

# **Learning with Parents**

**Charity No. 1189812**

**Trustees' Report and Unaudited Accounts**

**Period ended 31 August 2022**

# Learning with Parents

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## Reference and Administrative Details

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<b>Charity Name</b>	Learning with Parents	
<b>Registered charity number</b>	1189812	
<b>Type of governing document</b>	Constitution	
<b>How the charity is constituted</b>	Charitable Incorporated Organisation	
<b>Trustee selection methods</b>	New trustees are appointed by the existing trustees following a recruitment and interview process.	
<b>Charity's principal address</b>	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT	
<b>Charity's registered address</b>	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT	
<b>Charity's Accountants</b>	Multiply Accountancy 71-75 Shelton Street London, WC2H 9JQ	
<b>Charity's Bankers</b>	Metro Bank 1 Southampton Row London, WC1B 5HA	
<b>The following trustees served during the year:</b>	Amy Mitchell	resigned June 2022
	Shanaj Salahuddin	
	Daniel Keller	resigned June 2022
	Tarun Abraham	
	Ben Cole	appointed February 2022
	Dame Sally Dicketts	appointed June 2022
<b>Key Personnel</b>	Tom Harbour (CEO) Lucy Preston (Programme Director)	

# Trustees Annual Report

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The Trustees present their report with the unaudited financial statements of the charity for the period ended 31 August 2022.

## OBJECTIVES AND ACTIVITIES

Learning with Parents' purpose as set out in the objects contained in the constitution is:

To advance education for the public benefit by improving educational outcomes amongst young people, in particular through the support of parental engagement in children's learning.

As a charity and through partnerships, to provide parental engagement programmes to support UK primary schools. Learning with Parents' programmes support parents, particularly those in disadvantaged areas, by providing them with videos and activities through their inclusive online platform. They also lead the Parental Engagement Forum; a group of organisations mobilised to improve home learning across the sector.

### The problem

In the UK, not all children have a fair shot at education. By age 11, a disadvantaged child is on average nine months behind their richer peers in English and Maths<sup>1</sup>. The gap between poor children and their peers has grown dramatically since the pandemic, and now threatens to widen even further. Disadvantaged families face unprecedented challenges due to the increasing cost of living, with teachers reporting that more pupils are coming to school hungry, dirty, or unable to concentrate<sup>2</sup>.

This is a critical moment in tackling educational inequality. The sector continues to focus overwhelmingly on what happens in classrooms, but Learning with Parents knows that parents are key.

Parents face a range of complex barriers, have a variety of motivations and best practice in one community may not apply to another community. This makes supporting parents difficult, but the sector must conduct research, gain insights and over time learn what works.

Only by supporting all parents and carers can the sector hope to build a fair education system in which every child has the chance to fulfil their potential.

### Learning with Parents' solution

Learning with Parents supports all families to have positive learning interactions together. They drive inclusive parental engagement by partnering with schools and through leading the sector to learn what works. Their research and insights inform their programme and are shared with the sector to encourage best practice.

Learning with Parents' programme has a direct impact on the families they work with, whilst also generating data to fuel their research. They aim for every element of their programme to be a variable, which they can tweak as they learn and develop.

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<sup>1</sup> Education in England: Annual Report 2020, EPI, 2020, <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>

<sup>2</sup> Cost of living crisis harming pupil's education, NASUWT, 2022, <https://www.nasuw.org.uk/article-listing/cost-of-living-crisis-harming-pupils-education.html>

## ACHIEVEMENTS AND PERFORMANCE

### Achievements and performance in numbers

In 2021-2022:

- 10,862 pupils registered onto the Learning with Parents platform
- 580 classes from 80 primary schools across the UK used the programme
- 116,000 activities were accessed by families
- 29,700 topics were completed by pupils and their families at home together
- 161,000 comments were left and 30,000 photos uploaded by pupils and their parents onto the Learning platform
- 71% of parents agreed or strongly agreed that they and their child enjoyed learning together through the programme
- 70% of parents agreed or strongly agreed that having used Learning with Parents, they feel supported to work with their child using the same methods taught in school.

