



**LEARN TO LOVE TO READ  
TRUSTEES' ANNUAL REPORT  
AND  
ACCOUNTS  
FOR THE YEAR  
TO 31 DECEMBER 2020**



# Learn to Love to Read

## Reference and Administrative Details of the Charity and its Trustees for the year ended 31 December 2020

Registered Charity Number: 1175288

Registered office: 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 Sarah Alleyne  
Mrs Jacqueline Wendy Carson  
Mrs Teresa Jane Harris  
Mrs Wendy Livingstone  
Mrs Sally Elizabeth Lucas

Independent Examiner Mr David Crowther  
51 Combemartin Road  
Southfields  
London  
SW18 5PP

There are no exemptions from disclosure.



# Learn to Love to Read

## Trustees Report for the year ended 31 December 2020

### Objectives and Activities

Learn to Love to Read's governing document states our aim of advancing children's education by providing literacy support to pre-schoolers and primary-age children. We work solely in the London borough of Wandsworth.

We aim to improve children's literacy levels 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 children to start school well-prepared and unhindered by the 'word gap'. We want parents to engage 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. The children we support one-to-one are identified by our schools as needing 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-age children, and looking to engage their parents. The Government's focus on 'Closing the Gap' for pre-schoolers, to maximise social mobility, means our early literacy sessions meet a well-recognised need.

### Our work

- We train teams of volunteers to work one-to-one with Year 1, 2 and 3 children. 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 '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 – giving them the skills to develop their child's early literacy 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 parents to ask questions in an informal, non-threatening setting.

The Charity Commission document 'The Essential Trustee' (CC3) has been distributed to and read by all of our trustees. They are aware of their responsibility to ensure 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.

## **Achievements and Performance**

### **The impact of Covid-19**

At the start of 2020 we had 75 volunteers, an all-time high, across seven partner schools - Ronald Ross, West Hill, Southmead and St Michael's in Southfields/Putney; Hillbrook and Smallwood in Tooting; and Heathmere in Roehampton. We were giving one-to-one support to around 115 Year 1 and 2 children. Around 50 pre-school children were attending our weekly early literacy classes, and we had run parent training sessions at four of our schools. All our work took place on school premises. Groups of toddlers and parents sang, chatted and read together. Volunteers sat alongside children sharing books and inspiring a love of reading. Parents came into school to get top tips on supporting reading at home.

By 13 March, our schools had asked us to pause our work as they were limiting visitors to prevent infection. On 18 March the Prime Minister announced that all schools would close indefinitely from Friday 20 March. At this point it became impossible to continue any of our usual work.

### **Increased need and increased challenge**

Research published after the first lockdown by the Royal Society predicted that all year groups would feel the impact of school closures throughout their adult working lives, stretching into the 2080s. This damage from the pandemic would not be evenly spread, said the study. Those already disadvantaged were likely to be among those who had missed out most from trying to study at home, rather than face-to-face in the classroom.

We had two options – sit back and wait until normality returned, or rapidly rethink and adapt. We still had that vision and passion to help every child become a confident reader. We know literacy is proven to have enormous impact on children's life opportunities and outcomes. And it became more and more evident that Covid would, as the Royal Society predicted, have an unequal impact. Recent Education Endowment Foundation projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers by 36%. If correct, this means that all the progress made over the past ten years towards closing that gap will have been reversed in a single year. Obviously, the need was greater than ever, so we felt innovation and flexibility were the essential response.

### **Online resources and the digital divide**

Once we realised this was going to be a long-term situation, our first step was to improve the resources offered on our website.

We approached retired teacher Julie Sharp to see if she might write some stories for us. She completed the words and collage illustrations for 10 Ten Word Tales, each inspired by ten words chosen by children from a local family. Each story appeared, one chapter a day for 5 days, on our social media and they are now available on our website.

