



making physics matter

Trustees' report and financial statements for the year ended 31 March 2020



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Front cover photograph: A primary pupil explores materials in the Avonmore Phiz Lab. Avonmore Primary is the hub school for the Kensington West Partnership.

Back cover photograph: Secondary students at Alexandra Park School, London (hub school for the former Haringey, Enfield & Barnet Partnership) take part in the school's STEAM club which encourages children to further explore science, technology, engineering, art and maths.

Welcome from Chair and Chief Executive

This report is being written in the midst of lockdown and school closures; and whilst we look back on the achievements and developments of the past year, it has also been heartening to see our teachers, consultants and staff rise to the challenges of the current, unprecedented situation which will continue to affect us all over the coming months.

We see the STEM community working hard to understand this new coronavirus, and never has the need for scientific literacy and questioning been more apparent.

The schools and teachers we work with always impress us with their dedication, enthusiasm and commitment to inspiring the next generation and bringing meaningful change to physics teaching and learning. We hope our new Teacher Network, established this year, will help to support and empower teachers at every stage of their career. Funding may be an enabler to changing the learning landscape, but it is the teachers in the classrooms who really make the difference as they educate our future physicists.

Over this past year, we have been finalising and implementing a robust evaluation toolkit so we can better understand the impact of our funding and direct our efforts where they are most needed. We are also working to build stronger collaborative partnerships with other organisations who share our objectives so that we can bring our collective expertise to address the bigger issues and affect real change.

In 2019, we marked 20 years of The Ogden Trust: we remain committed to making physics matter and reaching those who are most disenfranchised from physics teaching and learning.

We are looking forward to the next year, and the opportunities and challenges that it will bring.

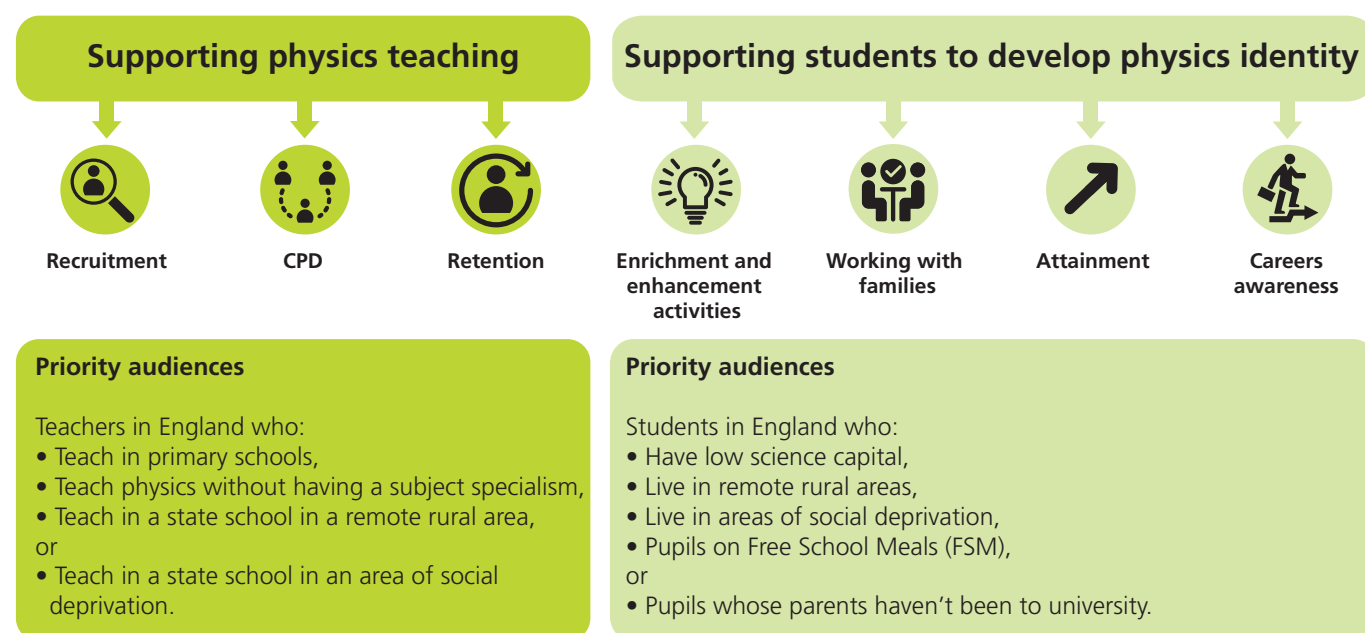
Clare Harvey
Chief Executive

Cameron Ogden
Chair of Trustees

Our strategy

The Ogden Trust is a family charitable trust which supports the teaching and learning of physics. The Trust delivers a number of programmes for schools, teachers and universities, where funding is paired with support and advice.

The Ogden Trust aims to increase the uptake of physics for all at post-16, particularly for under-represented students



Our partnerships across the primary and secondary sector continue to be key in reaching our priority audiences and affecting change in the teaching and learning of physics. For our new partnerships, we have introduced teacher fellowships to help the lead teacher establish the partnership on a firm footing with a view to long term sustainability and lasting impact. We are continuing our programme of technician support for secondary schools in our partnerships and want to reinforce and develop this valuable source of additional expertise.

Supporting teachers at all stages of their development, from pre-recruitment to those in the classroom for many years, is critical to excellent teaching and learning. This year we have reviewed how best we can empower the teachers we work with and have launched a new Teacher Network. This network will provide ongoing support and professional development experiences in an effort to help keep teachers enthused and engaged within the profession.

Evaluation is an increasingly important aspect of the Trust's work. We want to assess the impact of our programmes on physics education and teaching, and we want to ensure that we are able to meet our objectives. We have therefore developed an evaluation strategy that is being implemented across our schemes.

Future plans

We will be engaging with our stakeholders to review the strategy that was developed in 2017, with a view to refining

our objectives and programmes, as required, to ensure that we are addressing the current situation and reaching those audiences who are most disenfranchised from physics learning.

We are always looking for new ways to support the teaching of physics in schools, whether through improving our existing programmes or piloting new ideas. We are working to build stronger collaborative partnerships with other organisations who share our objectives so that we can bring our collective expertise to address the bigger issues and affect real change.

We will continue to roll-out the evaluation strategy across our programmes, refining and finessing the models and evaluation approaches that can be applied to our work to give us a better understanding of the impact we are having.

Public benefit

The Trustees have assessed the disclosures made in the Trustees' report and consider that these sufficiently detail the significant activities undertaken in order to carry out the charity's aims for the public benefit. When planning the charity's activities, the Trustees have given regard to the Charity Commission's guidance on public benefit. The Trust's programmes in physics education are beneficial as they are for the advancement of science and education. The majority of the programmes are open application and are therefore available to the majority of schools and teachers in England, meeting the criteria that they must benefit a sufficient section of the public.

Our achievements 2019/20

796

**schools in Ogden partnerships
(579 primary; 217 secondary)**

Academic year 2018/19

105,978

**participants in
partnership events**



Phizzi 2019/20

544
teachers from
365
schools



Phizzi Forces CPD

3.4pt
↑ average increase
(out of 10) in confidence
in teaching forces

April 2020



33
Phiz Labs

P3L 2019/20

665 attendees
11 P3L events



30%
increase in
Twitter followers

Academic year 2018/19

759

events run by outreach officers

Academic year 2018/19

42,943

**pupils reached at outreach
officer school events**

**2019 Coastal Energy
internships**

63 interns
36 companies

2019 Teach Physics

47 interns
42 schools

nearly

65%

**of Teach Physics
interns now more
likely to teach**

School Partnerships

September 2019

98 
partnerships

Partnership programme
funding
(direct and grant costs)
£708,315

796
schools in
Ogden partnerships
(579 primary;
217 secondary)

Academic year 2018/19

634
partnership events

Academic year 2018/19

105,978
participants in
partnership events



The Ogden School Partnerships programme is at the heart of the Trust. It operates from Early Years Foundation Stage (EYFS) through to the end of secondary school, addressing the transitions at each key stage. A school partnership is supported by an Ogden regional representative and usually comprises four to ten schools; it receives four years of funding with a further year of transition support to encourage sustained partnership activity. In September 2019, there were 98 partnerships in the programme involving 796 schools (579 primary, 217 secondary). Of these partnerships, 15 were in their first year.

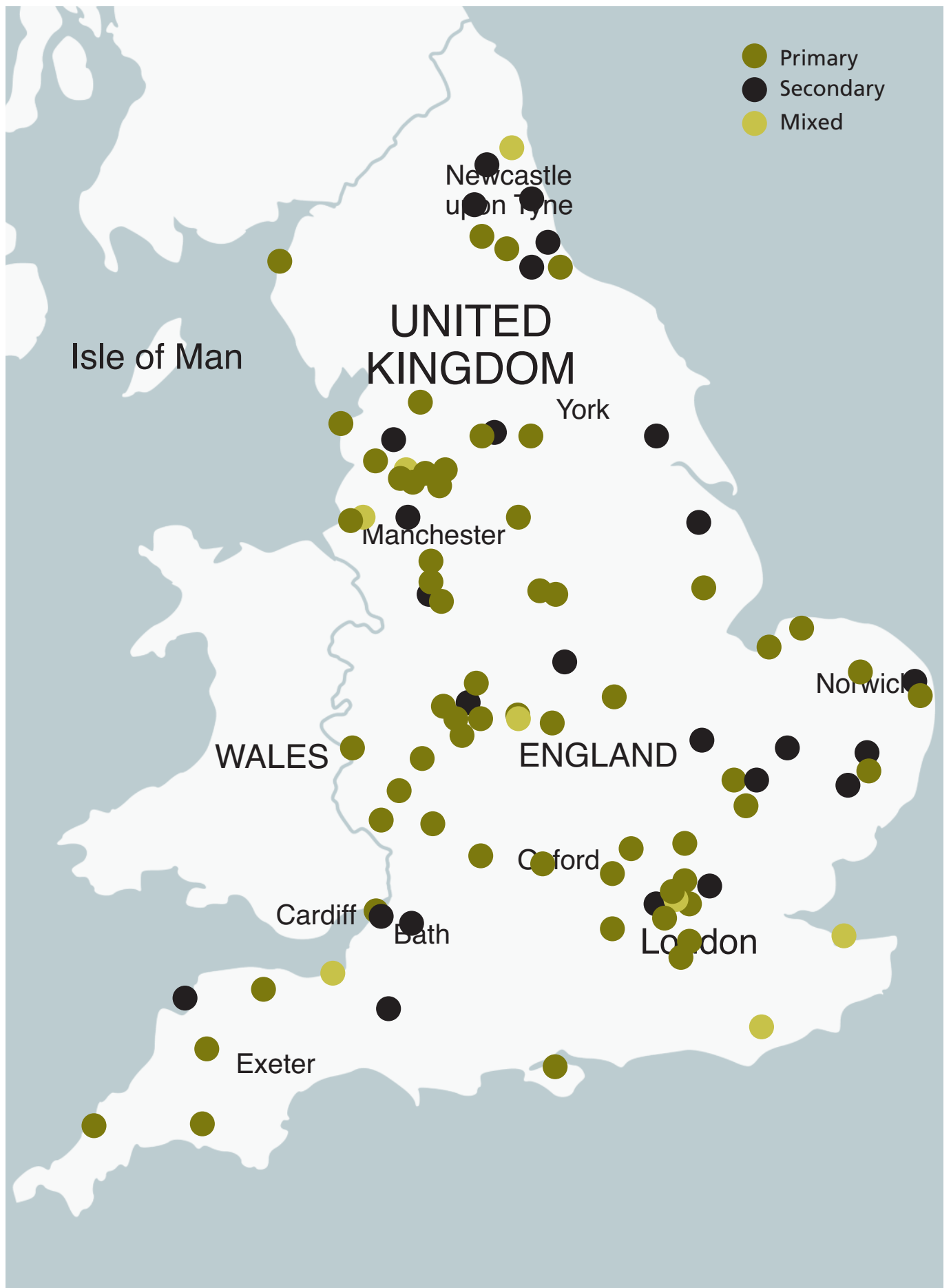
To ensure that partnership funding reaches the schools and pupils with the most need, the Trust has been actively recruiting for new partnerships in rural and coastal areas, and in areas of social deprivation. Partnerships including schools with an above national average free school meals population have been prioritised, along with partnerships including schools that require improvement or are rated inadequate by Ofsted. As a result, in primary partnerships, schools with equal to or greater than the national average for free school meals in the last six years increased from 31 per cent in 2017/18 to 44 per cent in 2018/19. In secondary, the number of schools increased from 39 per cent to 48 per cent.

