

**REPORT OF THE TRUSTEES AND
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MARCH 2022
FOR
EDUCATION FUTURES TRUST**

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The trustees, who are also directors of the charity for the purposes of the Companies Act 2006, present their report with the financial statements of the charity for the year ended 31 March 2022. The trustees have adopted the provisions of the Statement of Recommended Practice (SORP) 'Accounting and Reporting by Charities'.

OBJECTIVES AND ACTIVITIES

During the reporting period, the Charity continued to fulfil its objects by providing a range of services within its area of benefit to fulfil its charitable aims: advance education and increase educational attainment by supporting pupils, their families and communities within some of the most deprived areas in England. These education-based services have been developed to meet the needs of the beneficiaries, with the Charity ensuring that delivery takes place in the heart of the local community. Throughout the year, the Charity has had due regard to the commission's public benefit guidance when exercising any powers or duties.

The Charity has worked with children, young people, families and vulnerable adults in Hastings, Rye and the surrounding area, focusing primarily in areas of deprivation or where families and children have identified need. In this financial year, the reach of the Trust has continued to meet the needs of some vulnerable families in the outlying rural areas, as is permitted within the Articles of Association.

Renovation of The Firs site on Elphinstone Road as a suitable location for service delivery, has continued. Planning permission for the site was received on 1st November 2021 so, during the remaining part of the financial year, the charity has worked to meet the planning conditions. Issues within the borough council's planning department have slowed the process, but the Charity has worked relentlessly in order to meet the conditions.

Use of the grounds at The Firs has helped meet the aims and objectives of the Charity by providing the space to deliver a wide range of provision. The ability to manage the facilities and establish processes to keep people safe, enabled staff to offer outdoor learning in line with the charitable purpose. Children and adults tell us that The Firs provides them with a safe place and that they value the opportunity to access the grounds.

The different areas of the site (football pitch, multi-games area, wooded space, Secret Garden) provided various options for delivery of courses and 1-1 work, whilst the volunteer workforce was able to work safely in the grounds. Accessing provision at The Firs provided service users with the opportunity to improve their mental well-being and to re-engage with the local community.

Negotiations with East Sussex County Council over the West St Leonards Children's Centre building on Bexhill Road continued throughout the year. Repairs have not yet been completed and the outdoor space remains

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unusable. Through the Charity's connections, the remainder of the site has been significantly improved over the year to provide the Charity with much needed space and a venue for the early years Comic Relief project. Both Veolia and Optivo have provided a range of services to upgrade the appearance of the site, including decoration and basic maintenance.

The Community Café, The Drift, at Hastings Contemporary Gallery has upheld the objectives of the Charity by providing training opportunities for young people and vulnerable adults. Negotiations are underway with the gallery's management to provide families in need with free access so that they can be provided with meals.

ACHIEVEMENT AND PERFORMANCE

Overview

During the year, the Charity applied for and acquired resources from a range of sources to continue its work. Funding has been received from:

- Aviva: forest school equipment
- Big Local: early years resources
- CHART achieved for The Firs development, but not drawn down in the year.
- Children in Need: Money Heroes: training in financial management
- Children in Need: Sports 4U
- Clinical Commissioning Group: Health Inequalities for a Health and Well-being Hub
- Comic Relief: Building Foundations Together (early years)
- Department for Levelling Up, Housing and Communities: Town Deal for The Firs and Plumpton (not drawn down in the year)
- ESCC COVID Grant: food and essentials. The Charity is leading a partnership to include Hastings Foodbank, FSN and ETC Sussex.
- ESCC Family Learning
- ESCC Holiday and Activity Fund: Holiday Activities (Easter, Summer and Winter)
- ESCC: International Women's Day consultation activities
- ESRA: Big Ideas STAR programme: Bushcraft
- Hastings Borough Council: COMF keyworker, activities and support
- Hastings Borough Council: Hastings Youth Council
- Hastings Opportunity Area Broadening Horizons: Aspirations
- Hastings Opportunity Area Broadening Horizons: after school forest school
- Lloyds Foundation: core grant with a focus on young parents
- MIND: men's mental health

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- Neighbourly: food for children
- Police and Crime Commissioner: SWISH Hollington/Ore
- Seeds of Change: planting at The Firs
- Spencer Wills Trust: outdoor activities
- Sport England: Storm 22 to improve the site
- Virgin Media: for development of the Secret Garden
- Youth Investment Fund: equipment for 11-18 years (The Firs)

The Charity received benefit through pro-bono support or donations of goods from:

- Co-operative;
- Cranfield Trust;
- FareShare;
- Hastings Direct;
- Jewson;
- Lidl;
- Lloyds Foundation
- Mayer Brown International LLP;
- Morrisons;
- Optivo
- Penguin Ransom House;
- Tesco;
- Veolia.

The legal input from **Mayer Brown International LLP** has enabled the charity to investigate the planning and development issues for The Firs. Throughout the year, Mayer Brown International staff have been unwavering in their high quality, intensive support to the Charity. Without their input the Charity would have struggled to have achieved the progress towards planning and in managing the planning conditions

The assistance from **Cranfield Trust** supported the Board in considering changes and additions to trustees. Brokered by **Lloyds Foundation**, professional support has enabled the Chair and the CEO to ensure processes remain rigorous whilst meeting the needs of the charity.

Tesco has supplied daily food donations for the food hampers, with 2 local stores ensuring that families have access to fresh bread and vegetables in particular. **Morrisons** and **Co-operative** have continued to make donations of

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consumables to support projects and local families, especially throughout the pandemic.

Supplies of books have been crucial to support the learning of local children, and the partnership with the **National Literacy Trust** resulted in a range of donations from **Penguin Ransom House**.

Financial support has been received from **Constance Private Asset Management** (Virginia and Robert Millington) for the delivery of the storytelling programme, Tales from the Tipi, whilst the B and L Leach Family Trust made donations to support the core costs of the Charity.

A number of firms have permitted their staff to volunteer (**Optivo, Hastings Direct**) to support the Charity, or have provided goods and materials (**Lidl, Jewson**) to enable the Charity to support local people. **Veolia** committed both staff and resource to the improvement of the Charity's Community Learning Centre on Bexhill Road. In addition, the charity received donations from individuals who wished to support the charity either financially or with a range of items.

Case study: Community Learning Centre

For two days in August, a team of 8 volunteers from Veolia worked on developing the outdoor space so that it could be a safe learning environment for children. They repaired the playhouse, built decking, weeded, planted and created flower beds and cleaned and painted woodwork. Alongside this they donated a new fridge, planters, hanging baskets, gardening tools and signs. They also engaged another local firm, Alpha Electrical to service the outdoor lighting and awning.

Keen to maintain this relationship, the team at Veolia made additional planters and a mud kitchen to further enhance the outside area and have continued to support with small DIY jobs including installing a key lock box and sorting a sticking door.

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Charitable Activity

As a result of the continuing need posed by Covid and the economic implications for families and individuals, the Charity continued to provide services to relieve the issues faced by the most vulnerable. The office was adapted throughout the year to enable additional practical support to be offered, whilst also maintaining and expanding the face-to-face services.

Food Hamper Project

Additional funding was sought to continue delivering food hampers from April 2021 until July 2022 when it was identified that need remained. Initially, the work was funded by TE Connect, East Sussex County Council Hastings Food Action and charitable donations. For a short period between August and October 2022 the Charity maintained a limited service using charitable funding for the most vulnerable, whilst families and households were referred to specialist food providers.

By November 2021 it was apparent that this service was insufficient, and the project secured funding as the lead provider from East Sussex County Council's Vulnerable Household Fund as part of a partnership bid with Fellowship of St Nicholas, Hastings Foodbank and ETC Sussex that was led by the Charity. This enabled the delivery of food hampers to families and other households throughout winter, until the end of March 2022.

As schools began re-opening, delivery was adapted to include the setup of a Food Hub in one local primary school, Christ Church, where hampers were packed by the Charity's staff and then distributed on a weekly basis to families who had been identified by the school keyworker as being in need.

Partnership working with other local primary and secondary schools across the town enabled the identification of families that they felt needed support with food. Due to space and staffing restrictions in some schools, staff and volunteers either delivered hampers to schools for parents to collect, or they packed these for school staff to pick up from The Firs for distribution. Schools valued the flexibility of the system. Some were able to refer the same families for continued support, whilst one school rotated families on a fortnightly basis so that more could benefit. Support was reviewed on a 6-weekly basis.

In total, the Charity worked with seven schools from November 2021 to March 2022, extending that provision to include any holiday periods so that families did not suffer whilst schools were closed. Tesco vouchers were distributed before the holidays started, and families also had the opportunity to request a hamper during the holidays if needed.

As well as working with schools, the Charity continued to support individuals and families referred in by other services or who self-referred. The self-referral process has helped remove barriers for those requiring access to food: the

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need for a referral from another service delays support and often prevents access.

'A was referred for support by her neighbour, as she refused to engage with any other services. Hampers were delivered throughout and beyond the COVID lockdowns. A was terminally ill and very isolated but, through the regular visits from the volunteer, a trusting relationship was established. The food was tailored to her dietary requirements as her health conditions limited what she could eat. During the support period the charity negotiated additional interventions from other organisations such as adult social care, HEART and the Crisis Response Team, until she passed away.'

Staff were careful to include quality fresh vegetables, fruit, bread and eggs in the weekly hampers. Donations from Tesco, the Co-op, Aldi, Sainsburys and FareShare supplemented the weekly supermarket deliveries and ensured that the hamper contents were varied and matched need.

The feedback received from Ore Village Primary Academy was that the hampers were of exceptional quality and that some parents had been overwhelmed at receiving these because they could not remember the last time that they had had fresh bread.

In addition to providing fresh ingredients, the Charity's nutritionist produced easy to cook, healthy and affordable recipes for those in receipt of hampers. The recipes were made up entirely from the contents of hampers and we adjusted the fresh ingredients to match the recipe, so families would not need to purchase additional items. We also tailored these recipes so that they could be cooked in a number of different ways, so that those without easy access to kitchen utilities would still be able to prepare the food. One Mum commented that she cooked the recipes with her daughter every week and they inspired her with new ideas for meals.

Outcomes and Impact

Education Futures Trust distributed hampers to **285 new households** in this period, equating to **24,330 meals overall**. The composition of those who benefitted during this period were **1,666 children** and **1,128 adults**. **233** vouchers were given out to families during the Christmas Holiday and half-term period. Of all the families and individuals we delivered food to during this period, **62% lived in the 10% of most deprived areas** and **85.74% lived in the 30% of most deprived areas**.

The following quotations were received from recipients of food hampers during this period:

"Really helpful receiving the food especially as I have had to move into temporary accommodation."

"Saved my life. Not made to feel inadequate at all."

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“Wide range and choice of things. Receiving toiletries is also really helpful. Nice to pick your own things.”

“Absolutely wonderful what you do, and everyone involved, the packers and office people and then people who deliver as well. 1000% out of 1000%.”

Throughout the same period, the charity continued to distribute books to children’s homes and into schools, especially for those children whose learning had been limited by COVID. Although no longer a funded project, the Charity continued to distribute donated books through schools and other projects. 4,859 books were distributed through this mechanism with feedback indicating that the service continued to make a difference:

“Thank you – my boys love the books and the oldest is already reading one.”

Family Support Keyword

During the pandemic, this service was crucial to meeting the needs of local families. In addition, keyworkers provided the Charity with significant intelligence about the needs of local families, especially those living in the most deprived areas, and those that were facing significant challenges. During the early period of lockdown, families faced desperate circumstances, with many lacking finance, support networks and, quite quickly, basic provisions. The Charity responded by redirecting resources to meet the need as described.

