



## **Annual Report and Accounts Year ended 31/08/09**



*Springboard for Children is a Registered Charity: Number 1124257*

*Company Incorporated in England. Registered Company Number 6251103*

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## Legal & Administrative Details as @ 31/08/09

**Company Number:** 6251103

**Charity Number:** 1124257

**Registered Address:** Springboard for Children, 4 Bedlam Mews, London, SE11 6DF  
Telephone: 020 7582 5391/5487  
Email: [info@springboard.org.uk](mailto:info@springboard.org.uk),  
Website: [www.springboard.org.uk](http://www.springboard.org.uk)

**Trustee board:** For the purposes of the Companies Act 1985, the Board of Trustees is regarded as the Board of Directors of the company. The trustees of the company throughout the year and to the date of signing this report are as follows:

Peter Slater (Chairman)  
Mark Braithwaite  
David Brown  
Jenny Collett-White  
Tim Fitzpatrick  
Michael Payne

**Senior Management:** Margaret McVeigh (Chief Executive)  
Carol Thomson (Finance Director)  
Janet Bristow (Education Director)

**Bankers:** Lloyds TSB plc, 34 Moorgate, London, EC2R 6PL  
HSBC, Poultry & Princes Street, London, EC2P 2BX

**Solicitors:** Russell Cooke, 2 Putney Hill, Putney, London, SW15 6AB

**Auditors:** Kingston Smith LLP, Devonshire House, 60 Goswell Road, London, EC1M 7AD

**Patrons Board:** Sarah, Duchess of York  
Lord Harris of Peckham  
Lord Hastings of Scarisbrick  
Sir Robert Balchin  
Noel Gordon

**Governing Document:** The organisation is a charitable company limited by guarantee, incorporated 17<sup>th</sup> May 2007 and registered as a charity 30<sup>th</sup> May 2008. The company was established under a Memorandum of Association which established the objects and powers of the charitable company and is governed under its Articles of Association. In the event of the company being wound up members are required to contribute an amount not exceeding £1.

## **Foreword by Audrey Curry** **Assistant Vice-Principal, Stranmillis University** **College, Belfast.**



In March 2009 I was invited to lead a team of professional colleagues in a detailed evaluation of the work of Springboard for Children in their London and Manchester schools. It has been an absolute privilege to work with the Springboard team over the past 14 months in order to report on their activities. The work they do is inspirational and their dedication to the area of literacy development outstanding.

Literacy failure causes many problems for individuals and for society. Being able to read impacts on learning and achievement in every area of the curriculum and children who struggle will encounter barriers to learning throughout each day in school. Weak reading skills also prevent pupils from reading for pleasure and enjoying the whole wonderful world of fiction, not to mention reducing their ability to cope and be independent in the real world.

Despite the acknowledged importance of these essential life skills, it is widely reported that every year in England 35,000 children (6%, including nearly one in ten boys) go into secondary school unable to read or write. Most of these children are from socially disadvantaged environments.

There are many places from which to begin in an attempt to understand and improve the teaching and learning of reading. It is vital to start from the practical standpoint of looking carefully at what children do when they read, at some problems they may encounter and at how teachers and others may help children overcome these problems. A range of government interventions has been implemented to address these challenges and the methodology employed by Springboard complements and supplements these interventions.

Evidence from the professional evaluation clearly demonstrates that a trained Springboard volunteer can work successfully with individual pupils to raise the achievements of the lowest groups of children and impact on their progress when they return to the classroom. The level of this impact on achievement over a sustained period of intervention suggests that the goal of preventing literacy failure becomes demonstrably attainable and that Springboard can make a meaningful contribution. In addition there is evidence to suggest that children gain the added advantage of increases in self-esteem and confidence as a result of working with Springboard volunteers. The significance of this work is incalculable in terms of its lasting impact upon these young lives!

A handwritten signature in black ink, appearing to read 'Audrey Curry'.

Ms Audrey Curry MBA, BA (Hons), CertEd, MCMI, FHEA

Assistant Vice-Principal (Teacher Education)

16 December 2009

## **Peter Slater, Chairman of Trustees. Chief Executive CLS Services Ltd**

During 2008-9 Springboard for Children continued its successful literacy work with children in inner city schools in London and Manchester. We continue to focus our work on vulnerable children who are failing to reach the literacy standards for their age group. This creates a destructive cycle of failure and frustration for them which results in low self esteem and a feeling of 'I can't'. Our intervention at an early stage in the child's educational career provides the tailored support they need and helps them to become more confident and self-assured 'I can' people. We are indebted to the staff and volunteers who give such committed and dedicated service in the Springboard units in the twelve schools in which we were working this year. We have taught a total of 423 children and this represents 23,328 sessions of one to one literacy tuition given by 25 staff and 95 volunteers – 87 part time and 8 full time. The volunteers alone have taught 14,000 sessions giving children a chance to improve their reading, spelling and writing skills.

During 2008-9 we engaged a professional team from Stranmillis University College to undertake an external evaluation of Springboard's work in schools, our training programme and our management processes. We have been delighted with the positive findings and recommendations from this report which clearly validate the work we do and how we do it. The study clearly demonstrated 'that a trained Springboard volunteer can work successfully with individual pupils to raise the achievements of the lowest groups of children and impact on their progress when they return to the classroom.' As Chairman I am delighted with such a positive evaluation of our work and this gives us confidence for our planned growth in 2010. The full report can be downloaded from our website: [www.springboard.org.uk](http://www.springboard.org.uk)

### **Organisational issues**

During this year we have maintained our financial stability due to the continued generous support of many of our funders and to new funders coming on board with us. The main way in which we have been affected by the recession has been the decline in the number of events we have been able to run. We hope that will show an upturn in the next financial year and we are giving consideration to further investment in fundraising, having already appointed a part time fundraiser for Manchester.

We opened in two new schools in Lambeth and Islington during the year, offering another 30 teaching places and we were asked to expand our numbers in two existing schools. Training is an important and vital part of our activity and we expanded the opportunity for our accredited training to Manchester this year.

### **Vision for the future**

In 2010 we plan to begin to fulfil our vision for growth and have taken the decision to grow into a new city. There are a number of things that have created both the climate and the opportunity to expand - the new emphasis on raising literacy standards in the wake of The Rose Review of the Primary Curriculum and his special review of provision for Dyslexia, the positive external validation of our work from Stranmillis University College and our financial stability.

Continuing Professional Development continues to be a high priority and we will be extending the opportunities for our staff to access accredited training over the next few years. This is in line with our desire to maintain and enhance the excellence of our professional service to the schools in which we work.

During the past year we have become part of a new trust, the Dyslexia-SpLD Trust, set up with government support to help coordinate work related to the Jim Rose recommendations and the training of specialist teachers to support dyslexic children funded by the government. You can find more information on the website as follows: [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk) It is a privilege to work with others in the field who have long campaigned for recognition of the needs of children with specific learning difficulties and to help promote practical steps to enhance provision for them.