### Building Learning with Parents' programme

From September 2021-August 2022, Learning with Parents strengthened their support to disadvantaged families through:

- Strengthening the current Maths and English programmes, including creating new content for the English programme and reviewing and updating the Maths content. Learning with Parents continued to ensure that all their content aligns with their principles that activities have to be fun, accessible to all families, and promote learning.
- Continuing to update and develop new features on Learning with Parents' platform to ensure that it is as accessible and user-friendly as possible, drawing on feedback from parents, carers and teachers. These developments have included the option to integrate with schools' Management Information Systems (MIS) and optimising our text messaging service.
- Preparing for the launch of Learning with Parents' new Reading programme. The first step was engaging with a range of stakeholders including teachers, parents, academics and other charities to understand the challenges which disadvantaged families face and how Learning with Parents could best support this area of learning. Based on this feedback, Learning with Parents started developing an accessible online reading log, to be launched in the next academic year.
- Increasing the capacity of the Schools Team whose role is to work closely with partner schools, supporting them to effectively use the programme and promote parental engagement amongst disadvantaged families. During this period, Learning with Parents recruited a new Charity Development Coordinator to provide additional support to the teachers and families using the platform and introduced a number of new systems to streamline communications and manage any user issues.
- Running the Parental Engagement Forum, which brings together like-minded organisations from across the education space to network, collaborate, share best practice and explore the research about supporting disadvantaged families. With support from the Fair Education Alliance, Learning with Parents has grown the forum to include a diverse group of 25 organisations, ranging from national charities to place-based organisations working deep in local communities.

## Strengthening the charity

As well as continuing to build and expand their programme, Learning with Parents has also focused on strengthening the organisation. Developments included:

- Launching their new five year strategy for 2022-2027. This new strategy includes an even stronger commitment to focusing on learning and sharing what works in terms of parental engagement. Despite clear evidence of the impact of parents on children's learning, there is little knowledge about how best to support learning at home. Learning with Parents is driving the sector to learn what works by producing evidence of parents' impact and gathering insights into how schools can support families, particularly those from disadvantaged backgrounds. Discussions with a number of potential research partners were initiated during this period with the ambition to develop and share more rigorous evidence and insights with the sector and strengthen practice.
- Recruiting new members to the Learning with Parents' board to ensure that it can continue to lead the organisation as they grow and rise to the challenge of supporting families and schools in a rapidly-changing context. Over this period, Learning with Parents recruited two new members to the board, including a new Chair, Dame Sally Dicketts. Growing the board will remain a priority in the coming year.
- Continuing to invest in their tech to allow us to provide the best user experience for parents, carers and teachers accessing their programmes and effectively promote fun, learning experiences for all families. These enhancements included streamlining the transition between school years and putting in place new features to be able to onboard schools not using Wonde as the MIS system.
- Building organisational systems and processes, including CRM and project management processes to ensure that Learning with Parents is providing the best possible service to the schools and other partners they work with, and are operating as efficiently and effectively as possible.

## FINANCIAL REVIEW

Learning with Parents' earned income comes from partner schools who contribute towards the costs of staff training, being set up on the platform, participating in induction sessions for the parents and teachers, accessing the platform and activities, receiving ongoing technical support and sharing relevant data and reflections to strengthen engagement. This contribution equated to £40,742 for the period September 2021 to August 2022, 14% of Learning with Parents' total income.

To supplement this income and allow Learning with Parents to continue to strengthen and expand their programme, they also secured funding from a number of generous corporate donors and Trust and Foundations. These included the Access Foundation, the Allen & Overy Foundation, Credit Suisse EMEA Foundation, the Dulverton Trust, the IG Group, the KFC Foundation and Zing. This contribution equated to £225,585 for the period September 2021 to August 2022, 78% of the total income.

During this period, with the support of the Credit Suisse EMEA Foundation, Learning with Parents launched a new Impact Partnership programme, which allowed them to effectively partner with other charities working to tackle educational inequality. Learning with Parents developed a number of different partnership models which allowed them to share their expertise and provide non-school partners with access to their programme. This Impact Partnership programme also provided a valuable additional income stream, securing £14,740, 5% of their total income for the period.

## Financial Activity and Financial Position

2021-2022 has been a positive year from a financial perspective as Learning with Parents sustained the income levels from the previous year, despite their Covid-19 response grants coming to an end. This was achieved by continuing to work closely with their partner schools, maintaining strong collaborations with existing supporters and bringing on board new donors. This work meant that the organisation secured £288,900 of income for the period September 2021-August 2022, a slight increase on last year's total of £279,790.