Building on the small core staff team of school-funded keyworkers that provided focused support for families, the charity also received additional commissions from the Hastings Opportunity Area (HOA). The Charity held a number of contracts for keyword during the reporting period:

- school commissioned keyword in
 - West St Leonards Primary Academy;
 - Christ Church CE Primary & Nursery Academy;
 - St Leonards CE Primary Academy
 - Sacred Heart Catholic Primary School;
 - All Saints CE Junior Academy;
- Hastings Opportunity Area (HOA) attendance keyworkers;
- keyworkers co-located with ESCC through the Hastings Opportunity Area mental health programme;
- Didymus funded project.

The Trust’s school commissioned keyword provided support directly to the families identified by the schools. Following the lockdowns, schools were clear that they intended to maintain support for previously referred families, as well as others who were struggling after the pandemic. Maintaining contact with a wider number of families was crucial, even though not all were on the

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keyworker's caseload for more intensive support: academies wished to expand the numbers of families in order to maintain oversight of potentially vulnerable families. The four keyworkers supported 191 families (287 children) during this period.

During this reporting period, lockdown rules and regulations varied. The regulations resulted in the suspension of regular keywork home visiting, though garden visits were undertaken where needed. Keyworker support for improving attendance was rerouted to provide support to the families who were struggling most during the pandemic. Teachers whose students who worked with the Charity's keyworkers fed back:

"H's confidence has improved greatly. He talks to me much more and joins in with class discussions."

"I can think of very few instances where A has recently struggled. She has really strong friendships in class now"

"B has really turned things around and embraced change" (teacher)

"Much more positive attitude to school." (teacher)

During the first part of the reporting period, EFT keyworkers made welfare calls to increase the support to keep children safe. Whether commissioned by schools or by the HOA, practice was consistent, with keyworkers making regular calls, liaising with any remaining services and meeting basic needs.

These shorter interventions did not yield standard data sets and are not included in the statistics: schools were not in a position to provide the data.

Prior to August 2021, doorstep visits were carried out in line with restrictions. Across 3 schools, two keyworkers made 296 such visits during the period (April – August) when standard home visits were not permitted.

Whether in person or using the Charity's volunteers, keyworkers were active in arranging or directly delivering over 800 food parcels to families who were experiencing hardship. These deliveries often provided a pretext for doorstep discussions to check on the welfare of children. Further deliveries were made to get books, learning and play resources supplied by the Trust to families who may not have been able to access the on-line learning resources offered by schools.

Keyword case study: work in a primary school

The aims for the keywork over the reporting period were:

- raising self-esteem
- reducing anxiety;
- dealing with difficult feelings;
- building resilience;

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- improving behaviour and learning in school;
- developing social skills and improving engagement and learning at school to increase attendance and academic levels;
- improving parenting skills and family relationships.

Referrals

The 20 children were initially identified by their class teacher based on the school's referral criteria and following 1-1 meetings with the SENDCo. Initial referral forms were completed, and the aims, outcomes and expectations were outlined. Data was gathered to enable the impact of the work to be measured. Once the Keyworker had contacted the parent/carer to gain consent, they were able to meet with the child.

Reasons for referral included; poor behaviour choices, anxiety, emotional wellbeing, low confidence and self-esteem, bereavement, friendship issues and poor family relationships.

Outcomes

- 95% have improved self-esteem
- 90% have improved confidence
- 90% feel they can cope better with difficult feelings
- 90% have built better resilience
- 100% achieved their target set by their teacher.

"I am way more confident and my self-belief is better."

Additional support from the keyworker

An additional 79 children were supported for a variety of needs through the mental health drop-in service. 79% of these children were from the lowest 10% areas of deprivation.

"Being able to talk about how I feel has helped my relationship with my brother."

Group work

Five groups ran across different year groups:

- a friendship group for year 3s,
- a confidence building group for four year 5s
- a play skills group for five year 2s.
- two well-being groups for year 6 girls.

Group work outcomes

- 70% had improved self-esteem
- 91% feel they can deal better with difficult feelings
- 75% feel more confident
- 95% achieved their target that was set by their teacher.

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Parent support

66 parents/carers were provided with practical advice and support through home visits, school meetings and phone calls. 190 food hampers were given out over a period of 7 months. Fifteen children attended EFT holiday activities.

“Thank you so much, I am super proud of him. Super star” (parent)

Early Years

Comic Relief funded the services of an Early Years Coach from September 2020 through Building Foundations Together, a project aimed at addressing socioeconomic difficulties for the long term developmental benefit of local children under 3 years of age. Relationships were built with local Health Teams, Early Help Services and Children's Centres. March 2022 represents 18 month mark of a 4 year, Comic Relief, project.

By the close of the project (September 2024) the target is to reach 220 children. By March 2022, 264 children under 3 (120 families) had had direct support and input. Health visitors remain the biggest referrer, with other referrals coming from the Community Nursery Nursing Team and a paediatric nurse.

Many families are supported on a 1:1 basis with the coach providing intensive support and, where possible, referrals are made to other appropriate agencies.

Underpinning the support is input on key issues such as language and literacy, healthy lifestyles and physical literacy which can delay developmental outcomes. The project has enabled 2 families to navigate the Education Health Care Plan (EHCP) process, with an outcome of specialist educational provision.

“Thank you for all your help and support, we really appreciate it. For the first time ever I feel like we are getting somewhere and that's thanks to you. I have been struggling for many years and struggling to get any kind of help.” (parent)

Examples of other types of input include:

- emotional well-being checks for parent and child;
- modelling play in the home;
- benefit checks;
- grant applications;
- 1:1 support to access community activities where mental health or English as an additional language creates a barrier;
- signposting to community opportunities for practical and emotional support;
- referrals for developmental needs, with resources provided to develop home learning and routines;

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- identifying safeguarding concerns and meeting the child's needs;
- food parcel delivery;
- tooling parents with resources and practical opportunities.

Through the project, families have had access to the Charity's Community Learning Centre, on Bexhill Road, which has been designed to provide high quality early years facilities.

"I hope many more parents and children are able to enjoy the services provided by this wonderful centre." (parent)

This has enabled the delivery of 7 early years courses, focused on the well-being and development of the children. During the reporting period, 42 families attended these courses which were funded by East Sussex County Council (ESCC) family learning.

"Her confidence has grown so much since coming here." (parent)

Health visitors refer families directly to the sessions, especially those courses focusing on reducing isolation and increasing developmental play. 'Stay and Play' sessions now run throughout the holidays in order to meet the children's needs.

"The activities and opportunity for our daughter to socialise has been fantastic." (parent)

The project is constantly evolving to meet the presented needs and paves the way for engaged, socially active children. For the next reporting period, the focus will be on marginalised communities; getting parents/carers directly involved with running sessions; building confidence, and upskilling/employability skills.

"M always has so much fun with the variety of activities that are set up. Each week they are different which is great" (parent)

Outdoor Learning

Background

As a response to the impact on wellbeing and social contact of the global health crisis, the projects delivered during the reporting period had an overarching focus on social connection while promoting the benefits of outdoor experience on mental and physical health. Experienced practitioners supported participants to gain new skills, share existing ones and increase taking risks in safe, supported and comprehensively risk assessed environments.

Using social media to recruit, many adult participants self-referred to the projects. A number of people then encouraged others to take part, and word-of-mouth became a secondary source of referrals. An information, advice and guidance event organised by funders increased uptake, and

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gave potential participants the opportunity to find out more and meet staff before enrolling. A small number of adults were identified and referred by work coaches, by employment advisers, by health support workers and by social prescribers.

Projects for children and young people were variously commissioned and populated by schools and academy trusts. In the case of funded courses the schools promoted the offers via their newsletters. Family Support Keyworkers also referred and signposted to after-school clubs and holiday offers.

Throughout the pandemic, outdoor spaces began to be perceived as safer, and meeting outside was promoted by the government as restrictions eased. Schools looked at their playing fields and nature areas as valuable resources that could support group learning and improve wellbeing and the acquisition of 'soft' skills.

"Outside, quiet children start to talk more and children who find it hard to be constrained begin to relax. Children need to be outside long enough to feel at home there." Emma Shaw

Programmes

Since the beginning of April 2021 and until 31st March 2022, the outdoor learning team at EFT delivered 37 distinct courses via 13 different projects. These fall roughly into 4 groups:

Adult offers

Without Walls

This course is designed to improve confidence, communication and community connection for adults managing complex health challenges. Meeting in Shornden Meadow in Alexandra Park and using conservation and bushcraft skills to engage, participants build a team over the course of ten weeks, working together to complete the John Muir awards.

Three distinct rounds of this project were delivered during the reporting period. Each ran at capacity, and attendance levels were high considering the multiple barriers experienced by the cohort. The charity was able to include an outing to RSPCA Mallydams Wood at the end of one course, and at the request of participants a successful and lively WhatsApp group was created.

Participants commented:

"My confidence has grown since WW, I have met some great people, it has definitely encouraged me to engage with other people I meet. WW has improved my wellbeing...I sleep so much better...I feel healthier. It has encouraged me into further education...I have started a diploma in mycology...I am so grateful. The group has really boosted my confidence and general wellbeing."

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"I've learned how to use an axe safely which I will be using the knowledge in the summer with my new fire pit. I've started learning which foods I can forage. Being outdoors with lovely people that encourage you and teach you new things, working with others to accomplish tasks. I'll always love more whittling and nature identification and craft. The most standout moment in this group was two days after my dad's funeral I was struggling so much but last minute decided to go to Without Walls as I always feel happier there. When I got there, I knew I'd made the right decision; just being there working in a comfortable space and having the support of the facilitators meant the world to me that day as I felt my depression dropping."

"I love learning new things and then using them in my life, in a lovely safe environment to be yourself and communicate when you're ready. I've made a Swedish fire torch, damper, wild garlic pesto, hedgerow salad...I want to make a flower press. Great to have the team to ask how to do things or make things. The people, the skills, the atmosphere, the environment, learning new skills in a safe space...there's no one thing really."

"Without Walls is eating good free wild food, sharing experiences and being outdoors. I feel more confident talking to others, I want to come whatever the weather or difficulty. We celebrate our similarities; support is in communities. Sitting round the fire and talking, the end trip to Mallydams. WW is such a force for good. It builds strong community and allows a safe space for people to be, no matter who they are. It is a diverse group that truly celebrates a shared love of being outdoors and breaks down barriers."

"I would have died if it wasn't for Without Walls."

"Coming to WW helps my depression. I have improved on communication."

Bushcraft for Beginners

This outdoor learning project utilised bush craft skills such as fire lighting, shelter building, foraging and felling to engage participants who are living with challenges associated with addiction and substance misuse, with an additional course delivered solely for local men who experience poor mental health. It provided a safe and supported social environment in which positive next steps could be identified and supported.

A participant reported:

"I've had depression for years and years and lost my job because of it. I'm embarrassed to say that I haven't worked for twenty years. Since I met [my partner] who is disabled I've been caring for her. Coming along to the outdoor groups has been the thing I do for me. I need it, and even though it can be hard to get out of bed and come along, I'm always glad I have. I'm a volunteer now and have done a Forest School level 2 course. I'm dyslexic, so this was hard. When I helped with the kids at the Forest School in the summer, I loved it and felt a bit like my old self again (I used to be a youth

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worker). I'm going to do a Forest School level 3 qualification and want to look for paid work after that."

