors United has a powerful means of addressing the systemic issues in education that have been exacerbated during the pandemic, so we are more determined than ever to help deliver wider change in education.



About Tutors United

We want a world where income doesn't affect education. So, we're on a **mission** to use the power of tutoring to smash the barriers in learning and enable every child to succeed.

We deliver **confidence-boosting, attainment-raising tutorials** to some of planet Earth's coolest primary school pupils to bring the benefits of tutoring to every child, ensuring their socio-economic background doesn't hinder how much they can achieve in life.

We do this by **hiring, training and paying university students** to deliver after school small group tutoring in core subjects with a **specially devised curriculum**, designed by expert teachers. We are the affordable option for parents, schools and Housing Associations who want to see fantastic results for primary school children from less privileged backgrounds.



We employ and train university students to deliver our confidence-boosting, attainment-raising tutorials



Tutors deliver Maths and English tuition one hour a week to pupils in Years 4, 5, and 6 online and in local community centres



Parents are given regular reports on the progress of their children and guided in how to support learning at home.

What we do

We know that **Maths** and **English** can be **fun**, so we design all our activities to teach and inspire **all ability ranges**.



Tutoring Young Residents

Our TYR programme delivers small-group, after school tuition to pupils in the top end of primary school, setting them up to succeed at secondary school. We do this by recruiting and training brilliant university students.



Summer Challenge

The fun just keeps on going! The Summer Challenge keeps our pupils engaged and thinking even when school's out. It encourages them to get innovative, work as a team and apply some of what they've learned during term time to change the world.



Booster Series

Our Booster Series are effective and affordable webinar tutorials for primary school pupils looking for an extra academic BOOST! Each series tackles a different tricky topic in Maths and English so you only pay for the support you need.



TU Graduation

We never pass up an opportunity to celebrate the fantastic progress of our pupils! The centerpiece of this is the big TU graduation on a London university campus. Parents, pupils, tutors and partners come along to celebrate.



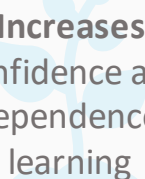
The teachers and staff are very supportive and encourage my child to really understand their work

Samina, parent
Stamford Hill

Who we work with

We are always looking to maximise our impact. That's why we aim to improve outcomes for all our amazing beneficiaries: pupils, parents, and tutors.

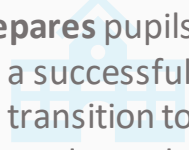
For pupils



Increases
confidence and
independence in
learning

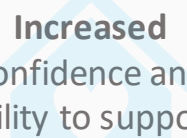


Improves
academic
performance in
Maths and English



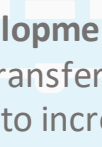
Prepares pupils for
a successful
transition to
secondary school

For parents



Increased
confidence and
ability to support
learning at home

For tutors

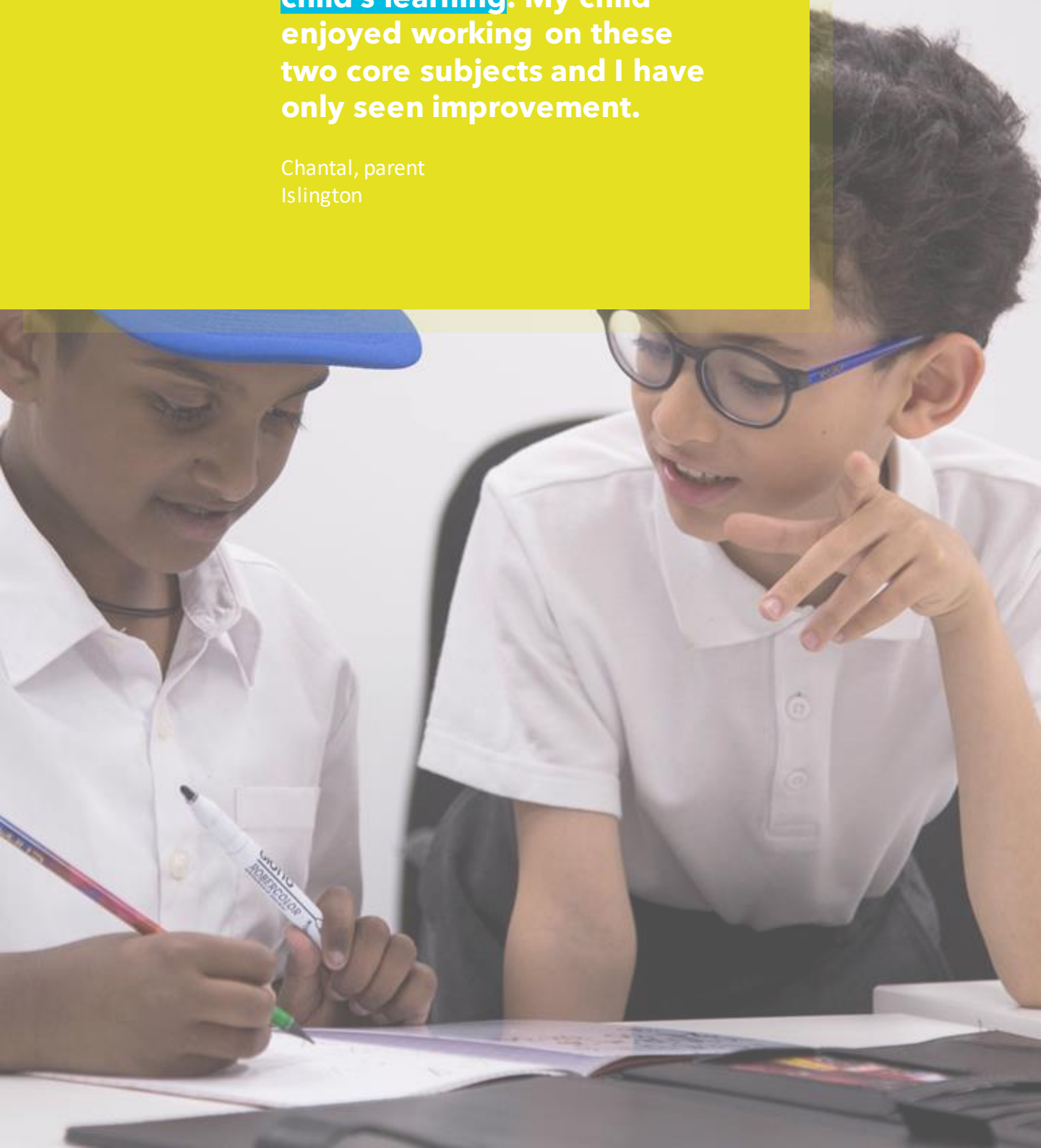


Development of
vital transferrable
skills to increase
employability

“

It's a fantastic programme and is a great addition to my child's learning. My child enjoyed working on these two core subjects and I have only seen improvement.

Chantal, parent
Islington



The Impact of Covid-19

When Covid-19 hit the UK in March 2020, families across the country faced even greater challenges in keeping their children's learning on track while juggling several other priorities. **Most significantly, Black, Asian, and low-income families were disproportionately affected by the fallout.**

Besides higher infection and mortality rates, Black and Asian families faced higher levels of financial vulnerability and overcrowded housing. Not only does this limit their ability to self-isolate, but also their ability to create a dedicated space for home-schooling and pay for extra academic support. It's no surprise then that during the lockdown, the wealthiest 20% of primary school pupils were engaging in a daily average of 75 minutes more of learning compared with the poorest 20% of children.

In April 2020, we spoke to our own families to see how they were doing. 73% stated they were concerned about their child's learning as result of school closures. This concern is validated by current research that indicates the education gap could widen for the first time in a decade. Now more than ever, it's crucial that academic support is offered to help get children back on track!

That's why we made sure we could **deliver our programme online, safely, and effectively, within one week of the national lockdown.** We also sent out homework packs, so even outside our lessons, parents could support their child's learning.

One of our parents reported back, "As a parent, I am really pleased that [my child] can continue with online classes. This is even more important now, both academically and socially, with the schools closed and with London on lockdown. Well done Tutors United, for providing an excellent service."