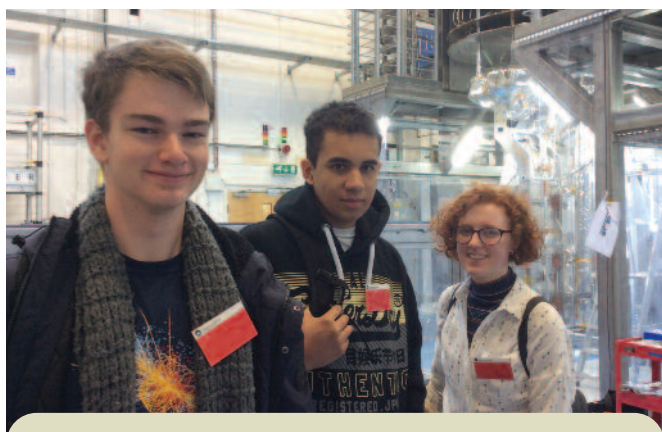
Partnerships are encouraged to work across the education phases to better support transition from primary to secondary. In 2019, three cross-phase partnerships were awarded, with a further 16 selected from the expressions of interest in 2020. These mixed partnerships are well-positioned to share facilities, resources and expertise.

Throughout the funding cycle for Fylde Coast Partnership we worked closely with Lancaster University, local industry, and our local STEM network to develop events that could be sustained. As a cluster we now still meet and continue to deliver an annual series of five open lectures that are suitable from primary Year 5 through to adults, student competitions and a three-day planetarium and science workshop programme (sadly cancelled for 2020 due to the lockdown). The planetarium and science workshop event is our biggest annual undertaking; we try to widen access to physics and the schools invited to attend are from secondary schools in low participation areas in science. Across all our activities during 2018/19, we engaged with over 5,000 students from 20 schools.

Mhairi Mitchison
Fylde Coast Partnership (2013–18)
Physics teacher, Blackpool Sixth Form College

Schools are encouraged to work towards a sustainable partnership, developing activities, resources and ideas that can be continued once the full partnership funding has ended. The Trust particularly encourages and supports activities that develop students' science capital, increase careers awareness and enhance engagement with families and the local community. In the past academic year (18/19), there were 634 events detailed in the partnership reporting, with 105,978 participants (pupils, parents and teachers).





The dynamism of the Leeds Harrogate Partnership relies on a superb team of highly motivated physics teachers who understand and value the exchange taking place in our cluster.

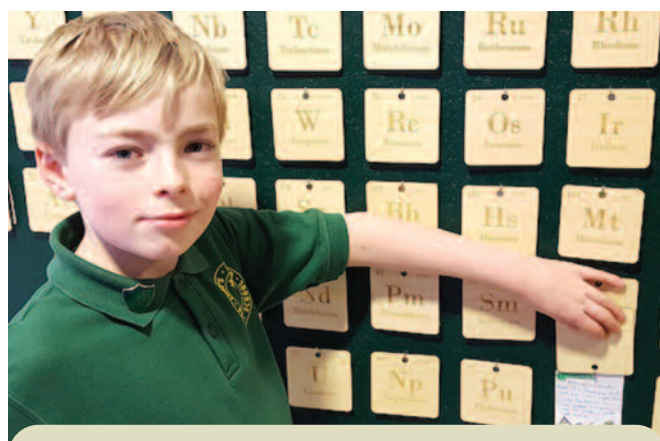
The partnership hit the ground running in its fourth year (19/20), with the organisation of: a Faraday competition for Year 8 students; an exceptional day of discovery of geophysics for 30 AS physics students (in collaboration with the School of Earth & Environment, Leeds University); and our third annual trip to Daresbury Laboratories for 80 A-level students. The partnership also took part in Leeds University Connect Physics workshops and several Institute of Physics events. Feedback from Leeds University events and from the Daresbury Lab visit was recorded as very positive and suggested these events encourage students to consider or pursue a physics degree.

Having taught for over 12 years, I look forward to organising events with the Leeds Harrogate partners and anticipate our partnership meetings as a motivational moment in my teaching year. The partnership schools and The Ogden Trust are definitely sources of inspiration to bring sparks in the routine teaching days.

Looking into the future, I'm hoping that the bond formed during this partnership will remain strong. As partnership co-ordinator, I have met some hard working, dedicated and passionate physics teachers, who generously share exciting ideas. By sharing, we all benefit – being part of the Ogden partnership has definitely made me a better teacher.

Dr Caroline Neuberg
Leeds Harrogate Partnership (2014–)
Head of Science and Assistant Principal
Fulneck School

Caroline was awarded the Royal Astronomical Society's Patrick Moore Medal in recognition of her achievement in teaching geophysics. Caroline received a teacher fellowship from the Trust (18/19) which she used to develop a network of seismometers in schools. This work was recognised in the awarding of the Medal.



At the heart of the Halton Partnership is a desire to help pupils to develop critical scientific thinking, learning to work scientifically and think scientifically so they can bring those skills to bear in their future studies and longer term in their work. We strongly believe that the scientist who is going to solve the world's current problems – such as climate change or plastic pollution – is sat in one of our partnership schools! It is our responsibility as teachers to engage and inspire them to be able to solve scientific problems; giving them the passion and love to go further into the subject.

As a partnership, we have been researching and showcasing best methods of science recording and assessment, looking at ideas for developing science content and introducing more scientific research, and we have asked the question – what does outstanding science teaching look like? We have shared our findings and ideas to up-skill staff with new skills and improve confidence, which has in turn had a positive impact on science lessons across the schools. As a part of this, we have totally changed our science curriculum at Lunt's Heath – hub school for the partnership. We now use a STEM-based approach combining resources from the STEM learning website and also the free Ogden Trust resources to ensure the children are constantly being faced with scientific problems which they need to solve. This has been shared across the partnership and other schools are now starting to adopt a similar model.

Eighteen months ago, I started off on a journey to inspire the future generation of scientists at my school. With support from The Ogden Trust, I have been able to reach out to 16 schools across Halton. It is so pleasing to look at the impact the partnership has had on the children we teach. I can't wait to develop it further!

Matt Crook
Halton Partnership (2019–)
Year 6 teacher and science lead
Lunt's Heath Primary School

Partnership Teacher Fellowship

A partnership teacher fellowship has been introduced to the partnership programme to ensure that first year partnership co-ordinators have the time to develop productive relationships with the other schools and to build a sustainable foundation for the partnership with effective communication, planning and delivery processes put in place.

Having the time to work collaboratively with colleagues who are so clearly passionate and dedicated to improving the quality of science provision in partnerships up and down the country was genuinely inspiring. At the induction meeting, we shared examples of best practice from our partnerships and were able to turn the spark of an idea into something concrete and achievable through supportive discussions.

The information provided by the Ogden team couldn't have been any more relevant for our partnership. It was based on high-quality, school-based research and had an immediate impact on myself as a practitioner and on our cluster of schools. As a newly appointed science lead, the resources shared at the meeting helped me to effectively redesign the science curriculum to ensure that every child in my school will have access to high-quality science provision with enquiry, working scientifically and critical thinking at its core.

In the documents I received, curriculum progression was clearly mapped out and when I shared what I had been given with my colleagues at a partnership meeting, the response was one of genuine appreciation and enthusiasm. The simple and effective action planning tools have helped us to organise our intentions with clarity and the moderation grid has meant that every member of staff in all of our schools has been given the opportunity to take ownership of curriculum coverage in their class.

The partnership fellowship has afforded me the gift of time in an incredibly busy profession. I have been able to use this time to share the expert advice, guidance and support materials, given to me by the Ogden Trust team, with schools throughout my town and the surrounding area. At this point, I can attest to the positive impact our relationship with the Trust has already had on the teachers and children of my town and, on behalf of our partnership, I want to share my genuine excitement at building upon this together in the future.

David Gregory

Blyth Valley Partnership (2019–)

Teacher, Newsham Primary, Northumberland

For the teacher fellows in partnerships with primary schools, an induction meeting has also been introduced to allow the new co-ordinators to meet each other and to meet the Ogden team. The inaugural meeting provided an opportunity for co-ordinators to better understand the partnership programme and to learn how to get the most out of the opportunities and resources available, as well as offering some valuable teacher continuing professional development (CPD). At the meeting, the Trust set out their expectations and requirements, and shared tips, tricks and resources for establishing a productive partnership.



Partnership meeting

An annual two-day residential meeting is one of the highlights of the partnership programme. This year, the conference brought partnership co-ordinators from secondary and primary schools together with Ogden outreach officers, enhancing the opportunities for sharing and supporting the teaching of physics across the system. One hundred and twenty physics teachers, experts and practitioners came together to celebrate their hard work and achievements – taking time out for networking and reflection, sharing ideas and CPD, and listening to presentations on the latest education thinking and research.



DAN COTTE

This year, the occasion was also used to celebrate 20 years of The Ogden Trust. At the evening dinner, guests heard from Sir Peter Ogden, founder and former Chair, as he spoke of his motivation in setting up the Trust – levelling the playing field through education – and how the objectives and mission have evolved to provide more support for teachers and schools, especially those in areas of deprivation. Current chair, Cameron Ogden (pictured below), reiterated

the Trustees' passion for innovation in teaching, collaboration with other education organisations and philanthropists, and supporting teaching and learning opportunities for those who are under-represented in the education system.

DAN COTTE



Partnership continuing professional development (CPD)

Over this past year, secondary schools have used their ring-fenced CPD funding to access physics teacher courses from organisations including CLEAPSS and STEM Learning. However, following feedback from the partnerships, the Trust will pilot a professional development package aimed particularly at Key Stage 3 teachers from September 2020. If successful, this will be available to all secondary schools in partnerships.






Our Phizzi CPD programme is successful and well-established for primary schools in partnerships. In 2018/19 86 per cent of our primary partnerships took part in a Phizzi electricity CPD day. Since September 2019, 544 teachers from 365 schools in 55 partnerships have taken part in the Phizzi forces CPD training. Teachers attending the sessions showed a 3.6 increase in confidence (confidence marked on a 1-10 scale) in working scientifically and a 3.4 rise in their knowledge of forces.

Since the training, we have gone back to our respective schools and passed on our newly-acquired skills to our staff. The Phizzi boxes are now one of the most requested items from the science cupboard! Having high-quality resources to hand along with easy to follow suggested lesson plans and assessment models, has enabled even the most reluctant science teachers to deliver exciting and engaging lessons. Both the children and the staff are really enjoying seeing just what they can achieve. Staff are using the training as a very solid foundation upon which they are now developing their own ideas and investigations.

Hannah Radbourne
Okehampton Partnership (2019–)
Year 6 teacher and science lead
Okehampton Primary School

The forces resource box included everything needed to recreate the lessons from the training and made a huge impression on the teachers at my school. As science co-ordinator, having quality ready-made lessons with a connection to the national curriculum not only informed my long-term planning with a clear link to progression, but resulted in a large increase in the confidence other teachers had to teach the science curriculum with success. As a result, the children enjoy their learning more as their teachers are better prepared to provide everything necessary for a smooth and successful lesson.

Cheryl Frost
St Austell Partnership (2019–)
Year 4/5 teacher and STEM co-ordinator
St Stephen Churchtown Academy

KS1–2	2019–2020 Forces 	2020–2021 Light & Sound 	2021–2022 Earth & Space 	2022–2023 Electricity 
	Science Talk (available in the first year of an Ogden primary partnership) 			
EYFS				

Phizzi CPD 2019/20

544
teachers from
365
schools



Phizzi Forces CPD

3.4pt
↑ average increase
(out of 10) in confidence
in teaching forces

Science Talk

154 teachers &
teaching assistants
from
110 schools

To complement this year's Phizzi Forces programme, the Ogden Trust has collaborated with JCB on their Junior Innovator project – an engaging cross-curricular project to develop stronger links between physics and design technology in the primary curriculum. The JCB Junior Innovator excavator kit and supporting Ogden resource activities will be supplied to more than 500 primary schools who are part of the Ogden partnership programme.

The Trust continues to deliver Science Talk to new partnerships. In the past year, 13 of these half-day Early Year Foundation Stage (EYFS) CPD sessions have been held for 154 teachers and teaching assistants from 110 schools and 13 partnerships. Science Talk attendees receive a box of 39 resource cards to support practical hands-on activities in their setting, developing communication and language skills through science enquiry.

Our Science Talk session chimed so well with our partnership focus on supporting children to develop a growth mindset, to collaborate, question and become resilient learners. The session was framed around the idea that practical science fuels young children's curiosity and how teachers can develop thinking and vocabulary through these activities. Teachers really enjoyed that they had opportunities to get practical! Experiencing the activities together, experimenting, collaborating, discussing – this was so valuable as a way of helping teachers to pass on the experience to children back in their settings.