Whittling in the Wild

These 2 hour whittling sessions offered groups of adults the opportunity to meet weekly in a safe outdoor setting to learn to make objects using green wood. The timing of the initial offer was significant; every member of the cohort had experienced social isolation and an increase in mental ill-health as a result of the COVID crisis, and appreciated having access to a calm safe space in which to learn

Sitting on socially distanced stumps, side-by-side in the shade of an oak tree, participants learned to safely use saws and knives to make a wooden cutlery set, found out more about native trees, and built confidence at their own pace. The circle became a significant social settling, with the mindful and purposeful shared activity a focus and a bond.

Participants noted:

"Keeping busy stops me doing things I shouldn't and helps me stay well."

"I've learned to open up to people and interact with others. It ensures I leave the house, and I want to keep on attending."

"I like the people and the whittling. It's great to get outside, and whittling is so good for my head."

The Firs conservation volunteer group

Course participants identified that courses coming to an end has a negative impact on health and wellbeing before they are ready to take a next step into volunteering externally or moving into education, training or employment. As a response, the charity supported this cohort to meet on a weekly basis to undertake tasks around the site, with an outdoor learning facilitator as a point of reference. Work included removing brambles, maintaining pathways, creating a dead hedge and composting area, mending fences and improving the Forest School area. Social time was included; the group used storm kettles to make hot drinks, and relationships that had been made within other group settings could be maintained. This offer therefore had value for the participant as well as to the organisation. A participant commented

"I've been withdrawn for years and suffer from depression. I try to get involved now, getting to know people. I exchanged numbers with another bloke and will go fishing with him when the weather is better...a shared interest."

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Family offers

Forest Fun

This offer aimed to support parents and caregivers to develop their ability to offer play opportunities to their children under the age of 5. It used familiar and well-loved children's books as a starting point for learning, which was extended with a variety of activities that were modelled and facilitated by the tutor. The groups met weekly during term-time in an outdoor setting, and sessions included 'journeying' from the garden to the Forest School area to undertake bug hunts, exploration and to play games.

Feedback included

"X really enjoyed the bug hunt; I will do this again with her in the park and explore more nature-based activities with her at home."

"Wrapped up warm it's still fun to be outside. We really enjoyed the books."

Shore Academy

The second of the outdoor learning offers supporting parents and caregivers to play with and read to their young children, the Shore Academy utilised the beach and seaside environment to engage. Themed books were again at centre of the sessions, and the reading of them gave an opportunity to bring the group together before a series of linked activities were simultaneously available.

Diary sheets to capture the impact of the opportunities were completed by the adults, with comments including

"We liked playing and exploring the rockpools and sand and making sea creatures out of seaweed and shells. I can now identify what can be used to play on the beach and learned safety around rocks and rock pools."

Delivery for schools

Forest School

This was delivered at West St Leonards Primary Academy for groups of 10 pupils. Since the school re-opened in March 2021 this project has been delivered in ten-week blocks to a different year group each afternoon.

Sessions had a clear focus and scaffolded learning, starting with an introduction to the group and the setting, finding out more about insects, birds and trees, using tools, lighting and cooking on fire safely and woodland wide games. All were designed to engage and promote a love of nature and care for the environment at the same time as developing soft skills. These included confidence, communication, personal risk assessment and resilience.

Children were asked what difference coming to the sessions made to them, with comments including

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"My favourite part was using a flint and steel to light my own fire. I helped my friend to light hers.' 'I want to go to the woods with my mum and find more bugs!"

Field School

Hollington Primary Academy commissioned this piece of work to address some of the social issues some pupils were experiencing as a result of the impact of the health pandemic. The school has large grassy areas and outdoor hard surfaces, with only one tree. Forest School principles were applied to the design of the sessions, with activities reflecting a focus on empathy, caretaking attitude, working as a team and communication. The groups agreed to work within a framework of values which included kindness and respect, safety and determination.

Feedback from pupils

"I didn't want to be outside but then I realised I like playing outside with my friends."

"I like playing games in the rain!"

"I am not usually good at stuff at school, but I liked being outside and I was really good at the games."

One-to-one alternative provision

This provision matched a skilled coach and mentor with a pupil or student who was struggling to access mainstream education. The coaches used a variety of accessible activities to engage, including sport, outdoor skills, board and card games and gardening and conservation activities. Targets were agreed between the commissioner, the participant and the coach and were reported upon after every session, which typically lasted 2 hours weekly over the course of a term. A focus on reintegration and raising aspiration was the aim of the work overall. One secondary student commented

"I am the happiest I've ever been...I am doing better at school...I want to go to college."

Group alternative provision

The Hastings Academy commissioned a bespoke bi-weekly alternative provision for a small group of students using an outdoor space in their grounds. This aimed to engage those who were struggling to manage the social and physical expectations of a classroom setting, with a focus on improving 'soft' skills including self-esteem, self-regulation and personal risk assessment. The young people took part in activities including creative use of natural material, which one student commented was 'fun and relaxing.'

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After-school and holiday offers

Forest School after school club

Hastings Opportunity Area funded a Forest School after school club at West St Leonards Primary Academy. For many pupils it was their first experience of spending time in the woodland behind the school, as they were at the start of their school career. Their excitement to be exploring and discovering the area inspired the activities planned, with the cohort's interests informing the sessions week on week. This approach allowed the project to fit to the needs of the participants. A parent commented

"My son loves coming to the afterschool club, it's the only activity he's stuck at, most clubs he'll try it for a week and not want to come back. With the Forest School club he's been happy and excited to go every week."

The **SWISH in the Wild** after-school offer (Sport, Wellbeing, Information, Support and Health) was designed to meet the needs of 10-16 year olds who were at risk of becoming involved in crime or gang-related activity, with the aim of promoting positive change. One term was delivered at Silverdale Primary Academy, with the remainder of the delivery taking place at the Firs. Activities included whittling and environmental awareness, with a 'wide' game incorporated to conclude each session. Discussions took place in the supported environment of the seating circle and was facilitated by practitioners.

Holidays, Activities and Food (HAF)

The Charity's delivery of HAF included 3 different sessions: Sports, Forest School and Arts and Crafts.

Sports enabled the children to work in teams, taking instruction whilst learning to re-socialise outside of a school environment. The size of The Firs site supported a variety of different sports including football, rounders, dodgeball, and cricket.

During the Forest Fun delivery, children were encouraged to learn more about the world around them through 'hands-on' activities which included using tools and making natural artefacts.

The arts and crafts were led by the keywork team: this was a more relaxing and therapeutic activity that allowed the team to talk with each child whilst learning new skills and making several things to take home. During this session keyworkers could identify children and families that needed further support.

Each day children received 3 hours of activity and were given a take-home pack that included a 1-hour home-based activity and information about healthy eating. A healthy hot meal was provided for each child, and shared mealtimes provided staff with the opportunity to encourage children to try

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unfamiliar foods. Children identified 'making new friends' as a primary benefit, and commented

"I liked the quiz, and playing dodgeball, and everything we did at Forest School."

Outcomes and Impact for Outdoor Learning

The impact of the outdoor learning experience on the participant is assessed using a pre-and post-course scaling exercise and a feedback form. The views of parents and caregivers as well as school staff are additionally sought. Planning is then adapted to reflect suggested adaptations where possible, and the focus of offers reconsidered.

Scaling statements (0 – 10) based on the 5 Ways to Wellbeing were used to assess impact of the offers for adults. Between 70 and 100% of participants reported that they had maintained or improved in all areas.

Comments collected via the feedback form included:

"That's why I like this group - you don't have to talk if you don't want to, you can introduce yourself to people in your own time, you are safe here. I've only just started to admit how much I struggle in crowded spaces, but I need to. I can now tell my family if I need to leave somewhere, and have ways of managing, I now always have a 'plan b' which means that I'm doing more than I used to."

Y commented that coming to the group has given him time to reflect on some of the advice his parents gave him as a child, allowed 'some pieces of the puzzle to fall into place' so that he is 'beginning to understand and appreciate' what he was offered as a child.

Observed outcomes also included peer support and skills sharing, with relationships of trust supporting open communication and social and community connection.

Hard outcomes included the presentation of 27 John Muir awards for nature conservation. Over 60% of adult participants went on to enrol on another two courses. 4 adults additionally joined the Charity as volunteers, with 3 securing other outdoor volunteering opportunities.

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Project	Enrolled	Completed	Attendance
Without Walls	44	38	68%
Bushcraft	30	25	79%
Whittling	19	19	90%
Firs volunteers	15	12	80%
Forest Fun	32	27	65%
Shore Academy	12	10	60%
Forest School WSLPA	150	150	90%
Hollington Field School	90	60	80%
121 AP	8	8	70%
Group AP	7	6	41%
Forest School ASC WSLPA	12	12	83%
SWISH in the Wild	40	38	85%
HAF at the Firs	265	258	84%
Totals	724	690	75%

Attendance was most impacted by the health of participants, which included the impact of the pandemic. Wet and windy weather affected levels of attendance across the adult courses, whilst for children, schools often providing indoor spaces so that delivery could continue through the worst of weathers. Adjustments were made to address these issues; coaches signposted to sources of support and provided temporary shelters where necessary. Overall attendance during the reporting period was 74%, with attendance on family and under 5 courses and group alternative provision the lowest. The beneficial impact of the outdoor environment was considered by staff to be a factor in the progress made and in levels of commitment.

Sports Provision

EFT has continued to provide local courses for both children and young people aged between 7 and 14 years, giving them the opportunity to access and partake in several sports and games sessions. Each session is tailor made to focus on the development of participants confidence, self-esteem, as well as social and functional skills. In addition, we aim to highlight the importance of physical activity and sport in benefitting physical and mental health to the youth of Hastings.

Following the last year's challenges with COVID, delivery has been possible at full capacity throughout this year with limited restrictions in place. Getting children and young people back involved within a safe community, whilst offering content to boost both their physical and mental stimulation was at the forefront of the charity's aims.

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Sports4U! courses are funded by Children in Need, allowing participants to create new friendships and learn social skills, as well as learn and build on practical skills that they learned from staff with expertise in sports. The courses gave children access to sports and equipment that many would not be able to afford as well as sports coaching to increase the chance for learning. For us to impact as many young people as possible, we targeted and ran this provision in areas of need.

Sports and activities were selected to encourage and develop social skills through participation in team games such as football, universal hockey, dodgeball, tennis, table tennis, basketball, cricket and rounders. Other activities were included to support informal learning and group discussions which were embedded into each session with a focus on raising awareness around the benefits of being active; managing emotions; forming positive relationships and building resilience.

Impact

From April 2021 to March 2022, a total of 80 children across 6 groups participated with an average attendance of 85%. Of the participants:

- 45% of the children lived in an area of deprivation according to the 2019 Index of Multiple Deprivation;
- 2.46% of these children were in care;
- 11.82% of disadvantaged children declared they suffered with additional special educational needs;
- 43.84% of the children said they suffer with anxiety/low confidence/low self-esteem;
- 17.24% were seen to have behavioural needs.

Participants feedback:

"I love that I've made friends outside of school and I get to see them every week."

"I love coming here because I get to play Football, which is my favourite, but I also get to learn about and play other sports too."

"This is my favourite club because I get to see my friends and have fun with them after-school."

Parents feedback on the impact of the sessions was very positive:

"I am so grateful for these sessions - both my children love coming here and always come home smiling. They wouldn't go anywhere else!"

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"It's great that these opportunities are being given in an area like ours and available to all, particularly disadvantaged and "difficult" kids. Well done to you guys for being there and managing it as well as you do."