Education Endowment Foundation (2020) Impact of school closures on the attainment gap: Rapid Evidence Assessment, London: Education

Institute for Fiscal Studies (2020) Primary school closures created substantial inequality in time spent learning between pupils from poorer and better-off families - and re-opening schools may be the only remedy, London: IFS

73%

Parents were concerned that their child was going to fall behind as a result of school closures

93%

Parents agreed our online lessons were a good source of learning during lockdown

392

Hours of lessons delivered online during lockdown



What does this mean for our future?

An excellent question, if we do say so ourselves!

While we dream of the day we can safely go back to face-to-face delivery and stop saying the words ‘unprecedented times,’ online learning isn’t going anywhere any time soon.

We love working in local schools and community centres and will continue to do so wherever we can, but we’ve also seen just what online delivery can do.

Shifting our programmes online has allowed us to offer our services to the coolest pupils on a national level, bringing families all around the country together for learning.

Most importantly, offering online programmes allows us to reach non-urban communities where the need is great, but the amount of resources available are low.

So, to answer our own question: we will continue to do both to best meet the needs of the brilliant communities that will thrive with our support.

Our Continued Commitment to **Racial Equality**

Having been founded by a young Black man, Tutors United has always been aware of the interplay between race and education. As such, we have always been mindful of our **responsibility to contribute towards a more fair and equal society**. In turn we have applied this mindset to every level of organisation - from the way we design our curriculum to the way we recruit our team.

But what we have learned this year is that making good decisions behind closed doors and having important conversations around the water cooler (or whatever the digital equivalent is), is **simply not enough**.

On this topic, for years, we have always been 'doers' because we know actions are paramount, but we are now appreciating words are also important.

We have an **obligation to contribute to a public dialogue**, which all too often determines society's attitudes, funding allocations, and local legislation – all of which affects what resources are available to our beneficiaries and the extent to which they are treated with dignity.

That is why we are committing to creating more visibility around the actions we take as an organisation to challenge common attitudes and practices which contribute to an unjust society.

Here are three examples of how we're doing just that (because words are important, but actions make a real difference).

1

Tutor Recruitment

Representation is important everywhere, but no more so in the space we occupy, as an education charity. Pupils of all backgrounds deserve to have access to role models that they can see themselves in and as an organisation working in diverse communities, we know we have a responsibility to contribute towards this vision.

Whilst we have always actively encouraged those with a range of experience to apply, we decided there was more we could do to hold ourselves more formally to account to ensure our tutor cohorts best reflects the diversity of our beneficiaries. So, we have for the first time, started comparing the data we have on tutors to what we have on our pupils and have used this information to build internal KPIs directly relating to race around our recruitment targets. (See more in the Tutor section of this report.)

2

Curriculum Design

We have always sought to make our curriculum multicultural and accessible to all the pupils we work with. Though we recognise the constraints and lack of diversity in the National Curriculum that we must work with.

In the past we have consulted with the Black Curriculum to accomplish this. This year we've set up a partnership with the fantastic Young Black Teachers Network, which will allow us to audit our curriculum on a regular basis and make sure it is inclusive to pupils from all backgrounds.

3

Language Usage

Terms such as 'disadvantaged' and 'BAME' are frequently thrown around and usually with the best of intentions. However, we believe that this practice is reductive and ignores the vast range of experiences reflected in the communities we work with.

Wherever possible, we use specific terms for the communities we are discussing and avoid language which seeks to draw pity or foster guilt. The communities we work with need access and resources more than either of those things and that's what we're on a mission to provide. We will continue to uphold our beneficiaries in a positive light, rather than reduce them to the, often systemic, challenges they are facing.



Pupil Impact

“

**I love the lessons
because it teaches
me different things
every week. I also
like the Tutors
United lessons
because everyone
gets a chance to
speak or answer a
question.**

Lamees, pupil
Rotherhithe

Maths Progress



Our specially devised Maths curriculum follows a spiral pattern so that topics are covered multiple times throughout the year with increasing difficulty. This ensures that our brilliant pupils are always being challenged and expanding their knowledge.

To track the amazing progress our pupils make, we assess them before starting tuition and provide an identical assessment at the end of the programme with different numbers. We compare the numbers after pupils have attended 13 hours of tuition.

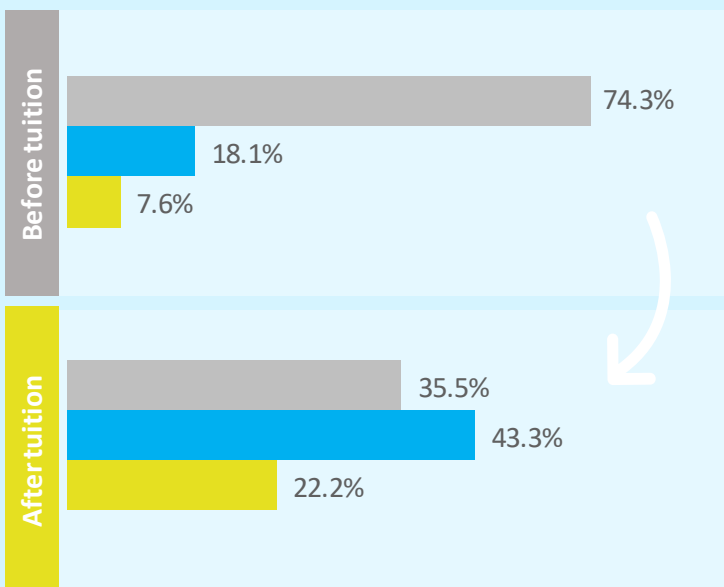
In that time, here is what pupils accomplished...

Initial Average

Final Average

35.2% >>> 57.1%

The percentage of pupils working at **below average, average, above average**



N.B: Pupils working between 0-50% will be noted as below average, 50-75% as average and 75-100% as above average.

On average, pupils improved their score by **241%**

The number of pupils working at a below average level **reduced by 53.5%**

The number of pupils working at an above average level **increased by 192%**

What about our pupils who statistically face more challenges in Maths?

Decreased funding in state education has left many schools with limited budget to invest in individualised support for struggling pupils. This leaves the lowest performing groups vulnerable to a cycle of low attainment.

According to the Department for Education's 2020 report on Maths results for Key Stage 2, Black Caribbean boys were identified as one of the most underperforming groups compared to their peers. In fact, at the end of 2019, **only 67% were meeting the expected standard, compared to an overall average of 78% of boys.** This has been attributed to low family income and lowered expectations of teachers. Our pupils from Black Caribbean backgrounds

absolutely blew us away this year by their progress. **Their average Maths score increased from 34.76% in the initial assessment to 57.65% after 13 hours of tuition.** That's an impressive increase of 65.85%.

Another way of understanding how impressive this progress is that the number of pupils performing at a 'below average' standard was reduced by 30% and the number of pupils performing at average and

above average levels increased by 33.33%. Wow!