Learning with Parents' expenditure in 2021-2022 increased significantly compared to the previous financial year as they returned to working in an office two days a week after the end of lockdown, were able to start travelling and filming in schools again after the end of lockdown and expanded their team to capitalise on new opportunities and growing demand.

Over this period, Learning with Parents' expenditure exceeded their income by £14,167. This level of expenditure was intentional as Learning with Parents started the financial year with a high level of funding which had been internally earmarked for tech developments planned for later in 2021.

### Reserves Policy

Learning with Parents requires some funds to be held in reserves to protect themselves from situations such as the following:

1. The risk of unforeseen emergency or other unexpected need for funds, e.g. an unexpected large repair bill or finding 'seed-funding' for an urgent project.
2. Covering unforeseen day-to-day operational costs, e.g. employing temporary staff to cover a long-term sick absence.
3. A source of income, eg a grant, not being renewed. Funds might be needed to give the Trustees time to take action if income falls below expectations.
4. The need to fund short-term deficits in a cash budget, e.g. money may need to be spent before a funding grant is received.

In developing Learning with Parents' financial reserves policy, they balanced the need for financial resilience that reserves provide, with the limitation on their ability to fulfil their vision. As a small and nimble organisation they consider two months' core running costs to be sufficient reserves. This equated to £42,000 for the period September 2021-August 2022. This policy will be reviewed the following year to ensure that it remains fit for purpose.

Learning with Parents finished the year with free reserves of £29,284. The organisation anticipated a spike of school income in September as well as an unrestricted grant which had been pledged by a donor for early in the next financial year. This meant that the charity would have reserves back up to expected levels by October 2022. In addition, the charity secured a number of restricted grants and worked to ensure that the right systems and capacity were in place to manage these different funding streams in line with best practice.

## PLANS FOR FUTURE PERIODS

In the coming year, Learning with Parents will strive to strengthen, broaden and deepen their reach to continue towards their mission of narrowing the attainment gap by supporting all parents and carers to engage in their children's learning. To deliver this ambitious programme, Learning with Parents will also

need to continue to strengthen and grow the organisation, ensuring that they have the resources they need and motivated, happy staff to deliver the programmes.

Learning with Parents' priorities for 2022-2023 include:

#### *Research and insights*

Learning with Parents' platform has been designed to allow them to provide insights into the learning interactions that families are having together at home, which have traditionally been very hard to accurately collect. Through their research collaborations, they will produce insights which are useful to the wider sector. They have recently developed a long-term research partnership with Loughborough University. This will lead to the publication of academic papers based on their platform engagement data.

Traditional parent voice work, such as surveys, only results in a small subset of people responding and does not represent the voice of marginalised communities. Learning with Parents wants to put the voices of disadvantaged parents at the heart of what they do. Before the pandemic, they had started developing their parent voice work in the communities they support, holding parent panels and working with community members to find out how they can best support parents. This year they have begun preparations to roll this work out again.

#### *Reading with Parents*

Learning with Parents has spent the last year gathering information to better understand the barriers to parental engagement with reading and how a programme like theirs could add value in this area. Based on this, they designed a reading log that addresses some of the problems identified for teachers and families. The reading log will present a step change in how families use Learning with Parents' programme, opening the door for us to support daily rather than weekly parent-child interactions. It will be piloted with a small number of schools in the coming year, with the aim of rolling it out in September 2023.

#### *Early-years*

Parental interventions are more effective the earlier in a child's life they start. For this reason, Learning with Parents are excited to be expanding their provision to include Early Years. Over the coming years they will develop videos and activities for children under 4 and begin partnering with early years settings across the UK. In 2022-2023, the priority will be to build a stronger organisational understanding of the Early Years context and landscape, and start any necessary tech developments on the Learning with Parents platform to make it appropriate.

#### *Financial literacy resources*

Research shows that money habits are mostly shaped at home between the ages of 4 and 7, particularly around core skills such as counting and choice making<sup>3</sup>. By adapting their existing Maths and English resources, Learning with Parents believe that they can have a significant impact on the financial literacy skills of the primary-school pupils they work with.

#### *Password-free logins*

One of the biggest barriers parents face when trying to access the Learning with Parents platform is forgetting their login details. This project will remove compulsory passwords for users, leading to more frequent parent-child interactions, particularly for disadvantaged families.