As a follow up to the session, we had an EYFS forum meeting back in Brixton a couple of weeks later to see how teachers were getting on with the resources. Some had already started working with small groups of children using the card activities in school; others were preparing packs of resources with the activity cards so they would be accessible for any member of staff to pick up and use.

Jenny Smith

London Brixton Partnership (2019–)
Partnership Manager
Brixton Learning Collaborative

Phiz Labs



After a successful first year, each school partnership with more than one primary school has the opportunity to open a Phiz Lab, creating a primary science environment to support teachers and engage pupils.

The Phiz Lab programme is part of our ongoing strategy to help raise the profile of science, enhance pupil science capital and the development of working scientifically skills. The Trust recognises the positive impact of a dedicated science teaching space within primary school and with the support for Phiz Labs we aim to:

- improve the quality of teaching and learning in science.
- enable pupils to access a practical and engaging science curriculum that will inspire scientists of the future.
- create a learning environment that nurtures the imagination and curiosity of children when participating in science lessons and activities.
- engage teachers in the science curriculum and give them the confidence to deliver practical science in an environment where they can allow pupils to explore and develop their own lines of enquiry.

April 2020



33
Phiz Labs

There are now 33 Phiz Labs in schools across England and three Phiz Lab on Wheels (a dedicated science trolley equipped with resources to support classroom physics and STEM clubs in schools that do not have the space for a classroom lab). Four new Phiz Labs and two new Phiz Labs on Wheels have been opened in the past year, with grants awarded to a further seven schools.

At the opening of our Phiz Lab in Summer 2019, more than 250 pupils from our partnership schools visited to take part in some fantastic hands-on physics, including chromatography, Da Vinci bridge building, building electrical circuits, giant pendulum painting and making basic motors.

Since the opening, the Lab has been used for in-school science lessons, which can now be more experimental-based and child-led as the lab is so well-equipped and the resources accessible.

Hands-on activity days run by Anglian Water have taught pupils about how waste-water is treated and the importance of being more environmentally friendly – the children got such a lot from this real-world science. We have also had a visitor from the Orwell Park Observatory who explained all about outer space phenomenon which was amazing!

Partner schools have used the Lab on a regular basis to carry out experiments. One school designed and made bath bombs which they then sold at their Christmas fair. A K'nex STEM Challenge was undertaken by all Year 2 and Year 6 pupils from the partnership – STEM ambassadors from industry taught children how to make a working windmill from K'nex and the children then came up with their own amazing ideas.

The Phiz Lab is a wonderful base for science work across our partnership; we have had a great year in the Lab and are looking forward to the next!

Leslie Denny
East Suffolk Partnership (2018–)
Year 5/6 class teacher
Wickham Market Primary School

2019/20

£22,500
Phiz Lab grants
awarded



A handbook is now available to all schools starting their Phiz Lab journey. This guide has been produced to help ensure that schools develop and use their Phiz Lab effectively. Schools outside of the partnership programme can also access the handbook as well as a How to guide to primary science labs.

The Phiz Lab programme is currently being evaluated as part of an Ogden-funded PhD^[1] investigating the impact of science laboratories in English primary schools. Initial research suggests that establishing a Phiz Lab in a school setting has a positive effect on school culture in relation to primary science and the status of science across the school.

CERN trips

Secondary schools participating in partnerships are eligible to apply for funding to support students to attend trips to CERN. The funds are directed to support those students who would otherwise be least able to participate, due to their financial circumstances. This year, £14,200 was awarded to schools in CERN grants and 17 trips were planned. It was anticipated that 377 students would take part in these trips (with just over 26 per cent of these students eligible for free school meals or equivalent). Prior to the coronavirus lockdown, only five of these trips had been completed – the remaining trips have been cancelled or rescheduled.

Trips to CERN are educational and inspirational. As well as giving students (and their accompanying teachers) a greater understanding of the particle physics involved in world-class research, CERN showcases a range of careers connected to physics and students can use their experience to inform future education and career choices.

Being at the centre of the world's biggest and most expensive experiment and rubbing shoulders with the physicists and engineers who made it possible had a big effect on my students. The intake of breath when the control centre was 'revealed' through the screen was astounding. To be able to see first-hand what they had only seen in posters, videos and textbooks was very valuable.

Mark Wilson
Mid Suffolk Partnership (2016–)
Physics teacher
Thurston Community College

^[1] Amanda Poole, Resource Lead for the Trust, is completing an Ogden-funded PhD on 'Understanding the impact of science laboratories in English primary schools' (University of Warwick).

This was my seventh trip to CERN in total, across three different schools, over the past decade. Working in inner-city schools with large pupil premium numbers and in areas of low social mobility, this opportunity can literally be life-changing for students.

Dr Steve Essex
Coventry Partnership (2017–)
Head of Physics, Sidney Stringer Academy

Technician support

Two lead technicians help partnership secondary schools with technician professional development and support with equipment. These lead technicians share developments and news in the profession, share CPD opportunities and provide training and support. With fewer specialist physics teachers entering the profession and growing pressure on school budgets, the support and expertise of technicians can make a real difference to physics provision.

The Ogden technician leads are also beginning to work more with primary schools within our partnerships on an initiative to engage pupils as ‘junior technicians’. Starting with circuits, these young technicians (and their teachers and teaching assistants) are being taught to fault-find, repair and maintain the circuit apparatus.



I have worked as a physics technician in private schools and in state schools; I have experience of working within a well-resourced department, but also in situations with very limited resources and physics A-level taught by a maths specialist. I am bringing all these experiences to my Ogden role so I can better support the partnership schools who find themselves in a range of different circumstances. I want to help re-energise the excitement for physics, supporting technicians so they can offer exciting and enthralling learning opportunities to pupils that are straightforward to prepare and deliver.

James Ricketts
Technician Lead for the North
Technician, Durham School

Future plans

We will continue to review the support offered to our partnerships; as the number of mixed partnerships increases, we need to ensure that the support available is cohesive and effective across the education phases. We are also exploring different models to support schools working collaboratively, for example by supporting multi-academy trusts and trialling place-based working.

To help develop greater sustainability, partnerships outside of their funding period will be eligible for legacy assistance, including annual grants of £250 and regional representative support. First year partnerships will be encouraged to utilise partnership teacher fellowships to establish partnership plans, processes and relationships within the cluster.

We are working hard to embed the evaluation framework across the partnership reporting so we can more clearly understand the impact of the programme and ensure that resources are effectively channelled to the areas of most need.

Our new CPD programme will focus on improving physics teaching at KS3 by looking at effective transition strategies, providing subject specific support for non-specialist teachers with an emphasis on dealing with misconceptions and promoting purposeful practical work to inspire students at this crucial stage.

Teacher Network

This year, the Trust has consolidated a number of its teacher support programmes into a new network aimed at empowering teachers, which was launched at the start of 2020. Without great physics teachers inspiring the next generation we cannot affect a long-term change in the national picture for physics – a continued shortage of physics teachers will perpetuate a decline in people pursuing the subject. The Teacher Network is bringing together teachers from all stages of their careers who have previously been involved with the Trust and is offering ongoing support and professional development experiences in an effort to help keep them engaged within the profession.

Opportunities in the Teacher Network are in four categories – physics knowledge and science capital; physics teaching expertise; education research; and leadership in teaching physics. Within these categories there will be various opportunities for teachers including mentoring, training, research, trips and events.

Early Career Teacher Development programme

The Early Career Teacher Development programme (ECTD) is now part of the Teacher Network. With a high number of physics teachers leaving within the first five years of teaching, the ECTD programme offers funded timetable release and a structured mentoring programme to support the professional development of early career teachers; it aims to ensure they feel valued in their role, have the correct support and development, and the tools to progress in their teaching career.

The impact of the 2018/19 programme was assessed through evidence in changes demonstrated by participants in three broad areas: physics/physics teacher/science teacher identity; subject knowledge and pedagogy in teaching physics; and developing confidence in teaching physics. Looking at their initial baseline surveys and their reflective review at the end of the programme in July 2019 all participants reported a positive response in each of the assessment areas.

Seven teachers enrolled in the 2019/20 programme and the annual Early Career Teacher conference was hosted at the University of Birmingham. The day included top teaching tips (50 things every physics teacher should know), discussion on real-life physics contexts and some hands-on exploration of the curriculum. All of these sessions brought valuable insight to classroom physics; they offered practical, easy to implement ideas, and equipped the teachers with techniques and resources to confidently deliver engaging lessons.



When I first started at my school I was the only physics teacher, and this meant I had no one to bounce ideas off. The ECTD programme enabled me to meet fellow teachers and leading practitioners of physics. The events allowed me to build connections and to develop subject knowledge aimed at promoting better progress within the classroom. Having access to a physics mentor has been greatly beneficial as it has allowed me to evaluate my approach to certain topics but also to get advice on how to adapt lessons to suit all children.

The programme has allowed me to experience a couple of 'magic' moments already in the classroom. The first was the forces dance mat aimed at allowing students to think about resolving forces; the other was creating a new model for the alpha scattering experiment which involved a hula hoop, marble and a nerf gun!

The programme has given me time to reflect on my teaching practice and this has allowed me to trial new practical activities, develop better assessment but more importantly allowed me to develop myself. The professional CPD undertaken in my ECTD time has developed me as a teacher but has also allowed me to pass on these ideas to the department. Consequently, physics teaching can become stronger across the whole school.

Daniel Hobson

Teacher of physics, Skegness Grammar School

Daniel pictured (left) at the Early Career Teacher Development Conference 2019.

£104,822
spent on teacher
fellowships

2019/20

7 Early Career Teacher Fellows
9 Senior Teacher Fellows



Education research

Teachers within the network are able to apply for a limited number of education research opportunities to help them build knowledge for themselves and the wider education sector. The Trust will support teachers to undertake practice-based enquiries that will help to develop practical solutions to address issues identified by the teacher and will offer scholarships for suitable masters courses and part-time PhD programmes for practicing teachers.

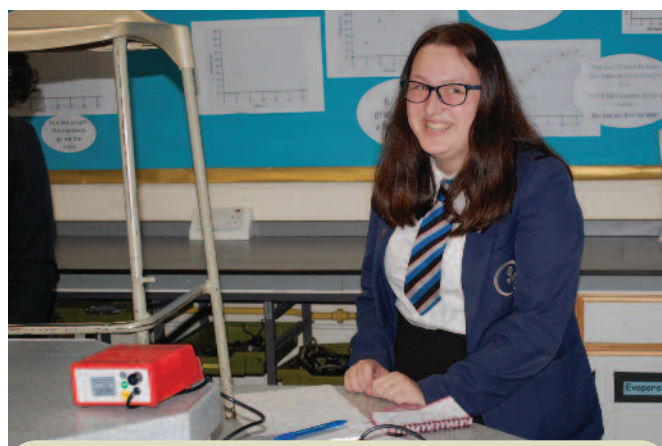
The masters has encouraged me to think more deeply about how young people learn and to make sure that this is my priority; not simply defaulting with 'how it has always been done' at my school. It has given me the confidence that I have the skillset for additional roles in the science department as I am now in command of KS3 science. The research scholarship from The Ogden Trust made the decision to complete my masters in education so much easier as there was less of a financial implication. I am very grateful to them for the funding. I now feel more invested in this career path of being a physics teacher and look forward to the years ahead in this dynamic profession.

Jess Hunt

**Teacher of physics; head of STEM; i/c KS3 science
St Marylebone CE School**

Senior Teacher Fellowship programme

Teachers who have demonstrated exceptional commitment to physics education and have a project they want to share more widely can apply for a senior teacher fellowship. This programme offers funded timetable release to support individual project development in a specific area of interest. Fellowships are open for application to teachers who are part of the Teacher Network and have demonstrated exceptional commitment to physics education. In 2019/20 nine senior teacher fellowships were awarded.



I was awarded a senior teacher fellowship so I could deliver a physics safe cracking challenge. Over the course of this academic year, the programme has reached 60 secondary students, 50 primary students and more than 150 people during Science Week across three secondary schools. The project was initially devised as a South Devon Partnership event, but the fellowship has enabled me to expand and progress the project following the end of our partnership funding.

The challenge engages the participating students through competition and helps them with their physics skills and knowledge; the A-level students running the events develop both their leadership skills and their physics skills, as they help to design and deliver the various challenges and practicals.

Organising my project has been really good fun and it has been great getting students and the general public inspired by my safe cracking events. Primary school students have really enjoyed 'proper science at big school' and I have been very proud of my sixth form ambassadors leading these events. I am always looking for new challenges within teaching and my Ogden senior teacher fellowship has been the most enjoyable project I have done.