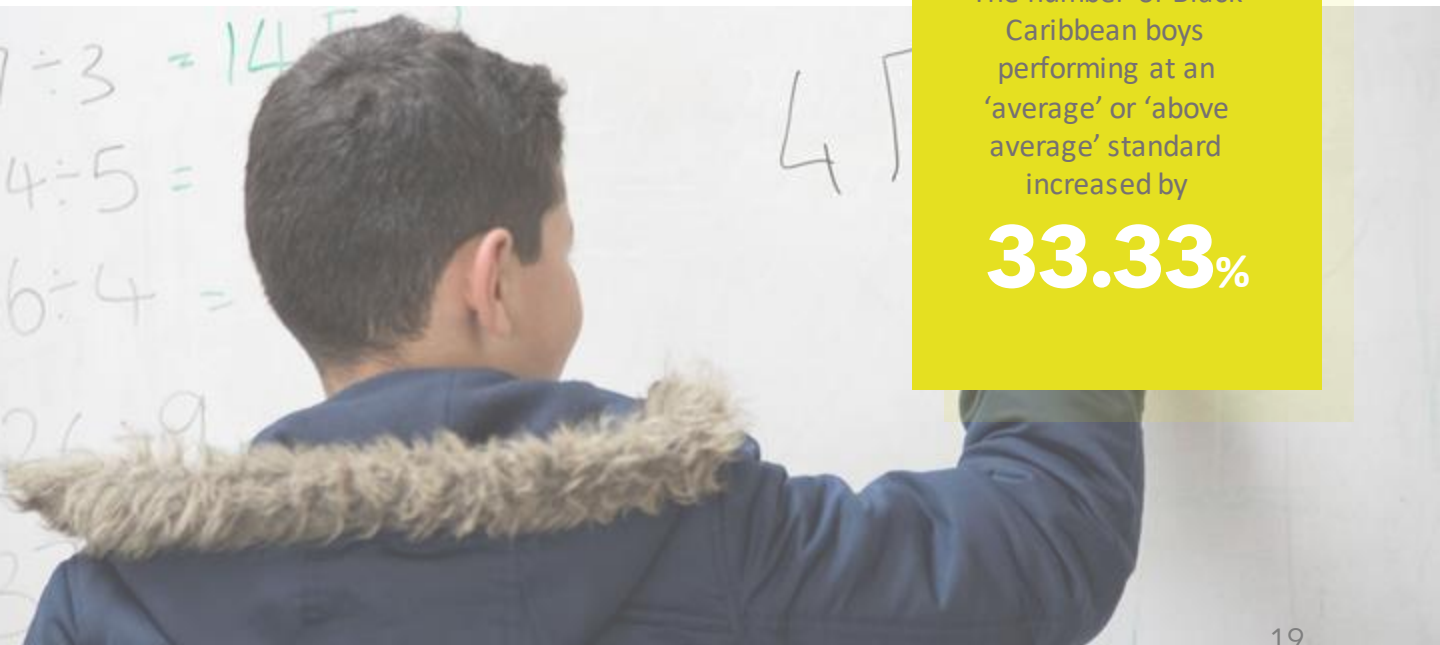


Black Caribbean boys improved their Maths score by an average

48.76%

The number of Black Caribbean boys performing at an 'average' or 'above average' standard increased by

33.33%



English Progress

Our unique curriculum incorporates many different topics such as persuasive writing, argument and debate, poetic imagery, SLAM poetry, fantasy writing, and tales from other cultures. Across all these different areas, pupils are given opportunities to improve and practice their handwriting, writer’s voice, spelling, punctuation, and grammar – all skills that are vital for a smooth transition to secondary school!

After 13 hours of English tuition, pupils **progressed on average by over 2 sub-levels**. That’s an entire year’s worth of expected progress in a fraction of the time!

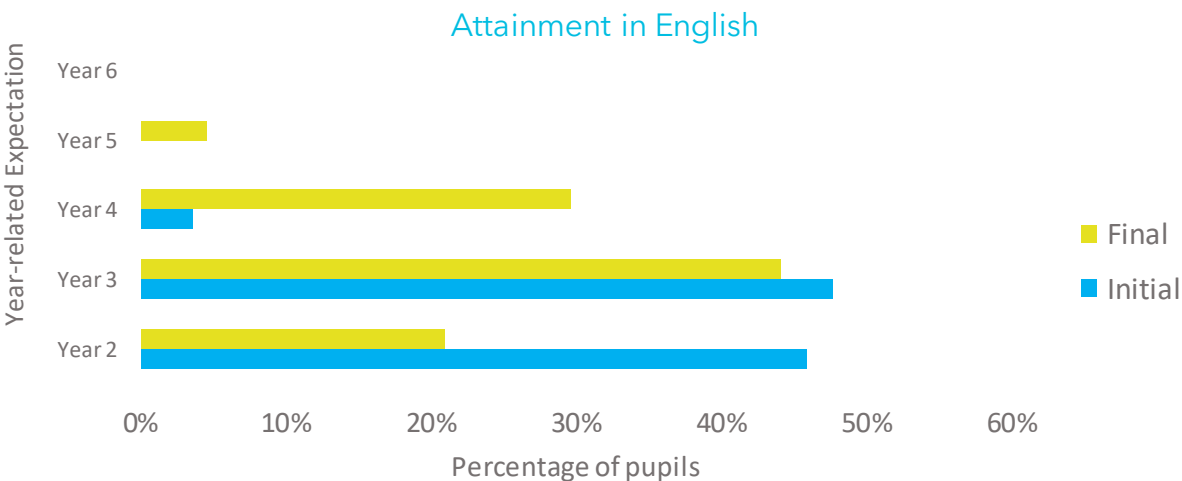
In that same time, on average, pupils’ year-related expectation went from **a Year 2 at the start of the year up to a solid Year 3 standard**.

The percentage of pupils performing at the top end of the scale (year-related expectations 4,5, and 6) went from 3.59% to 34.36%. **That’s a huge 857.1% increase!**

How do we assess our pupils?

We assess pupils’ writing throughout the programme to regularly track their progress. The initial and final assessments are compared to gain a clear picture of how pupils’ writing abilities have developed over the course of their English tuition.

We use an assessment tool that corresponds with the National Curriculum and was developed by literacy consultants to give pupils’ work a year-related expectation of 2,3,4,5, or 6. We also give pupils sub-levels: Emerging (E), Secure (S) or Advanced (A). Ideally, the overall year-related standard should be consistent or higher than the year they are in at school.





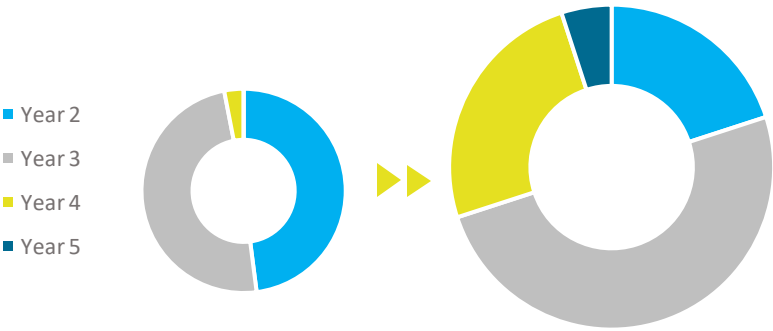
What about our pupils who statistically face more challenges in English?

Pupils with **English as an additional language (EAL)** often make minimal progress for a variety of factors. For example, a lack of fluency in English can make it more difficult for pupils to comprehend and accurately answer word questions, which make up a huge part of the SATs. That makes us all the more proud to report the EAL pupils on the TU programme **improved their average attainment in English by over 2 sub-levels**. Consider us super impressed!

Another group we want to highlight are the pupils who are **eligible for Free School Meals**. According to the 2019 National Curriculum assessment results at Key Stage 2, across every ethnicity, pupils eligible for Free School Meals (FSM) are more likely to underperform in all subjects. **Only 47% of FSM-eligible pupils met the expected standard in reading, writing, and maths, compared to 68% of non-FSM pupils**. This is why we are especially proud of the amazing progress this

group of pupils have made in both subjects but especially English. In fact, FSM-eligible pupils on the TYR programme made an **average progress of over 2 sub-levels**. Not impressed yet?

The number of FSM-eligible pupils writing at a Year 2 writing standard decreased by 135%, while the **number writing at the top end of the scale (Years 4, 5, and 6) went from 3% to 30%**. Brilliant work!



English Attainment in Pupils Eligible for FSM
(Initial Assessment vs Final Assessment)



Long-term Impact

We know that the formula for long-term success is complicated. That's why we engage the whole family and focus on increasing the confidence and resilience of our kids, so as they meet future challenges, they have the support at home and mindset to continue to succeed!

We conduct pupil surveys at a variety of points in the year to measure how our kids are progressing in their confidence and resilience. This year, despite all the turbulence, our pupils demonstrated excellent growth in their mindset!

While only 32% of our pupils reported enjoying class work that is challenging at the start of the programme, in the final survey, 68.8% pupils agreed! We also saw an increase in the percentage of pupils who enjoy learning Maths and English. Initially, 77.6% of pupils reported they enjoyed learning Maths and 59.9% enjoyed learning English. At the end of the programme this increased **to 84.8% enjoying learning Maths and 73.5% enjoying learning English!**

While our pupils are the stars of the show here at TU HQ, we also know parents are just as important and play a vital role in their child's learning! By working with the entire family, we can magnify our impact and set children up for long-term success. That's why one of our main aims is to bridge the gap between school and home by offering specialised training designed to help parents and carers support their child's learning at home.

These sessions have been designed to provide additional guidance on their child's individual strengths and weaknesses alongside training on how to support their children with tricky topics that frequently stump pupils.