"We have been waiting for a long time for sports sessions to be held there. I know parents will really appreciate having these sports sessions at Hollington, it is much needed in this community!"

October Half Term Activities

We utilised BBC funding to offer further support to the local community during the school holidays, whilst also aiming to gain further participants for our after-school clubs. Over the week we provided the opportunity for local children aged 7-14 years to participate in different sporting activities, bat and ball, football, dodgeball, and wide games. The sessions focused on young people's social and mental health integrating with children from similar backgrounds. We also had group discussions surrounding important topics like teamwork and communication, exercise and fitness, healthy lifestyles and nutrition, equality and diversity and managing emotions. This enabled children to further engage in learning whilst giving them the chance to receive the essential support they need to build on their functional skills and confidence.

Out of the four sessions offered we had a total number of 42 different children attend, with some partaking in more than one. Participants indicated:

"I really enjoyed the activities and wished we had longer."

"I liked that we got to play on the football pitch, because I don't get chance to do that."

"I loved going to the woods as I've never been before."

"I have enjoyed playing football and making new friends."

SWISH in Schools

The Charity offered the SWISH programme (Sports, Wellbeing, Information, Support and Health) to schools. The aim was to engage children in physical activity, improve well-being and encourage enrolment into after-school clubs.

Provision was delivered in Sacred Heart Catholic Primary, Hastings Academy and St Pauls Church of England Academy. Each school had a block of 5 weeks, where various sports were delivered e.g., football, basketball, dodgeball, universal hockey, volleyball and benchball. Our aim was to provide fun sessions, with opportunities to enhance learning whilst giving opportunities for students to socialise in a safe and secure environment. Our sessions looked to improve participant confidence, well-being, and to transfer this into home and school life.

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A quick topic discussion was led each week on important areas such as teamwork and communication, healthy lifestyles and nutrition, exercise and fitness and managing emotions. This enabled the participants to maximise their learning potential offering chances to discuss their present knowledge and how the topics relate to them.

From the schools we delivered in we had a total of 79 participants, with an average attendance of 91.55%.

Participants commented that:

“We learnt a lot from the sessions and each other. We tried to focus on our teamwork; taking turns with the ball and talking to each other in a kind and supportive way”

“I really enjoyed playing ultimate tag and games that we don’t usually play in PE lessons”

We spoke to teachers whose students received provision and gathered the following feedback:

“The provision was hugely beneficial and was a real boost to our children’s emotional wellbeing. The children were very eager to attend and spoke with great excitement following each session”

“High expectations for behaviour meant that children were able to get a lot out of these sessions”

The offer was then extended to Silverdale Primary Academy and Robsack Wood Primary Academy as a result of the allocation of COMF funding.

Silverdale Academy opted for a SWISH forest school provision for disadvantaged families that would not usually attend afterschool clubs. Sessions gave the opportunity for siblings to socialise outside of the home together, whilst mixing with other families from the local area. Sessions were carried out at the school’s usual forest school site, which was familiar territory for the participants, as well as being safe and secure.

Activities ranged from whittling, fire lighting, bug hunting, and making necklaces using disks cut from wood, as well as wide games. We delivered topic discussions on important areas of knowledge such as teamwork and communication, healthy lifestyles and nutrition, exercise and fitness and managing emotions. This enabled the participants to maximise their learning potential on top of the forest school-based activities.

Robsack Wood Academy chose a multi-sport offer where sessions were during school time. Students from disadvantaged backgrounds, with low self-esteem and further needs were chosen as those who could benefit from this provision the most. The aim was to provide fun sessions, with opportunities to

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enhance learning whilst giving opportunities for students to socialise in a safe and secure environment.

Sessions were aimed at improving participant confidence and well-being and transferring this into home and school life. Staff made sure that the sessions used game-based drills, so the structure was less like that of a P.E lesson and more fun and engaging. Sports included dodgeball, football, basketball, and universal hockey. A quick topic discussion was led each week on important areas such as teamwork and communication, healthy lifestyles and nutrition, exercise and fitness and managing emotions. This enabled the participants to maximise their learning potential, offering chances for them to share their knowledge and how the topics related to them.

From the two schools we had a total of 28 participants with an average attendance of 90%.

“Will this be continuing next term; we want you to come back and do it all over again”

“This has been so fun; I wish we could do this every day”

SWISH Online

We continued to deliver SWISH online up until December 2021. This offer was for children aged 9-15 years old and focussed on a safe online platform where participants were able to socialise with others whilst supporting their wellbeing. Off the back of COVID-19 this was designed to continually engage children in fun, social activities and set themselves up ready to be integrated back into school as restrictions had eased. In our sessions we discussed topics including online safety, equality, and diversity, managing emotions and using imagination. We also played games online which were both educational and fun e.g., Geoguesser, Drawasaurus and Roblox.

During terms 1 and 2 we had a total of 12 participants with an average attendance of 95%.

Mum's Fit

Mum's Fit classes began in April 2021, funded for 12 months by This Girl Can. The classes ran initially twice weekly with circuits on Tuesdays and buggy running on Thursdays, enabling Mums to have a workout with their children present.

A weekly kettlebells and body weight circuits class ran in the Multi-use Games Area at The Firs in the summer and in the Hastings United Sports and Social Club during winter and bad weather. A play worker was present during circuit classes, allowing mums to workout knowing their children were having fun and being looked after.

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After a slow start on the buggy running, we found many mums were worried they may not keep up with the group. Our tutor began one to one sessions to help build confidence to join the group. Once the main group grew large enough, we were able to split this into a beginner group and a regular running group to accommodate participants' confidence and pace.

Over the year, 59 mums came to the classes, 31 to circuits and 28 to buggy running. 48 of these mums had previously classed themselves as 'inactive'.

92.4% of participants surveyed at the end of project said that since beginning classes, they now do more exercise than before coming. 100% of participants said as a result of this project, they feel more confident about being active and 100% said as a result of the project they were more motivated to be active. Comments from those attending the sessions included:

"It's such a friendly positive atmosphere you want to be there and come back. You can feel the results and put at ease by having your child cared for by such a lovely team."

"Friendly, inclusive and fun. Volunteers to watch the kids are all lovely too"

"I can exercise with my baby there knowing she is mixing with other children and playing whilst I do something for myself, I get to meet other mums and children and not just feel 'like a mum', as much as I love being a mum I find I put myself last, I find I feel better about myself and positive after classes. I look forward to going too. I have just changed my work hours so I can continue attending. After covid I didn't get to meet other mums and my daughter didn't see many other children, now we both get this plus I am getting more exercise and more confident."

Aspirations

This broadening horizons project ran from November 2021 to February 2022 and was delivered by staff from Education Futures Trust with the aim of raising aspirations.

During this project, the Charity worked with 27 children in year 5, engaging with 2 members of Hollington staff. Out of the 27 children, 21 of these were from disadvantaged backgrounds. Pupils received 10 one-hour sessions over the course of a term. Some of these sessions were personalised to the needs of the individuals and other sessions included guest speakers matched to group interests.

Within sessions participants:

- explored self-image and self-esteem;
- developed confidence;
- discussed and developed aspirations;

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- discussed career opportunities;
- discussed training and further education opportunities;
- met inspirational people with interesting careers who live and work in Hastings.

Impact

The impact of the programme has varied for different groups of pupils based on their confidence levels, prior knowledge and individual needs.

All pupils have gained a greater understanding of future education pathways and career opportunities. Children were introduced to careers they didn't know existed and were 'amazed' that you could turn a hobby (paddle boarding business owner, personal trainer, forest school leader) into a career.

Over 60% of children wanted to be a professional footballer or YouTuber/Influencer at the start of the sessions. These are their role models and what they aspire to be. This was unpicked throughout, and attitudes and aspirations changed. At the end of the sessions, approximately 10% still had these aspirations but also realised that they needed a backup plan.

With all groups, engagement with the programme was poor initially. Warm-up and self-esteem activities were planned to address this. Our sign-in assessment highlighted how their engagement and confidence increased throughout the programme.

Initially, all activities were scaffolded to ensure all children could participate so that low confidence and self-esteem would not get in the way. As the session progressed these scaffolds were not needed, and children were confidently contributing and formulating questions for visiting speakers.

Turning a hobby into a career was a path that was not explored but many of our speakers led us there. This was positive for those children that struggled to identify future aspirations. One child could only identify 'babysitting' as a strength. After discussion and exploration through activities, she realised this could lead to being a nursery nurse, teaching assistant, teacher or business owner.

Staff were surprised at how children's discussion and debating skills developed over the course of the sessions and built on what they had learnt. Children were encouraged to explain why they had made different choices ('Would you rather?' games) and why they made certain choices about their aspirations and futures (jobs, homes, holidays, family etc.) To begin with they would shrug when asked to explain. As the weeks progressed, and with the support of modelling and scaffolds, children were able to provide reasons and arguments in a thoughtful way.

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Literacy

Storytelling

Tales from the Tipi: year 6 transition

Storytelling and Tales from the Tipi Year 6 transition sessions were delivered from April 2021 to July 2021 as part of the 'Read Your Way Campaign' and funded by Hastings Opportunity Area. 7 courses were delivered to 4 primary schools across Hastings and St. Leonards during this period. Weather permitting, all storytelling sessions took place in the schools' outdoor classrooms or one of Education Futures Trust's tipis.

Both the Years 1-4 storytelling and Year 6 transition sessions were immersive reading experiences, linked to the outdoors, which used a broad range of key texts to spark children's imagination and encouraged them to enjoy reading. The Year 6 transition sessions included texts that explored the theme of journeys and consequently, transition, resilience and change. These offered a springboard for discussion around the challenges and rewards of embarking on a new adventure and allowed students to share their hopes and fears for their upcoming 'journey' to secondary school.

From September 2021 – March 2022, Tales from the Tipi sessions were funded by Virginia and Robert Millington and were delivered to 5 primary schools to a total of 71 children. Of the children attending the course:

- 100% were identified as reluctant readers and Pupil Premium students;
- 32% were identified as having Special Educational Needs (SEN);
- 80% were living in the top 30% most deprived with 41% living in the top 10%

Attendance was high at 90% and all students stated that the sessions had been fun and helped them to enjoy stories more.

"I used to not read unless my teacher made me, but now I like choosing a book in the library and looking at the pictures."

Feedback

- 100% of children said coming to Tales from the Tipi had been fun.
- 100% of children that the stories were fun.
- 100% of children said the group had helped them to enjoy stories.
- 75% of children said the course had helped them to feel more confident using craft materials;
- 100% of children enjoyed the circle games, drumming and rhymes;
- 67% of students recorded a higher reading enjoyment and confidence scale compared to the first session.

"I liked being read to. It was calming"

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“We got to take a book home. I can get someone to read it to me before I go to bed. I’ll really like that.”

Family Learning

Storytime

Two of these early years family learning courses ran during this period with 13 adults and 16 children in total. During the 5-week course, adults explored the benefits of storytelling and learned ways to respond creatively to books and stories with their children. The course objectives included how to:

- identify why storytelling is important to Early Years Development;
- feel confident selecting appropriate stories;
- feel confident reading;
- understand how to use roleplay, movement and arts and crafts to respond to stories with their child/children.

Course evaluation feedback forms were overwhelmingly positive and included the following statements from attending adults:

“An excellent course to attend!”

“My child has gained confidence and loves the course and the teachers.”

“A wonderful opportunity and we would love to attend again in the future. 10/10!”