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<sup>3</sup> Habit Formation and Learning in Young Children, Whitebread and Bingham, 2013, <https://maps.org.uk/wp-content/uploads/2021/03/the-money-advice-service-habit-formation-and-learning-in-young-children-may-2013.pdf>



### *Strengthening the board*

Learning with Parents will continue actively recruiting new members to board to ensure that it can oversee the implementation of the new five-year strategy and support a resilient organisation and a period of rapid growth. They will be looking for trustees who have an understanding of the lived experience of the families they seek to serve; have knowledge of how schools operate and have experience in charity operations, especially in terms of fundraising and finance.

### *Increasing the organisation's fundraising capacity*

Learning with Parents wants to continue to strengthen their relationships with their existing funding partners and secure new collaborations to ensure the sustainability of the work. To achieve this, they will seek to increase their fundraising capacity including reallocating existing staff time and bringing on board a new member of staff to focus on establishing new collaborations and supporting existing partnerships.

## Trustees statement of responsibilities

The Trustees shall manage the affairs of the CIO and may for that purpose exercise all the powers of the CIO. It is the duty of each Trustee—

(a) to exercise his or her powers and to perform his or her functions in his or her capacity as a Trustee of the CIO in the way he or she decides in good faith would be most likely to further the purposes of the CIO; and

(b) to exercise, in the performance of those functions, such care and skill as is reasonable in the circumstances having regard in particular to—

i) any special knowledge or experience that he or she has or holds herself out as having; and,

ii) if he or she acts as a Trustee of the CIO in the course of a business or profession, to any special knowledge or experience that it is reasonable to expect of a person acting in the course of that kind of business or profession.

The Trustees are also responsible for the contents of the Trustee Annual report, and the responsibility of the Independent Examiner in relation to the Trustee report is limited to examining the report and ensuring that, on the face of the report, there are no inconsistencies with the figures disclosed and the financial statements.

### Structure, Governance and Management

The Board is composed of a minimum of three Trustees, one of whom will be the Chair. New Trustees are appointed by the existing Trustees following a recruitment and interview process. Appointments to the Board are for a period of two years, which may be extended for up to two further two-year periods. Trustees are not remunerated but are entitled to claim reasonable out-of-pocket expenses in relation to attendance of meetings.

For the period September 2021-August 2022, Learning with Parents recruited two new Trustees, Dame Sally Dicketts and Ben Cole, and extended the term of one of their current trustees, Shanaj Salahuddin. Two of the Trustees, Amy Mitchell and Daniel Keller stepped down at the end of their two-year term, having done an incredible job supporting the organisation to grow in its first few years of operation. Learning with Parents will continue to recruit new trustees to build their board and ensure an even greater range of experience and expertise.

The Board meets four times a year (quarterly) to discuss strategic and operational issues, review risks, monitor income and expenditure, sign off on any new or updated organisational policies, and discuss any other matters arising. All decisions and agreed actions are recorded in the meeting minutes. The Trustees' roles and responsibilities are outlined in Terms of Reference.

### Risk Management

The Trustees have a responsibility for the identification and proper management of risks faced by Learning with Parents in achieving its primary aims. A Risk Management Framework has been developed which is reviewed by the Trustees on a quarterly basis and by Learning with Parents' Senior Management Team on a monthly basis. This framework captures major risks to which Learning with Parents is exposed, including those relating to operational, financial and reputational areas.

The Trustees believe that, by monitoring reserve levels, by ensuring that controls exist over key financial systems, and by examining the operational risks faced by the Charity, they have established effective systems and procedures to mitigate those risks.

Key risks for the period September 2021-August 2022 and their main mitigations were as follows:

- 1. Financial sustainability** - as Learning with Parents had benefited from a number of Covid-19 response grants, they needed to ensure that they had a strong and diverse income stream so that they did not run out of funds once these grants came to an end. To mitigate against this risk, a robust pipeline of potential donors was developed and effective relationship management systems put in place. Learning with Parents focused on building partnerships with organisations with shared visions around tackling education inequality.
- 2. Data protection** - As a tech platform which has access to a lot of personal data, one of Learning with Parents' priorities is to ensure that they are up to date with current best practice in the fields of privacy and data protection to prevent any risk of data breaches. They have clarified the circumstances under which they act as a Data Processor versus a Data Controller. Also during this period, they reviewed and updated their internal and site-based data privacy notice and IT security processes.
- 3. Safeguarding** - Whilst Learning with Parents does not work directly with children, they do sometimes come into contact with them on school visits or whilst filming. Where parents have given consent to do so, Learning with Parents does also have access to images of children carrying out the activities set through the platform. It is therefore essential that all staff, trustees, consultants, volunteers and interns at Learning with Parents understand their responsibility to promote the welfare of all children and young people, to keep them safe and to operate in a way that protects them.