## Values

Our values remain constant and are embedded in all we do. We see each child as unique and irreplaceable - whatever their ability, gender, creed or race. We are committed to high standards - aiming to provide the best possible service to children and schools. We recognise the obligations that the charitable giving of others places upon us and are committed to making the best possible use of all resources invested in us, whether of time, talent, money or trust. We believe that every child deserves the chance to succeed and we are determined to do all that we can to help them achieve their full potential.

In conclusion I would like to thank our Chief Executive, Margaret McVeigh, and the whole staff team, together with the volunteers for all their hard work during the year. We are also indebted to our friends, our funders and the schools where we are involved for their help, support and encouragement. All of these together make it possible for us to maintain a high quality service for the children who are referred to our Springboard units during the course of the year.



Peter C Slater  
Chairman

10th February 2010

# Trustees Report:

## Charitable Objects and Aims:

Springboard for Children was founded in 1992 with a specific purpose: to overcome the disaffection, alienation and frustration experienced by barely literate primary school children in deprived inner city areas. In 2009 we are delivering over 23,000 literacy teaching sessions a year to children in primary schools across London and Manchester.

Our Charitable Objects are **to advance education by providing educational support for children needing extra help, and to train people to provide such support.**

Our main goal is to challenge the effects of underachievement in deprived inner city areas and break the cycle of frustration and failure that can have a detrimental effect on children's life chances. Our aims are:

- To provide literacy tuition for children in inner city primary schools.
- To train volunteers and equip staff to identify and meet individual educational needs of children.
- To raise funds to support the work of Springboard for Children on a local and national level.

Springboard for Children works within schools, providing an onsite literacy unit for children with special educational needs. This creates a stable and dedicated environment where our specialist staff and trained volunteers can teach essential literacy skills that will enable them to access the National Curriculum and fulfill their academic potential.

**Sir Jim Rose**, in his review 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties' (DCSF Jun 2009) concluded that:

***"It is important to develop high quality interventions for children with literacy and dyslexic difficulties and to implement them thoroughly. This will require well trained, knowledgeable teachers and support staff." (p.1)***

Among the key recommendations regarding such interventions, the report states:

***"Effective interventions 'personalise learning' by matching provision to meet children's individual needs and quicken the pace of learning for those with literacy difficulties, thus narrowing the attainment gap with their typically developing peers."***

***There is a well established evidence-base showing that intervention programmes which systematically prioritise phonological skills for reading and writing are effective for teaching reading to children with dyslexia. This recognises that children with dyslexic difficulties particularly benefit from teaching that adheres to the following principles: highly structured, systematic, 'little and often', using graphic representation, allowing time for reinforcement and encouraging generalisation." (pp.13-4)***

These principles have been at the core of Springboard for Children's methodology for teaching all the pupils referred to us from our foundation and are fundamental to our success in addressing their literacy needs.

The report further identifies that

*“Well-controlled research studies demonstrate that intensive early intervention over a long duration can accelerate the progress of many children identified as at risk for reading failure” (p.63)*

Our model of intervention, which encourages schools to identify and refer children as early as possible and also does not time-limit our support, is completely in line with this recommendation.

## **Key Results**

*Approximately 86% of children graduate from the Springboard programme having caught up with their peers*

*77% of children achieved levels of literacy above the predicted level of their class teacher after coming to Springboard for Children*

## **Professional Evaluation**

**A year ago Springboard commissioned Stranmillis University College, Belfast to conduct an evaluation of the work and operation of the charity.**

In evaluating the effectiveness of Springboard’s provision, the research team attempted to ascertain the views of teaching staff in the client schools (including Head teachers, teachers and SENCOs), parents and pupils and Springboard personnel; to analyse Springboard’s methodology through systematic, non-participant observation of teaching sessions; to assess the progress of pupils attending Springboard in the areas of Reading, Writing and Spelling; to explore the training, use and supervision of its Volunteers; to determine the extent of the liaison between the Springboard team and teachers and parents in each client school; and to examine Springboard’s policies and practice in relation to management issues.



The results of the evaluation were communicated to an invited audience at Central Hall Westminster on the 10th November. It was a fantastic evening in which the Stranmillis Team spoke about each aspect of the evaluation process and their findings. They provided the conclusion that the evaluation:

*“Clearly demonstrates that a trained Springboard volunteer can work successfully with individual pupils to raise the achievements of the lowest groups of children and impact on their progress when they return to the classroom.*

*The level of this impact on achievement over a sustained period of intervention suggests that the goal of preventing literacy failure becomes demonstrably attainable and that Springboard can make a meaningful contribution.”*

A copy of the Evaluation Report – Executive Summary can be found on our website. Alternatively if you would like a copy sent to you please email [info@springboard.org.uk](mailto:info@springboard.org.uk) with your name and address and we will be pleased to send a copy to you.

## Delivery of our aims and objectives

The senior management team and trustees review the aims and activities of the charity each year to ensure that every area of the work we carry out benefits those we are set up to help. This review takes the form of an annual planning day at the start of the year and an evaluation at the end of the year against the targets set out against each aim. We have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing our aims and activities.

The trustees confirm that they have complied with the duty in Section 4 of the Charities Act 2006 to have due regard to the Charity Commission general guidance on public benefit.

## How our activities deliver public benefit

The sole object of our work is to support children with literacy difficulties by providing personalized, individual tutoring and to train people to carry out this work. This limits our services to children under the age of 11 years attending primary school. We liaise closely with the school's teaching staff and Special Educational Needs Coordinators who refer children who need our help. These children are often the neediest children in the school. We charge a fee to the school for our service but the beneficiaries themselves (or their parents) are not charged for the service.

## Benefits to the child

The immediate benefit of the Springboard for Children tuition is to the children we teach.

- **Approx 86%** of children graduating from the Springboard programme have **caught up with their peers** and can access the mainstream curriculum
- **77%** of children achieved levels of literacy **above the predicted level** of their class teacher after coming to Springboard for Children
- **92% attendance** at Springboard lessons throughout the year
- Over **80%** of children who complete the tuition programme do so within 2 years.
- In 2008/09 the average improvement in reading for children in their first year on the Springboard programme was **1.7 months' progress per month** of tuition.

We are immensely proud of these statistics, given that they represent the achievements of children who were previously doing poorly in the classroom, where they were often disruptive or disengaged.

Key to the children's success is the principle of high quality, one to one tuition and the supportive relationship they develop with their literacy tutor. Despite the fact that the children are taken out of class, and therefore miss some teaching in the classroom, the progress children make at Springboard enables them to access the mainstream curriculum far sooner than if left in the classroom with little or no intervention.

The majority of the children referred to Springboard for Children are vulnerable and have low self esteem. The solid relationships children develop with their volunteer tutor bring about, not only the acquisition of literacy skills, but also a change in the children's attitude to learning that has the potential to enhance their long term academic achievements.

## Benefits to society

The effects of illiteracy on society are obvious – social exclusion, lack of employment opportunities, anti social behaviour and even crime.

The National Literacy Trust Report 'Literacy changes lives: An Advocacy Resource'<sup>1</sup> shows the impact that improved literacy has on a society:

### **Profile of a man with improved literacy**

- Becomes less likely to be on state benefits: Men who improve their literacy rates see their likelihood of being on state benefits reduced from 19% to 6%.
- Becomes more likely to own their own home: A modest rise in literacy level sees the likelihood of a man owning their own house rise from 40% to 78%.
- Becomes more likely to use a PC at work: Increased literacy rates improve the chances of using a PC at work from 48% to 65%.
- Becomes more involved in democratic processes: 16% of men who improved their literacy between the ages of 21 and 34 had contact with government, compared to 0% of those whose literacy remained poor.