In school support

Literacy Support, West St Leonards Primary Academy

Literacy support from the Charity involved the Literacy Lead supporting the school’s specialist reading teacher to organise and deliver remote reading lessons through daily phone calls and to deliver 1:1 Daily Supported Reading sessions for vulnerable students who attended school during lockdown.

Once lockdown ended, the support moved to identified children in school through a variety of reading and writing interventions.

From April – July 2021:

Year 1 and year 2 Daily Supported Reading x13 students

Year 1 and year 2 phonics lessons x12 students

Year 2 (pupil premium children) 1:1 reading sessions, 4 mornings a week x 2 students

Year 2 speech and language sessions, 4 mornings a week x 2 students

Year 1 and 2 caption and sentence writing support x 36 students a week

Reception children: 1:1 reading sessions x 16 students a week.

Total number of students supported in interventions from April – July 2021= 81*

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Student outcomes:

The children in Year 1 and 2 assigned for support from Education Futures Trust's Literacy Lead were all either part of the 20% lowest cohort, or struggling to make progress.

Attainment & Progress

Year 1 (lowest 20%):

All students supported by EFT's Literacy Lead made progress. 70% made 2 or 3 book band progress.

Year 2 (lowest 20%):

- 86% of students progressed by 3 or 4 colour bands and consequently met or exceeded expected progress.
- 57% made more than expected progress (4 bands)
- 29% progressed by 3 colour bands (expected progress)
- 1 student progressed by 1 colour band (SEND student)

From Sept 2021 - April 2022

Morning interventions were dedicated to running Daily Supported Reading groups, 1:1 pupil premium reading, phonics groups and 1:1 phonics and EAL catch up groups, in-class SEND support and occasional literacy assessment support. Afternoon interventions consisted of Speech, Language and Communication assessments, 1:1 and small group interventions.

Pupil premium students in Year 1 and Year 2 were also supported with 1 x 30 minute storytelling lunch clubs a week for each year group.

"I love Storytelling Club. It's my best thing ever!"

Attainment & Progress

All students supported by Charity's Literacy Lead made progress:

- 100% made at least 3 book band progress (7 -9 sublevels);
- 1 student made 5 colour bands of progress (13 sublevels);
- 1 student made 7 colour bands of progress (19 sublevels).

Year 2 Daily Supported Reading

All Year 2 students were in the Lowest 20% cohort and identified as having medical (multiple absences), SEND and/or speech and language difficulties which impacted their reading progress.

- 100% of students progressed by 3 or more colour bands
- 50% progressed by 5 bands (10 -12 sublevels)
- 13% progressed by 6 colour bands (15 sublevels).

Year 4 Daily Supported Reading (PP Pupils)

- 100% of students progressed by at least 2 colour bands

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- 81% of students were reading at an independent reader level.

The Drift Community Café.

During the reporting period, the charity opened The Drift café (27th May 2021). The Drift is a community and training café situated on the first floor of Hastings Contemporary Gallery.

The café is open to members of the gallery and those who pay to visit. Currently there is no free access to the café for the public. However, a number of our regular customers have purchased a membership so that they can visit the café.

During this reporting period, we have seen an average of

- 226 membership transactions per month
- 391.5 non-member transactions per month

The average spend per visit has reduced since opening from £10.64 (June 21) to £7.64 (March 22). The gallery also appears to be less busy during the winter months.

Customer feedback

Customer feedback is encouraged via comment cards and staff respond to the feedback:

'Great coffee, brilliant service!'

'Brilliant, helpful staff and stunning view.'

'Best Victoria sponge, just like my grandma made.'

'Lovely servers, great food.'

Initially, the menu was limited to paninis, but this has developed over time based on customer feedback. We now serve a variety of gluten-free meals and cakes and vegetarian and vegan meals.

'Loved the GF cake, so difficult to get it right.'

'A very pleasant and delicious meal.'

Trainees and volunteers

During the first ten months of trading, The Drift has supported 5 trainees. The trainees have come through a variety of routes including local schools and the government's Kickstart programme. So far, we have supported two into full-time employment, and the other three are still with us. One of these is in a permanent role with the Charity.

In addition, we have appointed and trained 4 young people who have been previously unemployed. Of these 3 have progressed into alternative employment and one is studying.

We have had three volunteers; all volunteered to gain experience in working in a catering environment. After undergoing training as a volunteer, one

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volunteer has become a member of staff and another has gained employment in a pub. The other wishes to remain in a voluntary role.

All of our trainees live within Hastings and are aged between 15 and 25. The following feedback was received from trainees and Kickstart trainees:

"I like working here, I feel like part of a team."

"I have learned so much so far, the team really support but let me have a go too."

"I just love it, great working environment and I am learning loads. I love the cake challenge I get each week. Love it when customers like what I have made."

Volunteering at EFT

This year saw us work with a total of 42 regular volunteers, who were able to continue to help distribute food to local families in need, help us in running our courses, our site maintenance and in our holiday activities and food clubs, helping provide food and activities for local children from deprived homes.

Following the opening of the Drift café, we were able to take on volunteers and young people for work experience to help with food and drinks preparation and serving.

We were also able to welcome back many volunteers who were with us prior to the pandemic by reinstating our Friday ground working group. This group met each week to help with the upkeep and maintenance of The Firs, whilst also providing a social opportunity for volunteers who may not otherwise make social connections.

We have also been helped by 32 one-off/ad-hoc volunteers, who have come from Friary Gardeners, Optivo, Veolia, Nationwide and the Hastings Youth Council to help in our grounds and holiday clubs. One-off volunteers were also welcomed to help in our Aspirations project, helping local children see new careers they could aspire to. We were visited by a RNLI lifeboat man, a singer, a poet and a martial arts tutor to add to our in-house aspirations offer of Sports Leader, Nutritionist and Forest School Leader.

We were able to work with HEART, HVA and our own media channels to source volunteer help over the year and saw the return this year of the Volunteer Coordinator Forums with HVA to allow networking in the community.

The Charity has updated its volunteer handbook and all volunteer paperwork to ensure that it is fit for purpose, whilst the induction and training of volunteers has been under constant review. All volunteers require an Enhanced DBS and most undertake safeguarding, professional boundaries and social media use training.

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One volunteer was able to undertake a level 3 Forest School Training course with Sussex Wildlife Trust as the Co-ordinator secured funds towards the course.

Volunteer socials returned during this period with a 'Thank You' party, sponsored by O2 and Virgin Media funding. 37 volunteers and staff were able to attend a barbeque prepared and cooked by staff in our Secret Garden to thank volunteers for their time and hard work they have given during the previous year.

Hastings Youth Council

After struggling with the isolation brought about by the pandemic, Hastings Youth Council members relished the opportunity to return to face-to-face meetings. At the beginning of the reporting period, the members continued with online weekly meetings but, as soon as regulations permitted, they met outside for monthly social events, initially taking advantage of The Firs site.

The manifesto was reworked at the start of this period following consultation with 240 young people, and the key points provided a focus for the work over the year. 6 new members were appointed following a recruitment drive in schools and with local groups. To support this work, members worked with the Charity's social media facilitator to build and improve the presence of the youth council. With a new web presence and more regular posts, the reach increased to regular reach of 2,000 followers across the different platforms.

Meetings with the Mayor and the Leader of the Council enabled the members to present their views and raise key issues, but in the coming year, youth council members would like closer working relationships with elected members.

Representation on key groups continued with a place on the Town Deal Board and also valuable input into the direction of the Hastings Children, Young People and Families working party, a sub-group of Hastings Hub.

A strong presence at Hastings Pride was a focal point of the year, with additional consultation on:

- domestic violence consultation and survey;
- the effectiveness of YES services;
- the HOA enrichment programme;
- HVA;
- the Careers Service;
- the cross Hastings bid to Youth Futures being submitted by CXK and attendance at the Hastings Contemporary Youth Takeover event.

**EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)
REPORT OF THE TRUSTEES
FOR THE YEAR ENDED 31 MARCH 2022**

One of the highlights of the year for the members was involvement in the Hastings Contemporary Geocache project, which generated conversation around engaging young people in arts and culture and potential barriers.

FINANCIAL REVIEW

Financial Review

The Trust received income of £848,057 throughout the year. Grants and commissions totalled £709,094. The remaining income was made up from donations, general fundraising and investment income.

Expenditure throughout the year amounted to £792,769 and after deducting this from the income the result was a net surplus of £55,288 to enable the Charity to deliver activities where a need is identified and external funding is not available.

As at 31 March 2022 the Charity held total reserves of £924,323 of which £820,175 were unrestricted funds. These reserves are held in line with the Charity's reserves policy which is amended annually. Currently the reserves are being held to support the development of The Firs grounds which will enable the charity to secure its future and continue to meet its charitable aims. Delivery was delayed because of the pandemic but it is anticipated that work will begin in the coming financial year as the s106 has been agreed.

Reserves policy

It is the policy of Education Futures Trust to maintain in adequate reserves, to cover the costs that have been identified to ensure the sustainability of the organisation. Reserves will be used as follows.

Removed from reserves for use in 2022-2023.

-£25,000 will be used for building and site repairs, including improved access. After 10 years of use, areas are in need of improvement and repair especially the flat roof, the entrance to the building and the pathways around the site.

-£12,000 will be moved to fund replacement laptops for staff. Much of the current equipment is wearing out and is outdated following the transfer to Office 365.

- £34,620 will be used from reserves to fund the Business Development Manager from April - December 2022 to take forward The Firs development. This is a match contribution for the CHART project.

- £25,000 will be moved into the budget for 2022-2023 to cover the additional costs linked to planning. This will fund the planning conditions that need to be fulfilled before the buildings can be utilised.

EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)
REPORT OF THE TRUSTEES
FOR THE YEAR ENDED 31 MARCH 2022

- £110,000 will be moved into the coming year's budget to cover the cost of drainage and highways work required on The Firs site for the first phase of this work.

In addition, reserves will be allocated:

- **Restricted Funds/Reserves** (£104,148) - restricted funds carried forward.
- **Redundancy and Closure Reserve** (£175,000) - for meeting the costs of redundancy of staff should the occasion arise, and for other property liabilities;
- **Property Reserve** (£310,000) - for the refurbishment of existing premises. The Charity is developing The Firs area. Wherever possible, the Charity will seek matched funding to make best use of its own reserves;
- **ICT Reserve** (£10,000) - for future needs, including for connectivity/equipping of new buildings and access to broadband across the site.
- **Support Reserve** (£59,500) - for the purpose of enhancing the sustainability of the organisation and The Firs; this year particularly for projects that arise as a result of the acquisition of the premises;
- **Operational/Free Reserves** (£59,055) - the remaining free reserves are held in line with current guidance and against the possibility of an emergency or other unexpected need such as unforeseen operational costs.

**EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)
REPORT OF THE TRUSTEES
FOR THE YEAR ENDED 31 MARCH 2022**

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing Document

The Charity is controlled by its governing document, a deed of trust, and constitutes a limited company, limited by guarantee, as defined by the Companies Act 2006.

The Charity is a not-for profit company with charitable status. The memorandum of articles provides the structure and underpins all work undertaken by the Charity.

Organisational structure

The Board of Trustees meets on a monthly basis. Agendas are approved by the Chair of the Board and papers are issued to trustees the week prior to the meeting. Decisions made by the Trustees provide strategic steer and direction, with the authority delegated to the Chief Executive and other staff members clarified in the Delegated Powers Policy.

Induction and training of new Trustees

Induction processes are in place for new trustees, who are appointed in line with the Appointment of Trustees Policy which is available upon request. All trustees undertake enhanced CRB/DBS checks.