Tom Norman

Physics teacher, Brixham College

Included in the nine awards are four fellowships awarded to primary teachers participating in the Primary Science Capital Project. This two-year applied action research project between University College London and King's College London started in September 2019 and is funded by the Primary Science Teaching Trust (PSTT) and The Ogden Trust. The project is developing a science capital informed pedagogical approach for use in primary schools, from Reception to Year 6.



It has been fantastic to get dedicated time to share ideas and pedagogy, put new learning into practice in our primary classrooms, as well as really getting the time to evaluate our own practice. The thing that has really resonated with me is the reminder of why are we doing what we are doing – are we doing it for the books, ourselves, our school, to tick boxes? Or are we really doing our jobs to change society and the understanding, engagement and aspiration of every child we teach? It has reminded me that I don't always consider the uniqueness of the individuals I teach and has provided me with the inspiration to try to 'tweak' every lesson slightly to ensure I am focusing on the children ALWAYS.

It sounds simple – and it is! It has hugely changed my mindset already and I am seeing the impact in the classroom. I love being able to discuss this with other senior teacher fellows, where we can laugh at failed efforts and try to work together to find ideas and solutions that will work for all primary aged scientists!

Claire Loizos
Primary Science Specialist
Gurnard Primary School

Future plans

The first Physics Futures conference will take place in 2020. It will bring the Teacher Network together to share practice, ideas and the latest thinking in education research and evaluation; it will offer a supportive networking opportunity to celebrate the physics teachers who are inspiring the future generations and really making physics matter.

Teachers in the network will be able to apply for transformational trips to develop knowledge, expertise and build their science capital. The Trust will also be supporting a third primary teacher cohort for the Playing with Protons UK CPD programme which takes place at CERN. Unfortunately, these events may be impacted by the COVID-19 restrictions.

Applications for masters and PhD scholarships will be open and the new practice-based enquiry programme will be developed and piloted. To improve core physics knowledge for non-specialist KS2 and KS3 teachers, scholarships will also be offered to teachers wishing to take part in accredited subject knowledge courses; for experienced physics teachers within the network, the Trust will fund high-level extension courses so that skills and knowledge can be enhanced and developed. Experienced teachers will also be able to access training for coaching and mentoring so they can develop their skills to support other teachers.

The Early Career Teacher Development programme may be reviewed, depending on the outcomes of early career teacher support pilots funded by the Department for Education as part of their recruitment and retention strategy.

We also hope to grow the network, renewing contacts with those who have been involved with the Trust previously, as well as maintaining contact with those on programmes ending in summer 2020.

Teacher professional learning

P3L 2019/20

665 attendees
11 P3L events

Resources viewed
over

35,000
times

30%
↑ increase in
Twitter
followers

Supporting teachers and enabling them to deliver inspiring lessons to engage our future physicists is an important strand of the Trust's mission. Our network will always be limited by capacity, but much of the expertise, practice and resources gained from within our programmes is made more widely available. Primary Physics Professional Learning (P3L) is a CPD programme open to all educators in the UK and our online resources for physics teaching and learning are freely available.

Primary Physics Professional Learning

The Trust has a growing P3L programme which is delivered in partnership with host venues, schools and universities. At each P3L day, our specialist physics practitioners deliver four hands-on workshops each covering one of the key curriculum aspects of physics for primary teachers – Earth & space; forces; light & sound; and electricity. Practical demonstrations, problem solving activities and investigations support teachers in the development of working scientifically across all primary year groups.

The development of science is a huge focus for the majority of primary schools especially in relation to the new Ofsted framework. Our primary science training day with The Ogden Trust was affordable, impactful and engaging, and created a real buzz. If you are thinking about giving primary science a shot in the arm, then look no further than The Ogden Trust.

Andy Mellor, Immediate Past President (2019–20), National Association of Headteachers (Blackpool P3L, held in association with the Blackpool Teaching School Alliance)

In 2019/20, 11 P3L days were held at venues across the country with 665 teachers, teaching assistants and primary practitioners taking part. This year, we have been working with the school-centred initial teacher training programmes and with multi-academy trusts to expand the reach of P3L, embedding practical science across more schools and at the grassroots of teacher training. A P3L event at a secondary teaching school addressed issues of transition from primary to secondary science.

Our first P3L event hosted with an industry partner brought a new dimension to our programme. Held at the JCB headquarters in Staffordshire, we were able to showcase the classroom science through our workshop sessions and give a valuable insight into the essential contribution that STEM skills can make to the workplace. Working in partnership with business and industry puts science into context and highlights the many and varied possibilities of future STEM careers.

Resources

Many of the resources developed as part of the Ogden partnership and P3L programmes are freely available on our website. Our primary curriculum resources have been written by primary experts and physics specialists and are aimed at supporting the delivery of hands-on science and developing working scientifically skills in the classroom. We have a series of How to guides from our partnership schools and teacher fellows that offer first-hand advice for primary and secondary schools on running enrichment activities, creating effective partnerships for science and raising the profile of physics within schools. Collectively, our resources pages have been viewed over 35,000 this past year; our working scientifically resources are the most popular and have been viewed over 15,000 times.

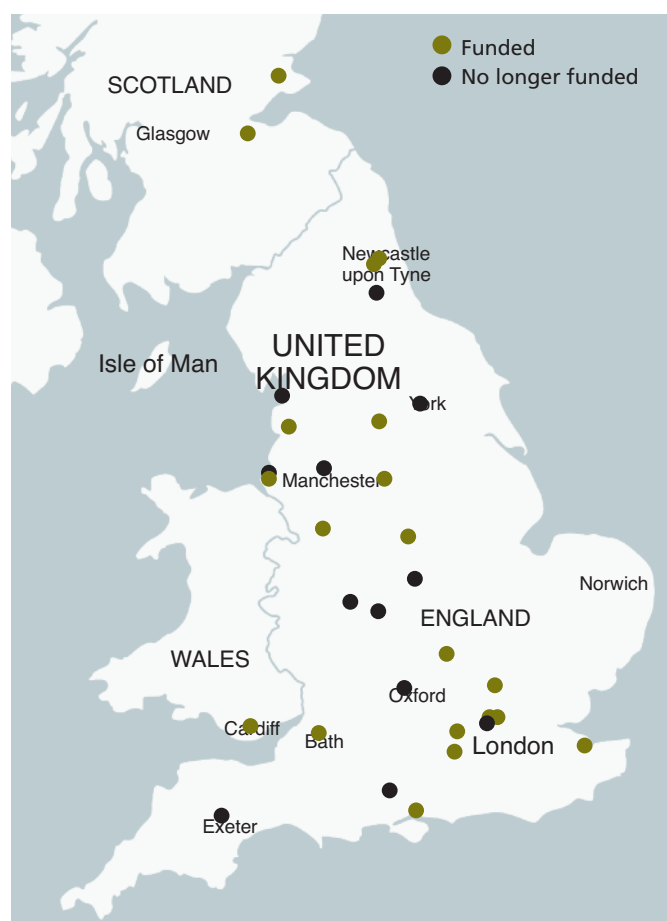
Our engagement on social media has increased significantly over the past 12 months. At the end of March 2020, we had 3,540 followers on Twitter, an increase of nearly 30 per cent. Our followers on Facebook have increased by nearly 35 per cent to 1,227. These platforms enable us to engage with a wider audience to share practice and ideas from across our programmes.

Future plans

The P3L programme for the academic year 2019/20 was suspended following the coronavirus school closures and lockdown; the events at Oundle School, Peterborough and Merchant Taylors' School, Liverpool were postponed and will be moved into the 2020/21 programme. Currently, a further seven P3L days are being planned for the coming academic year.

The workshops for the 2020/21 programme will be revised to reflect feedback from the course evaluations and a focus group that met during 2019. New host venues are being agreed to ensure a broad geographical reach for the programme across England. We are working to build new partnerships with business and industry to provide an added dimension to the classroom learning currently provided through P3L.

Outreach Officers



The Trust continues to work with physics departments in universities across Great Britain via a network of outreach officers who are (or have been) part-funded by The Ogden Trust. There are currently 20 funded outreach officers, with six awarded this year.

The Outreach Officer programme provides funding for a fixed three-year period during which time the Trust will work with the department to support them to deliver a strategic outreach scheme, ideally with the outreach position established as a permanent role.

Since 2018, the outreach officers and their departments have committed to three central themes to ensure their work is aligned with the core strategic aims of the Trust and effective practice in outreach:

- supporting local teachers to develop subject knowledge, offer access to facilities and share the latest research
- working with undergraduate and postgraduate students to develop their skills and give them opportunities to work with young people
- carrying out repeat interventions for students, particularly those in the Trust's priority audiences.

Our new evaluation toolkit has been introduced across the Outreach Officer programme and has been

supporting the officers to develop appropriate evaluation for their programmes, according to their department needs.

In the academic year 2018/19, outreach officers have run a total of 759 events, reaching 53,328 people. Five-hundred-and-sixty-six of these events were for schools, reaching 13,518 schools and 42,943 pupils. These activities give pupils and teachers greater insight into physics, an understanding of what university life is like, and an idea of what you can do with physics, hopefully inspiring more students to continue studying physics to A-level. The majority of pupils involved fall into the 7-14 age range which has been shown by ASPIRES research^[2] to be a key time to engage young people about their options. An increase in family interaction through school events also fits well with research showing the importance of family to young people's decision making.

In the academic year ending summer 2019, 43 activities were offered specifically for teachers, with 27 of them being run for the first time this year. The central aim for the majority of these events was enhancing teacher subject knowledge. Eight-hundred-and-thirty teachers from 331 schools/colleges attended these sessions – 67 per cent of these teachers came from state schools and 43 per cent of them were non-physics specialists.

Our outreach officers ran 77 events for 1,635 undergraduate and postgraduate students. These events were primarily training sessions for student mentors/ambassadors but also included planning sessions for outreach activities, as well as attending university careers/recruitment fairs and visiting students on placements.

School Physicist of the Year

Outreach officers (current and historic) receive a grant to run an annual School Physicist of the Year (SPOTY) event. The events recognise and celebrate excellent physics students, particularly those who have overcome difficulties through hard work and enthusiasm for the subject. The purpose of SPOTY is to increase the confidence of young people in their physics abilities, and to encourage them to continue physics at A-level and beyond. SPOTY events provide an opportunity to increase awareness of physics careers, both for the students and their families, and to raise aspirations.

Celebratory SPOTY events are popular. In 2019, 18 events were held across the network with 498 students receiving a SPOTY award (Year 12: 85; Year 10: 341; Year 7: 27; Year 6: 45).

^[2] www.ucl.ac.uk/ioe/departments-and-centres/departments/education-practice-and-society/aspires-research



As an Ogden outreach officer at Queen Mary's School of Physics & Astronomy, I overhauled the direction of outreach and public engagement to make it as meaningful and impactful as possible. Over the years, I have realised that longer-term, deeper outreach programmes that interact with both young people and those that influence them are much more effective than short one-off interventions. The Physics Research in School Environments (PRiSE) programme that I developed is the perfect example of this.

PRiSE works with more than 30 London schools each year, focusing particularly on those students from backgrounds under-represented in higher education and STEM. The programme sees these schools undertaking six-month independent research projects based on cutting-edge physics. Students and teachers are supported by active researchers through workshops and school visits throughout, with the finished projects being presented at a conference.

The programme has built students' confidence in science, developing skills not typically encountered within school, and has had lasting impacts on their physics aspirations; teachers develop new lesson content, skills and mentoring, gain confidence in discussing research and raise their school's STEM profile by sharing students' work.

In 2019, PRiSE was shortlisted in the Times Higher Education Award's Widening Participation and Outreach Initiative of the Year category. I have presented the programme to the Ogden outreach network and at national and international conferences. The programme's model is now being adopted by other institutions (including several affiliated with the Ogden Trust) and applied to their own areas of research.

Martin Archer
Outreach Officer

Queen Mary University of London

Martin has been awarded a prestigious UKRI Stephen Hawking Fellowship at Imperial College London and will be leaving QMUL. In his new role he will be combining cutting-edge space research with public engagement activities that bring this work to communities that don't usually appreciate or seek out science.

Future plans

The final round of recruitment for the Outreach Officer programme officially started in September 2019, but following the disruption caused by COVID-19 the deadlines will be extended so we can endeavour to engage with all interested English universities who offer a physics degree.

We will continue to work with our outreach officer network to refine and fully implement the evaluation toolkit so we can get a picture of how different audiences engage with different outreach events and what impact that has. Next year, we will focus on evaluating more deeply the repeat interventions carried out by our outreach officers and will look in more detail at the duration of interactions.