*“What matters is that for many addressing literacy skills is a key first step in beginning to address and helping to overcome other related factors that lock individuals into a cycle of disadvantage.”*

The findings of this report, and many like it shows the impact of improved literacy skills and the real need to give children opportunities to escape the effects of educational underachievement, and that such help benefits not only the individual, but society at large.

**Springboard for Children helps children to return to the classroom with the skills and confidence to take an active part in learning. Longer-term, we increase their belief in their own abilities and improve their aspirations for their life as adults.**

## **Our Achievements over the year:**

### **Objective 1: To provide literacy tuition for children in inner city primary schools.**

**Key Objective:** Total 340 tuition places, in 3 areas South London, North London and Manchester by the end of the year.

**Key Activities:**

- a.)Resourcing and supporting existing Springboard teams and consolidating and stabilising the work on in all 3 hubs.
- b.) Management of local hub offices
- c.)To open a new school in North London teaching 15 children and a new school in South London

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<sup>1</sup> National Literacy Trust: “Literacy changes lives: An advocacy Resource” George Dugdale and Christina Clark; September 2008

## The Children

Over the year Springboard for Children has provided 324 weekly teaching places on our literacy program, teaching a total of **423 children during the year** in London and Manchester, twice a week. That's over **23,328 teaching sessions** a year!

Here are some of the inspirational stories of those we teach told by their tutors:



**Jon\*** is seven years and 10 months. At Springboard for Children, Jon receives 1:1 literacy intervention twice a week for approximately 30 to 40 minutes sessions. Due to the nature and complexity of Jon's needs, sessions are timetabled to meet his best learning potential. For example, Jon is more alert in the morning and therefore receives at least one of his sessions in the morning per week. The time Jon has when he comes to Springboard for Children, allows him to explore his potential.

Springboard for Children at Robert Blair Primary School was set up at the beginning of the academic year in September, 2008. Jon was referred and assessed throughout the month of September 2008. He was referred to Springboard for Children because of parents and teachers were concerned about his developmental delay. For example despite receiving learning support in his class and within small groups he showed no progress in literacy areas such as phonological awareness, handwriting skills, phonic skills for reading and spelling, reading comprehension, etc. As a result of this, Jon was unable to read or spell, form letters correctly, therefore unable to write a cohesive, age appropriate piece of work, no evidence of letter-sound correspondence (grapheme-phoneme correspondence), poor fine-motor skills (pencil grip), poor hand-eye coordination thus having difficulties orientating himself with a piece of paper when writing. Skills which are very essential in literacy.

His initial assessments showed that his reading age was equivalent to less than four years and six months. His spelling age was equivalent to less than a five year old. His most recent assessments showed that he is now achieving a reading age of 6 years exactly and a spelling age of five years and six months. Analysing his answers also illustrated that he is now able to recognise initial sounds and end sounds correctly. He also demonstrated that he is able to decode and re-blend certain 'cvc' words independently.

Jon has been with Springboard for Children for almost three school terms (approximately 9 months) and has made significant advancements. He is now able to recognise letter sounds; he understands what is meant by beginning-middle-end sounds and is able to use his skills to identify these. He is also able to detect words that rhyme and generate CVC rhyming words. Although he still requires tutor support and prompting, he is able to read 'cvc' words and very short sentences. He is able to break words up into their individual sounds and re-blend them. Since Jon is now confident with his sounds, he has been able to start a structured reading program and is progressing through the units slowly but steadily. Jon has also expressed an interest in reading and frequently asks if he will get to read during his session. When Jon started at Springboard, his attitude towards work was 'I can't do it'. Now Jon's attitude towards work which he finds difficult is more of a positive one and will give it a go.

At Springboard for Children, we use a multi-sensory approach to learning to make intervention as effective as possible. Our sessions are targeted to the child's specific needs and most importantly are aimed at making each goal achievable.

Without Springboard for Children, Jon would not receive the specialised support he needs to help him catch-up with his peers. We provide Jon with a positive learning environment and the necessary stepping stones he needs to learn the skills to support his literacy development; at a pace he is able to cope with. Jon has said, “Springboard helps and gives me special powers to find out the word.”



**Sara\*** was referred to Springboard in year 1 as her class teacher saw that she needed help with all aspects of literacy – phonological awareness, using phonics for reading and spelling, handwriting, reading comprehension and independent writing. The class teacher felt that, without the help of Springboard, Sara would make no or almost no progress in her reading and spelling ages.

When initially tested Sara was able to identify 9 letters for reading and could write 6 of them.

She had so little phonic knowledge that she was unable to build simple words like cat, mat, can or tap. She was also unable to read any of these simple words.

Sara started one to one tuition twice a week at Springboard. Almost instantly it was clear that Sara LOVED to talk and would happily chatter up and down the stairs and would have talked through all of her lessons if she was allowed to! Sara developed a very good rapport with her tutor, a volunteer on a placement from Roehampton University. The two worked together well for 3 terms. Sara was always willing to try her hardest and loved Hannah drawing stars for her on the work she had completed.

By the summer, after 3 terms of one to one support the class teacher noticed progress and felt that Sara would now be able to cope in class without the support of Springboard. We were staggered by the amount of progress Sara had made in terms of her reading and spelling ages, in three terms having made at least 20 months progress in reading and 18 months progress in spelling. Most happily her reading attainment was average and her spelling attainment **was way WAY above average!** 6 months later Sara was continuing to make progress.

Sara is now in the summer term of year 2 and in both reading and writing she is performing extremely well and is achieving the required levels for both.

*\*Names in these case studies have been changed to protect children's identity.*

## **Monitoring our Education Standards**

Children's literacy progress is assessed using recognised, standardised tests (WRAT Reading & Spelling) in June each year and their performance is monitored for the duration of their time with us.

Children who are referred by their school to start with Springboard for Children are already seriously behind in their literacy development and many have stopped making progress. This year we have seen 77% of children achieving literacy levels above their predicted levels, showing that the one to one intervention offered by Springboard for Children is having a tremendous impact on the children's educational potential.

## Management of local hub offices

Due to the expansion in our London based work we now have two hub managers looking after the needs of the Springboard teaching units. The local hub managers line manage the unit coordinators providing training and support where necessary. Both hub managers work closely with the Manchester hub manager, meeting once a month to discuss education issues and matters relating to individual units. All our hub managers are very experienced and have run school units for many years themselves and can therefore provide excellent support to staff members on the ground.

## New school Unit at Elmwood Primary School

The year began with the opening of a new 15 place literacy unit at Elm Wood Primary School, in the London Borough of Lambeth. We have been working with Elm Wood's federated school, Kingswood, for a number of years and have increased the number of teaching places from 15 to 45 over time. We were thrilled to be asked by Craig Tunstall, the Executive Head Teacher of both schools, to open a unit at Elmwood because it has enabled us to help more needy children gain competent literacy skills. After assessing a larger group of children in Years 1 to 6 and working closely with the Deputy Head, Mrs. Gibb, the Elm Wood team has chosen their 15 pupils, and teaching is going well.

