

# **The Transformation Trust**

Helping schools transform young lives

The Transformation Trust (England)

Charity Registration Number 1134468

Company Number 06852919

## **REPORT AND FINANCIAL STATEMENTS**

For the year ended 31 August 2018

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## REFERENCE AND ADMINISTRATIVE DETAILS

Registered Office: Fourth Floor  
3 Bolt Court  
London  
EC4A 3DQ

Trustees: Sir David Bell (Chair of Trustees)  
Sir David Carter  
Ian Cleland  
Charles Philip Graf  
Luke Bradley-Jones  
Josh Krichefski  
Lord Richard Newby  
Fiona Ryland  
Baroness Margaret Sharp  
Julia Tyler  
John Williams  
Rachel Wolf

Chief Executive: Amy Leonard

Company Secretary: Kirsten Flynn

Bankers: Barclays Bank Plc  
27 Soho Square  
London  
W1D 3QR

Auditors: Goodman Jones LLP  
29/30 Fitzroy Square  
London  
W1T 6LQ



The Trustees present their annual report together with the audited financial statements of the Transformation Trust (England) for the year ended 31st August 2018.

## **AIMS AND OBJECTIVES**

The Transformation Trust (TT) was set up in May 2009 as charity whose purpose was to provide inspirational extra-curricular activities and opportunities for children from the most challenged schools and Academies across England.

Whilst the norm in the independent education sector, enriching extra-curricular activities are not always available in the state system, particularly in the most deprived parts of the country. TT aims to offer activities and opportunities that broaden young people's horizons and help them identify their talents.

We believe that everyone is amazing at something and young people just need the opportunity to discover what this is for them.

We help do this by funding extra-curricular opportunities in schools across the country, focusing our efforts on the most deprived communities. We prioritise working with schools with higher than average numbers of children eligible for Pupil Premium Funding based on the average for the particular area.

Every child should have the opportunity to develop new skills, to foster interests which help them grow as an individual, and to unlock hidden talents. But this can be challenging for many young people if their families are not able to assist or encourage them, if they do not have positive role models in their lives, if they do not have access to a network of contacts who can help them, or if their schools lack the resources to help them achieve their goals. These are barriers which TT wants to help overcome.

Although some schools benefit from the support of local companies, the approach is often piecemeal. TT brings a more sustainable and wide-reaching approach to offering extra-curricular opportunities to some of the country's most at risk children. Over time, we aim to reach into every state school that has children eligible for Pupil Premium Funding, offering inspiring extra-curricular opportunities that will help identify and harness the talent of young people across the country.

All our programmes are designed to lead to better prospects and brighter futures for the young people involved. Short term measures of our success include improved attendance, improved confidence and self-esteem, and improved destinations after school. We also aim to reduce anti-social behaviour in schools by offering activities that help motivate and inspire, instilling pride and increased feelings of self-worth in the individuals and in their surrounding environment.

All our programmes aim to develop key skills and capabilities within the pupils, including:

- Self-management and resilience
- Teamwork and co-operation
- Problem solving
- Communication
- Numeracy
- Technological fluency
- Drive and motivation
- Creativity and enterprise
- Leadership



## **Strategies for achieving objectives:**

In our ninth year of operation, the main strategic objectives we have been working to implement are as follows:

### **1. To remove barriers to achievement for more disadvantaged young people**

This is one of our key strategic objectives, underpinning all our activities. Each of our bespoke programmes, delivered in partnership with major UK companies and organisations, aims to improve the life chances for young people through the development of key skills and capabilities, all contributing to increased confidence and more rounded characters.

### **2. To ensure experiences offered by the Trust are of high quality and deliver a measurable difference**

Our evaluation and measurement model has three distinct elements:

#### **i. Programme level quantitative data**

We collect detailed management data at various programme milestones. The data relates to information about the schools, pupils and teachers that each programme has reached throughout the reporting period.

#### **ii. Quantitative: pupil impact**

We have developed our own methodology to gather impact data from students, with each programme involving pre and post evaluation based on a series of core questions. These reflect the skills and capability areas described in the section above. For each programme, there are also bespoke questions that reflect the distinct nature of each. This approach enables us to gather data from across the whole portfolio of programmes, share learning and refine our offering.

#### **iii. Qualitative: pupil impact**

We also gather qualitative feedback from young people in the “after” survey that is completed by each participating student. This helps provide a further source of information that ensures we continue to develop each of our programmes, as well as providing invaluable intelligence in the creation of new programmes.

### **3. Developing the Trust’s Corporate Offer: Bespoke Programmes**

We continue to be funded almost entirely by the private sector. Building on the progress made in previous years, we have worked with eight corporate partners covering twelve bespoke programmes, during the reporting period. More detail on each of our Bespoke Programmes is included in the next section.

### **4. Developing the Trust’s operating model and resources**

In our ninth year of operation, we continue to build our core staffing model of dedicated programme managers reporting into the Business Manager and Chief Executive. Delivery of our programmes is supported by a team of geographically spread freelance facilitators.



## **PUBLIC BENEFIT STATEMENT**

The Transformation Trust benefits the public by funding activities in and around schools that aim to support social mobility.

The Trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the Trust's aims and objectives and in planning future activities.

Our aim is to provide young people with opportunities and experiences in and around school that will inspire and motivate them to fulfil their potential. We do this by delivering Transformation Trust programmes that either have a proven track record of delivery year on year, or that are new and developed in consultation with our Headteacher Advisory Group and specifically selected corporate partners. We continue to focus our efforts on the most deprived communities.

By focusing our efforts on the most deprived communities, we achieve our strategic priorities of encouraging greater engagement in education, leading to better prospects and brighter futures for the young people involved. The programmes funded during the period set out in this report are described in more detail in the section below.

### **Activities for achieving objectives:**

#### **Bespoke Programmes (listed alphabetically)**

- **Big Energy Project** with EDF: National STEM (Science, Technology, Engineering and Mathematics) based programme
- **Gleeds – The Royal Refurb** – in school workshop for KS3 assisted by Gleeds volunteers
- **Junior University** with Which? University: national programme
- **LifeSkills** created by Barclays: national programme
- **LifeSkills Deep Impact** created with Barclays: national programme
- **MediaCom & Me** with MediaCom: intensive employability mentoring programme for Y12 students
- **Perfectly Pret** with Pret in school workshops and winners' celebration at Pret Head Office
- **Taste of Pret** with Pret – one-day workshop at Pret Head Office
- **Powering Potential** in partnership with Dell: regional programme
- **Powering Transformation** in partnership with Dell: national programme
- **Ride London** with Prudential created by Prudential
- **Skills for Life** with Prudential: London based intensive employability mentoring programme with sixth form students.

#### **Vivid Experiences**

- *Unite US* – full details of this programme are included later in this report

#### **Events**

- *Rock Assembly 2018* – running for its eighth year, Rock Assembly took place on 12 July at the SSE Arena, Wembley. The event was attended by over 10,000 young people and around 20 exhibitors took space in the Futures Fair, ranging from the likes of Barclays, Co-op and Dell through to the Services and a range of universities.



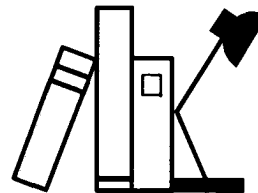
## OBJECTIVES, ACHIEVEMENTS AND PERFORMANCE FOR THE YEAR

### 1) Bespoke Programmes

During the year, we delivered twelve bespoke programmes.

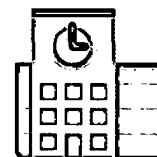
## Our year in numbers

**14 enrichment programmes**



**8 partner organisations**

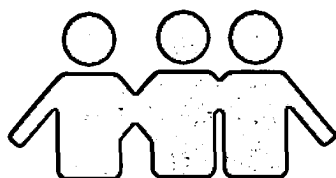
**1,300 schools in our network**



**Over 3,000 hours of high-quality intervention**



**Over 6,000 hours of corporate volunteering**



**60,000 student beneficiaries**



# Programme reports

## Big Energy Efficiency Project (BEEP)



### Summary

The overall objective of BEEP was to encourage youngsters from deprived areas to consider energy issues from an early age and, by harnessing their passion and commitment, to inspire their peers, families and communities to change their behaviours.

BEEP consisted of students learning about energy efficiency, running a campaign in their local communities, and reporting on the results of their campaign. BEEP was run within science lessons, as a cross-curricular activity, or as part of a STEM club. As part of the programme, schools were actively encouraged to enter the BEEP Challenge to EDF. The prize was an exclusive, all expenses paid trip to an EDF Energy Power Station, including a workshop, tour, and goody bag in addition to £25 worth of Amazon vouchers.

The programme reached over **1,000 students** from **48 schools**, though schools estimate that over **20,000 people** were influenced by the 2017-2018 campaign.

### Programme aims

- Harnessing the passion and commitment of young people and encouraging them to inspire their peers and families to change behaviours
- Improvement in subject specific knowledge
- Improving students' skills of campaigning, team work, analysis, presentation, and confidence

### Main findings

The programme was extremely popular with schools, and student participants and their teachers all enjoyed taking part. We saw young people become very invested in the programme, for example one school wrote to their local council about their work and rolled out their campaign to other schools across their academy chain.

### Programme successes

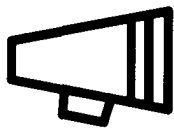
- 21 teams entered the national competition
- Schools estimated that over 20,000 people were reached by the students' campaigns
- The material provided a solid framework for in school STEM lessons
- The structure of the programme was flexible to allow schools to deliver the programme to best suit their curriculum and needs
- The transferable skills gained through taking part included communication, team work, confidence, presenting and campaigning, all of which will help young people in further education and employment.



## Quantitative feedback

After participating in BEEP:

**95%** of students had a better understanding of energy efficiency



**87%** stated the programme taught them how to make a difference in their communities

There was a **22%** increase in students who said they could apply what they have learnt in STEM outside of school



## Qualitative feedback

"I least enjoyed having to learn about the negative effects of energy consumption as it made me very concerned about the earth's well-being in future. Although this has just made me determined to spread awareness" –

*Student – Claremont High School Academy*

"I enjoyed looking into the problems of energy efficiency and about how they can be solved"  
– *Student – Outwood Academy Shafton*

"When we tried to see how many kilowatt-hours certain electrical objects use when they are on, on standby mode and when shut down. This was my favourite moment because all the working outs we did were amazing and I have to admit it was really really really fun" – *Student – Ark Putney Academy*





## Conscientious Brent students win first prize in project to reduce pollution and global warming

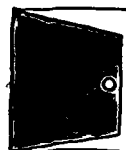


*Tecaher Himakshi Patel and Convent of Jesus and Mary students have been working on a project to save energy at the school.*

A group of conscientious students have won first prize in a school project to reduce pollution and global warming.



# SHUT IT, SAVE IT!



### At the end of the school day

Be sure your teacher:

- Shut down their smart board
- Shut down their computer

Make sure we all:

- Shut open windows
- Shut open doors



## SAVING ENERGY SAVES US ALL



The Royal Refurb was a 2-week Gleeds Global Challenge, implemented in November 2017. Each session was delivered in school by an experienced TT Facilitator.

With guidance from Gleeds volunteers, students worked through 'real life' hurdles in teams, each taking on a different role and using their communication, problem-solving and teamwork skills to overcome the hurdles and keep track of the project at hand. The workshops culminated in a 5-minute presentation from each team.



