

Learning with Parents

Charity No. 1189812

Trustees' Report and Unaudited Accounts

Period ended 31 August 2023

Learning with Parents

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Reference and Administrative Details

Charity Name	Learning with Parents
Registered charity number	1189812
Type of governing document	Constitution
How the charity is constituted	Charitable Incorporated Organisation
Trustee selection methods	New trustees are appointed by the existing trustees following a recruitment and interview process.
Charity's principal address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT
Charity's registered address	Newminster House, 27-29 Baldwin Street, Bristol, BS1 1LT
Charity's Accountants	Multiply Accountancy 71-75 Shelton Street London, WC2H 9JQ
Charity's Bankers	Metro Bank 1 Southampton Row London, WC1B 5HA
The following trustees served during the year:	Dame Sally Dicketts Shanaj Salahuddin Tarun Abraham Ben Cole Marva Rollins appointed October 2022 Amanda Shepard appointed October 2022 Lesley Birch appointed October 2022 Cedric Ntumba appointed August 2023
Key Personnel	Tom Harbour (CEO) Gemma Davis (Programme Director) Astrid Jenkinson (COO)

Trustees Annual Report

The Trustees present their report with the unaudited financial statements of the charity for the period ended 31 August 2023.

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 Maths¹. The gap between poor children and their peers has grown dramatically since the pandemic. Disadvantaged families face unprecedented challenges due to the increased cost of living, with teachers reporting that more pupils are coming to school hungry, dirty, or unable to concentrate².

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 and have a variety of motivations. 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.

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

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

ACHIEVEMENTS AND PERFORMANCE

Achievements and performance in numbers

In 2022-2023:

- 9,595 pupils registered onto the Learning with Parents platform
- 533 classes from 78 primary schools across the UK used the programme
- 35,212 activities were completed by pupils and their families at home together
- 59,190 comments were left by pupils and their parents onto the Learning platform
- 73% of parents agreed or strongly agreed that they and their child enjoyed learning together through the programme
- 72% of parents said they has done a game or activity again since it was first set
- 100% of teachers that answered Learning with Parents' survey agreed that the resources provided helped them to engage families in the programme.

Building Learning with Parents' programme

From September 2022 - August 2023, Learning with Parents strengthened their support to disadvantaged families through:

Creating more content

During this period, Learning with Parents filmed over 200 new videos for the English and Maths topics from Reception up to Year 6. These are short videos of age-appropriate children explaining a topic from the Maths or English curriculum in accessible language. The videos are designed to give parents an understanding of the topics that their child is studying in school and the confidence to support their child's learning at home.

Designing and piloting a new digital reading log

Learning with Parents designed and piloted a digital reading log that addresses some of the problems identified by teachers and families in recording reading at home. This digital reading log presents a step change in how families use Learning with Parents' programme, opening the door for them to support daily rather than weekly parent-child interactions. From January to June 2023, it was piloted with four schools. The feedback from teachers and families was overwhelmingly positive:

"The pupils love recording themselves on the reading log, being able to show off to their teachers what they can do...sharing a book at home that they don't have in school with their teachers has been particularly special."

Bernadette Bonnar, St Mary's Roman Catholic Primary School, Middleton

The reading log will be available to all Learning with Parents' partner schools from September 2023.

Breaking down access barriers

Launching 'magic links' during this period allowed Learning with Parents' platform users to access activities and leave feedback without having to create an account. One of the biggest barriers parents face when trying to access the Learning with Parents platform is forgetting their login details. This project has removed compulsory passwords for users, leading to more frequent parent-child interactions, particularly for disadvantaged families. In the first term this was rolled out, there was an 18% increase in pupil feedback, compared to the same term the previous year. The development of 'magic links' and countless logins has also been critical to the successful pilot of Learning with Parents' digital reading

log as it is allowing families to regularly record when they have read together, without the frustration of needing to register or forgotten passwords.

Researching financial literacy programmes and current practice

Research shows that money habits are mostly shaped at home between the ages of four and seven, particularly around core skills such as counting and choice making³. Learning with Parents' programme is optimally placed to support all parents to build these skills in a fun and active way. During this period, Learning with Parents focused on landscape research to develop a strong knowledge of this topic and an evidence base from which to create their own programme. This included researching other programmes providing financial literacy resources to schools and families; reviewing how parents engage with Learning with Parents' existing activities; and gathering input from teachers and parents to understand current practice around financial literacy education.