We know how important providing this type of support is, so we were super happy to see that **93.6% parents agreed that we had helped them support their child with their Maths and English work!**

I found the session useful for giving me information on what my daughter is learning and strategies on how to help my child.

**Elizabeth, parent
Westminster**



Although we weren't able to run as many sessions as we had originally planned due to the outbreak of Covid-19, we were still able to run **173 parents evenings**! We also offered parents phone calls to discuss their child's assessment results and their progress to date. This was especially important as most of our pupils were no longer able to attend school due to the lockdown.

Alongside regular parent training sessions, we also check in with parents of pupils who have graduated from the programme. This gives us an idea of how our pupils are progressing in their first year at secondary school after they leave our programme.

Ultimately, we are all about preparing pupils for long-term success. That's why in the summer of 2020, we conducted phone interviews with 53 parents, whose child just finished Year 7.

We were delighted to see the majority of parents had fond memories of their time with TU and believed the tutoring we provided had a positive impact on their child's transition to secondary school.

See the results on the panel and you'll understand why we can't stop smiling!

One year later...

81.6%

former TU pupils were meeting both their Maths and English targets in Year 8

85.7%

parents noticed an increase in their child's confidence in both subjects after tuition

91.8%

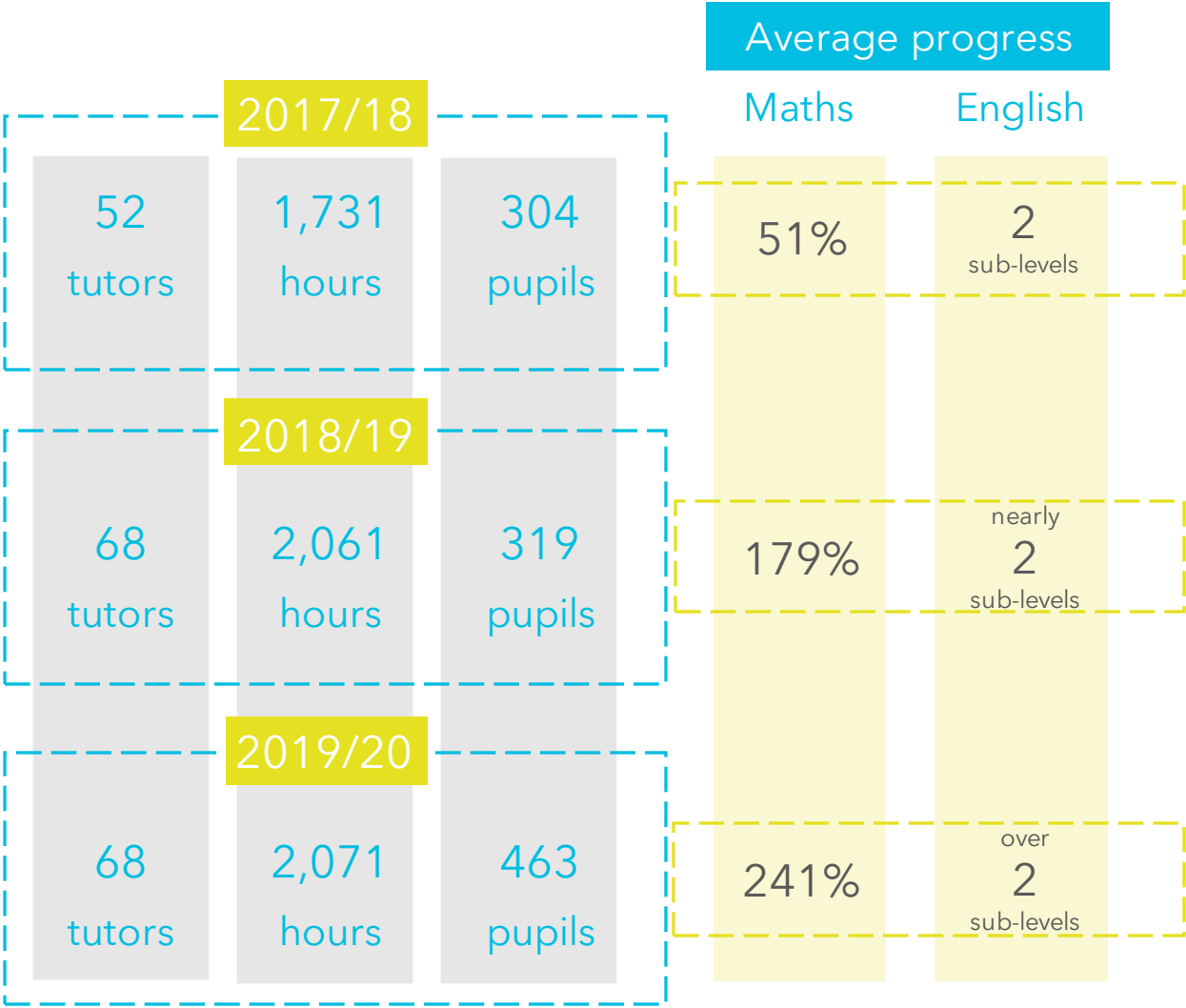
parents agreed the TU programme helped their child transition to secondary school

Comparing the last 3 years

Time has flown over at TU HQ! Not unlike the rest of the world, our organisation has changed a lot over the last 6 years, but one thing has always remained the same – our goal to ensure all pupils that enter our programme grow in confidence and attainment so they can successfully transition to secondary school. As we continue to reach more pupils each year, it’s vital to take the time to ensure we are continuing to achieve our desired outcomes and maintain the quality of our work.

As you can see, we have an excellent track record of progress over the last three years.

Most notably, we’ve seen significant increases in maths attainment! This is likely to be a reflection of improved outreach strategies and refined selection criteria, which has allowed us to target those who are in the greatest need and most likely to benefit. Read more on the next page. They say old dogs can’t learn new tricks, but in our case, we think it’s a good thing to keep doing what works!



Taking a closer look...

While the English progress has remained fairly consistently around 2 sub-levels, you can see a significant jump in maths progress! We believe this calls for a closer look...

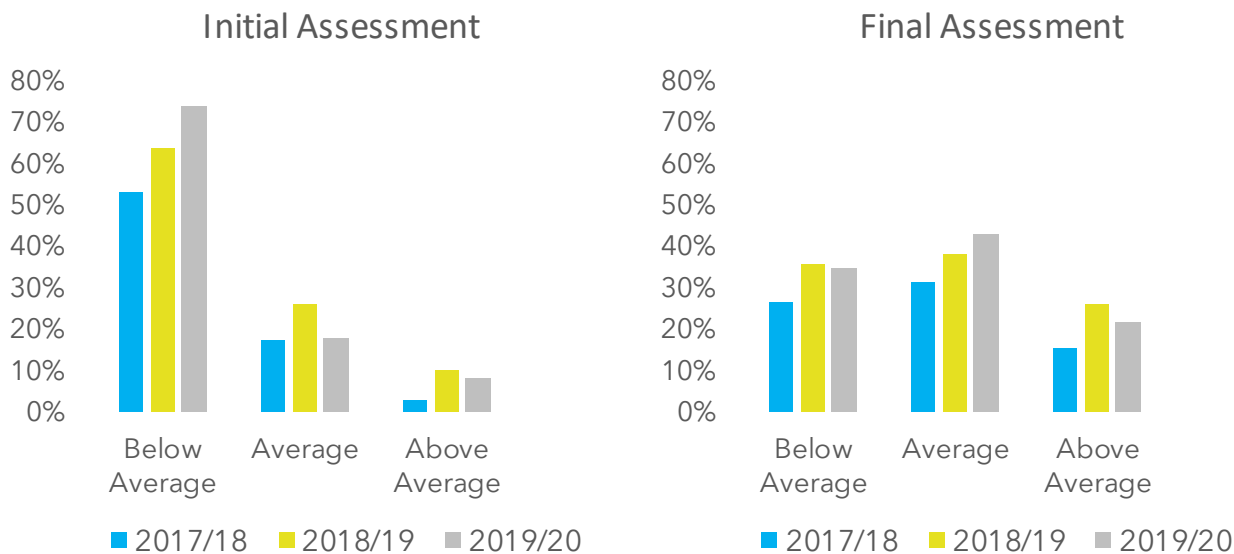
By looking at the distribution of results in the initial and final assessments, it is evident that we have gotten better at targeting pupils who are below average, where there is the most room for improvement. In the 2017/18 academic year, just over half of the pupils on our programme were performing below average in their initial assessment.

cohort, which had 74% pupils achieving below average, it's no surprise why we are seeing an increase in the overall average progress.