We were soon made aware by one of our partner schools that there were many families with limited internet access and few online devices, whose children were struggling to access any home learning opportunities. After some research, we connected with the Wimbledon Dons and their Keep Kids Connected project. We were lucky enough to be able to get referred names from all our schools on their list at an early stage and 17 refurbished laptops or tablets were distributed to local families.

We developed a Summer Sounds text scheme to reinforce phonics learning. A daily text was sent to those who subscribed, with a link to a short film made by us, introducing and practising one sound. These films appear on our website - [Resources | Learn to Love to Read \(learn2love2read.org.uk\)](https://learn2love2read.org.uk). We had about 1,500 individual views across the summer period and some helpful and positive feedback from the families.

## **Reading for Pleasure packs**

We reacted to the fact that many families at our partner schools were likely to have limited online access, the fact that libraries were all closed, and schools unable to lend books because of the risk of virus transfer. We sourced materials (both purchased and donated) and distributed about 450 Reading for Pleasure packs: 390 via our partner schools and around 60 on the Wandsworth Ackroydon Estate. Funding from The Wimbledon Foundation, Travers Smith Foundation and Wandsworth Grant Fund allowed us to purchase books, craft, pens and paper. Huge thanks to the organisations that so generously donated items or offered significantly reduced prices for material for those packs – including Carddies, Storytime Magazine, Little Cooks, Carters Yard Flashcards, Kookie Magazine, Anorak magazine, Olympia Publishing, Whizz Pop Bang, Bic UK, National Geographic Kids, Bloomsbury Kids, Bounce Theatre and Creative Wandsworth. Local resident Claire Hall gathered books and games and crafts for around 40 packs from her local network of friends and helped deliver the first 390 packs using her camper van! We are very grateful to Rev. Steve Melliush for letting us use St Michael's Church, Southfields to put these first packs together.

We then made grant applications, hoping to distribute further Reading for Pleasure packs via our partner schools. Funding from the City Bridge Trust via London Community Response and L&Q Place Makers Fund allowed us to order beautiful, age-appropriate books for 900 Reading for Pleasure packs, 150 for each of our six most disadvantaged schools. Each pack contained factual and activity books, fiction with diverse protagonists, and one humorous book to fit in with the Silly Squad Summer Reading Scheme theme.

We linked with Ackroydon Community Church and St Michael's Church, Southfields again to provide 100 Christmas Gift Bags, containing books and some Christmas craft, to families who received a Christmas lunch food parcel on 23 December. A total of 215 children received a book as part of their Christmas bundle.

## **Pivoting all three strands of our usual work for virtual delivery**

The most complex change has been adapting the three key strands of our work for virtual delivery.

### *First - supporting children's reading with our amazing volunteer team*

The situation during the year was very fluid as Covid restrictions changed. Almost all schools reacted positively to the suggestion that we would develop virtual reading support. Some schools opted to use only virtual volunteers from the start. Others were happy to use a mixture of in-school volunteers and virtual volunteers, though this changed during later lockdowns. One school paused our services as they did not feel it was safe to have volunteers in school and felt their families could not engage with online support.

We trialled on-line reading sessions via Zoom with a few friendly faces. This helped us refine our thoughts and iron out a few immediate issues. We now use Zoom and online reading schemes – Rising Stars and Collins Big Cat – to link a volunteer with a family at home. We set up email addresses and Zoom accounts for our virtual volunteers, as well as logins for the online reading schemes for both volunteers and children. We developed and designed new online training so all our volunteers could be retrained before beginning this new intervention. Our virtual reading support offer launched in November 2020 and we are working to refine and expand this initiative in 2021.

### *Second – our early literacy classes*

We were unable to run our in-school early literacy classes during Covid. We ran a pilot with some familiar families initially, to see if a virtual class would work. Then we linked up with Home-Start Wandsworth to trial this new way to connect with families with pre-school children. Home-Start provides practical and

emotional support to families with children under the age of 5, working with families who may be particularly struggling with isolation, poor mental/physical health, financial or housing worries, or postnatal depression.