**1,599 Students**  
**13 Locations Across the UK**



**449 Gleeds volunteers**  
**3,143 volunteering hours**



## Programme aims

- Spark interest in the possibility of working in the construction industry
- Enable students to be comfortable when working in a team
- Dispel any preconceptions that construction is 'just for men'
- Eliminate perceptions that working in the industry means working on a construction site full time
- Improve ability to deal with setbacks



## Main findings

For most students involved in the programme, this was the first workshop of this type that they had taken part in, and it was clear that the session was well-received and appreciated by both the students and their teachers. The uptake of the programme is clearly indicative of the continuing relevance of such workshops.

### Quantitative feedback

After participating in the programme:

**92%** of students said they were more aware of career opportunities with the construction industry

**77%** of students felt they were able to deal with setbacks occurring during a project

**62%** felt more confident presenting in front of a group



### Qualitative feedback



Students:

"I'd enjoy doing more workshops like these as it's better and a more fun way of learning" – Year 9 female student, Oasis Academy Brightstowe

"I think it was good for my confidence. I think they should do this to every year 8 in Manchester. Thank you" – Year 9 female student, Manchester Enterprise Academy

Teachers

"I haven't seen a workshop before that was so engaging and exciting for the kids. It would be great if it could be repeated with other years" – Head of Year 9, Ark Putney Academy

### Programme successes

- Teachers appreciated the explicit curriculum links made by TT
- The structure for the day suited all participating schools, allowing for flexibility
- The transferable skills such as teamwork, communication skills and increased confidence gained became clear when students were presenting their ideas at the end of the workshop
- The unintended outcome of having more female students taking part in the workshops was extremely encouraging, especially with this industry having a low representation of females



## Summary

Junior University was a programme developed by the TT in partnership with Which? University. The programme had two key components: an in-school student mentor-led workshop followed by a celebration day at a local university.

The programme was aimed at KS4 students from disadvantaged schools across England. The programme reached **3,025 students from 36 schools** across England and involved **127** university student mentors from **17** universities.

## Programme aims

- Stimulate interest in disadvantaged young people about the possibility of studying a course at university
- Enhance the perception that higher education can offer an opportunity for students to streamline their interests and develop a career linked to their interests
- Dispel any myths and barriers associated with attending university
- Build student confidence when presenting in front of small and large audiences

## Main findings

Overall Junior University was successful in raising the aspirations of student participants and generating genuine interest and excitement about the possibility of studying at University. An external formal evaluation was carried out by the Policy Evaluation and Research Unit (PERU) at Manchester Metropolitan University which looked at collecting qualitative data through 'Before' and 'After' student surveys, while TT also gathered evidence throughout the programme from the various participating stakeholders.

## Qualitative feedback

"I'm now 100% positive about wanting to go to university and if I want to go I have to work hard and set myself goals along the way specially to make sure I get good GCSE grades" – *Year 10 student, Thomas Deacon Academy*

"During the project I really enjoyed the fact that we were treated like real university students. The visit to Southend University campus was an amazing day" – *Year 10 student, Basildon Academies*

"I think the JU workshops were fun. I learned a lot about how University is from a student's point of view. It has definitely changed my opinion of my own future" – *Year 10 student, Thomas Deacon Academy*

'Many thanks to you and all your team...we certainly feel the programme was of huge benefit to our students especial for those who did the presentations! Monday was a great day for them and worked well...it would be good to work again together in the future' – *Teacher, The Grange School*

'The Junior University programme not only allowed me to instill confidence within the students we worked with but also within myself. It allowed me to provide an opportunity to others that I could only have dreamt of having when I was that age' – *Third Year Student, Aston University*



## Programme successes

- The insight, access, and guidance that was provided to school students on how to use the Which? University online toolkit meant students were exposed to the array of courses available to them and how they can accommodate their interests and career aspirations
- The transferable skills gained through the in-school session activities and academic group project work included communication, team work, problem solving, and public speaking
- The group presentation component of the university visit helped students to raise their confidence in new situations and to feel comfortable presenting to an audience



## Summary

TT has been working with Barclays for several years to deliver LifeSkills in schools across England.

The programme is a series of workshops for 11-19 year olds, divided into three modules: People, Work, and Money Skills.

People Skills helps students to develop the key skills sought by employers, including self-awareness, self-confidence and personal presentation.

Work Skills allows students to embark on their career journey, developing their knowledge and understanding of career paths open to them.

Money Skills educates students on how to make effective decisions around spending and saving as well as planning.

In the 2017-18 academic year, The Transformation Trust has continued to deliver high quality, professionally facilitated Barclays LifeSkills workshops to schools across the country.

LifeSkills has been extremely successful again this year, with the Transformation Trust alone running the programmes for **54,179 students**. 37,058 of these were unique interventions with the other 17,121 being repeats. The student and teacher feedback is consistently positive with most believing the students are left better prepared for their futures.

The geographical reach of the Trust has expanded significantly in response to the changing needs of schools and students and data on government 'opportunity areas'. At the beginning of the academic year we identified 23 eligible local authorities in which we had not delivered any LifeSkills workshops. Following a period of targeted outreach to these areas, at the end of the academic year we had delivered LifeSkills workshops in 15 of these, demonstrating the impact of our outreach.

Feedback from students, teachers and Barclays volunteers demonstrates that Transformation Trust LifeSkills workshops remain highly valuable and effective at helping young people understand and develop the key skills they need to go forward into the world of work.

The 2017-18 academic year has also witnessed a significant increase in Barclays colleague engagement.

In the 2017-18 academic year, Transformation Trust exceeded the target number of interventions by 15%

Student feedback about LifeSkills workshops is consistently positive, with the vast majority commenting that the sessions increased their confidence about their skills, that they learnt something new, and that they felt that they had achieved something during the sessions.

96% of teachers said they would recommend the sessions to another school, and 96% believed their students learnt something valuable from the workshops.





### **Programme Aims**

- Equip young people with the skills they need to enter the world of work
- Develop confidence sharing ideas and increase students' awareness of careers available and how to achieve their chosen career path.

### **Quantitative feedback**

**96.48%** of teachers believed their students learnt something valuable from the workshops and **95.71%** said they would recommend the sessions to another school

**94.95%** of the students rated the 'People Skills' session as either excellent or good

**93.92%** of the students rated the 'Work Skills' session as either excellent or good

**95.37%** of the students rated the 'Money Skills' session as either excellent or good

#### **Money Skills:**

"Because of this session, I will focus more on money and how to use it"

"I have learned that you should think and plan before you buy something"

"Very useful - before I had no idea what a mortgage was"

#### **People Skills:**

"Today has really helped me with my confidence"

"Today's session improved my understanding of the workplace and body language"

"The session made me feel more confident about my future"

#### **Work Skills:**

"I feel more determined to do what I want in life"

"Excellent facts and skills taught, thank you!"

"It gave me a clear idea of my career in the future"

"It was amazing and made me think more about what I want to do"

### **Programme successes**

- The programme exceeded its targets, with 54,179 interventions against a target of 47,000
- From feedback, it is clear that students believed their skills had been improved
- Furthermore, teachers were very positive about with the sessions and a number of repeat bookings have already been secured for the coming academic year which demonstrated the high value schools place on the programme



## Summary

The LifeSkills Deep Impact programme was delivered in Government Opportunity areas Bradford, Oldham and Ipswich, to a small cohort of white boys in Year 10 (aged 14/15). This group was selected as a focus for this programme based on research into academic achievement for these students in past years.

The programme aimed to raise student aspirations through a series of facilitated, LifeSkills lessons tailored to meet local labor market needs. These were run with the support of a group of Barclays mentors and took place between October 2017 through to July 2018. The programme included an online platform for reflective learning and practical activities, culminating in a celebration graduation session at Barclays' Headquarters in London and a work experience opportunity in the summer of 2018.

The journey of learning was designed to support students in acquiring both soft skills, such as confidence and problem solving, as well as practical skills, such as how to put a CV together and how to interview well.

## Programme Aims

- To raise the aspirations of the young people
- To support them in acquiring the employability and practical skills to help move them forward with their next steps (whether that's sixth form, college, apprentice, working towards university)
- To demonstrate that a blended approach to supporting young people delivers the greatest impact (practical learning and work experience through a network of business mentors – face to face / online)
- To quantify the link between raising aspirations and increased motivation among young people to work harder at school to achieve the results

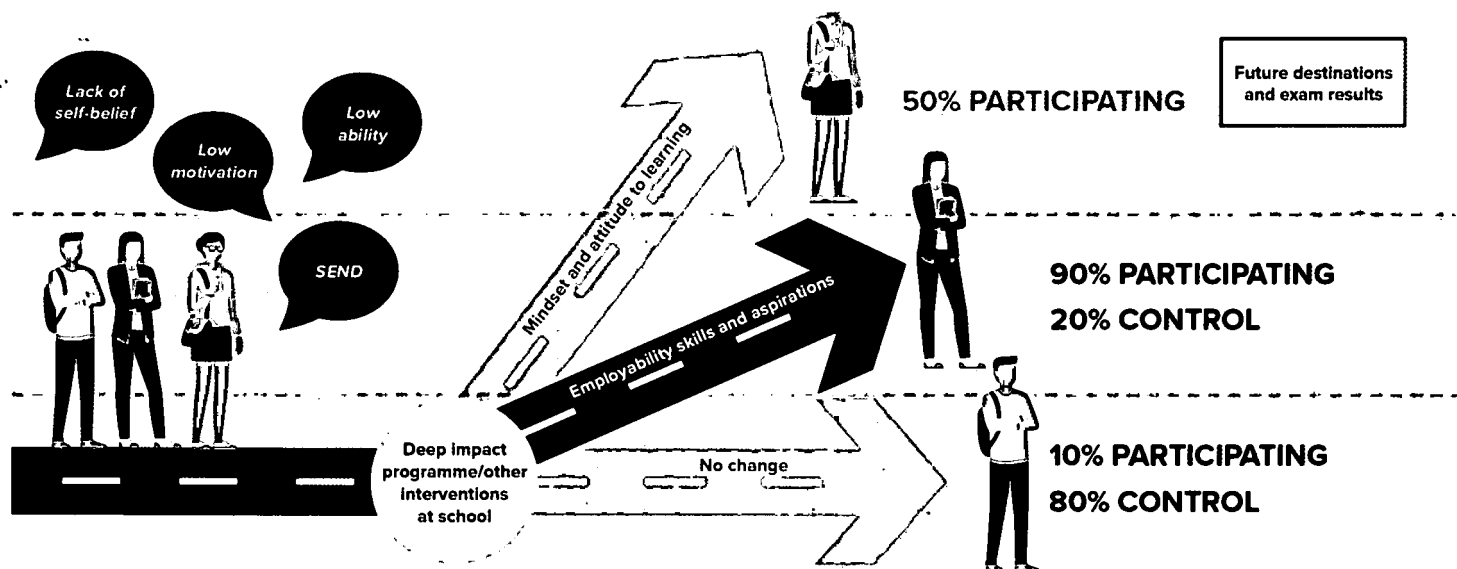
## LifeSkills Deep Impact results

The independent evaluation shows that the programme delivered excellent results. The evaluation looked at the answers to a series of questions from the students who participated in the Deep Impact Programme and compared these to the answers from a control group of students who did not participate in the programme. All the students (participating and control) who completed the evaluation also benefited from some interventions at school.