Building knowledge of the Early Years space

Parents have a critical role to play in their children's development from birth. Learning with Parents is well placed to work in this space and has spent this period deepening their knowledge of the issues, understanding the different players and developing partnerships with organisations working in Early Years. During this period, Learning with Parents has recruited two new members of staff with experience working in the Early Years to ensure that they would be able to deliver this programme. They have also reviewed their existing content to understand what could be adapted to support younger children and initiated design work with a potential partner, outlining what a pilot project would look like. To ensure good mechanisms for learning and sharing best practice, they joined a newly formed Fair Education Alliance Early Years Working Group. This group is dedicated to bringing organisations working in this space together to tackle inequality.

Strengthening their research and insights work

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. These insights can inform how Learning with Parents' programme can be improved as well as help the sector to more effectively engage with families who face the greatest barriers. During this period, Learning with Parents has reviewed their approaches to collecting data and identified steps to strengthen this area, including updating permissions to allow platform users to opt-in to their data being used for research purposes. A key element of this work has been Learning with Parents' partnership with Loughborough University to analyse the data and gain a greater understanding of what it can tell them. They have also been working with a consultant to develop a stronger approach to parent-voice work, which seeks to hear from families who might not typically speak to schools or respond to surveys.

Running the Parental Engagement Forum

Learning with Parents brings together like-minded organisations in the Parental Engagement Forum 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 39 organisations, ranging from national charities to place-based organisations working deep in local communities. During this period, eight different organisations presented their work supporting parents, including the Department of Education and the Centre for Social Justice. Topics covered included the role of fathers in learning, support for families experiencing long-term absence, and the potential of nudge technology as a tool for engaging parents. Through the forum, at least four new projects have been developed drawing on the skills of member organisations coming together to serve the needs of disadvantaged families.

³ 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 charity

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

- Reviewing their IT security processes. In September 2022, Learning with Parents underwent a technical due diligence by Ten Tenths Consulting which concluded that:

“I was very impressed by Learning with Parents; it was a genuine pleasure to see an organisation that’s both trying to do something worthwhile and doing it well. They are using technology sensibly and are thinking about all the right things. Their software architecture is simple and well thought out, and they’re making full use of the opportunities offered by cloud deployment.”

During this period, Learning with Parents also worked through the process to secure Cyber Essential Plus accreditation.

- 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 four new members who bring to the board: an understanding of the lived experience of the families they seek to serve; knowledge of how schools operate; and finance and fundraising expertise.
- Onboarding new members of the team to better support partner schools, develop more content, grow specific areas of knowledge, especially around financial literacy and early years, and ensure the sustainability of the organisation.
- Increasing fundraising capacity through the recruitment of new staff and trustees with expertise in this area, investing in training for existing staff and developing a new Case for Support and other collateral to enable the organisation to effectively share their vision and priorities with potential supporters. This year was also the first time that Learning with Parents participated in the Big Give Christmas Challenge, a seven day appeal through which donations from individuals are matched. This campaign raised over £10,000 to support content development and was a great opportunity for Learning with Parents to trial raising funds from individuals.
- Building organisational systems and processes, including developing new policies to guide how the organisation works, and investing in more staff training. They continued to review their CRM and project management processes to ensure that Learning with Parents is providing the best possible support to the schools and other partners they work with, and are operating as efficiently and effectively as possible.

FINANCIAL REVIEW

Learning with Parents’ income comes from partner schools and their fundraising efforts.

Partner schools 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 £42,912 for the period September 2022 to August 2023.

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 partners and Trust and

Foundations. These included the Access Foundation, the Credit Suisse EMEA Foundation, the Dulverton Trust, the Fair Education Alliance, IG Group and the Mercers' Company. During this period, Learning with Parents also ran a matched funding campaign through the Big Give. These grants and donations equated to £613,389 for the period September 2022 to August 2023.

Financial Activity and Financial Position

2022-2023 has been an incredible year from a financial perspective for Learning with Parents, enabling them to strengthen and grow their programmes and invest in their sustainability. The organisation secured £656,301 of income for the period September 2022-August 2023, more than doubling last year's total of £288,900.

Learning with Parents' expenditure in 2022-2023 increased in line with their income as they invested in the development and launching of their reading log, made strategic technological enhancements to streamline access to their platform, grew their team to increase the support they could offer to their school partners and expanded their content. The organisation also paid back a Bounce Back loan secured during the Covid-pandemic. During this period, the organisation also increased its reserves from two months' running costs to three, to reflect their shift from a start-up to a more established organisation and increase resilience and ability to respond to new opportunities.