Funding for SPOTY events will continue, although events are unlikely to take place in 2020 in their usual format due to COVID-19; the current format is a good vehicle for encouraging students and their families to engage with their local university and the opportunities that can stem from studying physics.

We will continue to work with participating universities to ensure they have an outreach strategy firmly embedded within their department, ideally with an academic lead or significant academic input. Where needed, we will provide bespoke support for creating and reviewing department strategies.

2019/20

20

Ogden outreach officers

Academic year
2018/19

759

events run by outreach officers

Academic year
2018/19

566

school events run by outreach officers

Academic year
2018/19

42,943

pupils reached at outreach officer school events

Academic year
2018/19

830

teachers attended teacher sessions run by outreach officers

2019

498

SPOTY awards at 18 events

Teach Physics internships Coastal Energy internships

2019 Teach Physics

47 interns
42 schools

nearly
65%
of Teach Physics
interns now more
likely to teach

In 2019, the Ogden Trust awarded 47 Teach Physics internships to undergraduates. Each placement lasted for four or five weeks and gave an intensive and immersive experience of teaching physics and working in a school. After their placements, nearly 65 per cent of interns felt they were now more likely to pursue a career in teaching; several more already had teacher training places lined up.

Through the Teach Physics programme, the interns gain a holistic experience of school life, helping inform and shape their future career plans. They are supported and mentored by experienced teachers; they observe and participate in school science lessons and extra-curricular activities; and they plan and deliver their own lessons. In addition, schools gain an extra pair of hands at a typically busy time of year and their students benefit from having access to keen and committed physics ambassadors who are able to help raise their higher education aspirations and give an insight into university life.

Future plans

The 2020 internship programme has been cancelled as a result of COVID-19 and the school closures that followed. This is particularly unfortunate given the higher number of applications and we hope that many of these will be able to take part in the programme in the future.

The programme will return in 2021 and we will continue our efforts to recruit more undergraduate students and schools so we can better match applicants with their preferred locations. This will include promoting the programme on careers/internships websites at universities, and through university physics societies. As the teacher training landscape evolves, we will continue to review and monitor the programme to see if further improvements can be made.

Many coastal areas in England are facing socio-economic challenges and Coastal Energy internships are one way that the Trust is working in these priority areas. The internships provide bursaries for Year 12 and Year 13 students to undertake a 20-day summer placement with a local company in the energy sector.

The scheme aims to provide high-quality, meaningful opportunities for young people to gain a deep understanding of jobs available in the energy and associated engineering industry within their local area, as well as providing the students with a placement that utilises and enhances their STEM skills in a business environment and helps them develop their soft skills.

The internships are currently run in partnership with seven local colleges, who each have college champions for the programme, and are only available to students in these institutions. In 2019, 63 interns were placed in Lowestoft, Great Yarmouth, Norwich, Grimsby and Barrow in Furness; industry gained 1,200 working days (4.8 years) from the interns over the months of July and August.

Thirty-six companies took part in the programme in 2019, of which 13 were participating for the first time. Eighteen of the participating firms provided funding to support student bursaries and help to build a sustainable model for the longer term.

Future plans

Plans for the 2020 programme had to be adapted due to COVID-19 restrictions. We will explore alternatives with the companies with the aim of still sharing an understanding of the energy sector with young people.

Longer term, we will continue to gradually increase the number of internships available each year and will look to progress the co-funding model with participating companies; this joint funding will reinforce the value of the scheme to those involved and will help to ensure its longer term viability.

2019 Coastal Energy internships

63 interns
36 companies



Grants, scholarships and alumni

In line with our strategy to increase the uptake of physics at post-16, particularly for under-represented students, the Trust awards funding to projects outside of our standard schemes which are aimed at improving the teaching and learning of physics. We also continue to support our current undergraduate scholars, although no further awards are being made.

Grants

Following a review in autumn 2019, there are three application windows throughout the year for grants and awards to support the teaching and learning of physics; all applications and reports are completed online. The grants are wide-ranging and support new ideas as well as established good practice. In the 2019/20 financial year, 20 grants were awarded to the value of £162,517.

An additional nine discretionary grants were made to organisations supporting other charitable interests of the Trustees; these grants are not open for applications and are solicited directly.

Scholarships

As of September 2019, the Trust was supporting 114 undergraduate students who are studying physics or a related subject. They will all be supported to the end of their current degree programmes but there will be no further applications for scholarships.

With the closure of the scholarships, the Trust is no longer running a formal alumni programme. We still love to hear from our alumni about what they are doing, and we encourage them to continue to maintain informal contact through social media and through their involvement with other Ogden programmes and grants.

Alumni internships

The alumni internship programme is still currently available to our remaining undergraduate scholars and to previous scholars who are now at university. These summer internships are designed to provide experience in university research or outreach and take place between June and September for a duration of six weeks. Limited funding for international internships including work experience, research or summer school placements is also available.

The placements help Ogden alumni to improve their skills and experience and inform their future career plans. Participating students receive a bursary to help them cover the costs of living (or for international internships, the costs of travel), making the opportunity accessible to all, regardless of background.

In 2019, there were 42 alumni internships at 24 host organisations – this included 29 placements in research, 10 in outreach and 3 international internships.



Lightyear Foundation is a science charity breaking down barriers to get more disabled people into STEMM (science, technology, engineering, mathematics and medicine). Last year, with support from The Ogden Trust, we collaborated with inclusive dance organisation Flamingo Chicks to up-skill 13 of its dance teachers on physics and STEMM. This initiative has enabled science-themed active learning workshops to be delivered, already reaching nearly 300 disabled children across the UK.

We have also created STEMM lesson plans to equip teachers with specific exercises and techniques explained for a variety of disabilities. We have delivered nearly 50 outreach workshops across the UK, the teacher training day and a further six work inspiration days. Our 'Alien Worlds' classes were delivered to 291 children through 23 weekly sessions in Bristol, Cardiff, Yorkshire and London.

We were half-way through our 'inventing' term before COVID-19 hit. We quickly adapted our work and turned it online, where we've produced weekly movement classes, each with a STEMM theme. We've now had over 100,000 views! Next up is our 'flight' theme so the Ogden funded training will continue to reach even more disabled children.

Katherine Sparkes
Chief Executive Officer
Lightyear Foundation

2019/20

£162,517

**awarded in 20 physics
educations grants**

Governance, structure and management

Constitution

The charity is governed by a trust deed dated 25 March 1994 and is registered with the Charity Commission, Charity Registration Number 1037570.

On 18 May 1998 the Trustees executed a supplementary deed to widen their powers of investment, so that they can enter into contracts, borrow against loans, insure and convert into money all or any part of the Trust Fund, including accepting further funds upon specified conditions. The charitable objects allow the Trustees to give grants for general charitable purposes.

There were no changes to the Trustee board this year.

Appointment of Trustees

The Trustees are appointed by the existing Trustees. At any one time, there must be a minimum of three Trustees.

Induction and training of Trustees

When new Trustees are appointed there are procedures in place to ensure that they clearly understand their duties and responsibilities and are able to assess their own training needs. The majority of Trustees are long-standing and are able to support the development of new members of the Board.

The Trustees are briefed bi-annually by the Chief Executive about their responsibilities and liabilities as Trustees.

Organisational structure and decision making

The Trustees are ultimately responsible for the policies, activities and assets of the charity. They meet twice a year to review the developments with regard to the Charity, its grant giving activities and make any important decisions. When necessary, the Trustees seek advice and support from the charity's professional advisers, including investment managers, solicitors and accountants. Expert advisers in physics education may also be consulted where appropriate.

The day to day management of the charity's activities, and the implementation of policies, is delegated to Clare Harvey, Chief Executive, in line with an agreed scheme of delegation. At their meetings, the Trustees will review the investment performance, strategic changes to programmes, the impact of programme activities and grant proposals.

Diversity, equity and inclusion

The Ogden Trust aims to increase participation in physics for under-represented groups. Diversity and inclusion is therefore central to our mission. We aim to observe equality and equity for all our staff, wider team of consultants, those on our programmes and the broader audience who access our resources and apply for our programmes.

We monitor diversity across our programmes and activities where we can, except in certain circumstances where small number statistics would make individuals identifiable. All data that is collected is kept anonymously and separately from any other personal data and is used only for tracking the diversity of those reached by the Trust. Where available, the relevant population data (for example for teachers) is compared to identify groups that may be under-represented in our activities.

We promote equity by regularly reviewing potential barriers to accessing our programmes and activities. Where barriers are identified, we work to remove or reduce these as far as possible. In order to ensure everyone involved, or wishing to be involved, with the Trust is able to engage productively and enjoyably, we work to build long term relationships with all our stakeholders.

In addition to considering equity and inclusion with our own team and programmes, we also aim to support teachers and deliverers on our programmes to consider this in the classroom. We promote resources that support equitable practice in the classroom and provide related professional development opportunities.

Financial summary

Key financial performance indicators

The total expenditure of the charity in 2019/20 was £2,521,839, decreased from £3,186,534 in 2018/19. School partnerships are the biggest area of spend for the Trust, with well over a quarter of expenditure going towards that programme. In general, the Trust gives a number of smaller grants (ie less than £5,000), with significant support for grantees through local regional representatives and the central team. We often convene our grantees to share practice, locally and nationally.

The Trustees objectives for the investments have not been met this year, due to external circumstances beyond the Trust's control. However, the Trustees have been aware that there are external factors which could affect the achievements of their objectives as all of the Charity's assets are made up of investments and cash, the result of which are dependent on the general performance of the UK and overseas stock markets. In order to minimise this, the Trustees set prudent investment policies and place reliance on the investment managers to monitor and advise on necessary investment changes and suitable asset allocation. No reduction in planned expenditure has been deemed necessary at this time but this will remain under review.

Figure 1: expenditure by programme area

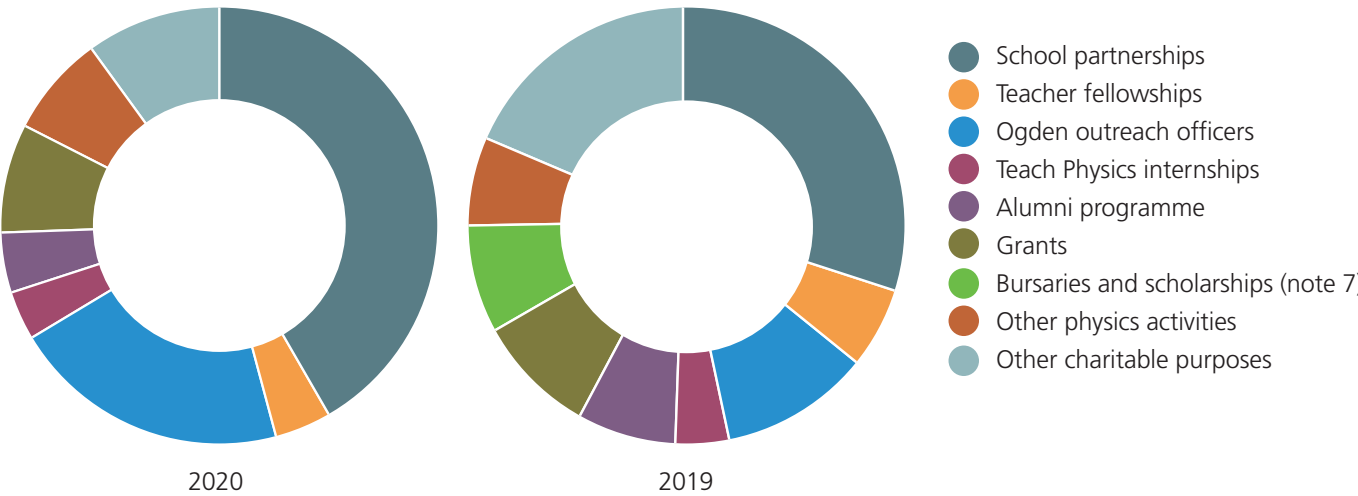
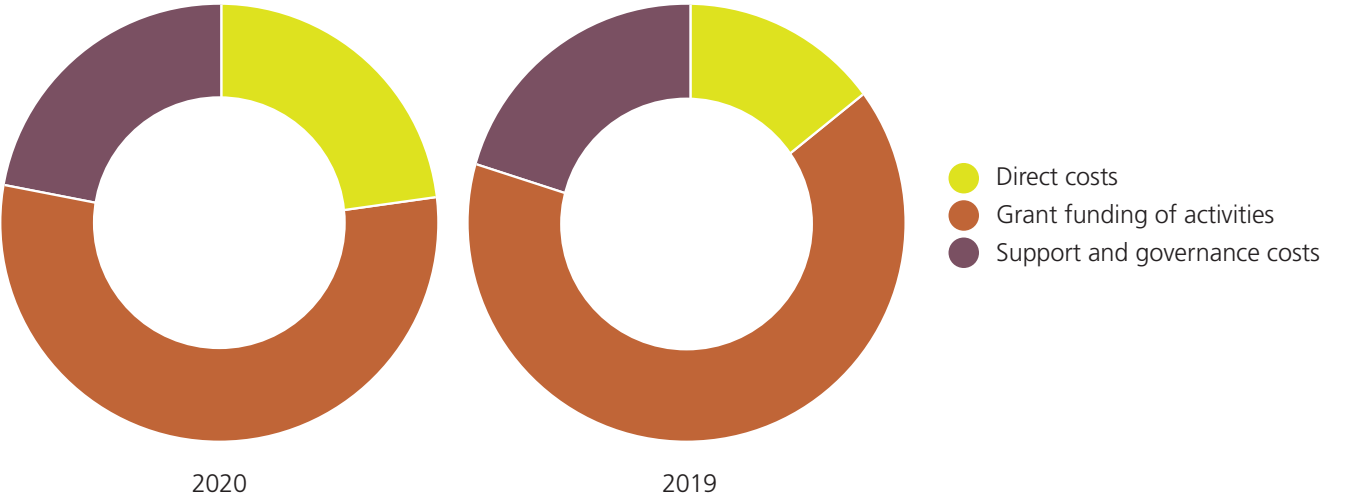


Figure 2: expenditure by type



The Trust's full financial statements and notes for the year ended March 2020 can be found on our website: www.ogdentrust.com.