90% of the participating students improved their employability skills and developed new and higher aspirations. In addition to this 50% of the participating students also changed their mind set and improved their attitudes to learning.





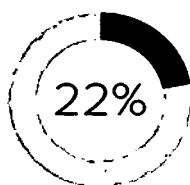


One of the greatest areas of development was the self-awareness of the participating students.

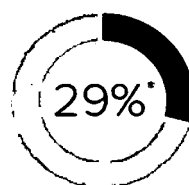
Understanding of own strengths and skills, 'Improved a lot':



Deep impact participating



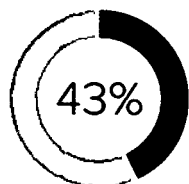
Deep impact control



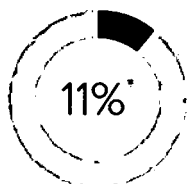
LifeSkills programme (14-15 years old)

There were huge improvements in problem solving amongst other employability skills.

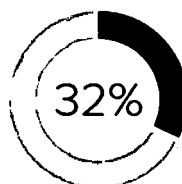
Knowledge of how to solve problems in the workplace and learning, 'Improved a lot':



Deep impact participating



Deep impact control



LifeSkills programme (14-15 years old)

## Qualitative

'Other staff have noticed that he's more confident to talk up in lessons as well. And his positivity [has increased], he's not so negative now, and he tells everybody he's been to Barclays and he's had that opportunity. The Assistant Head, [who oversees data and progress], said he's noticed a big difference in [this student] as well.'

Teacher

'I am absolutely convinced that the programme has enabled us to keep [this student] in school, as opposed to him being most likely excluded. He has worked hard and is showing progress in many areas, [including the core subjects]. His grades are not going to be amazing. However, keeping him in school, keeping him engaging with us, teaching him and helping him to develop his personal skills, helping him to mature in a learning environment is going to be invaluable for him.'

Teacher

"I had been sceptical about the programme but have changed my mind. It's changed how I think about myself because they try to show you what's good about you and try to highlight that,"

Student



**The Transformation Trust**  
Helping schools transform young lives

## Summary

MediaCom & Me was a fully-funded six-session programme which took place at MediaCom's head office in London.

This programme offered **50 Year 12 students** the opportunity to build on their core employability skills through mentoring sessions, while also getting an insight into the various disciplines within one of the UK's leading media agencies.

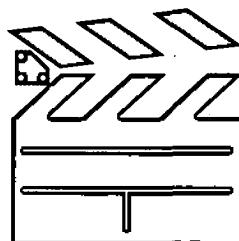
In addition, the programme had a focus on attracting 60% Black, Asian and Minority Ethnic (BAME) students, and ultimately attracted 88% BAME students. Participating students were offered the opportunity to apply for MediaCom's Apprenticeship scheme and one student was successful in gaining a place on this.

## Programme aims

- Enable students to be comfortable working in a team
- Develop students' confidence when sharing ideas
- Improve students' ability to deal with setbacks when working on a project
- Increase awareness of careers available within the media industry
- Eliminate the perception that you have to know what you want to do in the future in order to succeed

## Main findings

MediaCom & Me had an overwhelmingly positive impact on raising the participating students' aspirations, on their consideration of the media industry as a career path and on raising their skills such as public speaking and working with others. Feedback from teachers and MediaCom mentors also highlighted the deep impact of the programme with notable growth in the confidence and engagement of the students over the course of the sessions.



## Quantitative feedback

After participating in the programme:

**76%** of the students stated they felt confident with public speaking, an increase of 37% from the before survey

**93%** stated they felt confident sharing their ideas with others and felt comfortable working in a team

## Qualitative feedback

"It has been a pleasure meeting these students and seeing these kids grow. I feel very honored to be a part of it" – *Senior Social Planner, MediaCom*

"I was encouraged to step outside my comfort zone – the host was very encouraging and inspiring and made me feel more confident about public speaking" – *Year 12 female student, Skinners Academy.*



"When we were able to present to everyone as it was at first intimidating but now I have communication and public speaking skills" – Year 12 female student from Swansea school

"Thank you for delivering such flawless sessions; the young people really grew and your impact is definitely life-changing" – Teacher, Skinners Academy



### Programme successes

- Transferable skills were clearly gained throughout the programme, including communication, teamwork and confidence
- A safe space was created in each session, where students felt comfortable to step out of their comfort zones
- Students developed and showed an undeniable interest in the media industry as a possible career choice
- Students were inspired by the talks given by MediaCom mentors on various disciplines within the industry
- One of the participating students was selected to join MediaCom's Apprenticeship Programme for 2018.



## Summary

Perfectly Pret was a programme developed by TT in partnership with Pret. It offers KS3 and KS4 GCSE Food Preparation and Nutrition students from London schools a supported phased programme.

Students were given an opportunity to create a brand-new quality sandwich product. Schools competed to create the best product, with the winners invited to Pret's Head Office in Victoria, London, to pitch their lunch item.

The programme reached **75 students from 4 schools** across London.

## Programme aims

- Change perceptions, generate excitement, and dispel negative myths about working in the catering industry
- Create a better understanding of transferable work skills and career opportunities available within the catering and hospitality industry
- Enhance core capability skills for example teamwork, problem solving, design, budgeting, marketing and public speaking

## Main findings

As well as helping students develop positive attitudes towards the catering and hospitality industry, their competence in core capability areas such as team work, communication, and problem-solving also vastly improved.

Feedback from the teachers was very positive, with many comments made about how the programme helped to raise their students' aspirations and confidence. Teachers particularly appreciated the curriculum-linked support materials provided for the session, as it allowed them to integrate the programme into their school timetable.



## Quantitative feedback

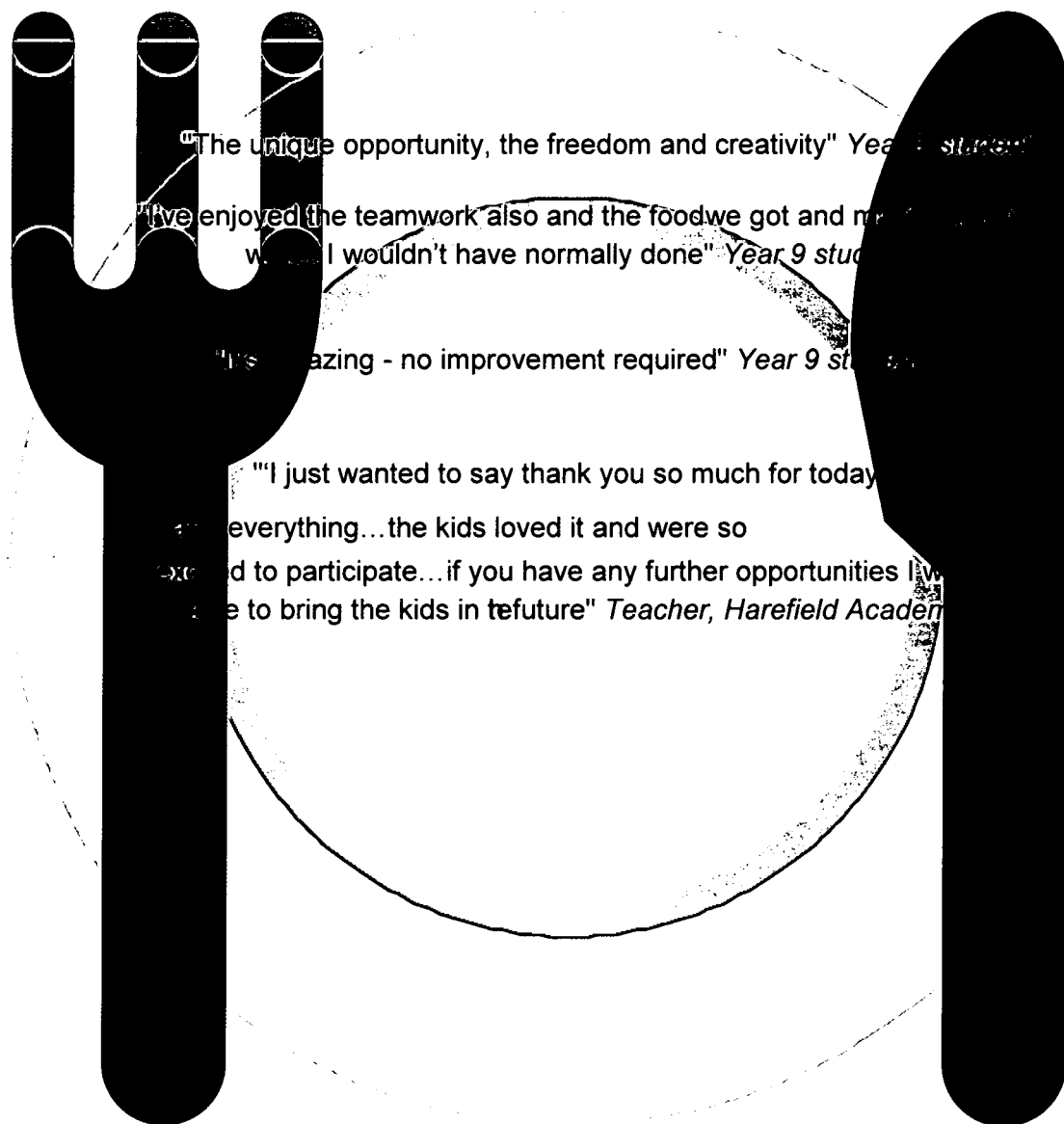
After participating in the programme:

**100%** of the students said they were more aware of career opportunities within the catering and hospitality industry

**92%** said they would recommend the programme to a friend

**89%** felt more comfortable working in a team

## Qualitative feedback



## Programme successes

- Curriculum-linked schemes of work meant schools were able to integrate the programme into their school timetable
- The structure of the programme was flexible allowing schools to deliver the lessons to best suit their curriculum needs
- Students developed positive views about the catering and hospitality industry and expressed their enthusiasm and excitement about working in the industry
- The transferable skills gained through taking part in the programme for example communication, teamwork, confidence, and public speaking will help young people in their further education and employment



## Summary

Taste of Pret consisted of a one-day facilitated workshop for two groups run in March 2018. The programme focused on gaining an insight into the range of career opportunities available at Pret and the wider catering and hospitality industry. Students also had the opportunity to undertake a range of food and nutrition-based activities.

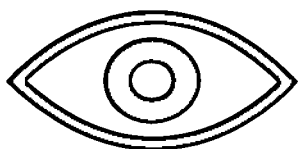
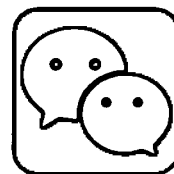
Students were given the chance to design and pitch their own quality sandwich product in teams using the knowledge acquired from the activities. Each team received feedback and was asked a series of follow-up questions.

All students who participated were offered the opportunity to take part in Pret's summer work experience placement scheme ('Pret's Big Experience Week').

**The programme reached 288 students from 20 schools.**

### Programme aims

- Change perceptions, generate excitement, and dispel negative myths about working in the catering and hospitality industry. Generate candidates for the Pret apprenticeship scheme and Pret's one-week work experience placement.
- Enhance core capabilities including teamwork, problem-solving, communication, and public speaking.