Home-Start offered selected families the chance to join an online early literacy class via Zoom – 14 families signed up for the first class on 2 December and we were delighted that 9 attended. We created a pack of age-appropriate books and materials which were delivered before the session by the Home-Start team. This gave the families the equipment they needed to participate in the session as well as providing some books and activities to enjoy with their children in their own time at home. The Zoom session also gave some guidance on why it is important to introduce children to literacy skills from the earliest age and provided a chance for parents to ask questions. We offered further group sessions and the chance of one-to-one support, depending on individual preferences.

Comment from Carey, Home-Start Family Engagement lead:

‘Thank you so much for the session you shared with us yesterday. The feedback I have had from the families has been fantastic. They were all really watching their children engage in the singing and activities. I was particularly moved by the engagement from families I have known for a long time to be quite reserved and shy. The whole session felt very inclusive and I could sense a real feeling between the mums, children and yourselves. The book packs were very special and thoughtfully put together and very well received and appreciated. I hope we can run a session together again.’

In 2021 we will be offering this new intervention more widely, via our partner schools and other local charities.

### *Third – our parent training*

We redesigned our parent training to be delivered online via Zoom. This is offered to our partner schools as part of their subscription and to other schools for a fee. We ran two of these sessions in 2020 and will offer them regularly during 2021. Feedback was an average of 8.7 out of 10 from those who completed feedback, no score lower than 8. All would recommend to other parents. Particular highlights were: practising how to say the phonemes correctly, the links to useful websites, sound games, questioning for comprehension, remembering to use sounding out and blending, how to learn tricky words, making reading fun, teacher terminology and generally all the 10 parent tips.

### **Other funding successes**

Unrestricted donations from Brunswick Group, Tuixen Foundation, Co-op Community Fund, Jerusalem Trust (a discretionary trustee donation) and Refinitiv, and fundraising from the Prospect House Quiz Night, Aviva Community Fund Crowdfunder, 2.6 Marathon Day, Blind Date with a Book and World Book Day, have all been vital in securing our financial situation during Covid and allowing us to plan for growth in 2021. Grants from Mohn Westlake Foundation, National Lottery Community Fund and Gilchrist Educational Trust have been invaluable, covering core costs and contributing to key staff salaries. Funding from the Gannett Foundation (Newsquest papers) and the Siobhan Dowd Trust has allowed us to buy books. Funding from Wandsworth Grant Fund is enabling us to research and develop portable parent resources for use by schools and other local charities. And as the year closed, we were delighted to receive further funding from the Wimbledon Foundation via London Community Response to help us continue to adapt our work for virtual delivery.

## 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 who meet quarterly and provide ongoing guidance for our work. Trustees were selected because they were recognised as having appropriate skills, an interest in our work and a willingness to give time and effort to supporting it.

### *Staff:*

The day-to-day running of the charity is led by Teresa Harris (Founder and Trustee) and staff members Anna Culwick (Head of Programmes) and Matilda Tuke (Head of Operations). In 2020 we had two other part-time staff members - Helen Liley and Charlotte Billett - and one freelance consultant - Diana Harrison. Staff roles covered volunteer-support and other organisational, administrative, fundraising, impact measurement and promotional activities.

### *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.

## Financial Review

We are hugely grateful for the increased funding, both restricted and unrestricted, that we received during 2020. Without this funding we could not have responded so proactively and immediately to the challenges of Covid-19. We also know there will be unprecedented need for our work going forward. We intend to use unrestricted reserves to expand our work during 2021 so we can increase our reach and impact. We hope to offer a blend of virtual and in-person support once it is safe to do so.

The charity's income during the year was £112,749 (2019: £39,503).

The four principal sources of income are personal donations (including Gift Aid), grants from trusts and foundations, fundraising and receipts from partner schools.

We received various items of grant funding during the year, as well as grants which were specifically restricted to expenditure on Covid-related items. A detailed list of grants received (restricted and unrestricted) and income from fundraising on behalf of L2L2R is given in notes 2(a), 2(b) and 7 to the accounts.