Thanks to our fantastic team of volunteers the teaching unit is decorated beautifully and running smoothly. The Coordinator and her team are enjoying being a part of this close-knit school community and getting to know parents, teachers, and school staff. One mum, whose two children at Elm Wood both attend Springboard, said she is very happy that they are able to go back to mastering basic literacy skills they may have missed the first time around.

## What our client schools think of us...

As part of our annual survey of client schools we invite Special Needs Coordinators and teachers at the school to tell us how they see the role and value of Springboard for Children in their schools. This feedback provides useful information on the quality of our service and areas for improvement. **This year over 80% of school said that the overall quality of learning in literacy session with Springboard for Children were very good or excellent.**

Here are some of their comments about our work:

*“The Springboard team continues to provide so much more than simply a literacy intervention, though that in itself is so needed and appreciated. Each child who attends builds a rare bond of trust with an adult outside their own family, someone they can confide in and someone who has time to listen.”*

*(SENCO, Oliver Goldsmith, London)*

*“Invaluable! Thank you for increasing the life chances of our children.”*

*(SENCO, Kingswood, London)*

*“Children’s confidence as well as reading has improved especially with the younger ones. They are more willing to write. Parents have noticed their children now want to read at home.”*

*(SENCO, Heathbrook, London)*

*“High quality 1:1 support offering individuals the chance to progress at their own rate. Very caring, enthusiastic and diligent teachers and volunteers.”*

*(SENCO, St Marks, London)*

*“A great resource which enables our children to make progress.”*

*(SENCO, Claremont, Manchester)*

## **Objective 2: To recruit and train volunteers and equip staff to identify and meet individual educational needs of children**

**Key Objective:** Staff and volunteers working across the organisation with excellent training and sound recruitment and retention levels.

**Key Activities:**

- a.) Ongoing recruitment and selection of good calibre volunteers to meet the organisation’s needs arising from turnover and expansion.
- b.) To build on and improve current training materials used throughout the organisation for training volunteers, continuing to provide insight into the tuition of literacy additional to that already given by Coordinators.
- c.) To continue to offer OCNLR accreditation in London and Manchester
- d.) To recruit a researcher to look at the potential for selling a training service in the commercial market place.

Volunteers are the lifeblood of Springboard for Children and nearly 14,000 literacy sessions a year are taught by people who give their time each week to make a difference to a child struggling with literacy. Our diverse mix of volunteers come from all walks of life yet all have one thing in common – their desire to give a child the chance of brighter future.

A total of 95 volunteers worked with us this year. 87 people volunteered on a part time basis, often fitting their volunteering commitment around busy family and work lives and 8 volunteers gave up a whole year to volunteer full time on our gap year programme.

Each newly recruited volunteer undertakes induction training which comprises four 3 hour sessions. Following induction training the volunteers continue to develop their teaching skills ‘on the job’ under the supervision of their coordinator. They are also invited to attend workshops which cover specific topics.



We have a highly committed volunteer team, without which we would not be able to teach as many children. Each part time volunteer comes to Springboard twice a week, every week, for at least a year to ensure that the children they teach receive stable and consistent teaching. This builds a supportive relationship between the child and the volunteer. The value of volunteer time given to Springboard in the year is approximately £154,000<sup>2</sup>.

### **Full Time Volunteers (Gap Year Scheme)**



Each year we are joined by a group of volunteers who have given up a year of their time to volunteer on a full time basis. Springboard for Children provides accommodation and subsistence for those on the scheme. The scheme has proved to be very valuable both for the volunteers and Springboard for Children.

The scheme provides an intensive year of training and teaching (up to 15 children each week) and therefore full time volunteers quickly get to grips with literacy teaching and become experienced tutors able to support the unit coordinator and other volunteers. The 8 full time volunteers with us in the past year have come from all over the world to work with us and it has been a great privilege to work with them and be inspired by their enthusiasm and dedication to the children.

*“I have learned so much as a literacy teacher. What I like most about my gap year in Springboard, as far as teaching is concerned, is that I was learning the theories and applying them in my lessons at the same time. It had made my learning and work brilliant! Knowing the theories behind every part of the lesson (especially Phonological Awareness) gives more sense to what I was doing. I see the point of why we have to do some activities in a particular manner. Applying the theories I learned in my lessons makes those theories useful (before I forget them).*”

*Learning from workshops and supervisors and even co-volunteers had also made me confident in teaching literacy. It does really make a difference when I know what I am exactly doing and why.”*

*Blessilda, Phillipines*

*Full Time Volunteer, London*

### **Training of Staff and Volunteers**

High quality training has always been at the forefront of what we do at Springboard. The children we teach can have a negative attitude to learning that develops as a result of their frustrations when they cannot access the National Curriculum. As the majority of the children at Springboard are taught by volunteers, rather than qualified literacy tutors, our training programme has to be of a consistently high standard to ensure these individuals are equipped and skilled to teach. There has been a high level of support for the volunteers and they have enjoyed a lot of individualized learning at their schools and through attending the termly workshops offered.

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<sup>2</sup> Based on unqualified teachers salary for 35 hours a week ~ £11 per hour.

Throughout the academic year 2008/09 6 sets of induction training were run for a total of 32 new volunteers in London. In addition an average of 10 workshops were offered per term, covering different days and topics to give volunteers and staff the option of attending when it was most suitable for them. On average 6 volunteers attended each workshop offered, with only 3 having to be cancelled due to lack of interest. Quotes about what participants enjoyed most about the workshops offered follow:

*“I enjoyed learning how to bring sounds alive for children”*

*“The practical teaching suggestions and details of research were very useful”*

*“Discussions on how to use resources were interactive and enjoyable”*

*“The workshop was easy to understand”*

*“The training was carried out in a friendly and relaxing atmosphere”*

### **Accredited Training**

Springboard for Children runs an accredited training course in addition to the in-house training delivered to all volunteers. The course is offered to all volunteers working with us, with particular encouragement being given to full time volunteers. The course gives them valuable credits towards further education courses. The course is accredited through the Open College Network (London Region). During the year Springboard trained a total of 9 volunteers who commenced or completed the OCNLR accredited training programme. Two full time volunteers gave their opinions about the course:

*“OCNLR has helped me plan lessons, set IEP's (Individual Educational Plan), structure my time effectively and provide lessons which are multi-sensory and child specific. Since commencing the ONCLR programme I have noticed a significant improvement in my teaching. Thank you Springboard!”*

*“I think the course has been excellent all round and a lot of thought and preparation has clearly gone into it. I look forward to seeing how it grows and develops in the coming year and would definitely encourage other volunteers to take on the commitment.”*

### **Commercial Research Project**

The SHINE Trust provided a grant of £20,000 to enable Springboard to research the viability of developing an additional funding stream through a commercial training product. A researcher was employed on a short term contract with the specific remit of providing evidence of training needs and demands in the specific areas of accredited training, workshops/information for parents and Learning Support Assistant in service training.