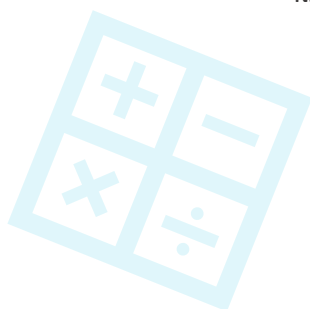
These sorts of comparisons help us to hold ourselves to account to make sure that we are reaching and supporting those who most need it.

If you compare this to the most recent

Pupils Working Below, At & Above Average in Maths



N.B: Pupils working between 0-50% will be noted as below average, 50-75% as average and 75-100% as above average.





Summer Challenge

Supporting learning over the holiday

With 6 weeks off school over the summer holiday, it is vital that families are offered affordable opportunities for their children to do something fun and educational. Never was this more needed than in 2020. By the time August came around, many kids had missed months, not just weeks, of school.

That's why we brought it online for the first time ever! **In the end, we partnered with Guinness Partnership and Metropolitan Thames Valley to work with 72 pupils across 10 days!**

This year's theme was "Kids Takeover" and saw **groups of 4-8 children combine their Maths and English skills to design their own theme park around an educational theme. Our amazing kids worked together via Zoom to create a map, design a poster, and build a budget. They even considered how they could incorporate social distancing!**

Each group presented their ideas to a panel of judges in hopes of winning the grand prize - a (fictional) £5,000 check. The judging panel was made up of partners and TU staff.

One brilliant judge from Metropolitan Thames Valley said it was "easily the best part of my week".

The project was hugely popular amongst the whole family and **proved to be an excellent way to apply core skills in a practical and fun way during a time when families were facing huge challenges. One parent reported "My daughter enjoyed the challenge. Because she had the opportunity to interact with other children. Its been a difficult few months with the pandemic, so she was happy."**



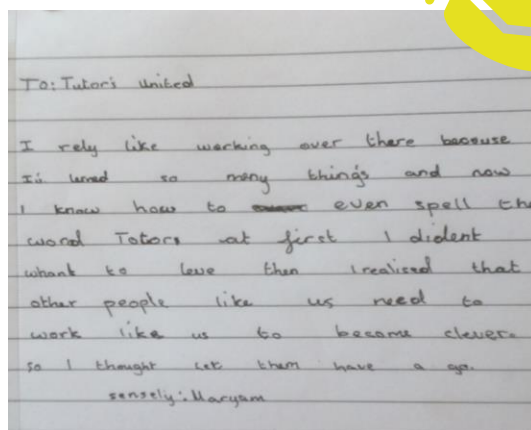
TYR Graduation

Celebrating pupil success

Covid-19 meant that we were unable to hold our big annual event, but that didn't stop us from celebrating all the brilliant progress our pupils made this year! We felt it was especially important during their difficult time, to commemorate their success and give them a chance to have a bit fun with their friends.

That's why we arranged a special online event that brought together parents, pupils, and partners from Guinness Partnership, L&Q, Metropolitan Thames Valley, and Southern Housing Group. Pupils shared graduation speeches they had written themselves, were awarded virtual certificates, and we even ran a quiz everyone was able to compete in.

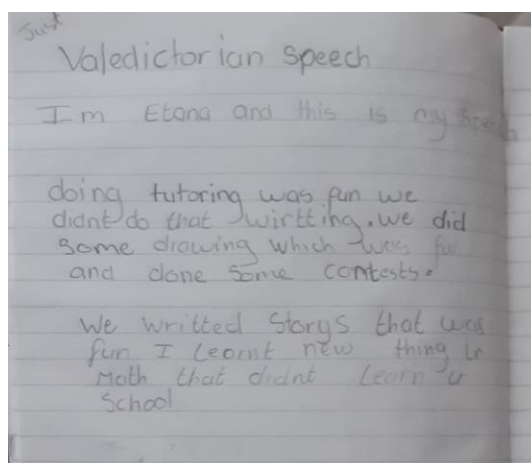
See some of the wonderful speeches our pupils wrote in the panel on the right!



To: Tutors United

I rely like working over there because it's hard so many things and now I know how to ~~more~~ even spell the word Tutors at first I didn't want to leave then I realized that other people like us need to work like us to become clever so I thought let them have a go.

sincerely: Maryam



Just Valedictorian speech

I'm Etana and this is my speech

doing tutoring was fun we didn't do that writing. we did some drawing which was fun and done some contests.

We written stories that was fun I learnt new thing in Math that didn't learn in School





Tutor Impact



“

[I] loved every minute of working with TU. I gained so much experience and have been able to **build great relationships** with pupils, staff and other tutors. The support received is unlike any other company I've worked for which shows the passion every TU member puts into their work.

Who are our tutors?

Our tutors are vital to our work, so we look for the most passionate and engaged university students from all backgrounds to deliver our specially devised curriculum and make learning fun for our fantastic kids!

Increasing employment opportunities for young people is an important part of Tutors United since we were founded in 2013 by a young man with all the grades, but none of the experience to find decent work.

More and more a degree is no longer sufficient in acquiring meaningful employment. Gaining work experience has been positively correlated to the ability of graduates to find graduate-level employment within 6 months of graduation.

That’s why we have tailored our tutoring role to best offer our tutors opportunities to gain important skills and build networks to support them in their post-graduation employment.

To ensure we are continuing to improve the support we offer tutors, we ran a series of focus groups at the end of 2019, where we invited tutors to give us insight around the skills they’ve developed and how they’ve found their experience with Tutors United. See our findings on the next page!



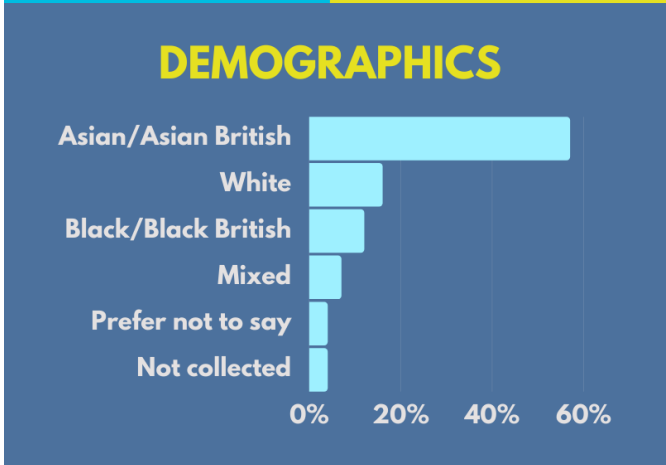
2019-20 TUTOR COHORT



26 of our tutors consider English as an additional language



- Including.....
- City University
 - Queen Mary University
 - UCL
 - Kings College London
 - University of East London



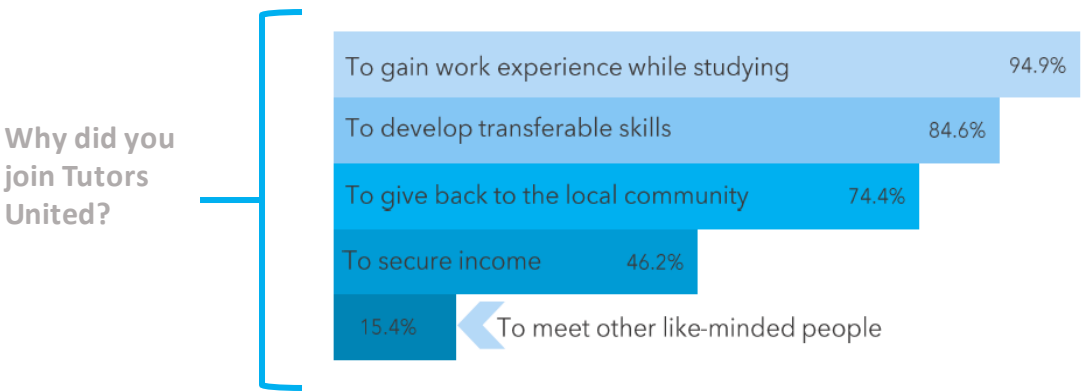
What do our **tutors** have to say?