To mitigate against the risk that staff perpetuate or fail to report a safeguarding incident, Learning with Parents developed a Safeguarding Policy and Procedure and a Code of Conduct in September 2020 which sets out what would constitute a safeguarding incident and what steps should be taken if someone has any concerns for the welfare of a child. These policies were reviewed and updated in this period and will continue to be reviewed annually.

Learning with Parents requires all those working with or for the organisation to read and commit to upholding and adhering to their Safeguarding Policy and Procedure. They also carry out a Disclosure and Barring Service (DBS) check for all staff and any consultants working on their behalf. They have a safeguarding lead on their Board of Trustees and the CEO acts as Safeguarding Officer.

- 4. Staff satisfaction** - Learning with Parents is committed to ensuring the workplace satisfaction and welfare of their staff. They recognise that there has been a lot of growth and change within the organisation which can be unsettling. Regular team and one-to-one check-ins, established in the previous year, were left in place as they continued to be perceived as valuable to maintaining a sense of belonging and positive relationships across the team. A survey was sent out to the team in March to gather anonymous feedback on how the staff were feeling and what would help them feel better informed and happy at work. The feedback was overwhelmingly positive which was very encouraging. Where issues were raised, where possible steps have been taken to address them.

In July and August 2022, Learning with Parents started reviewing the impact of the cost of living crisis on their team and discussing what could be done to support staff during a difficult time. The Trustees approved increasing salaries by an average of 5%, weighted so that those on lower salaries will receive a greater percentage increase than those on higher salaries. This was implemented in October 2022.

- 5. Staff turnover** - Learning with Parents recognises that in small organisations, members of staff can have many roles and hold a lot of institutional knowledge. This can leave organisations vulnerable to significant disruption with staff turnover. To try to mitigate against this risk, as well as working hard to create a positive working environment, Learning with Parents focused on documenting roles and responsibilities, drafting standard operating procedures and capturing organisational knowledge.

## Responsibilities of Trustees for the Financial Statements

The Trustees are responsible for preparing the report and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice. Charity law in England and Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Charity and of income and expenditure of the Charity for that period.

In preparing those financial statements, the Trustees are required to:

- select suitable accounting policies and apply them consistently;
- observe the methods and principles of the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the activities of the Charity will continue.

The Trustees are responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and enables them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the governing document. The Trustees are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Trustees are responsible for the maintenance and integrity of the Charity and financial information included in the Charity's website.

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

The above report has been prepared in accordance with the Charities SORP (FRS 102).

Signed on behalf of the trustees



Sally Dicketts, Chair

Date: 26/04/2023

## Learning with Parents

### Independent Examiner's Report to the trustees of Learning with Parents

I report to the charity trustees on my examination of the accounts of Learning with Parents for the period ended 31 August 2022 which comprise the Statement of Financial Activities (incorporating the Summary Income and Expenditure Account), the Balance Sheet and the related notes.

#### Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

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

#### Independent examiner's statement

As the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination as a member of the Institute of Chartered Accountants in England and Wales.

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

- accounting records were not kept in accordance with section 386 of the 2006 Act ; or
- the accounts do not accord with those records; or
- the accounts do not comply with the accounting requirements under section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
- the accounts have not been prepared in accordance with the Charities SORP (FRS 102).