Investment policy and performance

There are no restrictions on the charity's power to invest. The investment strategy is set by the Trustees and takes into account income requirements, the risk profile and the investment manager's view of the market prospects in the medium term. The overall investment policy is to maximise total return with a target of 5%. This year has seen a significant net loss on investments, particularly as a result of stock market downturn due to COVID-19. The Trustees do not intend to take immediate action but instead to take a long term approach, monitoring the recovery of the stock market before considering any changes to the investment policy. Currently a slow recovery is being observed.

Reserves policy

As explained above, the charity carries out a range of activities, some of which comprise projects requiring significant ongoing financial commitment and investment. The Trustees have examined the requirements for free reserves, ie, those unrestricted funds not designated for specific purposes or otherwise committed. As the majority of the investments are liquid, the majority of the Trust's funds are free reserves.

The Trustees' policy is to manage financial resources in such a way as to provide in full for the grant and bursary commitments made, and to ensure similar levels of commitment in the future. The free reserves must therefore be sufficient to generate sufficient return to allow this to happen. In the current financial climate, the Trustees estimate this amount to be £50,000,000–£70,000,000.

The balance sheet shows free reserves (total funds less fixed assets) of £40,685,831 (2019: £57,307,833). This is largely due to significant unrealised losses from the economic downturn due to COVID-19 in the last two months of the year. This has taken the free reserves below the target range. The recovery of the stock market will be monitored and reductions in expenditure may be considered in the future if necessary to bring the reserves back within the target range.

Risk management

In line with the requirement for Trustees to undertake a risk assessment exercise and report on the same in their annual report, the Trustees have looked at the risks The Ogden Trust currently faces and have reviewed the measures in place, or needing to be put in place, to deal with them. A comprehensive risk register has been produced. The key risk areas identified are:

Risk	Mitigation
Poor investment returns	These are monitored in quarterly Trustees' meetings. If poor returns continue following the impact of COVID-19 on the stock market, grant making can be reduced or halted.
Grant holders behaving in an inappropriate fashion	Grant holders are in contact with the Trust throughout the duration of their grant and such behaviour can be addressed when required.
Grant holders misspending funds	Grant holders are required to account for their spending in their reporting and misspent funds can be reclaimed.
Safeguarding	The Trust has a safeguarding children policy as well as staff behaviour policies. All staff have undertaken child protection and safeguarding training.
Data protection	The Trust has a data protection policy and a retention and disposal policy. The Chief Executive is the Data Protection Officer. All staff have had training on data protection.

Having assessed the major risks to which the charity is exposed, in particular those relating to its investments and its finances, the Trustees believe that by monitoring reserve levels, ensuring controls exist over key financial systems, and by examining the grant management processes carried out by the charity they have established effective systems to mitigate those risks.

The emerging situation with the COVID-19 virus at financial year end indicates a higher risk period for the charity. The impact of the lockdown on the economy has already resulted in a poor investment performance which is unlikely to recover quickly. The impact of the funding spent since September 2019 is likely to be lower as a result of the school closures, as planned activities have not been able to happen. A number of programmes have been cancelled for summer 2020 which will reduce the impact. It is currently unknown how long the effects of COVID-19 will last and the Trust has a number of contingency plans for the next year based on the duration of restrictions and, in particular, the school closures.

Reference and administrative details of the charity

Trustees

Cameron Ogden (Chair)
Sir Peter Ogden
Lady Ogden
Tiffany Chawner
Edward Ogden
Tim Simmons

Charity registered number

1037570

Principal office

The Phoenix Brewery
13 Bramley Road
London
W10 6SP

Independent auditors

Sayer Vincent LLP
Invicta House
108-114 Golden Lane
London
EC1Y 0TL

Accountants

Peters Elworthy & Moore
Chartered Accountants
Statutory Auditors
Salisbury House
Station Road
Cambridge
CB1 2LA

Bankers

Lloyds Bank Plc
University of Cambridge
3 Sidney Street
Cambridge
CB2 3HX

Coutts & Co
440 Strand
London
WC2R 0QS

Solicitors

Burges Salmon
One Glass Wharf
Bristol
BS2 0ZX

Investment managers

Credit Suisse (UK) Limited
Five Cabot Square
London
E14 4QR

Chief Executive

Clare Harvey
The Ogden Trust
The Phoenix Brewery
13 Bramley Road
London
W10 6SP

Trustees' responsibility statement

The Trustees are responsible for preparing the Trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The law applicable to charities in England & 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 the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

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

The Trustees are responsible for keeping proper accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable 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 trust deed. They 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 on the charity's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

This report was approved by the Trustees, on 17 September 2020 and signed on their behalf by:

Cameron Ogden

Independent auditor's report to the Trustees of The Ogden Trust

Opinion

We have audited the financial statements of The Ogden Trust (the 'charity') for the year ended 31 March 2020 which comprise the statement of financial activities, balance sheet and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- Give a true and fair view of the state of the charity's affairs as at 31 March 2020 and of its incoming resources and application of resources, for the year then ended
- Have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice
- Have been prepared in accordance with the requirements of the Charities Act 2011

Basis for opinion

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

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- The Trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- The Trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charity's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Other information

The other information comprises the information included in the Trustees' annual report, other than the financial statements and our auditor's report thereon. The Trustees are responsible for the other information. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 requires us to report to you if, in our opinion:

- The information given in the trustees' annual report is inconsistent in any material respect with the financial statements;
- Sufficient accounting records have not been kept; or
- The financial statements are not in agreement with the accounting records and returns; or
- We have not received all the information and explanations we require for our audit.

Responsibilities of Trustees

As explained more fully in the statement of Trustees' responsibilities set out in the Trustees' report, the Trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's responsibilities for the audit of the financial statements

We have been appointed as auditor under section 145 of the Charities Act 2011 and report in accordance with regulations made under section 154 of that Act.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Use of our report

This report is made solely to the charity's Trustees as a body, in accordance with section 144 of the Charities Act 2011 and regulations made under section 154 of that Act. Our audit work has been undertaken so that we might state to the charity's Trustees those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's Trustees as a body, for our audit work, for this report, or for the opinions we have formed.

Joanna Pittman FCA

Date: 2 October 2020

Sayer Vincent LLP

Statutory Auditor

Invicta House

108-114 Golden Lane

London

EC1Y 0TL

Sayer Vincent LLP is eligible to act as auditor in terms of section 1212 of the Companies Act 2006

Statement of financial activities for the year ended 31 March 2020

	Note	Unrestricted funds 2020 £	Restricted funds 2020 £	Total funds 2020 £	Total Funds 2019 £
Income from					
Donations	2	220	19,283	19,503	8,340
Investments	3	304,896	-	304,896	346,106
Total income		305,116	19,283	324,399	354,446
Expenditure on					
Raising funds	4	408,460	-	408,460	511,291
Charitable activities	5	2,418,495	19,283	2,437,778	3,029,689
Total expenditure		2,826,955	19,283	2,846,238	3,540,980
Net expenditure before investment gains		(2,521,839)	-	(2,521,839)	(3,186,534)
Net gains on investments	12	(14,100,163)	-	(14,100,163)	1,377,645
Net (expenditure)/income		(16,622,002)	-	(16,622,002)	(1,808,889)
Net movement in funds		(16,622,002)	-	(16,622,002)	(1,808,889)
Reconciliation of funds					
Total funds brought forward		57,307,833	-	57,307,833	59,116,722
Total funds carried forward	16	40,685,831	-	40,685,831	57,307,833

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in note 16 to the financial statements.

Balance sheet as at 31 March 2020

	Note	2020 £	2019 £
Fixed assets			
Tangible assets	11	4,671	37,615
Investments	12	42,377,917	59,000,528
Total fixed assets		42,382,588	59,038,143
Current assets			
Debtors	13	98,357	96,653
Cash at bank and in hand		142,524	414,687
		240,881	511,340
Creditors: amounts falling due within one year	14	(1,081,703)	(1,029,090)
Net current liabilities		(840,822)	(517,750)
Total assets less current liabilities		41,541,766	58,520,393
Creditors: amounts falling due after more than one year	15	(855,935)	(1,212,560)
Net assets		40,685,831	57,307,833
Charity Funds			
Unrestricted funds	16	40,685,831	57,307,833
Total funds		40,685,831	57,307,833

The financial statements were approved by the Trustees on 17 September 2020 and signed on their behalf, by:

Cameron Ogden
Trustee

Notes to the financial statements for the year ended 31 March 2020

1. Accounting policies

1.1 Basis of preparation of financial statements

The financial statements have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant notes to these accounts. The financial statements have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (second edition – October 2019) (Charities SORP (FRS 102)) the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011.

The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued on 16 July 2014 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice from 1 April 2005 which has since been withdrawn.

No significant estimates or judgements have been made by management in preparing these financial statements.

The Ogden Trust constitutes a public benefit entity as defined by FRS 102.

1.2 Fund accounting

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

Designated funds comprise unrestricted funds that have been set aside by the Trustees for particular purposes. The aim and use of each designated fund is set out in the notes to the financial statements.

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

1.3 Going concern

The Trustees have reviewed the financial position of the charity and have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future despite the losses resulting from COVID-19. Accordingly, the financial statements continue to be prepared on the going concern basis.

1.4 Income

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

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the charity; this is normally upon notification of the interest paid or payable by the Bank.

Dividends are recognised once the dividend has been declared and notification has been received of the dividend due.

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

Donation income is recognised when received.

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

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably.

Support costs, including governance costs are those costs incurred directly in support of expenditure on the objects of the charity and include management carried out at the principal office. Governance costs are those incurred in connection with administration of the charity and compliance with constitutional and statutory requirements. Support and governance costs have been allocated to activities based on staff time spent.

Grants payable are charged in the year when the offer is made except in those cases where the offer is conditional, such grants being recognised as expenditure when the conditions attaching are fulfilled. Grants offered subject to conditions which have not been met at the year end are noted as a commitment, but not accrued as expenditure.

Expenditure on raising funds represents the fees paid to investment managers in connection with the management of the Charity's listed investments.

All resources expended are inclusive of irrecoverable VAT.

1.6 Financial instruments

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value.

1.7 Tangible fixed assets and depreciation

Tangible fixed assets are carried at cost, net of depreciation and any provision for impairment. Depreciation is provided at rates calculated to write off the cost of fixed assets, less their estimated residual value, over their expected useful lives on the following bases:

<i>Fixtures & fittings</i>	20% per annum based on cost
<i>Computer equipment</i>	25% per annum based on cost

1.8 Investments

Fixed asset investments are a form of financial instrument and are initially recognised at their transaction cost and subsequently measured at fair value at the Balance Sheet date, unless fair value cannot be measured reliably in which case it is measured at cost less impairment.

All gains and losses are taken to the Statement of Financial Activities as they arise. Realised gains and losses on investments are calculated as the difference between sales proceeds and their opening carrying value or their purchase value if acquired subsequent to the first day of the financial year. Unrealised gains and losses are calculated as the difference between the fair value at the year end and their carrying value.