### Main findings

The programme was very popular with schools, with teacher feedback highlighting the positive impact of the programme on their students' aspirations and confidence. Students were clearly inspired by Pret's culture and values, which was echoed in the qualitative feedback.

### Quantitative feedback

After the programme:

**98%** of students said they would recommend the programme to a friend

**82%** of students said they are now comfortable working in a team

**79%** of students stated they now felt comfortable sharing their ideas with others

**74%** said they now felt more motivated to do well in their school work

**65%** came out saying they felt more self-confident



## Qualitative feedback

### "Which part of the day did you find most helpful?"

"The group effort and making friends with people I thought I never could"

"The pitch, it helped me with my confidence and teamwork"

"The work experience tips, because it makes me feel more confident to try things"

"I just want to thank you for all your hard work, as well as the people from Pret. It was so inspiring to hear some of the people within the offices of the opportunities they have been given through Pret...I would like to just congratulate everyone who planned this" – *Teacher, The Compton*

## Programme successes

- The space at Pret's head office meant students were able to gain valuable insight into what it is like to work at a highly established company
- Students were inspired by the stories shared with them from Pret staff members, allowing them to visualise different career paths and futures for themselves
- Students developed positive views about the catering industry and expressed their excitement and enthusiasm about working in the catering and hospitality industry
- The transferable skills gained through taking part in the programme will help young people in further education and employment







## Summary

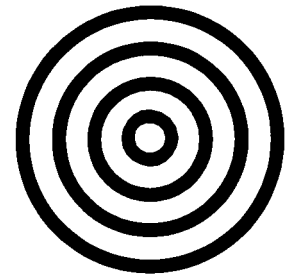
Powering Potential was a five-part fully-funded mentoring programme for **120 Year 12 students**, which took place at Dell's offices in **Bracknell** and **Brentford**.

Each session focused on a different employability skill, such as building a CV, body language, and interview practice.

The sessions also featured inspiring insights from Dell employees, who continued to mentor and work with the students throughout the programme.

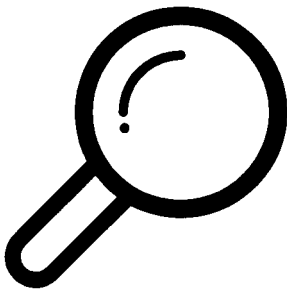
## Programme Aims

- Enable students to be comfortable working in a team
- Develop confidence sharing ideas
- Raise academic aspirations
- Increase awareness of careers available within the technology industry



## Main Findings

Powering Potential had a clear and positive impact on student's aspirations and motivation to continue in education. The programme also helped students increase their overall self-confidence, particularly in public speaking and presenting. Feedback from teachers and Dell mentors also highlighted the positive impact of the programme, with teachers consistently commenting on the level of impact the sessions had on their students' aspirations and confidence.



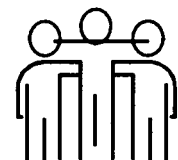
## Quantitative feedback

**89%** of students stated they are thinking of staying in education longer after the workshop



**74%** of the students stated that they felt confident in public speaking after the session

**97%** agreed that after the session they felt confident working with others (a 17% increase on the before survey)



**100%** agreed they would recommend the Powering Potential programme to a friend



"I asked the group was this something that they thought the rest of their peers in year 12 would benefit from and the answer was that they think it should be offered to everyone as you not only learn so much about yourself, but it also provides the skills to aid with what is needed for the world beyond school"

*Teacher*

"This session helped me get out my comfort zone and socialise and meet other people"

*Y12 Student*

"What a rewarding experience it has been to have been here... you watch the students grow and develop in their skills"

*Dell Mentor*

### Programme successes

- 123 students across 11 schools took part in the programme
- Students thoroughly enjoyed attending each session and were committed to completing the programme
- Students' overall confidence and belief in themselves as employable young people increased
- Transferable skills were gained
- Teachers commented on a positive change in the behaviour of the students at school



## Summary

Powering Transformation was a fully-funded, one-day workshop developed by TT and supported by Dell. The workshop offered the opportunity for KS3 students across the UK to utilize Dell technology in a collaborative problem-solving challenge with a focus on community activism.

The aims can be broadly divided into three key themes: raising academic aspirations, increasing interest and fluency in technology, and enhancing core capabilities.

Over **4800 students** took part in Powering Transformation 2017-2018, with

**110 schools** taking part.

## Quantitative feedback

After the workshop:

**93.7%** of students felt more confident sharing their ideas with others

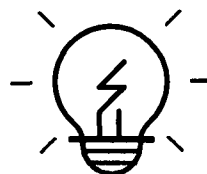
**89.26%** of the students were interested in finding out more about jobs that use technology

**92.65%** of students believe they gained skills/knowledge to increase their motivation in schools

**100%** of teachers agreed their students were engaged with the workshop and that their aspirations were raised by it

## Qualitative feedback

"I enjoyed making and presenting my product in front of people even though usually I am very anxious to do so. Today gave the confidence I needed to break out of my comfort zone and do things I usually won't do. This has been a great and best experience of my school journey" (*Student*)



"I think I just witnessed the best 5 days of outreach for students of this age that I have seen in nearly 27 years of work" (*University*)

"You truly have a fantastic crew representing Transformation Trust. The team do a brilliant job and I feel proud to have been part of/volunteering for Transformation Trust this year. I really enjoyed today and cannot wait till the next opportunity I get to volunteer and support the team."  
(*Dell volunteer*)

"All students were inspired and challenged to work together, it increased their confidence to speak in front of the group" (*Teacher*)

## Programme successes

- Clearly, students felt their core employability skills (presenting, critical thinking, problem solving) had been enhanced
- Extremely positive feedback from all stakeholders, all keen to be a part of the programme again in the future
- Students' aspirations were increased by learning in a university setting
- Increased technological fluency



## Summary

PruGOals was a programme designed by Prudential, as part of a nationwide commitment to social inclusion in the UK for disadvantaged young people.

The programme took students through an 8-month journey, which aimed to empower young people to increase their self-esteem, emotional wellbeing, raise aspirations, and create resilience through Prudential RideLondon Surrey-46.

As well as bikes, training, and equipment, the programme provided coaching and mentoring to support the students as they prepared for the RideLondon event in July 2018.

Through the support of Prudential's charity partners, the programme engaged **500 16-18 year olds** from low-income families, with **7 schools comprising 65 students and 15 teachers** taking part in the programme through TT.

## Programme aims

- Raise students' aspirations through sport
- Equip young people with the mind-set required to take on the Ride London-Surrey 46 challenge
- Increase students' self-esteem and belief in themselves to succeed
- Develop core employability skills

## Main findings

PruGOals certainly achieved its central aim of empowering young people to increase their self-esteem, emotional wellbeing, raise aspirations and create resilience through Prudential RideLondon Surrey-46. Equally, it gave teachers and coaches a rewarding experience, allowing them to make a real difference to the students' futures.

## Qualitative feedback

"Being given the opportunity to take part in something like RideLondon was an amazing honour and a brilliant experience, especially knowing that so few people are chosen to be involved.

I've met new friends and it has made me feel much more confident in myself and increased my self-belief.

I know now that if I set my mind to something, I can achieve it. I hope to come back and complete the 100-mile course next year." (Female Student, St Andrews RC School)



"The whole experience was amazing, the students loved it and all surpassed our expectations, can't believe they finished under 4 hours, especially when some had never even ridden a bike before the programme.

They have learnt so much about themselves, gained so much from the experience, we can't thank

PruGOals enough for giving them the opportunity. Some of our students come from the most socially deprived backgrounds imaginable, this experience has not only broadened their horizons, but given them a taste of what they can achieve in life when they set themselves a goal and work hard. The opportunity to travel and stay in London was also amazing, and we were really grateful for the opportunity for the extra day. You have provided a truly life changing opportunity and one which will live with the students forever, thank you" (*Teacher, Manchester Health Academy*)

### Programme successes

- Students took ownership over their own goal setting and training, as well as reflecting on areas for development
- Interventions included practical advice on nutrition and goal setting, which the participants were able to relate to and as a result had a positive impact on their journey and overall experience
- Dame Kelly Holmes' presence and involvement at each intervention inspired students to become ambitious and set goals for themselves
- Upon the completion of the programme, many students reported that their self confidence and self-esteem had increased
- Group leads were really on board and organised local group training rides which meant that students were ready for Ride London in July
- There was a good social media presence from schools which saw group leads posting photos and updates on Twitter



## Summary

Prudential Skills for Life was a fully facilitated group mentoring employability programme designed for **40 Year 12 students** from across London and ran for its third year in 2017-18.

The workshops were facilitated by an experienced TT facilitator and covered a range of topics including: thinking about the future, using technology to build a professional CV, interview preparation and practice, and how to use technology for effective job hunting.

The sessions were held at Prudential's offices in London and were supported by a number of Prudential employees who acted as Mentors for the students taking part.

## Programme aims

- Maximise student-mentor collaboration
- Highlight the range of pathways open to students in a financial firm such as Prudential, while also demonstrating that most career pathways do not typically take a linear journey
- Encourage students to apply what they learnt in the sessions to practice real-life situations

## Main findings

Students had an overwhelmingly positive response to the programme and reported feeling more confident and motivated to do well as a result of the workshop. Students were also massively inspired by the stories shared with them by the Prudential mentors, allowing them to visualise different career paths and futures for themselves. Students also said that they learnt a lot about job seeking, interviews, and networking.

## Quantitative feedback

After participating in the programme:

**100%** of the students felt confident meeting new people

**97%** felt they were now good at communicating their strengths to others

## Qualitative feedback

"These sessions have helped me build communications skills, cooperation skills and networking which are really good things for the future" *Year 12 Student*

"Meeting new people and realising they're similar to me. It's interesting and challenging" *Student*

"It has been wonderful to see the students' confidence grow throughout the programme. They have been so engaged in each session and encouraged to think about how networking and presenting themselves to others, can make a big difference to their future career" *Teacher*





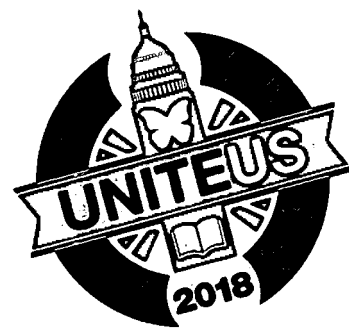
### Programme successes

- The workshops provided a framework for students to access and become fully involved in the sessions
- Group mentoring worked extremely well, with mentors taking part in each session and immersing themselves in the activities
- 'Pru Promises,' a pledge detailing how to make effective use of each new skill, meant students had to show commitment to the programme and their own development
- The students taking part in the programme were prime age so that the skills they learned would be relevant to applications they would be making in the forthcoming year





## 2) Vivid Experiences: Unite US



### Summary

The Unite US programme was developed by the TT and was funded by the US Embassy, Arcadis and TT to give sixth formers the opportunity to create and run local campaigns designed to improve community cohesion and tolerance of others.

**33 schools, with 108 teams** from across the UK took part in the programme which saw the students **reach over 2.3million people** via social media, traditional media, and face-to-face interventions. The students were featured in the local news including The Portsmouth News and the Gosport Globe.

Following a competition, the 4 winning teams were taken on a trip of a lifetime to Washington DC to take part in 'Campaign College'. Staying at Georgetown University, the students networked with influential people within US Politics to learn new skills to input into their campaigns at home.