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

  
Chris Conway (Apr 27, 2023 16:17 GMT+1)

**Chris Conway**

Multiply Accountancy Limited  
71-75 Shelton Street  
London  
WC2H 9JQ

Date: Apr 27, 2023

## Learning with Parents

### Statement of Financial Activities (incorporating the Summary Income and Expenditure Account) for the year ended 31 August 2022

	Notes	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
<b>Income and endowments from:</b>					
Donations and legacies	3	99,115	140,992	240,107	222,165
Charitable activities	4	48,793	-	48,793	57,625
Other		-	-	-	-
<b>Total incoming resources</b>		<b>147,908</b>	<b>140,992</b>	<b>288,900</b>	<b>279,790</b>
<b>Expenditure on:</b>					
Raising funds	5	3,000	-	3,000	5,950
Charitable activities	6	136,530	86,803	223,333	136,643
Other	7	76,734	-	76,734	36,268
<b>Total outgoing resources</b>		<b>216,264</b>	<b>86,803</b>	<b>303,067</b>	<b>178,861</b>
Net gains on investments		-	-	-	(3,289)
<b>Net incoming resources</b>	8	<b>(68,356)</b>	<b>54,189</b>	<b>(14,167)</b>	<b>97,640</b>
Transfers between funds		-	-	-	-
<b>Net incoming resources before other gains/(losses)</b>		<b>(68,356)</b>	<b>54,189</b>	<b>(14,167)</b>	<b>97,640</b>
Other gains and losses		-	-	-	-
<b>Net movement in funds</b>		<b>(68,356)</b>	<b>54,189</b>	<b>(14,167)</b>	<b>97,640</b>
<b>Reconciliation of funds:</b>					
Total funds brought forward		97,640	-	97,640	-
<b>Total funds carried forward</b>		<b>29,284</b>	<b>54,189</b>	<b>83,473</b>	<b>97,640</b>

The comparative figures represent the period from 6 June 2020 to 31 August 2021.

## Learning with Parents

### Balance Sheet at 31 August 2022

	Notes	2022	2021
		£	£
<b>Fixed assets</b>			
Investments	10	-	-
Tangible assets	11	2,419	1,974
		<u>2,419</u>	<u>1,974</u>
<b>Current assets</b>			
Debtors	12	32,642	12,300
Cash at bank and in hand		68,676	88,396
		<u>101,318</u>	<u>100,696</u>
<b>Creditors: Amounts falling due within one year</b>	13	(20,264)	(5,030)
<b>Net current assets</b>		<u>81,054</u>	<u>95,666</u>
<b>Total assets less current liabilities</b>		<u>83,473</u>	<u>97,640</u>
<b>Total net assets</b>		<u>83,473</u>	<u>97,640</u>
<b>The funds of the charity</b>			
Unrestricted funds	14	29,284	97,640
Restricted funds	14	54,189	-
<b>Total funds</b>		<u>83,473</u>	<u>97,640</u>

Approved by the trustees on ....15th March 2023.... and signed on its behalf by:



Sally Dicketts  
Chair

Date: 26/04/23

## Learning with Parents

### Notes to the Accounts for the period ended 31 August 2022

#### 1 Accounting policies

##### **Basis of preparation**

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

The financial statements have been prepared under the historical cost convention. They are prepared in sterling, which is the functional currency of the charity. Amounts presented are rounded to the nearest pound.

##### **Going concern**

The Trustees have reasonable expectation that the charity will have access to adequate resources to continue in existence for the foreseeable future. In making this assessment, the Trustees have considered a period of at least 12 months from the date of authorising the financial statements. Accordingly, the charity continues to adopt the going concern basis in preparing the financial statements.

##### **Fund accounting**

###### Unrestricted funds

These are available for use at the discretion of the trustees in furtherance of the general objects of the charity.

##### **Income**

###### Recognition of income

Income is included in the Statement of Financial Activities (SoFA) when the charity becomes entitled to, and virtually certain to receive, the income and the amount of the income can be measured with sufficient reliability.

###### Income with related expenditure

Where income has related expenditure the income and related expenditure is reported gross in the SoFA.

###### Donations and legacies

Voluntary income received by way of grants, donations and gifts is included in the SoFA when receivable and only when the Charity has unconditional entitlement to the income.

###### Tax reclaims on donations and gifts

Income from tax reclaims is included in the SoFA at the same time as the gift/donation to which it relates.

###### Donated services and facilities

These are only included in income (with an equivalent amount in expenditure) where the benefit to the Charity is reasonably quantifiable, measurable and material.

###### Volunteer help

The value of any volunteer help received is not included in the accounts.

###### Investment income

This is included in the accounts when receivable.

###### Gains/(losses) on revaluation of fixed assets

This includes any gain or loss resulting from revaluing investments to market value at the end of the year.

###### Gains/(losses) on revaluation on investment assets

This includes any gain or loss on the sale of investments.