In summary the report concluded the existing market is competitive with a number of established providers who do not have substantial profit margins. As the purpose of the commercial training was to establish a product that would provide an income stream to

support the charitable function development of this enterprise cannot be taken forward in the form that was originally envisaged.

However Springboard will take forward the recommendation to open its OCNLR level 3 course to the general public and will engage more closely with our existing client schools to promote our willingness and ability to provide INSET courses. These options will work to continue to raise the profile, and impact, of the charity in our client schools and raise our profile to the general public.

### **Objective 3: To raise funds to support the work of Springboard for Children on a local and national level.**

**Key Objective:** Total income target £690,000

**Key Activities:** a.) to increase income from fundraising events and secure new 3 year grants to provide sustainable funding for all our Springboard units.  
b.) to investigate other areas of fundraising, e.g. major donor fundraising and corporates, and to develop and improve the current Friends of Springboard programme.

### **How our fundraising strategy benefits our work.**

Our funding comes from 3 main areas: School Fees, Trusts and Fundraising Events. The trustees are keen to ensure that the fundraising strategy directly benefits the work amongst the children and therefore have adopted a “matched funding” approach. This basically means that for each school unit we work in we seek to match the school fees paid by the school with a grant from a particular trust or foundation. The combination of these funding sources means that *as a minimum* all the direct costs are covered. The fundraising events that we hold benefit the work by providing valuable unrestricted funding that can be used to some indirect costs that can be more difficult to fund through trusts and foundations, such as management and governance costs.

The fundraising is a vital part of the work we do as we do not have any endowments and therefore have to raise all our funding annually through running events and applying to trusts. Without the fundraising work, the education programmes could not be delivered year on year.

### **Fundraising Activities**

Total income for the year was £719,800 (£1,041,600 in 2008, including a one off legacy of £404,650).

Overall fundraising has been successful again this year; however we have begun to feel the effects of the recession, particularly in the area of events. Whilst we exceeded our fundraising target of £440,000, raising £474,571 from normal fundraising activities during the year, the economic climate has impacted upon the income stream of event fundraising, which was 30% below target.

During the year we experienced difficulty in filling places at sporting events such as the Guy’s Hospital abseil and the London 10k run. It is also apparent that the amount participants are able to raise through sponsorship has reduced over the year. Funds raised from trusts and foundations have enabled us to continue our vital work with children, and we are grateful to those who support in this way.

However the recession did not dampen the spirits of those who did take part in events and we are very grateful to all abseiled, barn danced and ran to raise money for our work. THANK YOU!

## **Flora London Marathon**

Starting our summer events, were four London Marathon runners, all of whom work at HSBC, one of our corporate partners. The runners raised over £2,350. Running 26.2 miles is an incredible achievement and we extend our thanks to our brave runners who all completed the course in style!

## **London Abseil**

25 volunteers braved it to the top of the 469 ft Guys Tower hospital building to raise £2,500 for the work of Springboard for Children. Whilst many went up slightly fearful, they all came down ecstatic on attaining such an achievement! The day began rainy but progressed with some lovely sunshine and acceptable winds! Thank you to everyone who took part and those who sponsored out participants!



## Funding Partners

We are grateful to receive continued support from many of our longer term funders along with some new supporters who have begun to fund our work. We extend our thanks to all our funding partners and all those who have given so generously over the year.

We would especially like to thank the Friends of Springboard for Children who give generously each month and the following trusts and foundations for their support in 2007/2008 and the donors who have given so generously through New Philanthropy Capital.

We are grateful to the following trusts, foundations and companies for their support of our work in 08/09:

NPC Anonymous Donors	The Tudor Trust
Accenture Foundation	The Ernest Cook Trust
SHINE Trust	The Peter Minet Trust
Cinven Foundation	The Girdlers' Company
The JJ Charitable Trust	M&G Staff Charity Fund
The Schroder Foundation	The M&G Group
John Laing Charitable Trust	The Vere Foundation
Angus Lawson Memorial Trust	The Usborne Foundation
The Driver Youth Trust	The Coutts Charitable Trust
The Equitable Charitable Trust	Morrisons
Sir John Cass's Foundation	The Melville Charitable Trust
The Rayne Foundation	Wellington Management
The Leathersellers' Company Charitable Fund	The Aspinwall Educational Trust
The William Wates Memorial Trust	Tisbury Telegraph Trust
The Charities Committee of NM Rothschild & Sons Ltd	

## Financial Review

### Income

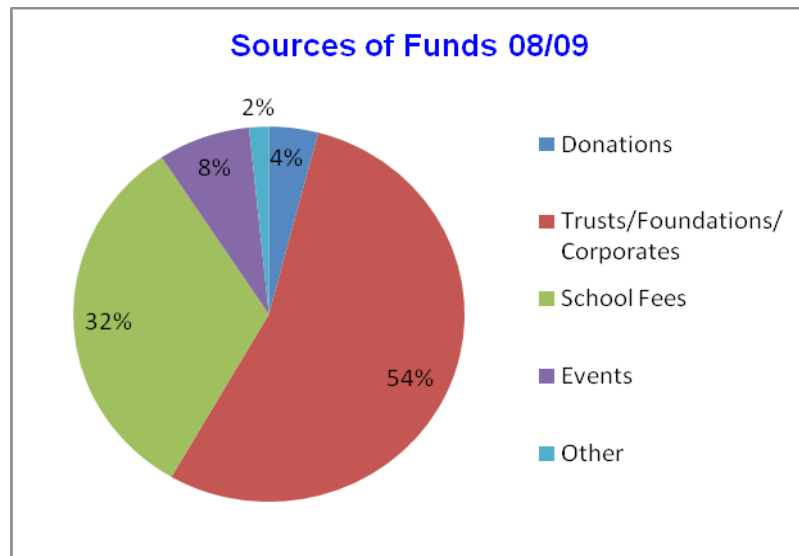
Total net income for the year was £719,844.

Normal fundraising activities, carried out from day to day are made up as follows:

	2009	2008
Voluntary Income	£419,722	£754,411
<i>Of which Trusts &amp; Foundations</i>	<i>£390,505</i>	<i>£292,941</i>
Fundraising Events	£54,849	£67,826

Fundraising events suffered in the year due to the economic down turn and subsequent difficulties signing up participants for sponsored events.

### Principle funding sources – by income category

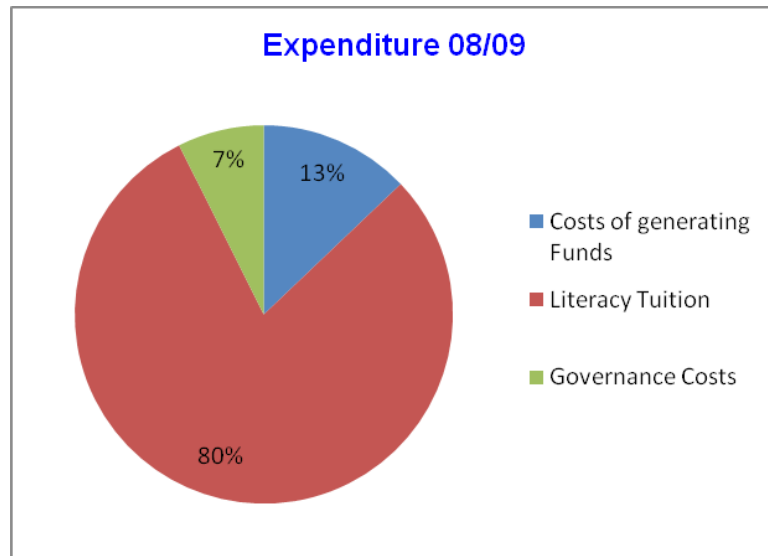


Fee income relates to income from our client schools and was also applied for the purpose of meeting our core objectives. Each school is required to contribute to the costs of the service within the school on a per child basis. This ensures that we have full commitment from all the schools we work in and also makes us accountable for the service we provide.