Students were invited to the House of Lords TT celebration event to talk about their experiences on the programme.

### Programme aims

- Activate at least 50 local campaigns to reach 95,000 young people across the UK to raise awareness of social cohesion and the need for greater tolerance of others
- Encourage young people to see themselves as agents for change in their local communities
- Develop young people's cultural awareness as they reach out to communities beyond their own
- Develop students' understanding of the bipartisan nature of campaigning and the importance of working within a broad spectrum of interests
- Deepen students understanding of how to run effective campaigns, across multiple channels
- Engender a understanding of the meaningful relationship between the US and UK through the 'campaign college' in Washington DC

### Main findings

The programme was an overwhelming success with students and teachers, exceeding by some margin all performance indicators. In total, the programme reached **2,328,281** people through social media, traditional media and face-to-face interactions. Students felt personally developed, especially in building leadership skills and wanting to get further involved in politics and social action.

### Quantitative feedback

After participating in the programme:

**100%** of students agreed they are more aware of how to run campaigns and want to be involved in social action programmes

**94%** of the students agreed they felt able to make a positive change in their community

**100%** agreed they had developed leadership skills through being a part of the campaign team

**100%** agreed they would recommend the programme to a friend



## School group tackles anti-social behaviour

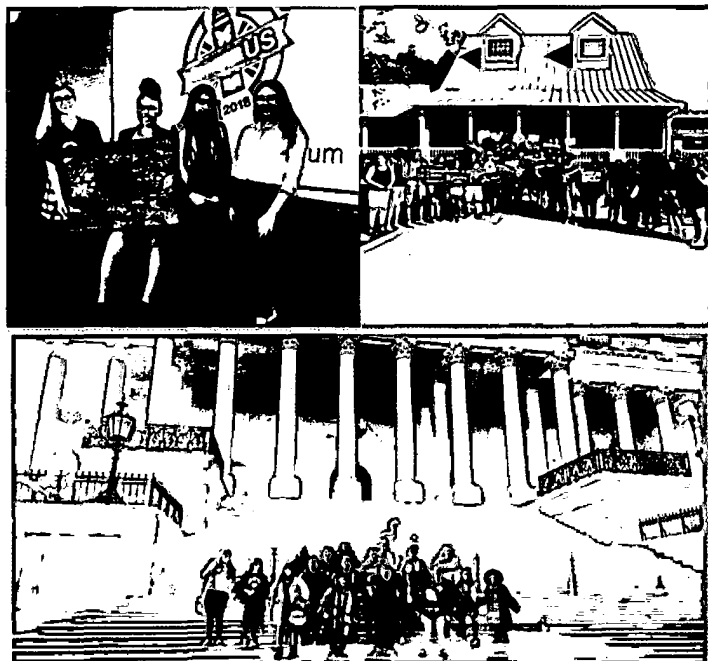
### Qualitative feedback

"The most valuable part of the programme was meeting all the political speakers as it opened us to networking and being more aware on how the political institutes work in America" - *Student, Lordswood Girl's School*

"It's very encouraging for the people who are less able to get a job. This will have an impact for them that they will still have a chance to get a job" – *Student participant*

- The programme massively exceeded its target minimum reach of 95,000 people by reaching over 2.3 million
- Students were clearly impacted by the political figures they met, with many saying they are now inspired to aim for a career in politics in the future
- It gave students a once-in-a-lifetime trip that they will never forget, with experiences that have developed them personally by increasing their confidence and skills in numerous areas

- "The trip has been eye-opening for me, I knew beforehand I was passionate about our cause and wanted to make a change, but our campaign had stagnated and we thought we had explored all avenues. After this trip, we now know what we have to do and are excited to do so" *Student, Lampton School*
- "Thank you so much for this amazing opportunity. It has truly changed my life for the better and it is an experience I will never forget" *Student, Ark Globe Academy*



● **FIRESIDE** CRIME POLITICS TRAVEL

**News**

Four students from Ash Grove Academy in Easton, Conn. won a national competition with their affordable housing campaign, a tactic the Elephant Park regeneration project and streets to make it benefit the already existing community.



**WAGE STRIKE** P. 2, 4  
(100)

**EXHAUSTED PICKMAN CONTRAVENTS  
STRIKE CLAPPED FOR WORKERS  
SLAVERY CONDITIONS, UNLAWFUL  
BOSS AND BUNDT COPE**

«FIN DE UNA ERA» PARA LOS  
LATINOAMERICANOS DE ELEFANT  
DESPUÉS DE LA APROBACIÓN DE LA  
MEMORIA DEL CENSO  
CONCIENCIA

OLD YING GREW UP IN WASHINGTON  
COUNCIL HOUSE IS SON & DIRECTOR  
OF PLANT

PECKHAM GARDNER SUFFERED LOSS OF  
TREASURED FAMILY PHOTOS IN  
CHURCH FIRE LAST YEAR



34

### 3) Events

## Rock Assembly 2018

#### Summary

Rock Assembly is our annual careers fair and pop concert extravaganza that takes place at Wembley SSE Arena. Tickets are fully funded for **10,000 students** from across the UK and it is a fantastic way to introduce students to a whole host of top flight employers at the futures fair in the morning, whilst celebrating the end of term in style with a concert in the afternoon.

#### Exhibitors at the Futures Fair 2018 included:



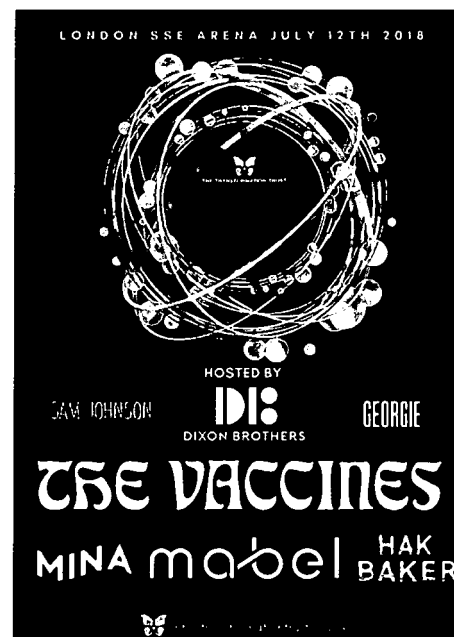
Barclays, Co-op, Dell, Fire Brigade, Global Academy, iDEA Duke of York Award, MediaCom, Milkround, Penguin, Prudential, RAF, Siemens, Wates, Durham University, University of Dundee, University of Bradford, De Montfort University, University of Hull,

**The afternoon concert was opened by the Class Act Competition Winners – Kingdom who were featured on BBC London News.**

#### Artists at the concert which was hosted by The Dixon Brothers included:

Georgie, Hak Baker, Mabel, Mina, Sam Johnson, Wretch 32 and the Vaccines.

**Overall – 88% of young people thought the Futures Fair was useful to them in terms of helping them think about possible future careers.**



#### Qualitative feedback

"I would like to say a big thank you to you and your whole team who worked on the Rock Assembly event...big thank you for your effort to make us feel comfortable and welcome!" (*Saint John Bosco College, London*)

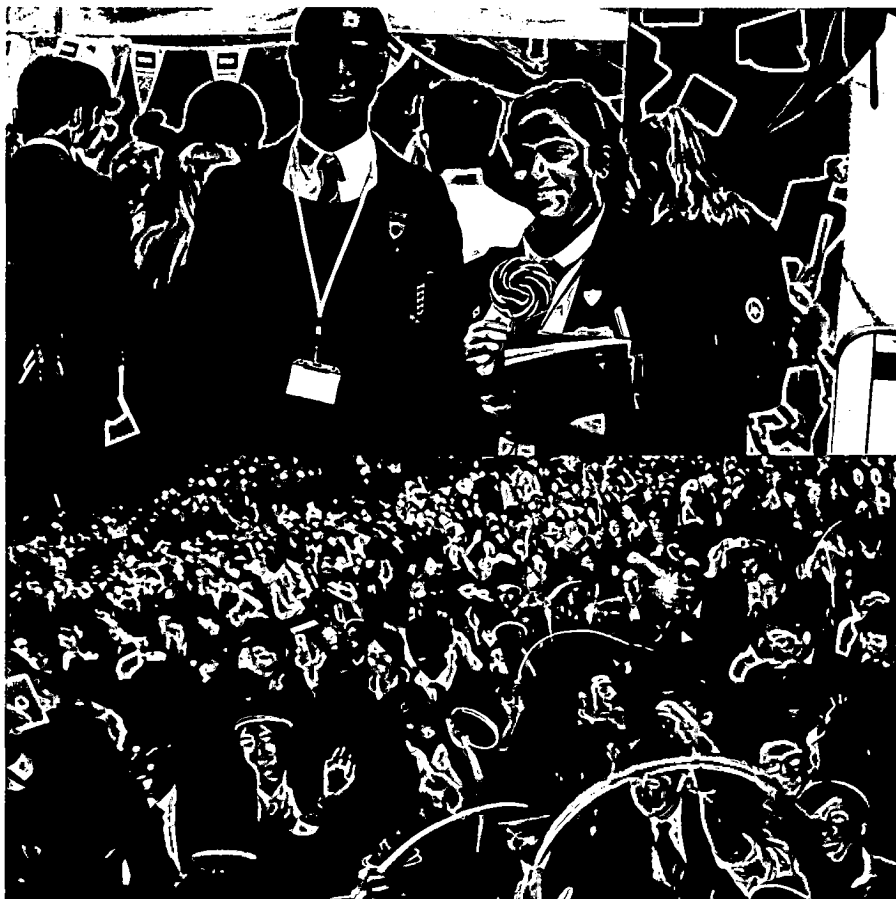
"Great to see our students having such a good time, seeing their idols was something they could really only dream about. Thank you for making it possible!" (*Conisborough College, London*)

"Thanks @the\_tttrust for an amazing day - hosting loads of our students at #rockassembly2018" (*Lampton 6 Form*)



## Programme successes

- As always, another successful year for Rock Assembly
- First chance for many of the students to meet and speak to employers and organisations
- Many inspiring artists involved
- Over 10,000 students from across the UK attended



# Conclusion

TT has had an extremely successful year, helping open the doors of opportunity to young people across the country. We have worked with some of the most challenged schools in the country, offering their students employability-developing and confidence-building experiences.

The programmes we offered this year were diverse, giving students the chance to learn and experience a variety of different sectors. We are hoping to continue expanding and work with more sectors across the UK in the coming year.

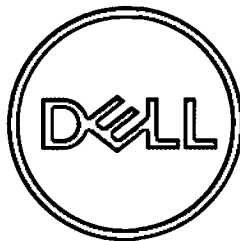
Students this year have been involved with the TT in a number of ways, for example, they could have been learning about political campaigning in Washington DC, taking part in a mentoring programme in a Corporate head office, or watching Mabel perform live in Wembley SSE Arena....it really has been an incredible year!

As this report proves, we have achieved some brilliant results and received fantastic feedback. We will use this productively to ensure that next year we continue to provide high-quality interventions and make more steps towards alleviating the opportunity gap between schools across the UK.

## A huge thank you to Our Partners

**LifeSkills**

Created with  **BARCLAYS**



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**The Transformation Trust**  
Helping schools transform young lives

## **4) Extending our relationships with schools**

We have increased the number of schools in our network this year. We have identified that there are 1,701 state secondary schools who fit our criteria of working with schools who have above average numbers of pupils eligible for pupil premium funding (based on the local average).