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 an unforeseen emergency or other unexpected need for funds, eg 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. 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.
4. A source of income, eg a grant, not being renewed. Funds might be needed to give the Chief Executive and trustees time to take action if revenue falls below expectations. The priority would be to ensure that the charity can continue providing a stable and quality service. Within this context, Learning with Parents would seek to minimise recruitment, staff training, staff induction and marketing costs and seek to avoid the need for redundancies caused by a financial crisis.
5. Meet contractual liabilities should the organisation have to close. This includes redundancy pay, amounts due to creditors and commitments under leases.

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 the organisation has grown, the decision has been made to increase the amount of reserves held from two months to three. This equated to £127,000 for the period September 2022-August 2023. 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 £143,425. This was higher than forecasted as they received two unrestricted grants in July and August 2023 which had not been anticipated. This gives the organisation a good degree of security in a rapidly changing context and will allow them to respond to new opportunities which may arise.

PLANS FOR FUTURE PERIODS

In the coming year, Learning with Parents will strive to strengthen, broaden and deepen their reach, supporting more 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 2023-2024 include:

Providing even more support to their partner schools

Learning with Parents aims to support more families to engage in their children's learning by doubling the number of schools they are working with by September 2024. As the number of partner schools grows, Learning with Parents will be focusing on strengthening their systems and growing their team to ensure that each school receives a high standard of support.

Launching a digital reading log

In September 2023, Learning with Parents' digital reading log will be rolled out to over 100 schools for the first time. The team will be working hard to ensure that the launch goes well and monitoring how schools and families engage with it to inform next steps and future developments.

Developing a financial literacy programme

Building on the scoping and information gathering work done in 2022-23, Learning with Parents will be developing their financial literacy offering in the coming year. They will be drawing on feedback from teachers and parents to structure the programme and develop the content, which they will start filming from November 2023.

Piloting a collaboration in the Early Years space

Parental interventions are more effective the earlier in a child's life they start. From January 2024, they will pilot their programme with an organisation working in this space to gain a better understanding of the context and how their programme and content could work. They will also engage in the Fair Education Alliance Early Years Working Group's to gain a deeper understanding of relevant issues and share learning.

Research and insights

Learning with parents will build on the work done in the previous year to strengthen systems and identify priority areas for research, drawing on the wealth of data collected through their platform, as well as engagement with partner schools and families using their platform. Priorities will include:

- continuing to work with Loughborough University to try understand which activities are most likely to lead to parental engagement in children's learning, especially parents facing the greatest barriers;
- formalising feedback loops to ensure that data and insights effectively feed back into tech developments, content creation and how Learning with Parents supports schools;
- delivering more parent voice work to ensure that voices of disadvantaged parents are at the heart of what they do; and
- laying the groundwork to launch a rigorous evaluation which will explore the wider outcomes and longer-term impact of the Learning with Parents programme.

Strengthening the board

Learning with Parents will continue actively recruiting new members to board to ensure that it can oversee the implementation of the five-year strategy and support a resilient organisation in a period of

rapid growth. In particular, they will be looking for trustees who have an understanding of the edtech space.

Strengthening the core of the organisation

Learning with Parents wants to ensure that they are strengthening their operations and have an organisation which is resilient and fit for purpose. With the support of the Fair Education Alliance, they will strengthen their marketing and communications to ensure that all external messaging is coherent and effective and that they are maximising their impact. They will also seek to build on the previous year's fundraising success, deepening relationships with existing donors and partners and identifying new opportunities for collaboration. Core HR, financial and knowledge management systems will be reviewed to ensure that needs are being met and that the organisation is able to run as effectively as possible. Staff welfare and satisfaction will remain a priority, especially during a period of rapid growth.

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 during this period to the Board are for a period of two years, which may be extended for up to two further three-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 2022-August 2023, Learning with Parents recruited four new Trustees, Amanda Shepard, Marva Rollins, Lesley Birch and Cedric Ntumba, and extended the term of one of their current trustees, Tarun Abraham. 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 2022-August 2023 and their main mitigations were as follows:

- 1. Balancing new opportunities with ongoing programmes** - This has been an exciting year with a lot of significant new developments for Learning with Parents, including piloting a new reading log, launching magic links to enable countless activities, starting work on a financial literacy programme and exploring Early Years partnerships. All of these new developments have been incredibly positive, taking Learning with Parents closer towards its missions of ensuring that all children are supported at home to fulfil their potential. However, they have required careful management to ensure that the team does not get overwhelmed and that the quality of the core programme does not slip. This need to effectively balance competing demands was a focus for the Trustees who provided a clear steer in terms of prioritising. Several new members of staff were recruited to increase the capacity of the team to respond to these opportunities whilst maintaining the high standards the organisation strives for.
- 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 IT security, privacy and data protection to prevent any risk of data breaches. This year, they have done a thorough review of all their practices and worked through the process to secure Cyber Essential Plus accreditation. Additional IT and data security training has been introduced for the staff during this period.
- 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 or other individual associated with the organisation perpetuates or fails 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 Programme Director acts as Safeguarding Officer. New safeguarding training, provided by the NSPCC, has also been introduced for the staff during this period.