Investment gains and losses, whether realised or unrealised, are combined and shown in the heading 'Gains/(losses) on investments' in the Statement of Financial Activities.

1.9 Foreign currencies

Monetary assets and liabilities denominated in foreign currencies are translated into sterling at rates of exchange ruling at the balance sheet date.

Transactions in foreign currencies are translated into sterling at the relevant monthly average exchange rate.

Exchange gains and losses are recognised in the Statement of Financial Activities.

Foreign exchange gains and losses arising on investments are disclosed within gains/(losses) on revaluations of fixed assets on the Statement of Financial Activities.

1.10 Debtors

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

1.11 Cash at bank and in hand

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

1.12 Creditors and provisions

Liabilities are recognised when there is an obligation at the Balance Sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised at the amount that the charity anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide. Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised within interest payable and similar charges.

1.13 Pensions

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

2. Income from donations

	Unrestricted funds 2020 £	Restricted funds 2020 £	Total funds 2020 £	Total funds 2019 £
Donations	220	19,283	19,503	8,340

In 2019, £7,590 was unrestricted and £750 was restricted.

3. Investment income

	Unrestricted funds 2020 £	Restricted funds 2020 £	Total funds 2020 £	Total funds 2019 £
Income from listed investments	291,921	-	291,921	342,301
Interest on bank fixed deposits	12,975	-	12,975	3,805
	304,896	-	304,896	346,106

In 2019, all investment income was unrestricted.

4. Investment management costs

	Unrestricted funds 2020 £	Total funds 2020 £	Total funds 2019 £
Investment manager's fees	579,299	579,299	724,057
Investment management fee rebate	(170,839)	(170,839)	(212,766)
	408,460	408,460	511,291

The rebate was negotiated by the trustees and is equivalent to a third of their 1.5% management fee charged to the Omnia Fund L.P. for dealing with the Fund's affairs.

In 2019, all expenditure on investment management costs was unrestricted.

5. Analysis of expenditure

Analysis of expenditure: current year

	Direct costs	Grant funding of activities (note 6)	Support & governance costs (note 8)	Total	Total
	2020 £	2020 £	2020 £	2020 £	2019 £
School Partnerships	452,510	255,805	312,692	1,021,007	913,089
Teacher Fellowships	14,534	66,210	24,078	104,822	175,287
Ogden Outreach Officers	52,657	396,977	48,101	497,735	331,580
Teach Physics internships	3,748	64,789	24,078	92,615	115,631
Alumni programme	99	81,758	24,078	105,935	219,414
Grants	7,421	153,201	36,090	196,712	267,833
Bursaries and scholarships (note 7)	-	(29,250)	24,078	(5,172)	244,682
Other physics activities	29,079	130,644	24,078	183,801	200,797
Physics education activities	560,048	1,120,134	517,273	2,197,455	2,468,313
Other charitable purposes	-	228,416	11,907	240,323	561,376
All charitable activities	560,048	1,348,550	529,180	2,437,778	3,029,689
2019	436,023	1,988,166	605,500	3,029,689	

In 2019, charitable activities expenditure amounting to £750 was restricted.

The support and governance costs have been allocated to direct and grant making activities based on staff time spent. Total support costs allocated to grant activities is £312,051.

Analysis of expenditure: prior year

	Direct costs	Grant funding of activities	Support & governance costs	Total	Restated total
	2019 £	2019 £	2019 £	2019 £	2018 £
School Partnerships	369,031	253,419	290,639	913,089	758,123
Teacher Fellowships	4,952	121,895	48,440	175,287	116,339
Ogden Outreach Officers	34,664	248,477	48,439	331,580	531,516
Teach Physics internships	6,411	72,890	36,330	115,631	104,500
Alumni programme	204	146,550	72,660	219,414	179,221
Grants	3,981	227,522	36,330	267,833	963,308
Bursaries and scholarships	-	196,242	48,440	244,682	238,719
Other physics activities	16,780	171,906	12,111	200,797	106,940
Physics education activities	436,023	1,438,901	593,389	2,468,313	2,998,666
Other charitable purposes	-	549,265	12,111	561,376	407,641
All charitable activities	436,023	1,988,166	605,500	3,029,689	3,406,307
2018	470,056	2,243,674	692,577	3,406,307	

The prior year comparatives have been restated to reflect the reclassification of consultancy costs from other charitable purposes to support costs (see Note 8).

6. Grants payable

	2020 £	2019 £
Grants to institutions		
Primary schools	171,427	221,496
Secondary schools	179,989	227,433
Universities	502,818	663,402
Organisations	278,885	293,342
Subtotal	1,133,119	1,405,673
Grants to individuals	215,431	582,493
Total	1,348,550	1,988,166

360 grants were awarded in 2020 and no scholarships, compared to 412 grants and 36 scholarships in 2019.

Grants payable to institutions, net of write backs are as follows:

	2020 £	2019 £
Primary schools		
Ashton Gate Primary	2,500	5,250
Avonmore Primary School	11,500	13,000
Beaumont Primary School/Gaskell Primary School	(833)	2,500
Beechview Academy	5,500	-
Bevington Primary School	2,500	5,500
Bignold Primary School	2,100	2,000
Birchensale Middle School	-	3,000
Broadlea Primary School	11,500	5,500
Chilton Primary School	-	2,500
Churchdown Village Junior School	2,500	2,500
Cordwalles Junior School	1,000	2,500
Corton Primary School	-	2,430
Danetree Primary School	-	2,500
Daven Primary School	1,000	2,500
Dulverton Junior School	1,000	2,228
Dulwich Prep School	-	43,095
Eastern Junior School	-	1,000
Fairford Primary School	1,000	2,500
Friends of the Erme Primary School	-	600
Gaskell Primary School	-	2,421
Gayton Primary School	5,500	-
Gisburn Primary School	1,000	2,500
Great Abington Primary School	2,140	-
Greenway Primary School	1,000	2,500
Gurnard Primary School	2,500	-
Hartside Primary Academy	4,750	5,500
Hertford St Andrew Primary School	1,000	1,900
Hillcroft Primary School	(250)	4,833
Hillmorton Primary School	2,400	2,000
Hopwood Community Primary School	1,000	2,500

	2020 £	2019 £
Primary schools (continued)		
King Edward VI Five Ways School	(2,500)	3,500
Kingsland CofE Primary School	2,500	2,500
Kippax North Primary School	5,000	5,500
Ledbury Primary School	5,000	2,500
Lunt's Heath Primary School	5,750	-
Milnrow Parish CE Primary School	1,000	2,452
Moorpark Junior School of The New Guild Trust	3,000	5,500
Muswell Hill Primary School	2,500	-
Newby Primary School	750	5,500
Newsham Primary School	6,000	-
Okehampton Primary School	5,500	-
Our Lady & St Kenelm School	(1,531)	1,940
Our Lady of Mount Carmel	1,000	-
Our Lady of Perpetual Succour Catholic Primary School	-	1,000
Our Lady of Walsingham Catholic Primary School	2,500	2,500
Our Lady's Bishop Eton Primary	2,500	2,500
Pikes Lane Primary School	1,000	-
Radford Primary Academy	2,500	-
Royles Brook Primary School	-	500
Salfords Primary School	1,000	-
Sculthorpe Primary Academy	2,500	5,000
Sibsey Free Primary School	5,500	-
Somerleyton Primary School	2,200	-
Springbank Primary School	1,000	6,417
St Alphege Junior School	9,333	3,500
St Augustines RC Primary School	2,500	2,500
St Bede's Inter-church School	700	-
St Maria Goretti Catholic Academy	10,300	2,500
St Stephen Churchtown Academy	5,500	-
St Andrews & St Marks CofE Junior School	2,400	2,500
St Paul's CofE	2,500	-
Streatham & Clapham High School	-	14,355
Thaxted Primary School	3,500	2,000
The Coppice Primary School	(500)	5,500
Totley Primary School	-	2,500
Trinity Primary Academy	2,000	4,300
Victoria Road Primary	-	2,500
Walford Primary School	2,500	2,500
Whitehouse Common Primary School	1,000	2,000
Whittington CofE Primary School	9,000	-
Wickham Market Primary School	2,400	1,500
Other	100	775
Total	171,427	221,496

	2020 £	2019 £
Secondary schools		
Abingdon School	2,000	2,500
Alder Community High School	-	5,203
Alexandra Park School	2,500	2,500
Alleyn's School	-	750
Altrincham College	900	450
Altrincham Girls Grammar School	-	3,500
ARK Burlington Danes	30	13,225
Baxter College	-	1,500
Bedminster Down School	-	3,500
Beechen Cliff School	(800)	2,200
Belmont Community School	500	500
Bideford College	6,750	-
Bishop Challoner Catholic College	-	(750)
Blackpool Sixth Form College	5,500	6,200
Bridgwater College Academy	3,000	5,000
Brixham College	5,500	-
Cardinal Newman Catholic School	-	7,444
Chilton Academy	2,500	-
Churchill Academy	-	2,500
City of Stoke-on-Trent 6th Form College	-	3,750
Colyton Grammar School	-	1,228
Consett Academy	4,800	-
Durham High School for Girls	-	4,987
Earl Mortimer & Sixth Form Centre	3,500	-
East Norfolk Sixth Form College	2,000	4,500
Energy Coast UTC	2,250	-
Exeter Mathematics School	5,500	-
Exeter School	-	4,250
Fulneck School	-	8,516
Godolphin & Latymer School	-	3,750
Gordon's School	-	2,814
Grammar School at Leeds	-	4,250
Haggerston School	8,450	-
Hartlepool Sixth Form College	1,500	2,050
Hartpury College	-	10,374
Highbury Fields School	3,083	-
Hinchley Wood School	-	2,942
Hinckley Academy and John Cleveland Sixth Form Centre	-	600
Kensington Aldridge Academy	1,000	-
King Edward VI Grammar School - Louth	2,250	7,500
Kingsbridge Academy	1,000	11,749
Lampton Academy	2,700	8,500
Latymer Foundation at Hammersmith	30,000	-
Lightcliffe Academy	(3,585)	7,000

	2020 £	2019 £
Secondary schools (continued)		
Loreto Sixth Form College	-	(16,362)
Mounts Bay Academy	-	800
Newcastle Stafford College Group	4,000	-
North Cambridge Academy	3,250	-
Northgate High School	3,750	11,750
Norwich School	-	2,500
Oldham Sixth Form College	1,000	2,500
Outwood Academy Shafton	-	2,626
Oxford Spires Academy	-	750
Paget High School	3,500	-
Pendleton Sixth Form College	-	500
Ponteland High School	4,500	250
Queen Elizabeth's Grammar School Blackburn	-	2,600
Queen Elizabeth's School, Crediton	591	-
Ricards Lodge High School	-	3,500
Roundhill Academy	2,000	2,050
Saint Michael's C.E High School	-	1,000
Samuel Ward Academy	2,000	2,400
Seven Kings High School	(3,340)	4,427
Sharples School	3,500	7,000
Sherborne School for Girls	-	2,000
Sidney Stringer Academy	7,500	6,350
Skegness Grammar School	3,500	-
South Bromsgrove High School	700	-
Southmoor Academy	2,500	3,350
Spires Academy	6,750	-
St Benedict's Catholic School	500	2,650
St Bernadette Catholic School	5,500	-
St Gabriel's College	3,000	-
St Gregory's Catholic Academy	-	2,000
St Mary's College Academy	7,000	-
St Michael's Church of England High School	-	2,950
St Paul's Girls' School	1,000	-
St Peter's School	-	500
St Richard's Catholic College	3,000	6,250
Stewards Academy	3,000	6,000
Stockton Sixth Form College	3,500	2,850
The Derby High School	1,000	2,500
The Gilbert School	850	-
The Godolphin and Latymer School	1,850	-
The UCL Academy	500	-
The Winston Churchill School	2,000	-
Thomas Mills High School	2,400	4,000
Thornaby Academy	-	1,000
Titus Salt School	1,000	-

	2020 £	2019 £
Secondary schools (continued)		
Truro School	-	1,500
Urmston Grammar	3,100	4,240
Whitley Academy	-	950
Witton Park Academy	-	1,933
Woodford County High School for Girls	-	3,099
Workington Academy	500	850
Wrenn School	-	1,000
Wycombe Abbey School	-	(6,300)
Wyke Sixth Form College	750	-
Other	1,010	4,488
Total	179,989	227,433