## Learning with Parents

### Notes to the Accounts for the period ended 31 August 2022

#### Accounting policies

##### Expenditure

###### Recognition of expenditure

Expenditure is recognised on an accruals basis. Expenditure includes any VAT which cannot be fully recovered, and is reported as part of the expenditure to which it relates.

###### Expenditure on raising funds

These comprise the costs associated with attracting voluntary income, fundraising trading costs and investment management costs.

###### Expenditure on charitable activities

These comprise the costs incurred by the Charity in the delivery of its activities and services in the furtherance of its objects, including the making of grants and governance costs.

###### Governance costs

These include those costs associated with meeting the constitutional and statutory requirements of the Charity, including any audit/independent examination fees, costs linked to the strategic management of the Charity, together with a share of other administration costs.

###### Other expenditure

These are support costs not allocated to a particular activity.

##### Investments

Investments in subsidiaries are held at cost less impairment.

##### Depreciation of fixed assets

Tangible fixed assets are written off over their estimated useful economic lives at the following annual rates:

Computer equipment	25% per annum straight line
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The carrying values of tangible fixed assets are reviewed for impairment when events or circumstances indicate the carrying value may not be recoverable.

##### Taxation

##### Trade and other debtors

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

##### Cash and cash equivalents

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

##### Trade and other creditors

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

##### Pension costs

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

##### Non-comparable comparatives

The comparative figures in the financial statements and following notes represent the period from 6 June 2020 to 31 August

## Learning with Parents

### Notes to the Accounts for the period ended 31 August 2022

#### 2 Charity status

Learning with Parents is a charitable incorporated organisation and is not a registered company at Companies House.

<b>3 Income from donations and legacies</b>	<b>2022</b>	<b>2021</b>
Grants and donations	240,107	222,165

In the year to 31 August 2022, £130,922 of grants received comprise restricted funds (2021: £nil). Further information is available in note 14.

<b>4 Income from charitable activities</b>	<b>2022</b>	<b>2021</b>
Programme delivery	48,793	57,625

<b>5 Expenditure on raising funds</b>	<b>2022</b>	<b>2021</b>
Advertising and marketing	3,000	5,950

<b>6 Expenditure on charitable activities</b>	<b>2022</b>	<b>2021</b>
Direct staff costs	116,429	111,942
Cost of programme delivery	94,067	9,006
Independent examination - current year	500	500
Other accountancy fees paid to independent examiner	2,936	1,965
Legal and professional fees	9,400	13,230
	<u>223,333</u>	<u>136,643</u>

In the year to 31 August 2022, £45,690 of staff costs and £41,113 of programme delivery costs comprise restricted funds (2021: £nil and £nil). Further information is available in note 14.

<b>7 Other expenditure</b>	<b>2022</b>	<b>2021</b>
Staff costs (Note 9)	52,364	28,145
Premises costs	6,774	502
Depreciation	769	657
Charitable donations	-	500
General administrative costs	16,827	6,464
	<u>76,734</u>	<u>36,268</u>

<b>8 Net income before transfers</b>	<b>2022</b>	<b>2021</b>
This is stated after charging:		
Depreciation of owned fixed assets	769	657

## Learning with Parents

### Notes to the Accounts for the period ended 31 August 2022

<b>9 Staff costs</b>	<b>2022</b>	<b>2021</b>
Salaries and wages	152,383	133,267
Social security costs	8,721	2,316
Pension costs	3,436	2,808
Staff recruitment and training costs	4,253	1,696

	<u>168,793</u>	<u>140,087</u>
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No employee received emoluments in excess of £60,000.

One trustee (2021: none) was reimbursed for travel expenses totalling £18 incurred in the period to 31 August 2022. No trustee (2021: none) received any remuneration in the period.

Key management personnel comprise the trustees, the CEO, and the Programme Director as laid out on page 2. Total remuneration paid to these individuals was £71,570 (2021: £69,417).

The average number of staff employed, including part time staff was 7 (2021: 5).

<b>10 Investments</b>	<b>2022</b>	<b>2021</b>
Investment in subsidiary	-	-

Learning with Parents is the sole shareholder of Maths with Parents. Therefore this entity is treated as a 100% subsidiary. The charity has taken exemptions available to small entities under FRS102 section 9.3 to not consolidate the financial results and position of Maths with Parents into these financial statements. See note 16 for more information and transactions and balances between the charity and its subsidiary.