Staff

During the reporting period the Charity employed 44 staff across the year, all of whom held enhanced DBS checks, and used the services of 74 volunteers. Staff numbers were still fluctuating across the year, primarily due to the pandemic. This has had implications for the financial position as staffing numbers fluctuated more than usual and a number of staff indicated that the pandemic had made them review their work life balance. Some sought term time only contracts and others reduced their hours. Wherever it was possible to facilitate change, this was done, though such changes involved the recruitment of additional staff.

The office remained open throughout all lockdowns in the year in order to provide services to families and vulnerable household in the borough.

At the end of the period of reporting, the Trust employed 18.52 full time equivalent staff, which consisted of 27 staff members, a rise from 16 full time equivalents last year and 25 staff members.

**EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)
REPORT OF THE TRUSTEES
FOR THE YEAR ENDED 31 MARCH 2022**

Partnership

The Trust values the opportunity to work in partnership. In particular the work with schools is fundamental to its core purpose and charitable aims. Additionally, developing relationships with partners and local organisations is key to ensuring that residents' needs are met, and that the best available support is provided. With this in mind, the Chief Executive attends local and county meetings to develop and extend partnership work.

Throughout the year, the Chief Executive has continued in the role of Chair of the Local Strategic Partnership, whilst continuing to Chair the Hastings Community Network Executive Group. In addition, alongside Graham Peters, a leading figure on the South East Local Enterprise Partnership, the Chief Executive co-Chaired the Town Deal board.

Representation this year has continued with the Hastings Opportunity Board, the CHART Local Action Group and pandemic specific groups, which included chairing the Children, Young People and Families working party. In addition the Chief Executive continued as Vice-chair of the local Skills and Learning in the Community charity which enables working collaboratively with other adult skills sector partners to strengthen the local adult offer.

The Charity has continued its involvement in local events and conferences, through presentations and representation in order to raise the profile of the Charity and to advocate for improved outcomes for children, families and vulnerable adults

The Charity continued to facilitate communication and partnership activity with schools by providing the Joint Headteachers' and Principals' Forum, a termly network for headteachers and principals. The meetings remained online for the first part of the year, but physical meetings resumed at The Drift for the start of the academic year, with visits in the year from Hastings Borough Council and from the new Director of Children's Services, Allison Jeffery. This year continued to focus on the impact of the pandemic on education and learning, and in particular on the mental health of both children and staff..

**EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)
REPORT OF THE TRUSTEES
FOR THE YEAR ENDED 31 MARCH 2022**

REFERENCE AND ADMINISTRATIVE DETAILS

Registered Company number

07852922 (England and Wales)

Registered Charity number

1146171

Registered office

The Firs
Elphinstone Road
Hastings
East Sussex
TN34 2AX

Trustees

A M Baines	Chair	
A M Reed	Trustee	(appointed 13/10/2022)
A Waterhouse	Trustee	(appointed 13/10/2022)
C S Galbraith	Trustee	
G M Burt	Trustee	
H M Brookshaw	Trustee	(appointed 12/09/2022)
K J Sinfield	Trustee	(resigned 14/04/2022)
M Yeandle	Secretary	(resigned 14/04/2022)
P W Ashenden	Trustee	
R E Ashenden	Trustee	
S G Hubbard	Trustee	
S J Manwaring	Treasurer	

Auditors

Ashdown Hurrey Auditors Limited, Statutory Auditor
20 Havelock Road
Hastings
East Sussex
TN34 1BP

Solicitors and Legal Advisers

Ashvind Kaur
David Harrison
Tim Baines
Mayer Brown International LLP
201 Bishopsgate
London
EC2A 2ED

**EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)
REPORT OF THE TRUSTEES
FOR THE YEAR ENDED 31 MARCH 2022**

Banks

The Co-operative Bank
PO Box 101
1 Bolton Street
Manchester
M60 4EP

Virgin Money
Jubilee House
Gosforth
Newcastle upon Tyne
NE3 4PL

CAF
25 Kings Hill Avenue
Kings Hill
West Malling
Kent
ME19 4JQ

COIF Charities Deposit Account
Senator House
85 Queen Victoria Street
London
EC4V 4ET

COMMENCEMENT OF ACTIVITIES

The trust was incorporated on 18 November 2011 and has provided services from January 2012.

EVENTS SINCE THE END OF THE YEAR

Information relating to events since the end of the year is given in the notes to the financial statements.

AUDITORS

The auditors, Ashdown Hurrey Auditors Limited, will be proposed for re-appointment at the forthcoming Annual General Meeting.

Approved by order of the board of trustees on 8 December 2022 and signed on its behalf by:

A M Baines – Trustee

EDUCATION FUTURES TRUST

STATEMENT OF TRUSTEES' RESPONSIBILITIES

FOR THE YEAR ENDED 31 MARCH 2022

The trustees (who are also the directors of Education Futures Trust for the purposes of company law) are responsible for preparing the Report of the Trustees and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) including Financial Reporting Standard 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland"

Company law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing those financial statements, the trustees are required to

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charity SORP;
- make judgements and estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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

In so far as the trustees are aware:

- there is no relevant audit information of which the charitable company's auditors are unaware; and
- the trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

**REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF
EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)**

Opinion

We have audited the financial statements of Education Futures Trust ('the charitable company') for the year ended 31 March 2022 which comprise the Statement of Financial Activities, the Balance Sheet, the Cash Flow Statement and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 March 2022 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and the provisions available for small entities, in the circumstances set out in note 21 to the financial statements, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least 12 months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report, including the trustees' report, other than the financial statements and our auditor's report thereon.

The trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the trustees' report, which includes the directors' report prepared for the purposes of company law, for the financial year for which the financial statements are prepared is consistent with the financial statements; and

REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)

- the directors' report included within the trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the company and its environment obtained in the course of the audit, we have not identified material misstatements in the directors' report included within the trustees' report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 require us to report to you if, in our opinion:

- adequate and proper accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement set out on page 36 the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the company or to cease operations, or have no realistic alternative but to do so.

REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

During the planning stage of this audit we considered the likelihood of irregularities around laws and regulations relevant to the charitable company, including enquiry of management and those charged with governance. These were also discussed during the audit planning meeting held by the team. We reviewed the charitable company's systems and controls in place, and formed an assessment as to their operational effectiveness.

We obtained an understanding of the legal and regulatory frameworks that are applicable to the entity and determined that the most significant are those that relate to:

- The financial reporting standard; FRS102
- Health and safety
- Employment Law

Based on the results of our risk assessment we designed our audit procedures to identify non-compliance with such laws and regulations identified above.

During the course of this audit the team discussed this area with senior members of the charitable company's staff, including directors, and also carried out a review of legal expenses for evidence of any issues.

**REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF
EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)**

We considered the risk of fraud through management override and, in response, we incorporated testing of manual journal entries into our audit approach.

We are therefore of the opinion that given the risk level identified, our procedures planned and undertaken, are adequate for detecting irregularities.

A further description of our responsibilities is available on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

Mr S R Sampson BFP FCA FCIE DChA (Senior Statutory Auditor)
for and on behalf of Ashdown Hurrey Auditors Limited
Statutory Auditor
20 Havelock Road
Hastings
East Sussex
TN34 1BP

Date: 16 December 2022

EDUCATION FUTURES TRUST

**STATEMENT OF FINANCIAL ACTIVITIES
(INCORPORATING AN INCOME AND EXPENDITURE ACCOUNT)
FOR THE YEAR ENDED 31 MARCH 2022**

	Notes	Unrestricted fund £	Restricted funds £	31.3.22 Total funds £	31.3.21 Total funds £
INCOME AND ENDOWMENTS FROM					
Donations and legacies	3	34,458	-	34,458	40,249
Charitable activities	7				
Operation of charitable services		588,969	163,124	752,093	832,048
Other trading activities	4	58,793	-	58,793	1,215
Investment income	5	1,635	-	1,635	916
Other income	6	<u>1,078</u>	<u>-</u>	<u>1,078</u>	<u>83,264</u>
Total		684,933	163,124	848,057	957,692
EXPENDITURE ON					
Raising funds		12,381	-	12,381	-
Charitable activities	8				
Operation of charitable services		<u>591,879</u>	<u>188,509</u>	<u>780,388</u>	<u>687,322</u>
		604,260	188,509	792,769	687,322
		<u> </u>	<u> </u>	<u> </u>	<u> </u>
NET INCOME		80,673	(25,385)	55,288	270,370
RECONCILIATION OF FUNDS					
Total funds brought forward		740,011	129,024	869,035	598,665
Transfers between funds		<u>(509)</u>	<u>509</u>	<u>-</u>	<u>-</u>
TOTAL FUNDS CARRIED FORWARD		<u>820,175</u>	<u>104,148</u>	<u>924,323</u>	<u>869,035</u>

EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)

**BALANCE SHEET
 31 MARCH 2022**

		Unrestricted fund	Restricted funds	31.3.22 Total funds	31.3.21 Total funds
		£	£	£	£
	Notes				
CURRENT ASSETS					
Debtors: amounts falling due within one year	16	121,547	-	121,547	92,610
Cash at bank and in hand		<u>823,922</u>	<u>104,148</u>	<u>928,070</u>	<u>794,832</u>
		945,469	104,148	1,049,617	887,442
CREDITORS					
Amounts falling due within one year	17	(125,294)	-	(125,294)	(18,407)
		_____	_____	_____	_____
NET CURRENT ASSETS		820,175	104,148	924,323	869,035
		_____	_____	_____	_____
TOTAL ASSETS LESS CURRENT LIABILITIES		820,175	104,148	924,323	869,035
		_____	_____	_____	_____
NET ASSETS		<u>820,175</u>	<u>104,148</u>	<u>924,323</u>	<u>869,035</u>
FUNDS					
	19				
Unrestricted funds				820,175	740,011
Restricted funds				<u>104,148</u>	<u>129,024</u>
TOTAL FUNDS				<u>924,323</u>	<u>869,035</u>

EDUCATION FUTURES TRUST (REGISTERED NUMBER: 07852922)

BALANCE SHEET - continued
31 MARCH 2022

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

The financial statements were approved by the Board of Trustees and authorised for issue on 8 December 2022 and were signed on its behalf by:

A M Baines - Trustee

S G Hubbard - Trustee

EDUCATION FUTURES TRUST

**CASH FLOW STATEMENT
FOR THE YEAR ENDED 31 MARCH 2022**

Notes	31.3.22 £	31.3.21 £
Cash flows from operating activities		
Cash generated from operations	131,603	236,205
	_____	_____
Net cash provided by/(used in) operating activities	131,603	236,205
	_____	_____
Cash flows from investing activities		
Interest received	<u>1,635</u>	<u>916</u>
Net cash provided by investing activities	<u>1,635</u>	<u>916</u>
	_____	_____
Change in cash and cash equivalents in the reporting period	133,238	237,121
Cash and cash equivalents at the beginning of the reporting period	794,832	557,711
	_____	_____
Cash and cash equivalents at the end of the reporting period	<u>928,070</u>	<u>794,832</u>

EDUCATION FUTURES TRUST

**NOTES TO THE CASH FLOW STATEMENT
 FOR THE YEAR ENDED 31 MARCH 2022**

**1. RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM
 OPERATING ACTIVITIES**

	31.3.22	31.3.21
	£	£
Net income for the reporting period (as per the Statement of Financial Activities)	55,288	270,370
Adjustments for:		
Interest received	(1,635)	(916)
Decrease/(increase) in debtors	(28,937)	(18,378)
(Decrease)/increase in creditors	<u>106,887</u>	<u>(14,871)</u>
Net cash provided by/(used in) operations	<u>131,603</u>	<u>236,205</u>

2. ANALYSIS OF CHANGES IN NET FUNDS

	At 1.4.21	Cash flow	At 31.3.22
	£	£	£
Net cash			
Cash at bank and in hand	<u>794,832</u>	<u>133,238</u>	<u>928,070</u>
Total	<u>794,832</u>	<u>133,238</u>	<u>928,070</u>

EDUCATION FUTURES TRUST

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2022

1. STATUTORY INFORMATION

Education Futures Trust is an incorporated charity, limited by guarantee, registered in England & Wales. The charity's registered number and registered office address can be found in the Report of the Trustees.