Unrestricted income raised through donations, events and other income was used to support the development and support costs of the education programmes, fundraising activities and governance costs incurred by the charity in the year.

## Expenditure

Total expenditure for the year was £678,157, compared to £603,221 in 2008. **80%** of this was spent on the **core objectives** of literacy tuition. The charity spent 13% on generating funds and 7% on governance.



The overall cost of providing tuition services for each child was £2,096 compared with £1,952 last year. This represents an average cost of approximately £29 per session. Our client schools pay approximately £11 of this with the remaining £18 per session is raised by the fundraising team.

We are able to offer low cost, high quality tuition by continuing to use trained volunteers to teach nearly 60% of the children in our programmes. The remaining 40% of children are taught by our qualified tutors. Training and development of staff and volunteers is key to the success of our work. Our volunteers are highly motivated and are intensively trained both at induction and on the job (see earlier report). Using a combination of qualified literacy tutors and highly trained volunteers ensures we provide excellent high quality tuition at a low cost.

Costs of generating funds include the cost of an in-house fundraiser who works on all our fundraising events, as described above. We are able to apply the money raised to cover fundraising expenditure, governance costs and other central office costs, all of which are of vital importance to the work we do in the Springboard literacy units.

## Reserves Policy

The charity's reserves policy is to hold a specific level of reserves for the purpose of protecting the work of the charity in the short term should funding targets not be met or if the charity should need to liquidate. A large percentage of the charity's costs relate to employment contracts and therefore the level of required reserves is based on the length of the notice period for the majority of staff. This amount as at 31<sup>st</sup> August 2009 is £206,000, representing 3 months operating costs at £175,000 plus redundancy payments of £31,000 to cover 25 staff.

Total reserves as at 31<sup>st</sup> August 2009 totalled £622,135, all of which are unrestricted and of which £354,266 has been designated towards specific areas of the charities work.

## Designated Reserves at year end – Note 10 in the annual accounts

- Liquidation Reserve £206,000  
*See above for details.*
- Expansion into a new city in 2010/11 £125,000  
*It was agreed at a meeting of the trustees that some funds would be set aside to fund future expansion into a new city in 2010. The amount set aside was based on an estimate of expanding into a new city over 3 years, based on expansion into Manchester in 2005*
- Professional Evaluation (ongoing costs of publication in 2009/10) £11,010  
*A professional evaluation of our work was been commissioned in 2008/09 which is ongoing at year end. This is the remaining amount of designated reserves set aside at the end of last year in order to complete the project.*
- IT Upgrades – New IT cost is depreciated over 3 years £12,256  
*At the end of last year an amount was designated for the upgrade of all the computers across the organisation. This has been completed but the cost of these upgrades will be depreciated over 3 years as per our accounting policies.*

The balance of free reserves is now £52,983 (after deducting fixed assets) which the charity will use for future operating purposes. See note 11 in the annual accounts for more details.

The reserves policy is reviewed annually in June, where specific factors affecting the level of reserves are looked at, primarily contractual obligations for employees with changes being made as necessary.

## Investment Policy

Reserves are held on deposit with Lloyds TSB and HSBC. A review of the investment return is carried out by the Finance Director and Treasurer on a regular basis and decisions on where to hold surplus funds made on the basis of interest rates and accessibility.

## Structure, Governance and Management

Springboard for Children is a charitable company limited by guarantee, incorporated on 17th May 2007 and registered as a charity 30th May 2008. The company was established under a Memorandum of Association which established the objects and powers of the charitable company and is governed under its Articles of Association. In the event of the company being wound up members are required to contribute an amount not exceeding £1.

## Statement of Trustees Responsibility

The trustees (who are also directors of Springboard for Children 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 which give a true and fair view of the state of affairs of the charitable company and of the incoming and outgoing resources and application of resources, including 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 judgements and estimates that are reasonable and prudent](#);
- [state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements](#);
- [prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business](#).

[The trustees are responsible for keeping proper accounting records that 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.

In so far as the trustees are aware:

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

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charity's Website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

### **Senior Management**

Responsibility for day-to-day operations and the leadership of the professional and volunteer team is delegated to the Senior Management Team. The team is responsible for all day to day decisions affecting the charity. Decisions of a strategic or directional nature, including the employment of staff remain the responsibility of the Trustees. The Senior Management Team includes the Chief Executive, Margaret McVeigh, together with the Education Director, Janet Bristow and the Finance Director, Carol Thomson.

The charity has no subsidiaries and there were no related party transactions during the year. The trustees give their time voluntarily and receive no benefits from the charity.

The work of Springboard for Children is carried out by 102 individuals, comprising 25 paid staff and 95 volunteers.

### **Auditors**

Kingston Smith LLP have indicated their willingness to continue in office and are deemed to be reappointed in accordance with section 487(2) of the Companies Act 2006.

## **Small Company Rules**

The accounts have been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small companies and in accordance with Financial Reporting Standard for Smaller Entities (effective April 2008).

## **Note on Comparative figures**

This is the first set of accounts for the charitable company Springboard for Children and therefore there are no comparative accounts for the incorporated body. However to aid comparability with the previous year, the trustees have included figures from the unincorporated charity.

## **Risk Assessment**

The Trustees of Springboard for Children are responsible for the management of the risks faced by the charity. Detailed consideration of risk is delegated to the senior management team. Risks are identified during the annual planning days and are monitored and controlled on an ongoing basis. Risk Assessments in the following areas are part of the charity's health and safety policy:

- Organisational risk assessment
- VDU risk assessment
- First Aid risk assessment
- Fire Safety risk assessment

Key controls used in the charity include:

- Detailed agendas for each Trustee's meeting, with minutes reviewed and signed off at each meeting.
- Detailed codes of conduct and job descriptions for each member of the Trustee Board, as set out in the governance manual.
- Planning days held in September each year, to evaluate performance and set targets for coming year.
- Strict budgeting process set in line with strategic planning (set with the Finance Director, Treasurer and local hub managers)
- Monthly reporting on key objectives – literacy tuition, volunteer training and finance & fundraising.
- Clear recruitment and screening procedures for all staff and volunteers working with children (through CRB clearance), as set out in the Human Resources manual.
- Clear authorisation and approval levels, as set out in the finance manuals.
- Clear reporting lines, laid out in the organisation chart (with commentary in a who's who at Springboard)

The Trustees are satisfied that all major risks have been reviewed and procedures put in place to mitigate against those risks. Whilst the above procedures can mitigate against major risks, the trustees are aware that they cannot provide absolute assurance against those risks.