We will be expanding our in-house team of school liaison officers during 2018-19 to enable us to reach more of our target schools.

### **PRIORITIES FOR 2018/19**

In the coming year, we will be focusing on the following areas of priority.

#### **Growth in Bespoke Programmes**

The Trust will be expanding the number of bespoke programmes in the course of the Financial Year 2018-19, whilst ensuring it has sufficient resources to maintain the quality of the existing portfolio.

Discussions are ongoing with potential new corporate partners and a number of pilot programmes have already been developed with new corporate partners. In addition, we have agreement to expand existing programmes.

#### **Vivid Experiences**

We have recently submitted a bid to the US Embassy again for 2018-19. The new programme would involve a group of teachers and students undertaking a trip to the United States and engaging with the Media Sector to facilitate improvements in media teaching in the UK. The trip to the USA would take place in April 2019.

#### **Events**

Plans for Rock Assembly 2019 are already under way. The event will take place at Wembley Arena in July, with 10,000 students expected to attend the Futures Fair to learn more about career and higher education opportunities, before enjoying the concert that follows.

### **Financial Review:**

#### **a. FINANCIAL SUMMARY**

This financial year has seen The Trust embed our model of designing, delivering, and evaluating Bespoke Programmes. Other than occasional fundraising events or donations through JustGiving, our income is entirely derived from the programmes we develop and deliver with our corporate partners.

The Trust's senior management continues to explore opportunities to reduce core costs and achieve greater value from the resources at its disposal. This is, in part, reflected in the significant level of donated services received during this financial year (refer section c. below), from suppliers and other supporters of The Trust's mission to transform young lives. In addition, this is reflected by the significant contribution made by volunteers and the table below shows the number of volunteer hours provided across our programmes:



Programme Name	Hours
Barclays LifeSkills	1341
Barclays LifeSkills Deep Impact	810
Dell - Powering Transformation and Powering Potential	730
Rock Assembly	20
Prudential Skills for Life	48
Unite US	88
Gleeds	3143
<b>Total</b>	<b>6180</b>

The Trust has received more unrestricted funds this year than in previous years which is mainly as a result of donations through the JustGiving Website.

#### **b. RESERVES POLICY**

In line with the policy set by the Board, The Trust has sought to maintain a policy where unrestricted and uncommitted funds held by The Trust represent at least between two and four months of total unrestricted expenditure. As at 31 August 2018, total unrestricted reserves stood at £83,744. This represents over 34 years of total current unrestricted expenditure (after any transfers). The Trust continues to review its reserves' policy, alongside its ongoing projects and associated funding requirements.

#### **c. SUPPORT IN KIND**

Over the course of 2017/18 the Trust received various in-kind advice and support from the corporate sector and wider supporters, including:

- The equivalent of 20 days of education advice through Teachers Advisory Group
- Support for our Unite US programme from Andy Bookless, Professor John Moore, Michael Krull and Col Patrick Murray
- Volunteer hours provided by corporate partners, including Barclays, Dell, Mediacom and Prudential
- Donated IT equipment from Dell
- Provision of meeting rooms and refreshments from Mediacom and UCL
- Salesforce Software licences made available to us free of charge
- IT support from Karl Hoods
- Free transport for those London schools attending Rock Assembly before the free travel deadline
- Susannah French - business manager
- Sam Draper – education consultant and facilitator

Donated services were also received from Denford Associates Limited (in respect of Amy Leonard's services as Chief Executive), and from Kirsten Flynn (Company Secretary).



The total value of donated services was £169,465 (2016/17 £160,304).

In addition to this, the Trust is very grateful to a number of suppliers who have provided services at hugely discounted prices for our annual Rock Assembly event. The value of these discounts is estimated to be very similar to the discounts offered last year of £159,000. In accordance with the guidance in the SORP, these discounts have not been recognised in these accounts. However, the Trust acknowledges that these discounts have enabled the Rock Assembly event to go ahead and so have been for the benefit of a very large number of students.

#### **d. GOING CONCERN**

After making appropriate enquiries, the Trustees have a reasonable expectation that the Charity has adequate resources to continue in operational existence for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Accounting Policies.

#### **e. INVESTMENTS POLICY**

The Trust regularly reviews its policy for investing uncommitted funds. At present, funds are not invested but should options for investment be identified in the future, the decision on whether to invest will be made by the Board of Trustees, ensuring that the ongoing financial flexibility and viability of The Trust is maintained as a priority.

### **STRUCTURE, GOVERNANCE AND MANAGEMENT**

#### **a. CONSTITUTION**

The Charity is registered as a charitable company limited by guarantee, under company number 06852919, and was set up by a Memorandum of Association on 19 March 2009.

The Charity is constituted under a Memorandum of Association dated 19 March 2009 and is a registered charity, under number 1134468.

#### **b. METHOD OF APPOINTMENT OR ELECTION OF TRUSTEES**

The management of the Charity is the responsibility of the Trustees who are elected and co-opted under the terms of the Articles of Association.

#### **c. POLICIES ADOPTED FOR THE INDUCTION AND TRAINING OF TRUSTEES**

This is the ninth year of operation for The Trust. All Trustees are already experienced and hold similar posts in other charities and companies. Trustees have become familiar with the work of The Trust through information provided at meetings, visits and attending events. Trustees are also invited to join working groups comprising interest groups including industry, teachers, and pupils. Trustees are offered a range of tools to help with their continuing development including guidance on being an effective Trustee and emerging issues. Trustees are also given copies of the Trust's Memorandum and Articles of Association.





#### **d. ORGANISATIONAL STRUCTURE AND DECISION MAKING**

The Trust has the core function of running programmes in schools directly. It currently relies on a core team, with scrutiny and oversight carried out by an experienced Board of Trustees:

##### ***Board of Trustees***

The Trust is governed by a Board of Trustees, representing the public, private and third sectors. And chaired by Sir David Bell. During the reporting period, the Trustees have included:

- Sir David Bell (Chair)
- Tim Byles (resigned 20 November 2018)
- Sir David Carter (appointed 1<sup>st</sup> April 2018)
- Ian Cleland
- Dame Julia Cleverdon (resigned 19 November 2018)
- Charles Philip Graf
- Luke Bradley-Jones (appointed 1<sup>st</sup> January 2018)
- Joshua Krichefski
- Lord Richard Newby
- Fiona Ryland
- Baroness Margaret Sharp
- Baroness Tina Stowell (appointed 1<sup>st</sup> January 2018, resigned 22 February 2018)
- Julia Tyler
- John Williams
- Rachel Wolf

The Board of Trustees met three times in the reporting period. There are no sub-committees to the Board. Delegation of day to day activities was passed to the Executive.

##### ***Teachers Advisory Group***

The Teachers Advisory Group provides support and guidance to the executive, providing expert input and challenge during the development of new programmes, and in the evaluation of impact.

- Heather Scott, Chair (Interim Principal Skegness Grammar School)
- Mark Everett (Executive Headteacher Writhlington School)
- Harry French (Headteacher Ash Green School)
- Bruce Hain (Head teacher Mendip Studio School)
- Mohsen Ojja (Principal The Crest Academies)
- Matthew Partington (Headteacher Roundhay School)
- Lynnette Parvez (Headteacher, Kelmscott School)
- Justin Philcox (Headteacher, Churchfield Church School)
- Richard Wood (Headteacher Mexborough Academy)

##### ***Young People's Advisory Group***

The new Youth Advisory Group (YAG) was set up during this year and the first meeting was held in July 2018. Four students attended, all of whom had taken part in one of our programmes. Two parents also attended. Their opinions informed part of a bid we submitted to the Mayor of London: Young Londoners Fund and we are awaiting the outcome of this bid. We are hoping to expand the YAG during 2018-19 and set up regional hubs.



## **Executive**

The Trust has a small Core Management Team comprising:

- **Chief Executive** – Amy Leonard
- **Company Secretary** – Kirsten Flynn (voluntary)

In addition, the Trust employs organisation and business staff, as well as programme managers and programme coordinators.

### **e. RISK MANAGEMENT**

#### *Risk Management Statement*

The Trustees conduct regular reviews of the major risks to which the Charity is exposed, and risk management forms a part of each trustee meeting. A risk register is maintained and updated regularly. The Trust has implemented systems or procedures, where appropriate, to mitigate the risks that it faces. Internal control risks are minimised by the implementation of procedures for the authorisation of all transactions and grants. These are reviewed regularly to ensure that they continue to meet the needs of the Charity.

### **TRUSTEES' RESPONSIBILITIES STATEMENT**

The Trustees (who are also directors of The Transformation Trust (England) for the purposes of company law) 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).

Company law requires the Trustees to prepare financial statements for each financial year. Under company law, the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing 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 charitable company will continue in operation.

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



## DISCLOSURE OF INFORMATION TO AUDITORS

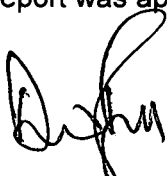
Each of the persons who are Trustees at the time when this Trustees' report is approved has confirmed that:

- so far as that Trustee is aware, there is no relevant audit information of which the charitable company's auditors are unaware; and
- that Trustee has taken all the steps that ought to have been taken as a Trustee in order to be aware of any relevant audit information and to establish that the charitable company's auditors are aware of that information.

## AUDITORS

The auditors, Goodman Jones LLP, have indicated their willingness to continue in office. A motion proposing the re-appointment of the auditors will be put to a meeting of the Trustees.

This report was approved by the Trustees on 28 November 2018 and signed on their behalf by:



**Sir David Bell**  
**Chair of Trustees**



# **INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF THE TRANSFORMATION TRUST (ENGLAND)**

## **Opinion**

We have audited the financial statements of The Transformation Trust (England) for the year ended 31 August 2018 set out on pages 47 to 59. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charitable company's members, 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 charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and its members, as a body, for our audit work, for this report, or for the opinions we have formed.

## **Basis of 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 charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the United Kingdom, including the Financial Reporting Council'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 charitable company'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 Trustees are responsible for the other information. The other information comprises the information included in the Annual report, other than the financial statements and our Auditor's report thereon. Our opinion on the financial statements does not cover the 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 where the Charities Act 2011 requires us to report to you if, in our opinion:

- the information given in the Trustees' report is inconsistent in any material respect with the financial statements; or
- adequate 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 Trustees' responsibilities statement, the Trustees (who are also the directors of the Charity for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

### **Auditors' Responsibilities for the Audit of the Financial Statements**

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

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](http://www.frc.org.uk/auditorsresponsibilities). The description forms part of our Auditor's report.



*Goodman Jones LLP*

**Goodman Jones LLP**  
Chartered Accountants  
Statutory Auditors

29/30 Fitzroy Square  
London  
W1T 6LQ

Date: 28 November 2018

Goodman Jones LLP are eligible to act as auditors in terms of section 1212 of the Companies Act 2006.