The charity's expenditure during the year was £67,491 (2019: £36,165) of which £32,471 (2019: £28,268) related to staff costs (salaries, training and payroll costs and consultancy fees). There were £30,367 of Covid-specific costs, largely relating to the purchase of books and other literacy resources,

plus packaging and delivery costs, for the Reading for Pleasure packs. Other costs included books and equipment for schools, printing and stationery, IT costs and DBS checks.

Reserves at the year end were £60,456 (2019: £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 2021. 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.

### **Declarations**

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

*Signed on behalf of the charity's trustees:*

A handwritten signature in black ink, appearing to read 'Nigel R Harris', with a stylized flourish at the end.

Nigel Richard Harris, Chair of Trustees

Date: 23 June 2021



## Bringing our work to life – parents, volunteers and teachers share their stories

***Sabino talks about how his daughter Erika has flourished while receiving one-to-one online reading support from a Learn to Love to Read volunteer***



Each Monday at 4.15pm, Erika, age 7, sits down at her laptop ready for her reading session with Claire, a Learn to Love to Read volunteer.

The session isn't due to start till 4.45pm, but as Erika's dad Sabino explains: 'We say there's still half an hour to go, but she's ready and waiting. Erika gets really excited: she can't wait to talk to Miss Claire.'

Claire and Erika have been reading together online since November 2020. For Erika, her weekly reading session has been something to look forward to during lockdown, as well as a chance for her to keep up her reading. It's also been rewarding for Claire:

'I do find it rewarding and a lot of that is fuelled by Erika and her excitement. The screen pops up and she's there smiling and excited and usually with something funny to show me.'

The screen hasn't been a problem, with technology running smoothly after the first couple of weeks. Claire was even able to donate a laptop so Erika had her own

device to read on.

'It's really gratifying when she has a really good read,' says Claire. 'Often it can be frustrating for her, having to sound out the words, but when it gets tough like that we stop and talk about the pictures or find something new to make it fun. This week she read really well, she seemed really excited to be reading and it's how it should be. It's called Learn to Love to Read after all.'

Sabino agrees. 'She's enjoying it and her reading and speaking is improving. She's imaginative and she loves animals so books with animals in are her favourites.'

Claire, going through Erika's favourite books, agrees: "'Baxter goes to Bowwow,'" "Bobbie gets Stuck," "The Lost Sheep," yes an animal theme is emerging.'

Most important to the success of the partnership is the relationship.

'We can't say anything bad about Claire,' says Sabino. 'She's got patience and most importantly my daughter likes her. She trusts her, that's the most important thing.'

Claire agrees. 'With Erika I feel each week that she and I are forming some sort of relationship, albeit digitally. And if there's trust and enjoyment, that will lead to reading being a good thing – something you enjoy, rather than a chore.'

And reading with Erika is helping the whole family. Sabino explains: 'My wife, she's learning with Erika. Her reading is improving too. It's helping the whole family.'

Claire explains: 'Each week we focus on two or three words. Erika's mum writes them down and then each week they practise. They're really on it.'

Would Sabino recommend Learn to Love to Read to other families?

'Yes. We did and we do. We have two friends with children and we've already told them to get in touch.'

***Giulio describes the impact of our lockdown Reading for Pleasure packs on his daughter's engagement with reading***



'She was totally gobsmacked.'

Giulio is describing the moment he brought one of Learn to Love to Read's Reading for Pleasure packs home from the school his seven-year-old daughter Aurora had been unable to attend during the Covid 19 crisis.

Over 1,300 of the packs were delivered to local Wandsworth families isolated at home, often with few resources. Most packs contained five brand new books: one puzzle or activity book, one non-fiction book, and three fiction books with a diverse range of characters. The packs also contained a flyer about the online Summer Reading Challenge and ideas of activities the kids could do at home.

'During lockdown Aurora got a little bored,' Giulio explains.