The Trustees recognise the importance of reviewing the risks associated within the charity and will review major risks on a regular basis.

## **Recruitment and Training of Trustees**

Recruitment of trustees is carried out primarily through nominations from within the Trustee Board. In order to assess their personal competence and independence, a skills audit is conducted to assess their suitability for any vacancies on the board. Detailed job descriptions and codes of conduct are set out in the governance manual and appointments are based on these policies, together with the results of the skills audit. Appointment is done through a vote of the existing trustees.

As part of their selection and subsequent induction, potential / new trustees are invited to visit the charity's work in one of the teaching units to meet with the Charity's Chairman of Trustees and senior management team where any questions can be asked. The trustee is given the last 3 years annual report and accounts, and other information material, including a copy of the governance manual, and encouraged to read the charities commission document "Hall Marks of a Well Run Charity"

Trustees keep up to date with charity regulation through reports from the Senior Management Team as well as subscribing to the "Governance" publication. Updates from the Senior Management Team are presented as part of the main agenda in trustees meeting. Trustees are encouraged to attend relevant training and to share knowledge and best practice at trustees meetings.

## **Future Plans**

### **Opening of a new Springboard unit in Lambeth**

In the next academic year we will begin working with Elmwood Primary School in Lambeth. Elmwood is a partner school of Kingswood Primary School (where we offer 35 teaching places on our literacy programme) and has come about through the recommendation of the Head teacher. Kingswood Primary recently obtained an Outstanding Ofsted report and the head teacher has been keen to expand our work within their own school and recommend us to other schools seeking to improve literacy standards.

The Springboard unit in Elmwood will open in September 2009 and will offer 15 places on the literacy programme. We are grateful to the Walcott Foundation and William Wates Memorial Trust for funding this new unit.

### **Expansion into a new city within the UK – Sept 2010**

The Trustees have approved an expansion of our work into the City of Bristol from September 2010 onwards. We have developed a number of key contacts in the city and are already in touch with some local schools in the most deprived areas of this city.

The money received from the legacy in 2007 has been set aside to support the expansion programme over the next 3 years and we hope to find further funders to support our work in this new area.



# Objectives for 2009/2010

## 1.) To provide literacy tuition for children in inner city primary schools.

**Key Objective:** To teach a total of 330 children in London and Manchester by the end of the year.

**Key Activities:**

- a.) Maintain cost-effective provision of existing literacy support for children in London and Manchester
- b.) Develop communication and integration of Springboard units within existing schools.
- c.) Establish 1 new school unit, supporting 15 new children, grow capacity in 1 existing unit and recruit at least two new school units in London for a 10/11 start.
- d.) to select a city for expansion, develop key contacts and recruit schools to start in September 2010.

## 2.) To recruit and train volunteers and equip staff to identify and meet individual educational needs of children

**Key Objective:** Staff and volunteers working across organisation with excellent training and sound recruitment and retention levels.

**Key Activities:**

- a.) Ongoing recruitment and selection of good calibre, part time volunteers to meet the organisations needs arising from turnover including improvement of the volunteer enquiry database and retention statistics.
- b.) Develop the volunteering section on the website.
- c.) To build on and improve current training materials used throughout the organisation for training volunteers
- d.) To provide training for staff to increase their overall knowledge of literacy development, and provide training to develop other key skills as required by them for their ongoing professional development.
- e.) To continue to offer OCNLR accreditation in London and Manchester

## 3.) To raise funds to support the work of Springboard for Children on a local and national level.

**Key Objective:** Total income target £725,000.

**Key Activities:**

- a.) to increase income from fundraising events and secure new 3 years grants to provide sustainable funding for all our Springboard units.

b.) to develop our relationship with key Corporate partners and expand our Charity of the Year programme.



Peter Slater, Chairman of Trustees

Date: 10<sup>th</sup> February 2010

**COMPANY NUMBER 6251103**



**Annual Accounts  
For the year ended  
31/08/09**

*Springboard for Children*  
*Statement of Financial Activities*  
*For the year ending 31st August 2009*

		Unrestricted	Restricted	Total 2009	Total 2008 From Unincorporated Charity
	Note	£	£	£	£
<b>Incoming resources:</b>					
<b>Incoming resources from generating funds</b>					
Voluntary Income	2	29,217	390,505	<b>419,722</b>	754,411
Activities for generating funds - events	2	54,849	0	<b>54,849</b>	67,826
Investment Income - bank interest		8,905	0	<b>8,905</b>	10,048
<b>Incoming resources from charitable activities</b>					
School Fees		233,568	0	<b>233,568</b>	201,509
<b>Other incoming resources</b>	3	2,800	0	<b>2,800</b>	7,825
<b>Total incoming resources</b>		<b>329,339</b>	<b>390,505</b>	<b>719,844</b>	<b>1,041,619</b>
<b>Resources Expended</b>					
<b>Costs of generating funds</b>					
Costs of generating Voluntary Income		87,583	0	<b>87,583</b>	113,118
<b>Charitable Activities</b>					
Literacy Tuition: One to One Teaching		0	541,323	<b>541,323</b>	450,690
<b>Governance Costs</b>		49,251	0	<b>49,251</b>	39,413
<b>Total resources expended</b>		<b>136,834</b>	<b>541,323</b>	<b>678,157</b>	<b>603,221</b>
<b>Net incoming resources before transfers</b>	5a	<b>192,505</b>	<b>(150,818)</b>	<b>41,687</b>	<b>438,398</b>
<b>Transfers</b>					
Transfers between funds	10b	(150,818)	150,818	0	0
Transfer of assets and liabilities to Springboard for Children - an incorporated Charity			0	0	(580,448)
<b>Reconciliation in Funds</b>					
Net Movement in funds		41,687	0	41,687	(142,050)
Total Funds brought Forward		0	0	0	142,050
Funds Transferred from unincorporated charity	14	580,448	0	580,448	0
<b>Total Funds carried Forward</b>		<b>622,135</b>	<b>0</b>	<b>622,135</b>	<b>0</b>

There were no recognised gains and losses in the period other than those shown above.  
All of the above results and derived from continuing activities.  
The notes on pages 28 to 36 form part of these financial statements

*Springboard for Children  
Balance Sheet  
As at 31st August 2009*

	Note	Total 2009 £	Total 2008 From Unincorporated Charity £
<b>Fixed Assets</b>			
Tangible assets	7	214,886	5,179
		214,886	5,179
<b>Current Assets</b>			
Debtors	8	17,461	58,661
Cash at Bank		540,330	694,709
		557,791	753,370
<b>Creditors</b>			
Amounts falling due within one year	9	(150,542)	(758,548)
<b>Net current assets</b>		407,249	(5,179)
<b>Net Assets</b>		<b>622,135</b>	<b>0</b>
<b>Fund Balances</b>			
General	11	267,869	35,448
Designated		354,266	545,000
Transfer to Incorporated Company			(580,448)
<b>Total Funds</b>	11	<b>622,135</b>	<b>0</b>

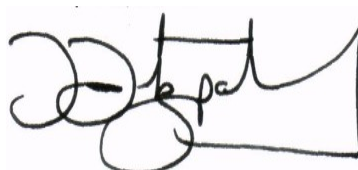
The notes on pages 28 to 36 form a part of these financial statements.