	2020 £	2019 £
Universities		
Birmingham City University	(4,835)	-
Cardiff University	1,085	642
Durham University	1,072	(35,339)
Harvard Business School	20,334	382,750
Keele University	(1,643)	1,435
Kings College London Student Union	(1,800)	1,800
Lancaster University	(4,650)	7,780
Manchester University	1,500	-
Newcastle University	60,000	-
Northumbria University	1,478	1,269
Nottingham University	1,500	-
Queen Mary University of London	1,358	66,000
Royal Holloway University of London	8,096	55,945
Sheffield Hallam University	2,500	2,345
The Open University	5,519	62,400
University College London	77,803	13,443
University of Bath	61,500	-
University of Birmingham	-	1,574
University of Cambridge	(5,250)	(33,825)
University of Central Lancashire	61,928	6,932
University of Edinburgh	11,660	1,292
University of Exeter	-	1,292
University of Hertfordshire	40,000	74,429
University of Hull	-	609
University of Kent	4,969	243
University of Leeds	1,731	425
University of Leicester	-	16,345
University of Lincoln	-	1,334
University of Liverpool	29,263	1,735
University of Manchester	3,000	5,420
University of Nottingham	5,305	(12,700)
University of Oxford	(9,000)	15,000
University of Portsmouth	-	7,566
University of Sheffield	60,000	-
University of Southampton	2,157	1,903
University of St Andrews	60,000	-
University of Surrey	1,590	2,659
University of Sussex	(1,500)	-
University of Worcester	2,500	8,523
University of York	802	1,926
Warwick University	2,596	-
Other	250	250
Total	502,818	663,402

	2020 £	2019 £
Organisations		
A Level Physics Online	22,000	9,000
Action Against Cancer	-	100,000
Battersea Cats and Dogs Home	-	(750)
Bright Box Makerspace	9,175	-
Child Bereavement UK, The Art Room, Winston's Wish, Place2Be	-	(2,500)
CoachBright	-	6,500
DebateBox	-	900
Dorchester Town Council	850	-
Edinburgh International Science Festival	-	5,000
Friends of KGV Limited	-	75,000
Harrow Club W10	900	-
Inspire	13,255	-
International Centre for Life Trust	-	1,080
Kids Invent Stuff	-	5,000
Lightyear Foundation	9,980	-
Links to a Life	9,000	5,400
National Science and Media Museum	-	3,000
National Youth Agency	17,420	-
NSSC Operations Ltd	-	75,000
Physics Partners	(1,000)	-
Real Photography Company	-	3,000
Rochdale Borough Council	10,000	-
Royal Academy of Engineering	-	(10,000)
Royal Marsden Cancer Charity	-	1,000
SHINE	150,000	-
Sphere Science	-	2,336
St George's Bristol	-	2,000
St John's Ambulance Guernsey	10,000	-
Tall Ships Youth Trust	5,000	-
TES	-	930
The Bristol Initiative Charitable Trust working with My Future My Choice	6,000	-
The ClementJames Centre	5,000	-
The Smallpeice Trust	-	9,480
UK Electronics Skills Foundation (UKESF)	5,000	-
UK Students for the Exploration and Development of Space	4,025	-
Villiers Park Education Trust	(1,466)	1,966
Winchester Science Centre	6,500	-
Total	281,639	293,342

A reconciliation of the grants payable and grants commitments figures shown in these accounts is as follows:

	2020 £	2019 £
Grant commitments at 1 April 2019	1,791,887	1,765,912
Commitments made in the year net of grants released	1,377,800	1,791,924
Grants paid during the year	(1,444,286)	(1,765,949)
Total	1,725,401	1,791,887

Grant commitments at 31 March 2020 are payable as follows:

	2020 £	2019 £
Within one year (included with note 14)	912,216	729,327
After more than one year (included with note 15)	813,185	1,062,560
Total	1,725,401	1,791,887

7. Bursaries and scholarships

During the year ended 31 March 2020, the Trustees have committed no further scholarships to undergraduates:

	2020 £	2019
No (2019: 36) undergraduate scholarships started Autumn 2019	-	210,000
Total bursaries and scholarships for the year	-	210,000
Movement in provision for prior year approved bursaries	3,000	(15,758)
Movement in provision for prior year approved scholarships	(32,250)	2,000
Total	(29,250)	196,242

No further undergraduate scholarships are being made, although existing scholarships continue to be paid. Adjustments are made annually based on changes to course length and early departure from eligible courses.

A reconciliation of the bursaries and scholarships payable and commitments figures shown in these accounts is as follows:

	2020 £	2019 £
Bursaries and scholarships commitments at 1 April 2019	348,750	419,806
Bursaries and scholarships movement (see above)	(29,250)	196,242
Bursaries paid during the year	-	(235,671)
Scholarships paid during the year	(160,500)	(31,627)
Bursaries and scholarships commitments at 31 March 2020	159,000	348,750

Bursaries and scholarships commitments at 31 March 2020 are payable as follows:

	2020 £	2019 £
Within one year (included with note 14)	116,250	198,750
After more than one year (included with note 15)	42,750	150,000
Total	159,000	348,750

8. Support costs

	Total 2020 £	Total 2019 £
Staffing costs		
Wages, salaries and medical insurance	245,221	243,163
National insurance	23,310	25,774
Pension costs	13,949	14,229
Recruitment costs	1,125	-
Staff training and development	3,078	8,800
Consultancy costs	19,695	71,926
Subtotal	306,378	363,892
Office costs		
Office rental and costs	111,716	143,562
Printing, postage and stationery	6,561	4,373
Web and digital	24,299	31,013
Publications and promotional materials	511	1,900
Travel expenses	8,915	24,409
Depreciation and loss on disposal of assets	32,945	7,049
Payroll and other fees	957	981
Accountancy fees	26,693	18,006
Subtotal	212,597	231,293
Governance costs		
Legal fees	-	-
Audit fees	10,205	10,315
Subtotal	10,205	10,315
Total	529,180	605,500

These costs have been apportioned to the charitable activities according to the amount of staff time spent on them.

The comparatives have been restated to reflect the reclassification of consultancy costs from other charitable purposes to support costs (see note 5).

9. Net expenditure

This is stated after charging:

	2020 £	2019 £
Depreciation of tangible fixed assets – owned by the charity	7,552	7,049
Auditor's remuneration – audit	10,205	10,315
Auditor's remuneration – non audit	-	18,987
Pension costs	13,949	14,229
Operating lease costs	76,943	77,640

10. Trustee remuneration and expenses and the cost of key management personnel

Staff costs were as follows:

	2020 £	2019 £
Wages and salaries	245,221	246,005
National insurance	23,310	22,932
Pension costs	13,949	14,229
Total	282,480	283,166

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

	2020	2019
Charitable activities	7	7

The number of higher paid employees was:

	2020	2019
In the band £60,000 – £70,000	1	1

As at 31 March 2020, £182 was owed by the Trust in relation to the pension scheme (2019: £nil).

No trustees received reimbursement of expenses or benefits in the year.

The key management personnel of the charity comprise the Trustees and Chief Executive. The Trustees all give their time and expertise without any kind of remuneration or other benefit in kind (2019: £Nil). The total employment benefits, including employers NI of key management personnel was £78,168 (2019: £76,336).

11. Tangible fixed assets

	Fixtures & fittings £	Computer equipment £	Total £
Cost			
At 1 April 2019	39,092	11,876	50,968
Disposals	(39,092)	-	(39,092)
At 31 March 2020	-	11,876	11,876

Depreciation			
At 1 April 2019	9,116	4,237	13,353
Charge for the year	4,584	2,968	7,552
Disposals	(13,700)	-	(13,700)
At 31 March 2020	-	7,205	7,205

Net book value			
At 31 March 2020	-	4,671	4,671
At 31 March 2019	29,976	7,639	37,615

12. Fixed asset investments

	Listed securities £	Cash held for investment £	Total £
Market value			
At 1 April 2019	57,485,210	1,515,318	59,000,528
Additions	9,362,688	-	9,362,688
Disposals	(11,738,226)	-	(11,738,226)
Other cash movements	-	367,862	367,862
Realised gains	(131,980)	-	(131,980)
Revaluations/currency gains	(14,004,519)	36,336	(13,968,183)
Investment management fees	(514,772)	-	(514,772)
At 31 March 2020	40,458,401	1,919,516	42,377,917
Historical cost	15,706,940	1,919,516	17,626,456

All the fixed asset investments are held in the UK.

All investments are carried at their fair value. Investment in equities and fixed interest securities are all traded in quoted public markets, primarily the London Stock Exchange. Holdings in common investment funds, unit trusts and openended investment companies are at the bid price or the NAV of the fund. The basis of fair value for quoted investments is equivalent to the market value, using the bid price. Asset sales and purchases are recognised at the date of trade at cost (that is their transaction value).

The Charity manages the investment portfolio themselves and regularly consults with market professionals on its investment strategy. The Charity is operating an investment policy that provides for a degree of diversification of holdings within different unit trust investments. The sole purpose of the investment strategy is to fund the annual expenditure of the Trust. The Charity has invested in a number of unit trusts in order to protect the Charity's exposure to volatility in the market and seek low risk investments wherever possible. The Investment Strategy is designed to seek absolute returns on its investments and does not differentiate between income arising from Interest and dividends or capital growth on its investments in its funding decisions.

All funds have monthly liquidity and the Trust regularly liquidates part of its Fund investments at the monthly NAV value to meet the expenditure of the Trust. The Trust makes investments both in Sterling and US dollars and from time to time hedges its foreign currency exposure.

The Charity does not make use of derivatives and similar complex financial instruments as it takes the view that investments are held for their longer term growth and annual income.

The Charity has no material investment holdings in markets subject to exchange controls or trading restrictions.

13. Debtors

	2020 £	2019 £
Amounts due in more than 1 year		
Rent deposit	19,410	19,410
Amounts due in less than 1 year		
Trade debtors	10,381	390
Rebate of external management fees	9,365	18,105
Other debtors	20,050	23,623
Prepayments and accrued income	39,151	35,125
Total	98,357	96,653

14. Creditors: amounts falling due within one year

	2020 £	2019 £
Trade creditors	15,782	48,894
Other taxation and social security	6,147	-
Grants payable (note 6)	912,216	729,327
Bursaries and scholarships payable (note 7)	116,250	198,750
Other creditors	5,450	5,426
Accruals	25,858	46,693
Total	1,081,703	1,029,090

15. Creditors: amounts falling due after more than one year

	2019 £	2018 £
Grants payable (note 6)	813,185	1,062,560
Bursaries and scholarships payable (note 7)	42,750	150,000
Total	855,935	1,212,560

16. Statement of funds

Statement of funds: current year

	Balance at 1 April 2019 £	Income £	Expenditure £	Gains/ (Losses) £	Transfers £	Balance at 31 March 2020 £
Designated funds						
Alumni fund	-	-	-	-	-	-
General funds						
General funds	57,307,833	305,116	(2,826,955)	(14,100,163)	-	40,685,831
Total unrestricted funds	57,307,833	305,116	(2,826,955)	(14,100,163)	-	40,685,831
Restricted funds						
Energy internships	-	19,283	(19,283)	-	-	-
Total restricted funds	-	-	-	-	-	-
Total funds	57,307,833	324,399	(2,846,238)	(14,100,163)	-	40,685,831

Statement of funds: prior year

	Balance at 1 April 2018 £	Income £	Expenditure £	Gains/ (Losses) £	Transfers £	Balance at 31 March 2019 £
Designated funds						
Alumni fund	32,514	-	-	-	(32,514)	-
General funds						
General funds	59,084,208	352,696	(3,540,230)	1,377,645	32,514	57,307,833
Total unrestricted funds	59,116,722	353,696	(3,540,230)	1,377,645	-	57,307,833
Restricted funds						
Energy internships	-	750	(750)	-	-	-
Total funds	59,116,722	354,446	(3,540,980)	1,377,645	-	57,307,833

Purpose of funds

Energy internships – the Energy internships restricted fund is for donations towards the cost of the internship programme from host industries. The funding will be spent on student bursaries.

The designated fund is an alumni fund that collects contributions from the Ogden alumni students with the intention to use them for alumni activities and events. The fund was de-designated in the year with the balance being transferred to unrestricted funds.

17. Related party transactions

Sir Peter Ogden, Trustee, is a non-executive director of Computacenter PLC in which the Trust has an investment totalling £10,334,453 (2019: £8,784,140). The Trustees do not consider that this impairs their decisions made regarding this investment.

During the year, grants totalling £150,000 (2019: £nil) were paid to Shine: Support and Help in Education. Cameron Ogden is a Trustee of this organisation.

18. Operating lease commitments

At 31 March 2020, the total of the charity's future minimum lease payments under non-cancellable operating leases was:

Land & buildings

	2020 £	2019 £
Amounts payable		
Within 1 year	77,640	77,640
Between 1 and 5 years	122,930	155,280
Total funds	200,570	232,920



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