'Obviously there's home-schooling and all that, but this gave her something new to look forward to. She was really happy, and it kept her on her toes.'

But it wasn't just Aurora who enjoyed reading the books. The whole family got involved too.

'I got to spend more time with her,' says Giulio. Bedtime stories became a regular feature as the new books made them read together more.

'They say you should read together every day,' he says. But reading the same book again and again isn't always that interesting for children.

'Sometimes she wouldn't want to read,' he explains. With the Reading for Pleasure packs 'she had more choice ... Having new material got her excited.' And when Aurora went to spend time with her grandparents over the summer, the books went with her. 'She loves them.'

### ***Volunteer Sally talks about her experience of virtual volunteering***



'In some ways I actually prefer volunteering online,' says Sally, a Learn to Love to Read volunteer who had been reading with children in a local school for only a few weeks when the coronavirus pandemic hit in March 2020. She was one of the first to get up and running as an online volunteer and has found reading with children online to have both challenges and rewards.

Thinking back to her first online session, as a regular Zoom user she'd felt confident with the technology, and the training and resources Learn to Love to Read had provided gave her an extra boost.

And when she got online with her first young reader she found it was a boy she had started reading with back in the Spring. 'Yes, he recognised me: he jumped up and down when he saw me.'

As she spent time reading with him week by week, she was able to choose the books they read together carefully in order to find stories that interested and engaged him: challenging him just the right amount.

'And he's getting better. Now he's asking me questions about the story and the words for the first time. It shows he's really taking an interest.'

She also loves the way the whole family has got involved. 'The boy I started with, he's the middle one of three, but now I read with his little sister as well and I'm also supporting his big brother. You're with the whole family, everyone's learning.'

Would she recommend giving online reading volunteering a go?

'I already have! I've put one of my friends on to Learn to Love to Read, I expect she'll be starting soon!'

### ***Teacher Sinead explains how one-to-one volunteer support is valued by partner schools***



'Learning to read well now is going to help them in later life, not just in their SATS. It's more than a life skill, it's a passion and a love that will go on.'

Sinead is a teacher at a local primary school which partners with Learn to Love to Read. She's discussing the impact Learn to Love to Read volunteers have on the children they read with.

'Without Learn to Love to Read some of those children wouldn't make the expected standard. Some may not read at home. So, if it's not their day to read with me, they might not have anyone to read to that day.'

But just as important as the technical ability they gain, is the confidence reading regularly gives the children.

'Some children who have read with Learn to Love to Read end up bringing books back into the classroom and wanting to share them. They put on a microphone and they read their book to the class. For some children who struggle with reading, it's a scary thing to read in front of 30 children. But it's given them that confidence, which you can't really teach, or it's difficult to.'

The volunteers are well-versed in phonics, which Sinead thinks is important. But equally as important is the fact that they're regular, reading with the same children every week, building relationships.

Commenting on one child who received support, Sinead says: 'She ended year two on purple books - just where she should be, which is amazing. Her text reading and her understanding and enjoyment of a book was just brilliant. You can't ask for more than that.'

## Thanks

We want to thank everyone who has played a part in our work during this especially challenging year: our partner schools, our adaptable staff team, our trustees, our funders (both loyal and new), our resilient volunteers and all the children and families we meet through our work.

This year we would specifically like to thank:

- **Wimbledon Foundation, City Bridge Trust, London Community Response, Mohn Westlake Foundation, Brunswick Group, Tuixen Foundation, Wandsworth Community Fund, London Community Foundation, L&Q Foundation Place Makers Local Fund, Tuixen Foundation, National Lottery Community Fund, Wandsworth Grant Fund, Co-op Community Fund, Jerusalem Trust, Gilchrist Educational Trust, Travers Smith Foundation and Aviva Community Fund** for supporting us with grants and donations as well as our supportive **monthly donors** for their ongoing regular support
- **Prospect House School** and **The Roche School** for fundraising for us
- **Give a Book, Siobhan Dowd Trust, Gannett Trust, London Children's Book Project, Balham Rainbow Nursery** and **BookTrust** for helping us get books into the homes of local children
- **The family and friends of Michael Hogben** who gave so generously in his memory
- **Claire Hall** for encouraging her friends to donate books and craft materials for our initial Reading for Pleasure packs and for distributing them with son Stanley in their camper van!
- **Louise Whitehead** for volunteering her time to work on our Case for Support
- **The Clore WISE Programme** and **L&Q Funding Plus** for their expert advice and valuable support