<b>11 Tangible fixed assets</b>	<b>Computer equipment</b>	<b>Total</b>
<b>Cost</b>		
At 1 September 2021	2,631	2,631
Additions	1,214	1,214
Disposals	-	-
At 31 August 2022	<u>3,845</u>	<u>3,845</u>
<b>Depreciation</b>		
At 1 September 2021	657	657
Charge for the year	769	769
Eliminated on disposal	-	-
At 31 August 2022	<u>1,426</u>	<u>1,426</u>
<b>Net Book Value</b>		
At 31 August 2022	<u>2,419</u>	<u>2,419</u>
At 1 September 2021	<u>1,974</u>	<u>1,974</u>

<b>12 Debtors</b>	<b>2022</b>	<b>2021</b>
Trade debtors	29,124	12,300
Amounts owed from subsidiary undertaking	3,000	-
Other debtors	518	-
	<u>32,642</u>	<u>12,300</u>

## Learning with Parents

### Notes to the Accounts for the period ended 31 August 2022

13 Creditors falling due within one year	2022	2021
Other taxes and social security	10,792	4,646
Other creditors	9,472	384
	20,264	5,030

### 14 Movement in funds

	At 1 September 2021	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2022
Unrestricted funds:				
General funds	97,640	147,908	(216,264)	29,284
Restricted funds:				
Nesta/DFE	-	10,000	(10,000)	-
Credit Suisse	-	50,000	(50,000)	-
The Access Foundation	-	58,292	(4,103)	54,189
Access Reach Fund	-	10,700	(10,700)	-
Allen and Overy	-	10,000	(10,000)	-
Kentucky Fried Chicken	-	2,000	(2,000)	-
	-	140,992	(86,803)	54,189
	97,640	288,900	(303,067)	83,473

	At 5 June 2020	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2021
Unrestricted funds:				
General funds	-	276,501	(178,861)	97,640
	-	276,501	(178,861)	97,640

#### Nesta/DFE

Funding through their EdTech R&D programme to implement improvements and developments to the Learning with Parents platform.

#### Credit Suisse

Funding for the development and pilot of a self-sustaining partnership model, increasing Learning with Parents' impact and enabling them to reach more disadvantaged families across the UK.

#### The Access Foundation

Funding to optimise parent access to the Learning with Parents programme through the development of passwordless and accountless logins, thereby removing some of the barriers to disadvantaged families engaging in their children's learning.

#### Access Reach Fund

Funding to boost Learning with Parents' marketing and sales capacity to reach more schools and enable greater impact.

#### Allen and Overy

Funding towards the creation of a digital reading log which will be integrated into Learning with Parents' core programme for all the

#### Kentucky Fried Chicken

Funds to support young parents in Doncaster to read with their children.

## Learning with Parents

### Notes to the Accounts for the period ended 31 August 2022

#### 15 Analysis of net assets between funds

	Unrestricted Funds	Restricted Funds	Total 2022
Fixed assets	2,419	-	2,419
Net current assets	26,865	54,189	81,054
	<u>29,284</u>	<u>54,189</u>	<u>83,473</u>

  

	Unrestricted Funds	Restricted Funds	Total 2021
Fixed assets	1,974	-	1,974
Net current assets	95,666	-	95,666
	<u>97,640</u>	<u>-</u>	<u>97,640</u>

#### 16 Related parties

The charity controls a subsidiary company, Maths With Parents (registered in England and Wales, company no. 09622195), by virtue of its 100% ownership of the company's share capital.

During the year, the charity provided funds to its subsidiary of £5,000, of which £2,000 was repaid. At the balance sheet date, the subsidiary owed the charity £3,000. In the prior period, funds were transferred between the charity and its subsidiary when needed for the purpose of cashflow without any terms, and no services were provided. The remaining balance owed was forgiven at the period end, so no amounts were due at the balance sheet date. Included within donations income in note 3, for 2021, is a donation of £27,145 from Maths with Parents forgiving the balance owed immediately prior to the 2021 period end.

The financial result for Maths with Parents and the year ended, and financial position at, 31 August include:

	31 August 2022 £	31 August 2021 £
Aggregate share capital and reserves	<u>(27,311)</u>	<u>(26,041)</u>
Profit/(loss) after tax for the period	<u>(1,270)</u>	<u>(101,288)</u>