**STATEMENT OF FINANCIAL ACTIVITIES  
INCORPORATING INCOME AND EXPENDITURE ACCOUNT  
FOR THE YEAR ENDED 31 AUGUST 2018**

		<b>Unrestricted funds 2018 £</b>	<b>Restricted funds 2018 £</b>	<b>Total funds 2018 £</b>	<b>Total funds 2017 £</b>
	<b>Note</b>				
<b>INCOME FROM:</b>					
Donations & legacies:					
Donations	2	19,415	416,764	436,179	418,199
Donated services & grants	2	10,498	168,968	179,466	160,304
Charitable activities	3	23,214	223,494	246,708	266,611
Investments	4	21	-	21	53
<b>TOTAL INCOME</b>		<b>53,148</b>	<b>809,226</b>	<b>862,374</b>	<b>845,167</b>
<b>EXPENDITURE ON:</b>					
Charitable activities		2,433	983,689	986,122	866,860
<b>TOTAL EXPENDITURE</b>		<b>2,433</b>	<b>983,689</b>	<b>986,122</b>	<b>866,860</b>
<b>NET SURPLUS / (DEFICIT) BEFORE TRANSFERS</b>		<b>50,715</b>	<b>(174,463)</b>	<b>(123,748)</b>	<b>(21,693)</b>
Transfers between Funds	11	2,706	(2,706)	-	-
<b>NET INCOME / (EXPENDITURE) BEFORE OTHER RECOGNISED GAINS AND LOSSES</b>		<b>53,421</b>	<b>(177,169)</b>	<b>(123,748)</b>	<b>(21,693)</b>
<b>NET MOVEMENT IN FUNDS</b>		<b>53,421</b>	<b>(177,169)</b>	<b>(123,748)</b>	<b>(21,693)</b>
<b>RECONCILIATION OF FUNDS:</b>					
Total funds brought forward		30,323	252,023	282,346	304,039
<b>TOTAL FUNDS CARRIED FORWARD</b>		<b>83,744</b>	<b>74,854</b>	<b>158,598</b>	<b>282,346</b>

The notes on pages 51 to 59 form part of these financial statements.



**BALANCE SHEET  
AS AT 31 AUGUST 2018**

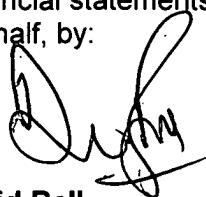
	Note	£	2018 £	£	2017 £
<b>CURRENT ASSETS</b>					
Debtors	8	119,233		56,864	
Cash at bank and in hand		<u>334,549</u>		<u>574,181</u>	
		453,781		631,045	
<b>CREDITORS:</b> amounts falling due within one year	10	<u>(295,184)</u>		<u>(348,699)</u>	
<b>NET CURRENT ASSETS</b>			<u>158,598</u>		<u>282,346</u>
<b>NET ASSETS</b>			<u>158,598</u>		<u>282,346</u>
<b>CHARITY FUNDS</b>					
Restricted funds	11	74,854		252,023	
Unrestricted funds	11	<u>83,744</u>		<u>30,323</u>	
<b>TOTAL FUNDS</b>			<u>158,598</u>		<u>282,346</u>

The Charity's financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies regime.

The Trustees consider that the Charity is entitled to exemption from the requirement to have an audit under the provisions of section 477 of the Companies Act 2006 ("the Act") and members have not required the Charity to obtain an audit for the year in question in accordance with section 476 of the Act. However, an audit is required in accordance with section 144 of the Charities Act 2011.

The Trustees acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of financial statements.

The financial statements were approved and authorised for issue by the Trustees and signed on their behalf, by:



Date: 28 November 2018

**Sir David Bell**  
Chair of Trustees

The notes on pages 51 to 59 form part of these financial statements.





**STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED 31 AUGUST 2018**

	<b>Note</b>	<b>2018 £</b>	<b>2017 £</b>
<b>Cash flows from operating activities</b>			
Net cash provided by operating activities	<b>13</b>	<u><b>(239,632)</b></u>	<u><b>292,548</b></u>
<b>Change in cash and cash equivalents in the year</b>		<b>(239,632)</b>	<b>292,548</b>
Cash and cash equivalents brought forward		<u><b>574,181</b></u>	<u><b>281,633</b></u>
<b>Cash and cash equivalents carried forward</b>	<b>14</b>	<u><u><b>334,549</b></u></u>	<u><u><b>574,181</b></u></u>

The notes on pages 51 to 59 form part of these financial statements.



## **1. ACCOUNTING POLICIES**

### **1.1 Basis of preparation of financial statements**

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

The Transformation Trust (England) meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy.

These financial statements are prepared in sterling, the functional currency of the Charity, and all amounts are rounded to the nearest £.

### **1.2 Company status**

The Charity is a company limited by guarantee. The members of the company are the Trustees named on page 1. In the event of the Charity being wound up, the liability in respect of the guarantee is limited to £10 per member of the Charity.

As disclosed in note 10, the Charity's wholly-owned subsidiary was dormant during the whole of the current and previous accounting periods. As a result, the Charity has taken advantage of the exemption from preparing consolidated financial statements.

### **1.3 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.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the Charity 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 note 11 to the financial statements.

### **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.

Donated services or facilities are recognised when the Charity has control over the item, any conditions associated with the donated item have been met, the receipt of economic benefit from the use of the Charity of the item is probable and that economic benefit can be measured reliably. In accordance with the Charities SORP (FRS 102), the general volunteer time is not recognised and page 39 of the Trustees' Report provides more information about their contribution.

On receipt, donated professional services and donated facilities are recognised on the basis of the value of the gift to the Charity which is the amount the Charity would have been willing to pay to obtain services or facilities of equivalent economic benefit on the open market; a corresponding amount is then recognised in expenditure in the period of receipt.

Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

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



Income from bespoke partners for projects is recognised when the Charity is entitled to the income, having fulfilled any specific conditions/service requirements attached to the funding. Where such funding is received for services performed under a contract, income is recognised subject to the above criteria and to the extent that the services have been completed.

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.

## **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. Expenditure is classified by project. The costs of each project are made up of the total of direct costs and shared costs, including support costs involved in undertaking each project. Direct costs attributable to a single project are allocated directly to that project. Shared costs which contribute to more than one project and support costs which are not attributable to a single project are apportioned between projects on the basis of staff time.

All expenditure is inclusive of any irrecoverable VAT.

## **1.6 Operating leases**

Rentals under operating leases are charged to the Statement of Financial Activities incorporating the income and expenditure account on a straight-line basis over the lease term.

## **1.7 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.

## **1.8 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 rate ruling on the date of the transaction. Exchange gains and losses are recognised in the Statement of Financial Activities incorporating income and expenditure account.

## **1.9 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.

## **1.10 Liabilities 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.



## 1.11 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 AND LEGACIES

	Unrestricted funds 2018 £	Restricted funds 2018 £	Total funds 2018 £	Total funds 2017 £
Donations - corporate	-	416,764	416,764	408,647
Donations - individual	16,732	-	16,732	1,544
Auction	2,529	-	2,529	8,008
Gift Aid	154	-	154	-
	<u>19,415</u>	<u>416,764</u>	<u>436,179</u>	<u>418,199</u>
Donated services	498	168,968	169,466	160,304
Grants	<u>10,000</u>	<u>-</u>	<u>10,000</u>	<u>-</u>
Subtotal	<u>10,498</u>	<u>168,968</u>	<u>179,466</u>	<u>160,304</u>
Total 2018	<u>29,913</u>	<u>585,732</u>	<u>615,645</u>	<u>578,503</u>
Total 2017	<u>10,757</u>	<u>567,746</u>	<u>578,503</u>	

## 3. INCOME FROM CHARITABLE ACTIVITIES

	Unrestricted funds 2018 £	Restricted funds 2018 £	Total funds 2018 £	Total funds 2017 £
Extra-Curricular Activities	<u>23,214</u>	<u>223,494</u>	<u>246,708</u>	<u>266,611</u>
Total 2017	<u>8,380</u>	<u>258,231</u>	<u>266,611</u>	

## 4. INVESTMENT INCOME

	Unrestricted funds 2018 £	Restricted funds 2018 £	Total funds 2018 £	Total funds 2018 £
Investment income	<u>21</u>	<u>-</u>	<u>21</u>	<u>53</u>
Total 2017	<u>53</u>	<u>-</u>	<u>53</u>	



## 5. ANALYSIS OF EXPENDITURE BY ACTIVITIES

	Activities undertaken directly 2018 £	Support costs 2018 £	Total 2018 £	Total 2017 £
Extra-Curricular Activities	<u>917,228</u>	<u>68,894</u>	<u>986,122</u>	<u>866,860</u>
Total 2017	<u>751,114</u>	<u>115,746</u>	<u>866,860</u>	

## 6. SUPPORT COSTS

	Governance £	Extra- Curricular Activities £	Total 2018 £	Total 2017 £
Premises expenses	-	20,484	20,484	20,420
Travel expenses	-	6,616	6,616	2,754
Office expenses	-	10,562	10,562	11,522
Computer costs	-	12,092	12,092	11,321
Advertising and marketing	-	1,175	1,175	12,560
Professional fees	1,500	8,250	9,750	47,991
Accountancy Fees	-	-	-	295
Audit Fees	6,000	-	6,000	6,000
Bank charges	-	139	139	170
Foreign exchange difference	-	41	41	-
Trustee and TAG meeting costs	2,035	-	2,035	2,614
	<u>9,535</u>	<u>59,359</u>	<u>68,894</u>	<u>115,746</u>
Total 2017	<u>23,909</u>	<u>91,837</u>	<u>115,746</u>	

Support costs are allocated to activities based on the amount of time spent.

## 7. STAFF COSTS

Staff costs were as follows:

	2018 £	2017 £
Wages and salaries	114,352	-
Social security costs	6,510	-
Other pension costs	655	-
	<u>121,517</u>	<u>-</u>

In addition to wages and salaries costs, the Charity incurred costs of £166,678 (2017: £303,999) in respect of freelance programme facilitators who deliver programme sessions to the young people taking part in our programmes. Our freelance programme facilitators do not all work all the time for the Charity, and the number of individuals contracted fluctuates throughout the year. As at the end of this financial year, there were 21 individuals contracted on the delivery of our programmes, all of whom have self-employed agreements in place.



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

	2018 No.	2017 No.
Administration	5	-

At the start of this financial year, we moved freelance programme facilitators working in the Trust's office onto PAYE. This change is reflected in the increase in the average number of employees during this financial year from 0 in 2016-17 to 5 in 2017/18. All of our employees are currently employed on temporary fixed term contracts of employment tied to the funding for the programme(s) they are working on.

## 7. STAFF COSTS (continued)

No employee received remuneration amounting to more than £60,000 in either year.

None of the Trustees received any remuneration or re-imbursement of expenses during the current or prior periods.

During the period the Charity incurred costs totalling £56,674 (2017: £138,167) in respect of key management personnel. This balance includes £28,000 (2017: £69,442) of donated services.

## 8. DEBTORS

	2018 £	2017 £
Trade debtors	62,380	9,000
Other debtors	22,925	28,247
Prepayments and accrued income	33,928	19,617
	<u>119,233</u>	<u>56,864</u>

## 9. CREDITORS: Amounts falling due within one year

	2018 £	2017 £
Other creditors	184	-
Accruals and deferred income	295,000	348,699
	<u>295,184</u>	<u>348,699</u>

	£
<b>Deferred income</b>	
Deferred income at 1 September 2017	347,561
Resources deferred during the year	295,000
Amounts released from previous years	<u>(347,561)</u>
Deferred income at 31 August 2018	<u>295,000</u>

Deferred income relates to income received in advance of programmes commencing after the balance sheet date and to which performance conditions are attached.