**LEARN TO LOVE TO READ**  
**STATEMENT OF FINANCIAL ACTIVITIES**  
**FOR THE YEAR TO 31 DECEMBER 2020**

	Note	Unrestricted Funds	Restricted Funds	Total Funds	
		£	£	2020	2019
				£	£
<b>Income and endowments</b>					
Donations and legacies	2a	16,956	67,660	84,616	28,744
Charitable activities	2b	27,151	982	28,133	10,759
<b>Total income</b>		<u>44,107</u>	<u>68,642</u>	<u>112,749</u>	<u>39,503</u>
<b>Expenditure</b>					
Raising funds	3a	-	-	-	702
Charitable activities	3b	14,034	53,457	67,491	35,463
<b>Total expenditure</b>		<u>14,034</u>	<u>53,457</u>	<u>67,491</u>	<u>36,165</u>
<b>Net income/(expenditure) from operations</b>		30,073	15,185	45,258	3,338
<b>Net movement in funds</b>		30,073	15,185	45,258	3,338
<b>Balances brought forward on 1 January 2020 (2019)</b>		11,065	4,133	15,198	11,860
<b>Balances carried forward at 31 December 2020 (2019)</b>		<u>£41,138</u>	<u>£19,318</u>	<u>£60,456</u>	<u>£15,198</u>



## LEARN TO LOVE TO READ

### BALANCE SHEET AT 31 DECEMBER 2020

	Note	2020 £	2019 £
<b>FIXED ASSETS</b>			
Investments		-	-
<b>CURRENT ASSETS</b>			
Debtors and prepayments	5	3,384	871
Cash at bank and in hand: General account		57,072	18,327
		<u>60,456</u>	<u>19,198</u>
Creditors: amounts falling due within one year	6	-	4,000
<b>NET CURRENT ASSETS</b>		60,456	15,198
<b>TOTAL NET ASSETS</b>		<u>£60,456</u>	<u>£15,198</u>
<b>FUNDS OF THE CHARITY</b>	7		
Restricted		19,318	4,133
Unrestricted		41,138	11,065
		<u>£60,456</u>	<u>£15,198</u>

Approved by the Trustees on 23 June 2021 and signed on their behalf by:



Nigel Richard Harris, Chair of Trustees

The notes on pages 15 to 22 form part of these accounts.

**LEARN TO LOVE TO READ**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR TO 31 DECEMBER 2020**

**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.

**LEARN TO LOVE TO READ**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**(continued) FOR THE YEAR TO 31 DECEMBER 2020**

**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 2020**

**2 INCOME AND ENDOWMENTS**

	Unrestricted Funds £	Restricted Funds £	Total Funds 2020	2019 £
<b>2(a) Donations and legacies</b>				
Donations and gifts	7,498	-	7,498	8,385
Gift Aid	458	-	458	2,366
General grants provided by government / other charities	9,000	18,900	27,900	17,993
COVID grants provided by government / other charities	-	48,760	48,760	-
	<u>£16,956</u>	<u>£67,660</u>	<u>£84,616</u>	<u>£28,744</u>

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

Tuixen Foundation	7,500	-	7,500	7,500
Wandsworth Community Fund, via London Community Foundation	-	-	-	4,443
L & Q Foundation Place Makers Local Fund	-	3,750	3,750	3,750
Mohn Westlake Foundation, via London Community Foundation	-	10,000	10,000	-
Wandsworth Grant Fund	-	2,000	2,000	-
Gannett Trust	-	2,400	2,400	-
Siobhan Dowd Trust	-	-	-	1,800
Jerusalem Trust	1,500	-	1,500	-
Gilchrist Educational Trust	-	750	750	-
The Constance Travis Charitable Trust	-	-	-	500
	<u>£9,000</u>	<u>£18,900</u>	<u>£27,900</u>	<u>£17,993</u>