For the first time, we conducted an in-depth review and analysis on our tutors and their experience with Tutors United. Using surveys, focus groups, and interviews, we looked at what motivated tutors to work with TU, what challenges they faced during their time tutoring, and what skills they acquired. Here's what we found out!

Motivation

The most popular reason for university students to get involved with Tutors United is to gain work experience whilst studying. Interestingly, gaining experience and skills was consistently more important than social reasons.

While we already try to offer tutors opportunities to network with professionals and get support with transferring their tutoring skills to a professional environment, with this knowledge we will look to increase our efforts to make sure the experience is useful in their future search for employment.



Experience

We asked tutors about their experience during their employment with TU. They cited a range of transferable skills they gained – communication (89.7%), organisation (87.2%), and leadership (56.4%). These practical skills are widely valued by graduate recruiters and will support tutors in finding meaningful employment following their graduation. **97% of tutors felt their experience with TU will support them in their future careers.** As important as any practical skills are, having a positive and resilient mindset is just as vital. That's why we were delighted to see that **95% of our tutors felt more confident in themselves.** This will help them at every stage of their employment journey.



Case Studies



Jojo (Yi Ting)

Year 5, Newlon

Despite starting the programme a little bit later than the rest of her classmates, when Jojo first joined TU in October 2019, she drove straight in and showed she was ready to take on the challenge. Following her first lessons, her tutor described her as someone who clearly loved to “share her thoughts and ideas with the class!”

However, in her initial assessments, Jojo achieved a score of **36%** in Maths, placing her in the below average category for her age. In English, she achieved a year-related expectation of a **3A** which was two years behind where she should be as a year 5 pupil.

But Jojo worked incredibly hard and not only improved her assessment scores but also won the first-place prize in the TAPs writing competition!

In the final assessments, Jojo scored **50%** in Maths which means she is no longer below average for her age group! She also improved her English assessment result by **2 sub-levels**, scoring a phenomenal **4S**!

Jojo’s tutor attributes her success to always doing her homework with her Mum, working super hard in class and the fact that TU has “given her the chance to be really creative in her story writing.” We cannot be prouder of Jojo and cannot wait to see what she achieves next year!

Darion

Year 6, L&Q

When Darion joined the classes in Waltham Forest in October, it was noted by his tutor straight away that he was very confident in his Maths abilities and was not shy in sharing his ideas with the class. This was evident in his initial assessment as in Maths, he achieved a score of 60%, meaning he was working at an average level for his age. However, in English, Darion struggled. In his initial assessment, he only achieved a year-related standard of a 2E meaning that he was 4 years below where he should have been as a Year 6 pupil.

Quickly into the programme, it was clear that Darion was, “good at taking initiative and trying on his own before asking for help.” His tutors noted that he was a fast and very capable learner, but he would often get distracted by classmates and would struggle getting his great ideas in English onto paper.

However, Darion found a sense of focus which enabled him to display his natural abilities. After one lesson, his parents received the following feedback: “He is very bright and capable of working independently and producing great work. He is also very enthusiastic about sharing this work with the rest of the class and coming up to the front and presenting it on the whiteboard.”

All of the incredible effort Darion put in across the year was definitely worth it as in the final assessments, he soared! In Maths,

he improved his already good score by **58%**, achieving an above-average score of **95%**. However, the real success came in English, as Darion improved his initial year-related expectation by **7 sub-levels (two whole years and a sub-level)**! This means that he more than tripled the national average rate of progression in a fraction of the time. And on top of this, he also placed third in the L&Q creative writing competition!

We are so incredibly proud of Darion and wish him the best of luck as he moves onto secondary school!



Alex

Current Tutor, BA (Hons) Musical Theatre

Alex joined our team in early 2020 whilst studying for her degree in Musical Theatre. She was drawn to Tutors United “powerful mission statement” and saw it as an opportunity to combine both her passion for learning and working with children.

Like many of our tutors, Alex was nervous about her first lesson, but that quickly disappeared once she met her tutors. Since then, Alex has quickly become one of our star tutors. Not only is she always looking for ways to support her cohort, she also always brings a great energy to all of her work.

When asked to reflect on her experience of tutoring, she shared, “Becoming a tutor has allowed me to further develop my organizational and performance skills. I have loved discovering that while my pupils learn from me, I also learn a great deal from them, and we are travelling through this ‘learning journey’ together.

It hasn’t always been easy. With the quick change to online learning, all of tutors were left having to adjust to a whole new form of delivery! But in typical fashion, Alex has found the positive and has continued to provide excellent support to her pupils.

“Of course, there have been both simple and challenging aspects of adapting to

online tutoring. But most importantly, I feel our teamwork has gotten even stronger! My pupils and I have had fun working through questions together using the virtual whiteboard, each with our own coloured pen. It’s wonder to have the opportunity to continue with tutoring even during these crazy times we’re living in.”





Shama

Tutor Alumni, Training Solicitor

Shama joined our TU family in 2018 and we can honestly say it was an absolute joy to have her on board. Shama's infectious energy will be missed as she embarks on her career in Law, but we know that she has great things ahead of her.

We asked Shama to share how her time at Tutors United has supported her current career path. She said, "Being a solicitor will [sic] require me to communicate with people on different levels and tutoring young children definitely helped me develop the ability to convey information differently. I had to adapt my communication in a way that pupils would engage with. This skill will be invaluable for me as I undertake my career as a solicitor."

What's Shama's advice to tutors just starting out on their journey? "At the start, it may seem overwhelming – a class full of kids you've never met before, all very different to each other, some noisy, some very quiet – it may seem like a lot to manage but within a couple of weeks, the kids really do start warming up to you and you end up forming really good relationships with all of them. So hang in there! Being patient at the start will work in your favour once the kids get to know you!"

Shama has come a long way since first joining TU, but her talent for motivating others in reaching their potential will carry her far. Good luck Shama!

What is **next** for TU?

We know the need for accessible and holistic academic support is needed now more than ever. As we move in to 2021, we look forward to taking our learnings from 2020 into enhancing our work.

Looking ahead, we will continue to grow our geographic reach and strengthen partnerships with schools and housing associations to ensure all families have the help they need to support their children's learning and make sure they excel at school.



Thank you to all our partners for their continued support



WALCOTFOUNDATION

TUTORS UNITED
(A company limited by guarantee)

UNAUDITED
TRUSTEES' REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020

TUTORS UNITED
(A company limited by guarantee)

REFERENCE AND ADMINISTRATIVE DETAILS OF THE COMPANY, ITS TRUSTEES AND ADVISERS
FOR THE YEAR ENDED 31 JULY 2020

Trustees	Matthew Corner, Chairman Zoe Pennant (resigned 13 November 2019) Liam McLaughlin Kartik Rawal Neil Barry Riley Annie Maciver
Company registered number	8595641
Charity registered number	1176968
Registered office	26 Catherall Road London N5 2LD
Chief Executive Officer	Joel Davis
Independent Examiner	Dean Howard & Co Chartered Certified Accountants Unit F55 Expressway Studios 1 Dock Road London E16 1AH

TUTORS UNITED
(A company limited by guarantee)

TRUSTEES' REPORT
FOR THE YEAR ENDED 31 JULY 2020

The Trustees present their annual report together with the financial statements of the company for the year 1 August 2019 to 31 July 2020. The Annual report serves the purposes of both a Trustees' report and a directors' report under company law. The Trustees confirm that the Annual report and financial statements of the charitable company comply with the current statutory requirements, the requirements of the charitable company's governing document and the provisions of the Statement of Recommended Practice (SORP) applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1 January 2019).

Since the company qualifies as small under section 382 of the Companies Act 2006, the Strategic report required of medium and large companies under the Companies Act 2006 (Strategic Report and Directors' Report) Regulations 2013 has been omitted.

Financial review

a. Going concern

After making appropriate enquiries, the Trustees have a reasonable expectation that the company has adequate resources to continue in operational existence for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the accounting policies.

b. Reserves policy

Tutors United needs reserves to be maintained at a level that:

- Ensures our responsibilities to staff, beneficiaries and partners could be met during a period of unforeseen difficulty
- Underpins long-term commitments, expansion possibilities, and organisational development
Provides transparency to funders and other stakeholders
- Meet the Trustees' duty to apply our financial resources towards Tutors United's charitable objectives.