- 4. The cost of living crisis** -The 2022-23 cost of living crisis saw prices and rates increase significantly, with inflation in the UK reaching 11.1% in October 2022. Learning with Parents monitored ongoing income and costs closely to ensure that they could meet any sudden increases and minimise the risk of runaway cost. This was a very successful fundraising year for the organisation which enabled them to increase their reserves to three months' running costs.

Learning with Parents also reviewed the impact of the cost of living crisis on their team and discussed what could be done to support staff during a difficult time. In September 2022, 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.

- 5. 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 previous years, 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 2023 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, steps are being taken to address them.

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:05/12/2023

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 2023 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 \(Jan 5, 2024 15:12 GMT\)](#)

Chris Conway

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

Date: 05/01/2024

Learning with Parents

Statement of Financial Activities (incorporating the Summary Income and Expenditure Account) for the year ended 31 August 2023

	Notes	Unrestricted funds 2023 £	Restricted funds 2023 £	Total funds 2023 £	Total funds 2022 £
Income and endowments from:					
Donations and legacies	3	468,446	144,943	613,389	240,107
Charitable activities	4	42,912	-	42,912	48,793
Other		-	-	-	-
Total incoming resources		511,358	144,943	656,301	288,900
Expenditure on:					
Raising funds	5	7,423	-	7,423	3,000
Charitable activities	6	236,511	144,516	381,027	223,333
Other	7	153,283	-	153,283	76,734
Total outgoing resources		397,217	144,516	541,733	303,067
Net gains on investments		-	-	-	-
Net incoming resources	8	114,141	427	114,568	(14,167)
Transfers between funds		-	-	-	-
Net incoming resources before other gains/(losses)		114,141	427	114,568	(14,167)
Other gains and losses		-	-	-	-
Net movement in funds		114,141	427	114,568	(14,167)
Reconciliation of funds:					
Total funds brought forward		29,284	54,189	83,473	97,640
Total funds carried forward		143,425	54,616	198,041	83,473

Learning with Parents

Balance Sheet at 31 August 2023

	Notes	2023	2022
		£	£
Fixed assets			
Investments	10	-	-
Tangible assets	11	3,200	2,419
		<u>3,200</u>	<u>2,419</u>
Current assets			
Debtors	12	15,007	32,642
Cash at bank and in hand		193,731	68,676
		<u>208,738</u>	<u>101,318</u>
Creditors: Amounts falling due within one year	13	(13,897)	(20,264)
Net current assets		<u>194,841</u>	<u>81,054</u>
Total assets less current liabilities		<u>198,041</u>	<u>83,473</u>
Total net assets		<u>198,041</u>	<u>83,473</u>
The funds of the charity			
Unrestricted funds	14	143,425	29,284
Restricted funds	14	54,616	54,189
Total funds		<u>198,041</u>	<u>83,473</u>

Approved by the trustees on ..05/12/2023..... and signed on its behalf by:



Sally Dicketts
Chair

Date: 05/12/2023

Learning with Parents

Notes to the Accounts for the period ended 31 August 2023

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 2023

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.

Learning with Parents

Notes to the Accounts for the period ended 31 August 2023

2 Charity status

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

3 Income from donations and legacies	2023	2022
Grants and donations	613,389	240,107

In the year to 31 August 2023, £140,043 of grants received comprise restricted funds (2022: £130,922). Further information is available in note 14.

4 Income from charitable activities	2023	2022
Programme delivery	42,912	48,793

5 Expenditure on raising funds	2023	2022
Advertising and marketing	7,423	3,000

6 Expenditure on charitable activities	2023	2022
Direct staff costs	171,938	116,429
Cost of programme delivery	204,951	94,067
Independent examination - current year	1,350	500
Other accountancy fees paid to independent examiner	2,788	2,936
Legal and professional fees	-	9,400
	<u>381,027</u>	<u>223,333</u>

In the year to 31 August 2023, £59,490 of staff costs and £69,849 of programme delivery costs were spent from restricted funds (2022: £45,690 staff costs and £41,113 programme delivery costs). Further information is available in note 14.

7 Other expenditure	2023	2022
Staff costs (Note 9)	87,178	52,364
Premises costs	11,362	6,774
Depreciation	1,115	769
Charitable donations	-	-
General administrative costs	25,640	16,827
Exceptional costs related to the cessation of the subsidiary company	27,988	-
	<u>153,283</u>	<u>76,734</u>

Other expenditure includes £15,177 expended from restricted funds (2022: none). Further information is available in note 14.