2. ACCOUNTING POLICIES

Basis of preparing the financial statements

The financial statements of the charitable company, which is a public benefit entity under FRS 102, 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 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Companies Act 2006. The financial statements have been prepared under the historical cost convention.

In preparing the financial statements, the trustees are required to make an assessment of the ability of the charity to continue as a going concern. The trustees have prepared a cash flow forecast for the charity which covers the 12 month period from the date of signing these financial statements.

On the basis of these forecasts and the fact that the charity has substantial net current assets and net assets, the trustees are confident that the charity has adequate resources to continue in operational existence and to meet its liabilities as they fall due for the foreseeable future. As a result of the above, the trustees have concluded that it remains appropriate to adopt a going concern basis of preparation in these financial statements.

Income

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

Income is deferred in relation to invoices raised for services provided after the reporting period and in relation to grant income that relates to projects commencing in the next accounting period.

EDUCATION FUTURES TRUST

NOTES TO THE FINANCIAL STATEMENTS - continued FOR THE YEAR ENDED 31 MARCH 2022

Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, 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 accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

Tangible fixed assets

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life.

Computer equipment - 33% on cost

Taxation

The charity is exempt from corporation tax on its charitable activities.

Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

Pension costs and other post-retirement benefits

The charitable company operates a defined contribution pension scheme. Contributions payable to the charitable company's pension scheme are charged to the Statement of Financial Activities in the period to which they relate.

EDUCATION FUTURES TRUST

**NOTES TO THE FINANCIAL STATEMENTS - continued
 FOR THE YEAR ENDED 31 MARCH 2022**

2. ACCOUNTING POLICIES - continued

Pension costs and other post-retirement benefits

The charity operates a money purchase scheme, administered by the Pension Trust Co, which is also open to all employees. The charity has agreed to match an employee's contributions, within the range of minimum 6% to a maximum 8% when they identify their own pension scheme. Staff will be encouraged to contribute, but will be able to opt out if they wish.

Government Grants

In accordance with s24 of FRS 102 these are treated using the accruals model and so are recognised in income on a systematic basis over the periods in which the charity recognises the related costs for which the grants are intended to compensate.

3. DONATIONS AND LEGACIES

	31.3.22	31.3.21
	£	£
Gift aid and donations	34,458	40,249

4. OTHER TRADING ACTIVITIES

	31.3.22	31.3.21
	£	£
Fundraising events and cafe	58,793	1,215

5. INVESTMENT INCOME

	31.3.22	31.3.21
	£	£
Interest receivable - trading	1,635	916

6. OTHER INCOME

The entity has received the following from the UK government in respect of COVID 19 grants and reliefs:

	31.3.22	31.3.21
	£	£
Coronavirus Job Retention Scheme	1,078	73,264
Small Business Grant Fund	-	10,000
	<u>1,078</u>	<u>83,264</u>

EDUCATION FUTURES TRUST

**NOTES TO THE FINANCIAL STATEMENTS - continued
 FOR THE YEAR ENDED 31 MARCH 2022**

7. INCOME FROM CHARITABLE ACTIVITIES

	Year Ended 31.03.22 £	Year Ended 31.03.21 £
Grants and services invoiced	740,464	820,035
Other income	<u>11,629</u>	<u>12,013</u>
	<u><u>752,093</u></u>	<u><u>832,048</u></u>

8. CHARITABLE ACTIVITIES COSTS

	Direct Costs (see note 9) £	Support costs (see note 10) £	Totals £
Operation of charitable services	<u>773,368</u>	<u>7,020</u>	<u>780,388</u>

9. DIRECT COSTS OF CHARITABLE ACTIVITIES

	31.3.22 £	31.3.21 £
Staff costs	477,460	497,861
Establishment costs	19,771	29,815
Staff travel and training	5,363	6,011
Office running costs	33,509	34,630
Projects & courses	<u>237,265</u>	<u>113,605</u>
	<u><u>773,368</u></u>	<u><u>681,922</u></u>

10. SUPPORT COSTS

All expenditure is accounted for on an accruals basis and has been included under expense categories that aggregate all costs for allocation to activities. Where costs cannot be directly attributed to particular activities they have been allocated on a basis consistent with the use of the resources.

Overheads have been allocated on the basis of allocation.

EDUCATION FUTURES TRUST

**NOTES TO THE FINANCIAL STATEMENTS - continued
 FOR THE YEAR ENDED 31 MARCH 2022**

11. NET INCOME/(EXPENDITURE)

Net income/(expenditure) is stated after charging/(crediting):

	31.3.22	31.3.21
	£	£
Auditors' remuneration	3,600	3,600
Auditors' remuneration for non audit work	3,420	1,800

12. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 March 2022 nor for the year ended 31 March 2021.

Trustees' expenses

There were no trustees' expenses paid for the year ended 31 March 2022 nor for the year ended 31 March 2021.

13. STAFF COSTS

	31.3.22	31.3.21
	£	£
Wages and salaries	433,896	456,976
Redundancy	-	1,132
Social security costs	26,102	21,851
Other pension costs	<u>17,462</u>	<u>17,902</u>
	<u>477,460</u>	<u>497,861</u>

	31.3.22	31.3.21
The average monthly number of employees during the year was:	31	26

The average number of full time equivalent employees during the year was:	19	19
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No employees received emoluments in excess of £60,000.

Key management roles

Total employee benefit under FRS102: £139,758

EDUCATION FUTURES TRUST

**NOTES TO THE FINANCIAL STATEMENTS - continued
 FOR THE YEAR ENDED 31 MARCH 2022**

14. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

	Unrestricted funds £	Restricted funds £	Total funds £
INCOME AND ENDOWMENTS FROM			
Charitable activities			
Donations and Legacies	40,249	-	40,249
Operation of charitable services	546,735	285,313	832,048
Other trading activities	1,215	-	1,215
Investment income	916	-	916
Other income	<u>83,264</u>	<u>-</u>	<u>83,264</u>
Total	672,379	285,313	957,692
EXPENDITURE ON			
Charitable activities			
Operation of charitable services	497,838	189,484	687,322
	<u> </u>	<u> </u>	<u> </u>
NET INCOME	174,541	95,829	270,370
RECONCILIATION OF FUNDS			
Total funds brought forward	565,470	33,195	598,665
	<u> </u>	<u> </u>	<u> </u>
TOTAL FUNDS CARRIED FORWARD	<u>740,011</u>	<u>129,024</u>	<u>869,035</u>

EDUCATION FUTURES TRUST

**NOTES TO THE FINANCIAL STATEMENTS - continued
 FOR THE YEAR ENDED 31 MARCH 2022**

15. TANGIBLE FIXED ASSETS

	Computer equipment £
COST	
At 1 April 2021 and 31 March 2022	<u>1,415</u>
DEPRECIATION	
At 1 April 2021 and 31 March 2022	<u>1,415</u>
NET BOOK VALUE	
At 31 March 2022	<u>-</u>
At 31 March 2021	<u>-</u>

16. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31.3.22 £	31.3.21 £
Trade debtors	118,326	86,917
Other debtors	-	1,682
Prepayments	<u>3,221</u>	<u>4,011</u>
	<u>121,547</u>	<u>92,610</u>

17. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31.3.22 £	31.3.21 £
Trade creditors	14,992	1,718
Other creditors	20,866	3,107
Social security and other taxes	6,756	7,448
Deferred income	55,846	1,250
Accrued expenses	<u>26,834</u>	<u>4,884</u>
	<u>125,294</u>	<u>18,407</u>

EDUCATION FUTURES TRUST

NOTES TO THE FINANCIAL STATEMENTS - continued FOR THE YEAR ENDED 31 MARCH 2022

18. LEASING AGREEMENTS

Minimum lease payments under non-cancellable operating leases fall due as follows:

	31.3.22	31.3.21
	£	£
Within one year	9,000	8,500
Between one and five years	39,500	38,500
In more than five years	<u>170,000</u>	<u>180,000</u>
	<u>218,500</u>	<u>227,000</u>

EDUCATION FUTURES TRUST

**NOTES TO THE FINANCIAL STATEMENTS - continued
 FOR THE YEAR ENDED 31 MARCH 2022**

19. MOVEMENT IN FUNDS

	At 1.4.21 £	Net movement in funds £	At 31.3.22 £
Unrestricted funds			
General fund	722,166	98,009	820,175
Designated funds	17,845	(17,845)	-
Restricted funds			
Magdalen & Lasher	13	(13)	-
Lloyds Bank Investment Trust	11,746	(11,746)	-
UK Youth - Go Wild	(397)	397	-
BBC Children in Need	57,443	(2,361)	55,082
CXK	2,140	4,851	6,991
Defra	(36)	36	-
BBC Children in Need Booster	43	(43)	-
Comic Relief - Core	7,934	(7,934)	-
YEF	(1,261)	1,261	-
Lloyds Covid Support	(76)	76	-
National Lottery Covid Support	1,568	(1,478)	90
Nationwide	49,934	(6,335)	43,599
CHART	(18,629)	(18,629)	(37,258)
Comic Relief	3,831	11,274	15,105
Live Work Thrive	4,776	2,984	7,760
National Lottery Community Fund	9,995	(2,315)	7,680
Didymus	-	-	-
This Girl Can	-	3,483	3,483
Firs Fest – Virgin Media	-	616	616
Children in Need – Money Heores	-	1,000	1,000
	<u>129,024</u>	<u>(24,876)</u>	<u>104,148</u>
TOTAL FUNDS	<u>869,035</u>	<u>55,288</u>	<u>924,323</u>

EDUCATION FUTURES TRUST

**NOTES TO THE FINANCIAL STATEMENTS - continued
FOR THE YEAR ENDED 31 MARCH 2022**

19. MOVEMENT IN FUNDS - continued

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

	Incoming resources £	Resources expended £	Transfers £	Movement in funds £
Unrestricted funds				
General fund	684,933	(604,260)	17,336	98,009
Designated Funds	-	-	(17,845)	(17,845)
Restricted funds				
Magdalen & Lasher	-	(13)	-	(13)
Lloyds Bank Investment Trust	-	(11,746)	-	(11,746)
UK Youth - Go Wild	-	-	397	397
BBC Children in Need	35,005	(37,366)	-	(2,361)
CXK	4,873	(22)	-	4,851
Defra	-	-	36	36
BBC Children in Need Booster	-	(43)	-	(43)
Comic Relief – Core	-	(7,934)	-	(7,934)
YEF	20,091	(18,830)	-	1,261
Lloyds Covid Support	-	-	76	76
National Lottery Covid Support	-	(1,478)	-	(1,478)
Nationwide	-	(6,335)	-	(6,335)
CHART	-	(18,629)	-	(18,629)
Comic Relief	57,109	(45,835)	-	11,274
Live Work Thrive	29,458	(26,474)	-	2,984
National Lottery Community Fund	-	(2,315)	-	(2,315)
Didymus	5,000	(5,000)	-	-
This Girl Can	9,588	(6,105)	-	3,483
Firs Fest – Virgin Media	1,000	(384)	-	616
Children in Need	1,000	-	-	1,000
	<u>163,124</u>	<u>(188,509)</u>	<u>509</u>	<u>(24,876)</u>
TOTAL FUNDS	<u>848,057</u>	<u>(792,769)</u>	<u>-</u>	<u>55,288</u>