## 10. INVESTMENTS

The Charity owns the entire issued share capital of £1 of Transformation Ventures Limited, a company incorporated in England and Wales. Transformation Ventures Limited did not trade during the current and prior periods and as a result consolidated financial statements have not been prepared.

## 11. STATEMENT OF FUNDS

### STATEMENT OF FUNDS - CURRENT YEAR

	Balance at 1 September 2017 £	Income £	Expenditure £	Transfers £	Balance at 31 August 2018 £
<b>Unrestricted funds</b>					
General Funds	<u>30,323</u>	<u>53,148</u>	<u>(2,433)</u>	<u>2,706</u>	<u>83,744</u>
<b>Restricted funds</b>					
Big Energy Project	32,658	10,897	(40,641)	(2,914)	-
Gleeds	-	19,101	(19,101)	-	-
Life Skills	41,514	318,158	(316,222)	-	43,450
Life Skills Deep Impact	(2,006)	110,413	(107,967)	-	440
Mediacom Me	-	18,920	(18,920)	-	-
Perfectly Pret	-	10,089	(10,089)	-	-
Powering Potential	-	2,537	(14,521)	11,984	-
Powering Transformation	170,659	9,242	(107,384)	(41,984)	30,533
Ride London - Pru	-	41,263	(40,832)	-	432
Rock Assembly	-	153,122	(183,122)	30,000	-
Skills for Life - Prudential	-	14,471	(14,471)	-	-
Taste of Pret	-	8,640	(8,640)	-	-
Unite US	18,432	30,996	(49,636)	208	-
Which JU	(9,234)	61,377	(52,143)	-	-
	<u>252,023</u>	<u>809,226</u>	<u>(983,689)</u>	<u>(2,706)</u>	<u>74,854</u>
<b>Total of funds</b>	<u>282,346</u>	<u>862,374</u>	<u>(986,122)</u>	<u>-</u>	<u>158,598</u>



## 11. STATEMENT OF FUNDS (continued)

### STATEMENT OF FUNDS - PRIOR YEAR

	Balance at 1 September 2016 £	Income £	Expenditure £	Transfers £	Balance at 31 August 2017 £
<b>General funds</b>					
General Funds	<u>12,960</u>	<u>19,190</u>	<u>(1,827)</u>	<u>-</u>	<u>30,323</u>
<b>Restricted funds</b>					
Big Energy Project	21,243	48,643	(37,228)	-	32,658
Inspire US	40,450	21,891	(62,341)	-	-
Junior University	5,795	-	-	(5,795)	-
Life Skills	39,395	336,013	(333,894)	-	41,514
Life Skills Deep Impact	-	1,075	(3,081)	-	(2,006)
Powering Potential	-	11,299	(11,299)	-	-
Powering Transformation	173,804	152,759	(155,904)	-	170,659
Rock Assembly	-	105,324	(130,748)	25,424	-
Rock Assembly 2016	-	200	39	(239)	-
Rock Club	12,916	1,748	(8,267)	(6,397)	-
Skills for Life - Prudential	(2,524)	12,584	(10,060)	-	-
The Royal Navy	-	17,539	(17,539)	-	-
Unite US	-	19,175	(743)	-	18,432
Willmot Dixon	-	8,301	(8,301)	-	-
Which JU	-	89,426	(85,667)	(12,993)	(9,234)
	<u>291,079</u>	<u>825,977</u>	<u>(865,033)</u>	<u>-</u>	<u>252,023</u>
Total of funds	<u>304,039</u>	<u>845,167</u>	<u>(866,860)</u>	<u>-</u>	<u>282,346</u>

The restricted funds as analysed above are held for the following purposes:

**Big Energy Project** - a project looking at ways of improving energy efficiency.

**Gleeds** - the overall objective of the Gleeds Global Challenge was to enhance young people's understanding of opportunities available to them in the labour market. Through the implementation of professionally-facilitated workshops held in schools across the country, Gleeds volunteers provided important 'real life' input for the students, while supporting the development of the students' final presentations.

**Inspire US** - an opportunity for sixth form students to work alongside experienced campaigners in the final two weeks of the US presidential elections. Students will work with both the Democratic and Republican parties in Florida, learning campaign techniques.

**Junior University** - aims to encourage Year 8 secondary school students to realise their potential and aspire to further education from an early age, by developing their skills and confidence and engaging them in an enjoyable activity with student mentors from the university.





## 11. STATEMENT OF FUNDS (continued)

**Lifeskills** - an employability platform designed by Barclays and delivered by professional facilitators from TT in schools with a higher than average pupil premium for the region. The activities are aimed at enhancing students' professional and educational aspirations and ultimately equipping them with the skills to allow them to succeed in the 21st Century World of Work.

**Lifeskills Deep Impact** - a targeted mentoring programme to run alongside the main LifeSkills programme. The programme focused on working with white working class boys in three government opportunity areas. Students were supported with volunteers from Barclays who worked with them in a mentoring role.

**MediaCom & Me** - a six-session mentoring programme designed for sixth formers from across London. Each fully facilitated session saw students working with mentors from various departments across MediaCom, working on a number of creative challenges that represent the different disciplines from within the agency. Each workshop encouraged the students to think about their core attributes and competencies and how these can be utilised in the job market.

**Perfectly Pret** - a series of lessons led by food tech teachers in schools. Students designed a sandwich and the winning teams had the opportunity to visit Pret's Head Office in London to pitch their ideas to the Pret Team. The overall winning team had their sandwich made by Pret and delivered to their school for their peers to enjoy.

**Powering Potential** - a multi session employability mentoring programme based at the DELL Head Offices for Year 12 students. The workshops are focused around different aspects of employability including body language, interview skills and CV skills. The overarching theme is to raise professional aspirations. The workshops are supported by volunteers from DELL who act as mentors for the students.

**Powering Transformation** - a one day workshop held at Universities aimed at raising the aspirations of KS3 students and providing them with an insight into the Tech sector through the involvement of volunteers from DELL. Students are encouraged to think about ways in which accessible technology can improve their local communities and overcome social issues.

**Ride London (PruGoals)** - Students took part in a series of workshops culminating in participation in the Prudential Ride London Event. The workshops focused on a variety of topics including motivation, training, food and nutrition.

**Rock Assembly** - a free end-of-term concert for pupils from state schools in some of the most deprived parts of the country. The event gives young people the chance to attend a live music event for free. Before the concert they will all be visiting the Futures Fair, where they can engage with a top flight range of companies and universities. In addition to the above figures, The Trust is very grateful to a number of suppliers who have provided services at hugely discounted prices as noted on page 40.

**Rock Club (Nationwide)** - aims to give Year 7 maths departments the chance to integrate real-life problem-solving activities into their study programme.

**Skills for Life - Prudential** - an intensive employability mentoring programme with sixth form students to explore students' strengths and areas for development and how best to communicate these when applying for jobs, university or apprenticeships.

**Taste of Pret** - a one day workshop held at Pret Head Offices to enable 6<sup>th</sup> Form students to explore the different careers available in the hospitality industry.

**The Royal Navy** - a pilot scheme to encourage awareness among female pupils, in particular, about the armed forces.



## 11. STATEMENT OF FUNDS (continued)

**Willmott Dixon** – a programme built around careers in the construction industry.

**Which JU** - A programme for Year 10 students to encourage them to think about university life. Delivered in school by TT facilitators and student ambassadors from the universities taking part culminating in a celebration day held at the university.

**Unite US** - An initiative for young people to start local campaigns on social issues. The winning teams attended a week long campaign college in Washington DV to learn from political professionals across the full spectrum of US politics.

**Transfers** – transfers between funds represent reclassifications where project funders agreed for an element of funding to be used for stalls at the Rock Assembly Futures Fair.

**Income** received for each programme and detailed in the note above includes the value of donated services.

## 12. ANALYSIS OF NET ASSETS BETWEEN FUNDS

### ANALYSIS OF NET ASSETS BETWEEN FUNDS - CURRENT YEAR

	Unrestricted funds 2018 £	Restricted funds 2018 £	Total funds 2018 £
Current assets	83,744	370,038	453,782
Creditors due within one year	-	(295,184)	(295,184)
	<u>83,744</u>	<u>74,854</u>	<u>158,598</u>

### ANALYSIS OF NET ASSETS BETWEEN FUNDS - PRIOR YEAR

	Unrestricted funds 2017 £	Restricted funds 2017 £	Total funds 2017 £
Current assets	30,323	600,722	631,045
Creditors due within one year	-	(348,699)	(348,699)
	<u>30,323</u>	<u>252,023</u>	<u>282,346</u>

## 13. RECONCILIATION OF NET MOVEMENT IN FUNDS TO NET CASH FLOW FROM OPERATING ACTIVITIES

	2018 £	2017 £
Net (expenditure)/income for the year (as per Statement of Financial Activities)	(123,748)	(21,693)
<b>Adjustment for:</b>		
Decrease/(increase) in debtors	(62,367)	144,867
Increase in creditors	<u>(53,517)</u>	<u>169,374</u>
<b>Net cash provided by operating activities</b>	<u><b>(239,632)</b></u>	<u><b>292,548</b></u>



#### 14. ANALYSIS OF CASH AND CASH EQUIVALENTS

	2018 £	2017 £
Cash in hand	<u>334,549</u>	<u>574,181</u>
Total	<u>334,549</u>	<u>574,181</u>

#### 15. OPERATING LEASE COMMITMENTS

At 31 August 2018 the total of the Charity's future minimum lease payments under non-cancellable operating leases was:

**Amounts payable:**

Within 1 year: £14,666

Between 1 and 5 years: £34,957

#### 16. PENSION COMMITMENTS

The Charity operates a defined contributions pension scheme. The assets of the scheme are held separately from those of the Charity in an independently administered fund. The pension cost charge represents contributions payable by the Charity to the fund and amount to £655 (2017: £nil). Contributions totalling £184 (2017: £nil) were payable to the fund at the balance sheet date and are included in creditors.

#### 17. RELATED PARTY TRANSACTIONS

During the year, the Charity incurred costs totalling £15,000 (2017: £30,250) from Denford Associates Limited, a company in which Amy Leonard is a director and shareholder, in respect of her role as the Chief Executive Officer of the Charity. In addition to this, Denford Associates Limited provided the services of Amy Leonard for additional days for the Charity for free. In line with accounting regulations, this is recognised in the accounts as a donated service from Denford Associates Limited which for the period from 1st September 2017 – 28th February 2018 equated to £21,250 (2017: £40,800). On 1st March 2018 Amy Leonard became an employee of the Charity.

During the year, the Charity incurred costs totalling £4,950 (2017: £12,500) from Samuel Draper, spouse of Amy Leonard the Chief Executive Officer, in respect of programme facilitation fees. Mr Draper is a highly experienced and well-respected teacher and facilitator. Any decision to engage him to deliver any of our programmes has been taken completely independently of the Chief Executive who has not been involved in any way in the selection process. Decisions to engage with all facilitators are made taking a number of considerations into account including relevant experience, school feedback, requests from our corporate partners, location and cost all in line with the principles of Best Value. In addition to some paid work, Mr Draper has also undertaken some consultancy work for the Trust without charging anything for his time. The total of his donated services equates to £4,024 (2017: £nil).