8 Net income before transfers	2023	2022
This is stated after charging:		
Depreciation of owned fixed assets	1,115	769

Learning with Parents

Notes to the Accounts for the period ended 31 August 2023

9 Staff costs	2023	2022
Salaries and wages	232,935	152,383
Social security costs	16,921	8,721
Pension costs	5,497	3,436
Staff recruitment and training costs	3,763	4,253
	<u>259,116</u>	<u>168,793</u>

No employee received emoluments in excess of £60,000.

One trustee (2022: 1) was reimbursed for travel expenses totalling £90 incurred in the period to 31 August 2023 (2022: £18). No trustee (2022: none) received any remuneration in the period.

Key management personnel comprise the trustees, the CEO, the COO, and the Programme Director as laid out on page 2. Total remuneration paid to these individuals was £137,636 (2022: £71,570).

The average number of staff employed, including part time staff was 10 (2022: 7).

10 Investments	2023	2022
Investment in subsidiary	-	-

Learning with Parents is the sole shareholder of Maths with Parents. Therefore this entity is treated as a 100% subsidiary. See note 16 for more information and transactions and balances between the charity and its subsidiary.

11 Tangible fixed assets	Computer equipment	Total
Cost		
At 1 September 2022	3,845	3,845
Additions	1,896	1,896
Disposals	-	-
At 31 August 2023	<u>5,741</u>	<u>5,741</u>
Depreciation		
At 1 September 2022	1,426	1,426
Charge for the year	1,115	1,115
Eliminated on disposal	-	-
At 31 August 2023	<u>2,541</u>	<u>2,541</u>
Net Book Value		
At 31 August 2023	<u>3,200</u>	<u>3,200</u>
At 1 September 2022	<u>2,419</u>	<u>2,419</u>

12 Debtors	2023	2022
Trade debtors	9,340	29,124
Amounts owed from subsidiary undertaking	-	3,000
Other debtors	5,667	518
	<u>15,007</u>	<u>32,642</u>

Learning with Parents

Notes to the Accounts for the period ended 31 August 2023

13 Creditors falling due within one year	2023	2022
Other taxes and social security	7,624	10,792
Other creditors	6,273	9,472
	13,897	20,264

14 Movement in funds

	At 1 September 2022	Incoming resources including other gains/(losses)	Outgoing resources	At 31 August 2023
Unrestricted funds:				
General funds	29,284	511,358	(397,217)	143,425
Restricted funds:				
Big Give	-	10,043	(10,043)	-
Credit Suisse	-	25,000	(25,000)	-
The Access Foundation	54,189	-	(54,189)	-
The 80-20 Charitable Fund	-	100,000	(50,284)	49,716
The Fair Education Alliance	-	4,900	-	4,900
Mercers	-	5,000	(5,000)	-
	54,189	144,943	(144,516)	54,616
	83,473	656,301	(541,733)	198,041

	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

Big Give

Funding to film 50 videos to go alongside English and Maths topics from January-July 2023 and to continue to improve the Learning with Parents platform so that it is as easy as possible to use and accessible to all, including those for whom English is an additional language or those with low literacy levels.

The 80-20 Charitable Fund

Three year funding from January 2023-December 2025 to enable Learning with Parents to enter the early years sector, allowing them to design, develop and pilot their inclusive parental engagement approach with Early Years settings and gather insights on the behaviours of all parents to drive change in the sector.

The Mercers' Company

Funding to create and film 50 fun and educational videos on English and Maths topics from January-July 2023 in primary schools across the UK to promote learning at home, especially for those for whom English is an additional language or those with low literacy levels.

The Fair Education Alliance

Funding to support Learning with Parents to build a comprehensive communications and marketing strategy by January 2024 to allow them to rapidly scale the reading log to support more schools and families.

Learning with Parents

Notes to the Accounts for the period ended 31 August 2023

15 Analysis of net assets between funds

	Unrestricted Funds	Restricted Funds	Total 2023
Fixed assets	3,200	-	3,200
Net current assets	140,225	54,616	194,841
	<u>143,425</u>	<u>54,616</u>	<u>198,041</u>

	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>

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 forgave amounts owed from the subsidiary totalling £27,988, this is included within other expenditure. At the balance sheet date, no balance was owed to or from the subsidiary company.

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

	31 August 2023 £	31 August 2022 £
Aggregate share capital and reserves	<u>100</u>	<u>(27,311)</u>
Profit/(loss) after tax for the period	<u>27,312</u>	<u>(1,270)</u>