EDUCATION FUTURES TRUST

**NOTES TO THE FINANCIAL STATEMENTS - continued
 FOR THE YEAR ENDED 31 MARCH 2022**

19. MOVEMENT IN FUNDS - continued

Comparatives for movement in funds

	At 1.4.20 £	Net movement in funds £	At 31.3.21 £
Unrestricted funds			
General fund	565,470	156,696	722,166
Designated funds	-	17,845	17,845
Restricted funds			
Magdalen & Lasher	4,664	(4,651)	13
Lloyds Bank Investment Trust	5,446	6,300	11,746
UK Youth – Go Wild	14,226	(14,623)	(397)
BBC Children in Need	(63)	57,506	57,443
CXK	(1,073)	3,213	2,140
Defra	-	(36)	(36)
BBC Children in Need Booster	-	43	43
Comic Relief – Core	-	7,934	7,934
YEF	-	(1,261)	(1,261)
Lloyds Covid Support	-	(76)	(76)
National Lottery Covid Support	-	1,568	1,568
Nationwide	-	49,934	49,934
CHART	-	(18,629)	(18,629)
Comic Relief	-	3,831	3,831
Live Work Thrive	-	4,776	4,776
National Lottery Community Fund	<u>9,995</u>	<u>-</u>	<u>9,995</u>
	<u>33,195</u>	<u>95,829</u>	<u>129,024</u>
TOTAL FUNDS	<u>598,665</u>	<u>270,370</u>	<u>869,035</u>

EDUCATION FUTURES TRUST

**NOTES TO THE FINANCIAL STATEMENTS - continued
 FOR THE YEAR ENDED 31 MARCH 2022**

19. MOVEMENT IN FUNDS - continued

Comparatives for movement in funds

Comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General fund	654,534	(497,838)	156,696
Designated funds	17,845	-	17,845
Restricted funds			
Magdalen & Lasher	-	(4,651)	(4,651)
Lloyds Bank Investment Trust	24,820	(18,520)	6,300
UK Youth – Go Wild	-	(14,623)	(14,623)
BBC Children in Need	70,172	(12,666)	57,506
CXK	4,873	(1,660)	3,213
Defra	16,926	(16,962)	(36)
BBC Children in Need Booster	3,000	(2,957)	43
Comic Relief - Core	30,000	(22,066)	7,934
YEF	24,303	(25,564)	(1,261)
Lloyds Covid Support	9,936	(10,012)	(76)
National Lottery Covid Support	9,997	(8,429)	1,568
Nationwide	49,934	-	49,934
CHART	-	(18,629)	(18,629)
Comic Relief	20,032	(16,201)	3,831
Live Work Thrive	21,320	(16,544)	4,776
National Lottery Community Fund	-	-	-
	<u>285,313</u>	<u>(189,484)</u>	<u>95,829</u>
TOTAL FUNDS	957,692	(687,322)	270,370

EDUCATION FUTURES TRUST

**NOTES TO THE FINANCIAL STATEMENTS - continued
FOR THE YEAR ENDED 31 MARCH 2022**

19. MOVEMENT IN FUNDS - continued

A current year 12 months and prior year 12 months combined position is as follows:

	At 1.4.20 £	Net movement in funds £	At 31.3.22 £
Unrestricted funds			
General fund	565,470	236,860	802,330
Designated funds	-	-	-
Restricted funds			
Magdalen & Lasher	4,664	(4,664)	-
Lloyds Bank Investment Trust	5,446	(5,446)	-
UK Youth - Go Wild	14,226	(14,226)	-
BBC Children in Need	(63)	55,145	55,082
CXK	(1,073)	8,064	6,991
Defra	-	-	-
BBC Children in Need Booster	-	-	-
Comic Relief Core	-	-	-
YEF	-	-	-
Lloyds Covid Support	-	-	-
National Lottery Covid Support	-	90	90
Nationwide	-	43,599	43,599
CHART	-	(37,258)	(37,258)
Comic Relief	-	15,105	15,105
Live Work Thrive	-	7,760	7,760
National Lottery Community Fund	9,995	(2,315)	7,680
Didymus	-	-	-
This Girl Can	-	3,483	3,483
Firs Fest – Virgin Media	-	616	616
Children in Need – Money Heores	-	1,000	1,000
	<u>33,195</u>	<u>70,953</u>	<u>104,148</u>
TOTAL FUNDS	<u>598,665</u>	<u>325,658</u>	<u>924,323</u>

EDUCATION FUTURES TRUST

**NOTES TO THE FINANCIAL STATEMENTS - continued
FOR THE YEAR ENDED 31 MARCH 2022**

19. MOVEMENT IN FUNDS - continued

A current year 12 months and prior year 12 months combined net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Transfers £	Movement in funds £
Unrestricted funds				
General fund	1,339,467	(1,102,098)	17,336	254,705
Designated Funds	17,845	-	(17,845)	-
Restricted funds				
Magdalen & Lasher	-	(4,664)	-	(4,664)
Lloyds Bank Investment Trust	24,820	(30,266)	-	(5,446)
UK Youth - Go Wild	-	(14,623)	397	(14,226)
BBC Children in Need	105,177	(50,032)	-	55,145
CXK	9,746	(1,682)	-	8,064
Defra	16,926	(16,962)	36	-
BBC Children in Need Booster	3,000	(3,000)	-	-
Comic Relief – Core	30,000	(30,000)	-	-
YEF	44,394	(44,394)	-	-
Lloyds Covid Support	9,936	(10,012)	76	-
National Lottery Covid Support	9,997	(9,907)	-	90
Nationwide	49,934	(6,335)	-	43,599
CHART	-	(37,258)	-	(37,258)
Comic Relief	77,141	(62,036)	-	15,105
Live Work Thrive	50,778	(43,018)	-	7,760
National Lottery Community Fund	-	(2,315)	-	(2,315)
Didymus	5,000	(5,000)	-	-
This Girl Can	9,588	(6,105)	-	3,483
Firs Fest – Virgin Media	1,000	(384)	-	616
Children in Need	1,000	-	-	1,000
	448,437	(377,993)	509	70,953
TOTAL FUNDS	<u>1,805,749</u>	<u>(1,480,091)</u>	<u>-</u>	<u>325,658</u>

EDUCATION FUTURES TRUST

NOTES TO THE FINANCIAL STATEMENTS - continued FOR THE YEAR ENDED 31 MARCH 2022

20. RELATED PARTY DISCLOSURES

Steve Manwaring (Trustee) is the CEO of Hastings Voluntary Action an infrastructure organisation which has supported the Charity since its inception. He serves as a board member of the Town Deal Board to which the Charity has applied for funding. A detailed conflict of interest policy has been adopted by EFT and the Town Deal board. Steve sits on the Local Action Group of the Community Led Local Development (CLLD) programme. This has funded a project (Skills and Learning in the Community) in which EFT is a delivery partner. In its infrastructure role HVA also used resources it holds to match fund this initiative to enable its delivery under the terms of a funding agreement with the Lead Partner.

Kevin Sinfield (Trustee) is the Director of A4 Architecture (UK) Limited that has offered consultancy services for the Planning Application and Support Services for the FIRS Project. Kevin is also a governor at Icklesham Community Primary School from whom the charity received £250 for services.

Clive Galbraith is Chairman of Let's Do Business Group, which operates the Hastings Area Chamber of Commerce. These may have areas of mutual interest with the Charity. He serves as a board member of the Town Deal Board to which the Charity has applied for funding. He is also a Trustee at The Magdalen & Lasher Charity, to whom EFT make bids for grants.

All trustees are required to declare any interest at the beginning of any trustee meetings, along with abstaining from any decision relating to the organisations to which they are linked.

21. FRC ETHICAL STANDARD - PROVISIONS AVAILABLE FOR SMALL ENTITIES

In common with many other businesses of our size and nature we use our auditors to prepare and submit returns to the tax authorities and assist with the preparation of the financial statements.

EDUCATION FUTURES TRUST

NOTES TO THE FINANCIAL STATEMENTS - continued FOR THE YEAR ENDED 31 MARCH 2022

22. POST BALANCE SHEET EVENTS

Work on The Firs will bring about additional expenditure for the Charity. Planning permission has been submitted and reserves funding has been identified to support this development. Additional funding bids have been submitted to support the initial phases.

The charity has committed match funding to a capital development project. The commitment totals £122,984.

23. RESERVES

As at 31 March 2022 the Charity held total reserves of £924,323 of which £820,175 were unrestricted funds. These reserves are held in line with the Charity's reserves policy which is amended annually. Currently the reserves are being held to support the development of The Firs grounds which will enable the charity to secure its future and continue to meet its charitable aims. Delivery was delayed because of the pandemic but it is anticipated that work will begin in the coming financial year as the s106 has been agreed.

Reserves policy

It is the policy of Education Futures Trust to maintain in adequate reserves, to cover the costs that have been identified to ensure the sustainability of the organisation. Reserves will be used as follows.

Removed from reserves for use in 2022-2023.

-£25,000 will be used for building and site repairs, including improved access. After 10 years of use, areas are in need of improvement and repair especially the flat roof, the entrance to the building and the pathways around the site.

-£12,000 will be moved to fund replacement laptops for staff. Much of the current equipment is wearing out and is outdated following the transfer to Office 365

- £34,620 will be used from reserves to fund the Business Development Manager from April - December 2022 to take forward The Firs development. This is a match contribution for the CHART project.

- £25,000 will be moved into the budget for 2022-2023 to cover the additional costs linked to planning. This will fund the planning conditions that need to be fulfilled before the buildings can be utilised.

- £110,000 will be moved into the coming year's budget to cover the cost of drainage and highways work required on The Firs site for the first phase of this work.

EDUCATION FUTURES TRUST

NOTES TO THE FINANCIAL STATEMENTS - continued FOR THE YEAR ENDED 31 MARCH 2022

23. RESERVES - continued

In addition, reserves will allocated:

- **Restricted Funds/Reserves** (£104,148) - restricted funds carried forward.
- **Redundancy and Closure Reserve** (£175,000) - for meeting the costs of redundancy of staff should the occasion arise, and for other property liabilities;
- **Property Reserve** (£310,000) - for the refurbishment of existing premises. The Charity is developing The Firs area. Wherever possible, the Charity will seek matched funding to make best use of its own reserves;
- **ICT Reserve** (£10,000) - for future needs, including for connectivity/equipping of new buildings and access to broadband across the site.
- **Support Reserve** (£59,500) - for the purpose of enhancing the sustainability of the organisation and The Firs; this year particularly for projects that arise as a result of the acquisition of the premises;
- **Operational/Free Reserves** (£59,055) - the remaining free reserves are held in line with current guidance and against the possibility of an emergency or other unexpected need such as unforeseen operational costs.

The reserves policy is reviewed annually. The statement of financial activities reflects the level of reserves as at 31st March 2022 and their purpose.

24. PENSIONS

Over the year, Education Futures Trust contributed to a Deferred Contribution Scheme with the People's Pension Fund for a total of 19 staff.