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

City Bridge Trust, via London Community Response	-	15,600	15,600	-
Wimbledon Foundation, via London Community Response	-	10,000	10,000	-
L & Q Foundation Place Makers Local Fund	-	9,000	9,000	-
National Lottery Community Fund	-	6,500	6,500	-
Wandsworth Grant Fund	-	3,900	3,900	-
Wimbledon Foundation	-	2,500	2,500	-
2.6 Marathon Day	-	760	760	-
Travers Smith Foundation	-	500	500	-
	<u>£NIL</u>	<u>£48,760</u>	<u>£48,760</u>	<u>£NIL</u>

**LEARN TO LOVE TO READ**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**(continued) FOR THE YEAR TO 31 DECEMBER 2020**

	Unrestricted Funds	Restricted Funds	2020	2019
<b>2(b) Charitable activities</b>				
Receipts from partner schools	9,000	-	9,000	8,500
Income from training course	-	-	-	850
Fundraising (including corporate donations)	18,151	982	19,133	1,409
	<u>£27,151</u>	<u>£982</u>	<u>£28,133</u>	<u>£10,759</u>

Fundraising included receipts from the following:

Brunswick Group	10,000	-	10,000	-
Prospect House	3,302	-	3,302	-
Co-op Community Fund	3,923	-	3,923	-
Aviva Community Fund Crowdfunder	-	982	982	-
Refinitiv	373	-	373	-
Blind Date with a Book fundraiser	310	-	310	-
World Book Day fundraising	243	-	243	-
Waitrose and Partners Community Matters	-	-	-	200
Blush and Blow	-	-	-	157
Other	-	-	-	1,052
	<u>£18,151</u>	<u>£982</u>	<u>£19,133</u>	<u>£1,409</u>

<b>Total income</b>	<u>£44,107</u>	<u>£68,642</u>	<u>£112,749</u>	<u>£39,503</u>
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**LEARN TO LOVE TO READ**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**(continued) FOR THE YEAR TO 31 DECEMBER 2020**

**3 EXPENDITURE**

	Unrestricted Funds £	Restricted Funds £	2020	2019 £
<b>3(a) Raising funds</b>				
Promotional event	-	-	-	702
	<u>£NIL</u>	<u>£NIL</u>	<u>£NIL</u>	<u>£702</u>
<b>3(b) Charitable activities</b>				
Insurance	371	-	371	354
Cost of equipment for schools	277	205	482	2,585
Lunchbox Library costs	-	-	-	630
Restricted book purchases	-	1,171	1,171	-
COVID costs (other than administration)	-	30,367	30,367	-
Administration:				
Salaries	8,826	19,180	28,006	23,518
Payroll costs	252	294	546	546
Consultancy costs	2,405	916	3,321	3,935
Staff expenses	137	103	240	329
Staff training	598	-	598	269
Cost of DBS checks	556	-	556	492
Printing and stationery costs	320	189	509	1,019
IT costs	292	1,032	1,324	1,786
	<u>£14,034</u>	<u>£53,457</u>	<u>£67,491</u>	<u>£35,463</u>
<b>Total expenditure</b>	<u>£14,034</u>	<u>£53,457</u>	<u>£67,491</u>	<u>£36,165</u>

**LEARN TO LOVE TO READ**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**(continued) FOR THE YEAR TO 31 DECEMBER 2020**

**4 STAFF COSTS**

	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Salaries and wages	27,263	23,022
Social security costs	207	345
Pension costs	536	151
	<u>£28,006</u>	<u>£23,518</u>

During the year, Learn to Love to Read employed four employees on a part-time basis.