Considering each of these in turn, Tutors United:

- Has some compulsory overheads in the form of salaries, with the notice period for key staff being one month
- Is committed to working towards growth and sustainability
- Needs sufficient reserves to provide security, reliability, and confidence in the organisation's on-going sustainability to potential partners
- Needs to meet expenditure commitments, not only to staff and stakeholders but ultimately to beneficiaries.

Following the assessment of Tutors United's requirement, the Trustees considers that Tutors United will work towards building three months reserves to cover overheads. Tutors United will take steps to establish and maintain reserves at this level, of which at least one month's worth of reserves should be maintained in a readily realisable form. This reserves policy will be monitored by the Trustees annually.

TUTORS UNITED
(A company limited by guarantee)

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020

Structure, governance and management

a. Constitution

Tutors United is registered as a charitable company limited by guarantee and was set up by a Memorandum of Association.

b. Methods of appointment or election of Trustees

The management of the company is the responsibility of the Trustees who are elected and co-opted under the terms of the Memorandum of Association.

c. Financial risk management

The Trustees have assessed the major risks to which the company is exposed, in particular those related to the operations and finances of the company, and are satisfied that systems and procedures are in place to mitigate exposure to the major risks.

Members' liability

The Members of the company guarantee to contribute an amount not exceeding £1 to the assets of the company in the event of winding up.

Statement of Trustees' responsibilities

The Trustees (who are also the directors of the company for the purposes of company law) 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).

Company law requires the Trustees to prepare financial statements for each financial year. Under company law, the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of its incoming resources and application of resources, including its income and expenditure, 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 of the Charities SORP (FRS 102);
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards (FRS 102) 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 company will continue in business.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

TUTORS UNITED
(A company limited by guarantee)

TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020

Approved by order of the members of the board of Trustees on 1 April 2021 and signed on their behalf by:

Matthew Corner
Chairman

TUTORS UNITED
(A company limited by guarantee)

INDEPENDENT EXAMINER'S REPORT
FOR THE YEAR ENDED 31 JULY 2020

Independent examiner's report to the Trustees of Tutors United ('the company')

I report to the Charity Trustees on my examination of the accounts of the company for the year ended 31 July 2020.

Responsibilities and basis of report

As the Trustees of the company (and its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the company 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 the company's accounts 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

Since the company's gross income exceeded £250,000, your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of Association of Chartered Certified Accountants (ACCA), which is one of the listed bodies.

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the company as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of 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
4. the accounts 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 accounts to be reached.

This report is made solely to the company's Trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. My work has been undertaken so that I might state to the company's Trustees those matters I am required to state to them in an Independent examiner's report and for no other purpose. To the fullest extent permitted by law, I do not accept or assume responsibility to anyone other than the company and the company's Trustees as a body, for my work or for this report.

Signed:

Dated: 1 April 2021

Dean Dairo FCCA

TUTORS UNITED
(A company limited by guarantee)

INDEPENDENT EXAMINER'S REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020

Dean Howard & Co

Chartered Certified Accountants

Unit F55

Expressway Studios

1 Dock Road

London

E16 1AH

TUTORS UNITED
(A company limited by guarantee)

**STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)
FOR THE YEAR ENDED 31 JULY 2020**

	Note	Unrestricted funds 2020 £	Restricted funds 2020 £	Total funds 2020 £	Total funds 2019 £
Income from:					
Donations and legacies	3	10,772	103,460	114,232	143,729
Investments	4	265	-	265	234
Other income	5	203,252	-	203,252	172,934
Total income		214,289	103,460	317,749	316,897
Expenditure on:					
Charitable activities	6	189,502	103,460	292,962	274,370
Total expenditure		189,502	103,460	292,962	274,370
Net movement in funds		24,787	-	24,787	42,527
Reconciliation of funds:					
Total funds brought forward		65,990	10,968	76,958	34,431
Net movement in funds		24,787	-	24,787	42,527
Total funds carried forward		90,777	10,968	101,745	76,958

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

The notes on pages 10 to 20 form part of these financial statements.

TUTORS UNITED
(A company limited by guarantee)
REGISTERED NUMBER: 8595641

BALANCE SHEET
AS AT 31 JULY 2020

	Note	2020 £	2019 £
Fixed assets			
Tangible assets	11	1,267	1,689
		<u>1,267</u>	<u>1,689</u>
Current assets			
Debtors	12	39,595	41,845
Cash at bank and in hand		138,603	111,220
		<u>178,198</u>	<u>153,065</u>
Creditors: amounts falling due within one year	13	(77,720)	(77,796)
Net current assets		<u>100,478</u>	75,269
Total assets less current liabilities		<u>101,745</u>	76,958
Net assets excluding pension asset		<u>101,745</u>	76,958
Total net assets		<u><u>101,745</u></u>	<u><u>76,958</u></u>
Charity funds			
Restricted funds	14	10,968	10,968
Unrestricted funds	14	90,777	65,990
Total funds		<u><u>101,745</u></u>	<u><u>76,958</u></u>

The company was entitled to exemption from audit under section 477 of the Companies Act 2006.

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

The Trustees acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and preparation of financial statements.

The financial statements have been prepared in accordance with the provisions applicable to entities subject to the small companies regime.

The financial statements were approved and authorised for issue by the Trustees on 01 April 2021 and signed on their behalf by:

TUTORS UNITED
(A company limited by guarantee)
REGISTERED NUMBER: 8595641

BALANCE SHEET (CONTINUED)
AS AT 31 JULY 2020

Joel Davies
Chief Executive Officer

The notes on pages 10 to 20 form part of these financial statements.

TUTORS UNITED
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020

1. General information

The company is limited by guarantee and a registered charity in England. The address of the registered office is given in the company information page of these financial statements.

2. Accounting policies

2.1 Basis of preparation of financial statements

The financial statements have been prepared in accordance with the Charities SORP (FRS 102) - Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Tutors United meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy.

2.2 Income

All income is recognised once the company has entitlement to the income, it is probable that the income will be received and the amount of income receivable can be measured reliably.

Grants are included in the Statement of financial activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the Balance sheet. Where income is received in advance of entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

Income tax recoverable in relation to investment income is recognised at the time the investment income is receivable.

Other income is recognised in the period in which it is receivable and to the extent the goods have been provided or on completion of the service.

2.3 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset's use.

Expenditure on charitable activities is incurred on directly undertaking the activities which further the company's objectives, as well as any associated support costs.

All expenditure is inclusive of irrecoverable VAT.

TUTORS UNITED
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020

2. Accounting policies (continued)

2.4 Tangible fixed assets and depreciation

Tangible fixed assets costing £NIL or more are capitalised and recognised when future economic benefits are probable and the cost or value of the asset can be measured reliably.

Tangible fixed assets are initially recognised at cost. After recognition, under the cost model, tangible fixed assets are measured at cost less accumulated depreciation and any accumulated impairment losses. All costs incurred to bring a tangible fixed asset into its intended working condition should be included in the measurement of cost.

Depreciation is charged so as to allocate the cost of tangible fixed assets less their residual value over their estimated useful lives on a reducing balance basis.

Depreciation is provided on the following basis:

Office equipment	- 25% on reducing balance
------------------	---------------------------

2.5 Debtors

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

2.6 Cash at bank and in hand

Cash at bank and in hand includes cash and short-term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

2.7 Liabilities and provisions

Liabilities are recognised when there is an obligation at the Balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement and the amount of the settlement can be estimated reliably.

Liabilities are recognised at the amount that the company anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised in the Statement of financial activities as a finance cost.

2.8 Pensions

The company operates a defined contribution pension scheme and the pension charge represents the amounts payable by the company to the fund in respect of the year.

TUTORS UNITED
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020**

2. Accounting policies (continued)

2.9 Fund accounting

General funds are unrestricted funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the company and which have not been designated for other purposes.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the company for particular purposes. The costs of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund are set out in the notes to the financial statements.

Investment income, gains and losses are allocated to the appropriate fund.