**5 DEBTORS**

	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Prepayments	384	371
Accrued income – partner schools	3,000	500
	<u>£3,384</u>	<u>£871</u>

**6 LIABILITIES: AMOUNTS FALLING DUE WITHIN ONE YEAR**

	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Accruals and deferred income	-	4,000
	<u>£NIL</u>	<u>£4,000</u>

Deferred income of £4,000 in 2019 related to payment from four partner schools for services in the spring and summer terms 2020. Because of Covid-19, schools were invoiced for the 2020-2021 academic year in January 2021 rather than September 2020 and for this reason no deferred income is shown.

**LEARN TO LOVE TO READ**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**(continued) FOR THE YEAR TO 31 DECEMBER 2020**

**7 MOVEMENT IN FUNDS**

	31 December 2019	Net movement in funds	31 December 2020
	£	£	£
<b>Unrestricted funds</b>			
General fund	11,065	30,073	41,138
<b>Restricted funds</b>			
Wandsworth Community Fund, via London Community Foundation	2,962	(2,962)	-
Siobhan Dowd Trust	1,171	(1,171)	-
Wimbledon Foundation, via London Community Response	-	10,000	10,000
National Lottery Community Fund	-	3,250	3,250
Mohn Westlake Foundation, via London Community Foundation	-	2,500	2,500
Wandsworth Grant Fund	-	2,000	2,000
Gannett Trust	-	1,478	1,478
Aviva Community Fund Crowdfunder	-	90	90
	<u>£15,198</u>	<u>£45,258</u>	<u>£60,456</u>

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

	31 December 2019	Incoming resources	Outgoing resources	31 December 2020
	£	£	£	£
<b>Unrestricted funds</b>				
General fund	11,065	44,107	(14,034)	41,138
<b>Restricted funds</b>				
Wandsworth Community Fund, via London Community Foundation	2,962	-	(2,962)	-
Siobhan Dowd Trust	1,171	-	(1,171)	-
L&Q Foundation Place Makers Local Fund	-	3,750	(3,750)	-
Mohn Westlake Foundation, via London Community Foundation	-	10,000	(7,500)	2,500
Wandsworth Grant Fund	-	2,000	-	2,000
Gannett Trust	-	2,400	(922)	1,478
Gilchrist Educational Trust	-	750	(750)	-
<b>Restricted Covid funds</b>				
City Bridge Trust, via London Community Response	-	15,600	(15,600)	-
Wimbledon Foundation, via London Community Response	-	10,000	-	10,000
L&Q Foundation Place Makers Local Fund	-	9,000	(9,000)	-
National Lottery Community Fund	-	6,500	(3,250)	3,250
Wandsworth Grant Fund	-	3,900	(3,900)	-
Wimbledon Foundation	-	2,500	(2,500)	-
2.6 Marathon Day	-	760	(760)	-
Travers Smith Foundation	-	500	(500)	-
<b>Fundraising</b>				
Aviva Community Fund Crowdfunder	-	982	(892)	90
	<u>£15,198</u>	<u>£112,749</u>	<u>(£67,491)</u>	<u>£60,456</u>

**LEARN TO LOVE TO READ  
NOTES TO THE FINANCIAL STATEMENTS  
(continued) FOR THE YEAR TO 31 DECEMBER 2020**

**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***

There have been no related party transactions in the reporting period.

Unrestricted donations of £7,498 (2019: £8,385) include donations of £3,120 from trustees and their families (2019: £5,370).



Section A

Independent Examiner's Report

Report to the trustees/  
members of

Learn to Love to Read

On accounts for the 12  
months ended

31 December 2020

Charity no  
(if any)

1175288

Set out on pages

13 to 22

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the 12 months ended 31/12/2018.

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:

10 July 21

Name:

David Crowther

**Relevant professional qualification(s) or body (if any):**

ICAEW

**Address:**

51 Combemartin Road, 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).

**Give here brief details of any items that the examiner wishes to disclose.**