3. Income from donations and legacies

	Unrestricted funds 2020 £	Restricted funds 2020 £	Total funds 2020 £	Total funds 2019 £
Donations	350	-	350	-
Grants	10,422	103,460	113,882	143,729
	<u>10,772</u>	<u>103,460</u>	<u>114,232</u>	<u>143,729</u>
<i>Total 2019</i>	<u>32,727</u>	<u>111,002</u>	<u>143,729</u>	

4. Investment income

	Unrestricted funds 2020 £	Total funds 2020 £	Total funds 2019 £
Investment income	265	265	234
<i>Total 2019</i>	<u>234</u>	<u>234</u>	

TUTORS UNITED
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020**

5. Other incoming resources

	Unrestricted funds 2020 £	Total funds 2020 £	<i>Total funds 2019 £</i>
Other incoming resources	203,252	203,252	172,934
	<u>172,934</u>	<u>172,934</u>	
<i>Total 2019</i>	<u>172,934</u>	<u>172,934</u>	

6. Analysis of expenditure on charitable activities

Summary by fund type

	Unrestricted funds 2020 £	Restricted funds 2020 £	Total funds 2020 £	<i>Total funds 2019 £</i>
Support costs	144,813	103,460	248,273	242,886
Direct costs	44,689	-	44,689	31,484
	<u>189,502</u>	<u>103,460</u>	<u>292,962</u>	<u>274,370</u>
<i>Total 2019</i>	<u>163,368</u>	<u>111,002</u>	<u>274,370</u>	

TUTORS UNITED
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020**

7. Analysis of expenditure by activities

	Activities undertaken directly 2020 £	Support costs 2020 £	Total funds 2020 £	Total funds 2019 £
Support costs	-	248,273	248,273	242,886
Direct costs	44,689	-	44,689	31,484
	<u>44,689</u>	<u>248,273</u>	<u>292,962</u>	<u>274,370</u>
<i>Total 2019</i>	<u>31,484</u>	<u>242,886</u>	<u>274,370</u>	

Analysis of direct costs

	Activities 2020 £	Total funds 2020 £	Total funds 2019 £
Tutoring fees	29,356	29,356	17,094
Educational materials	10,685	10,685	9,026
Hire of hall	4,648	4,648	5,364
	<u>44,689</u>	<u>44,689</u>	<u>31,484</u>
<i>Total 2019</i>	<u>31,484</u>	<u>31,484</u>	

TUTORS UNITED
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020**

7. Analysis of expenditure by activities (continued)

Analysis of support costs

	Activities 2020 £	Total funds 2020 £	<i>Total funds 2019 £</i>
Staff costs	177,680	177,680	150,277
Depreciation	422	422	598
Office costs	842	842	1,188
Telephone	1,892	1,892	1,132
Computer costs	15,491	15,491	24,489
Rent and rates	17,901	17,901	18,094
Printing, postage and stationery	928	928	1,061
Advertising and promotions	7,852	7,852	19,051
Travel and subsistence	7,083	7,083	10,060
Staff training	4,974	4,974	2,420
Staff welfare	4,385	4,385	3,460
Recruitment costs	743	743	5,397
Insurance	681	681	541
Consultancy	561	561	1,085
Accountancy fees	3,330	3,330	3,360
Bank charges	38	38	20
Sundry expenses	1,716	1,716	653
Web hosting	1,191	1,191	-
Legal and professional fees	300	300	-
Repairs and renewals	263	263	-
	<u>248,273</u>	<u>248,273</u>	<u>242,886</u>
<i>Total 2019</i>	<u>242,886</u>	<u>242,886</u>	

8. Independent examiner's remuneration

The independent examiner's remuneration amounts to an independent examiner fee of £1,980 (2019 - £1,800).

TUTORS UNITED
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020**

9. Staff costs

	2020 £	2019 £
Wages and salaries	161,076	139,873
Social security costs	11,860	7,784
Contribution to defined contribution pension schemes	4,744	2,620
	<u>177,680</u>	<u>150,277</u>

The average number of persons employed by the company during the year was as follows:

	2020 No.	2019 No.
	<u>6</u>	<u>8</u>

No employee received remuneration amounting to more than £60,000 in either year.

10. Trustees' remuneration and expenses

During the year, no Trustees received any remuneration or other benefits (2019 - £NIL).

During the year ended 31 July 2020, no Trustee expenses have been incurred (2019 - £NIL).

11. Tangible fixed assets

	Office equipment £
Cost or valuation	
At 1 August 2019	4,431
At 31 July 2020	<u>4,431</u>
Depreciation	
At 1 August 2019	2,742
Charge for the year	422
At 31 July 2020	<u>3,164</u>

TUTORS UNITED
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020**

11. Tangible fixed assets (continued)

	Office equipment £
Net book value	
At 31 July 2020	1,267
	<u> </u>
At 31 July 2019	1,689
	<u> </u>

12. Debtors

	2020 £	2019 £
Due after more than one year		
Trade debtors	39,301	39,862
	<u>39,301</u>	<u>39,862</u>
Due within one year		
Other debtors	294	1,983
	<u>39,595</u>	<u>41,845</u>

13. Creditors: Amounts falling due within one year

	2020 £	2019 £
Trade creditors	20,741	11,096
Other taxation and social security	-	400
Pension fund loan payable	953	1,004
Other creditors	-	192
Accruals and deferred income	56,026	65,104
	<u>77,720</u>	<u>77,796</u>

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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020**

14. Statement of funds

Statement of funds - current year

	Balance at 1 August 2019 £	Income £	Expenditure £	Balance at 31 July 2020 £
Unrestricted funds				
General Funds - all funds	65,990	214,289	(189,502)	90,777
Restricted funds				
Restricted Funds - all funds	10,968	103,460	(103,460)	10,968
Total of funds	76,958	317,749	(292,962)	101,745

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**NOTES TO THE FINANCIAL STATEMENTS
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14. Statement of funds (continued)

Statement of funds - prior year

	<i>Balance at 1 August 2018 £</i>	<i>Income £</i>	<i>Expenditure £</i>	<i>Balance at 31 July 2019 £</i>
Unrestricted funds				
General Funds - all funds	23,463	205,895	(163,368)	65,990
Restricted funds				
Restricted Funds - all funds	10,968	111,002	(111,002)	10,968
Total of funds	<u>34,431</u>	<u>316,897</u>	<u>(274,370)</u>	<u>76,958</u>

15. Summary of funds

Summary of funds - current year

	Balance at 1 August 2019 £	Income £	Expenditure £	Balance at 31 July 2020 £
General funds	65,990	214,289	(189,502)	90,777
Restricted funds	10,968	103,460	(103,460)	10,968
	<u>76,958</u>	<u>317,749</u>	<u>(292,962)</u>	<u>101,745</u>

Summary of funds - prior year

	<i>Balance at 1 August 2018 £</i>	<i>Income £</i>	<i>Expenditure £</i>	<i>Balance at 31 July 2019 £</i>
General funds	23,463	205,895	(163,368)	65,990
Restricted funds	10,968	111,002	(111,002)	10,968
	<u>34,431</u>	<u>316,897</u>	<u>(274,370)</u>	<u>76,958</u>

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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020**

16. Analysis of net assets between funds

Analysis of net assets between funds - current period

	Unrestricted funds 2020 £	Restricted funds 2020 £	Total funds 2020 £
Tangible fixed assets	1,267	-	1,267
Debtors due after more than one year	39,301	-	39,301
Current assets	127,929	10,968	138,897
Creditors due within one year	(77,720)	-	(77,720)
Total	90,777	10,968	101,745

Analysis of net assets between funds - prior period

	<i>Unrestricted funds 2019 £</i>	<i>Restricted funds 2019 £</i>	<i>Total funds 2019 £</i>
Tangible fixed assets	1,689	-	1,689
Debtors due after more than one year	28,894	10,968	39,862
Current assets	113,203	-	113,203
Creditors due within one year	(77,796)	-	(77,796)
Total	65,990	10,968	76,958

17. Pension commitments

The company operates a defined contributions pension scheme. The assets of the scheme are held separately from those of the company in an independently administered fund. The pension cost charge represents contributions payable by the company to the fund and amounted to £4,744 (2019 - £2,620). Contributions totalling £953 (2019 - £1,004) were payable to the fund at the balance sheet date and are included in creditors.

18. Related party transactions

The company has not entered into any related party transaction during the year, nor are there any outstanding balances owing between related parties and the company at 31 July 2020.