These accounts have been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small companies and in accordance with the Financial Reporting Standard for Smaller Entities (effective April 2008).

These financial statements were approved, and authorised for distribution, by the board on **10<sup>th</sup> February 2010** and signed on their behalf by:



Peter Slater, Chairman of Trustees



Tim Fitzpatrick, Treasurer & Trustee

*Springboard for Children*  
*Notes to the financial statements*  
*For the Year ending 31<sup>st</sup> August 2009*

## **Note 1 Accounting Policies**

### **Basis of Accounting**

These financial statements have been prepared under the historical cost convention and in accordance with the provision of the Companies Act 2006, the Statement of Recommended Practice (SORP 2005) "Accounting and Reporting by Charities" and in accordance with the Financial Reporting Standard for Smaller Entities (effective April 2008).

### **Comparative Figures**

The amounts shown for 2008 do not form part of the financial statements of the incorporated body. They are in respect of the unincorporated body whose activities were transferred to the incorporated body on 1 September 2008 and are provided for information. The comparative data was audited in the last set of the financial statements of the unincorporated charity. A more detailed explanation of the Trustees' decision in this regards can be found in the Trustees' Report.

### **Incoming Resources**

Grants are accounted for in the period to which they relate, based on the terms and conditions of the grant awarded. Donations and other income are recognised when receivable. Income tax recoverable on covenanted or gift aid donations is recognised when claimable.

### **Resources Expended**

Expenditure is accounted for in the period to which it relates. The majority of costs are directly attributable to the main activity of the charity which is to teach children with literacy difficulties on a one to one basis to help them acquire basic literacy skills to enable them to access mainstream curriculum in the classroom.

Support costs represent the share of overheads attributable to activities in furtherance of the charitable object and have been allocated to charitable activities on the basis on the percentage of staff time.

The costs of generating funds are those costs of seeking potential funders and applying for funding.

Governance costs are those costs attributable to the management of the charity's assets, organizational administration and compliance with constitutional and statutory requirements.

### **Tangible Fixed Assets**

All assets costing more than £400 are capitalised and included at cost. Assets are depreciated over their estimated useful economic lives of 3 years.

### **Operating Leases**

Payments made under operating leases are charged to the Statement of Financial Activities as incurred

### **Pensions**

The charity operates a Group Personal Pension scheme for the benefit of its employees, to which the charity matched employee contributions up to 3% of gross pay. The net assets of the fund are held separately from those of the charity. Contributions payable are charged to the statement of financial activities in the year in which they are incurred.

### **Funds Structure**

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by the donor or which have been raised by the charity for particular purposes.

General funds are unrestricted funds which are available for use at the discretion of the trustees in furtherance of the charities objects. Designated funds are unrestricted funds set aside by the trustees for particular purposes.

*Springboard for Children*  
*Notes to the financial statements (continued)*  
*For the Year ending 31st August 2009*

**2. Incoming Resources from generated funds**

Income Category	Unrestricted	Restricted	Total 2009	Total 2008
	£	£	£	£
Donations	29,217	0	<b>29,217</b>	37,421
Legacy Income	0	0	<b>0</b>	404,649
Trusts/Foundations/Corporates (See note 4)	0	390,505	<b>390,505</b>	292,941
Foundation Appeal	0	0	<b>0</b>	19,400
	29,217	390,505	<b>419,722</b>	754,411
Fundraising events	54,849	0	<b>54,849</b>	67,826
<b>Total</b>	<b>84,066</b>	<b>390,505</b>	<b>474,571</b>	<b>822,237</b>

**3. Other Incoming resources**

	Unrestricted	Restricted	Total 2009	Total 2008
	£	£	£	£
Contribution towards rent from full time Volunteers	<b>2,800</b>	<b>0</b>	<b>2,800</b>	<b>7,825</b>

Our full time volunteers are housed by Springboard for Children for the year they are with us. If they are awarded Housing Benefit from the local council they make a contribution to their rent.

*Springboard for Children*  
*Notes to the financial statements (Continued)*  
*For the year ending 31st August 2009*

**4. Restricted funds from Trusts and Foundations**

Trust/ Foundation	Total 2009	Total 2008
	£	£
NPC Anonymous Donors	80,000	61,666
The Schroder Foundation	42,000	0
SHINE Trust - London Grant	36,200	48,200
Accenture Foundation	30,000	30,100
Angus Lawson Memorial Trust	28,042	42,063
JJ Charitable Trust	27,500	20,000
Cinven Foundation	25,000	25,000
The Tudor Trust	20,000	6,667
The M&G Group	30,000	15,000
M&G Staff Charity Fund	3,786	
SHINE Trust - Manchester Grant	15,000	15,000
John Laing Charitable Trust	30,000	15,000
Zochonis	15,000	0
The Driver YouthTrust	14,000	0
Sir John Cass's Foundation	13,660	0
The Equitable Charitable Trust	10,000	10,000
The Leathersellers' Company Charitable Fund	7,500	7,500
The William Wates Memorial Trust	7,500	7,500
The Ernest Cook Trust	7,000	0
The Charities Committee of NM Rothschild & Sons Ltd	5,000	0
Wellington Management	2,852	9,256
HSBC in the Community	0	15,000
Allan & Nesta	0	10,000
Wednesday's child	0	5,400
The Walcott Foundation	0	4,882
Other grants under £5,000	9,486	33,750
Deferred Income (See note 10b)	(69,021)	(99,042)
<b>Total Grants</b>	<b>390,505</b>	<b>292,941</b>

*Springboard for Children*  
*Notes to the financial statements (Continued)*  
*For the year ending 31st August 2009*

### 5a. Summary Expenditure

Springboard for Children has one main activity - teaching children to read and write.

This involves literacy tuition and training volunteers, together with the support costs associated with this activity.

Expenditure type	Literacy Tuition £	Governance & Strategy £	General Fundraising £	Total 2009 £	Total 2008 £
Direct Costs	419,105	18,797	61,075	<b>498,977</b>	445,548
Support Costs (See note 6b)	122,218	30,454	26,508	<b>179,180</b>	157,673
<b>Total</b>	<b>541,323</b>	<b>49,251</b>	<b>87,583</b>	<b>678,157</b>	603,221

Total Costs for the year include the following:

	Literacy Tuition £	Governance & Strategy £	General Fundraising £	Total 2009 £	Total 2008 £
Depreciation	4,615	458	283	<b>5,356</b>	3,871
Amounts paid under operating leases	2,716	0	0	<b>2,716</b>	2,716
Staff Costs (See note 5b)	373,949	23,082	63,067	<b>460,098</b>	403,492
Auditors remuneration:					
Current Year	0	6,641	0	<b>6,641</b>	6,962
In respect of prior years		32		<b>32</b>	

### 5b. Staff Costs

	Total 2009 £	Total 2008 £
Salaries	<b>417,210</b>	364,265
Social Security Costs	<b>36,904</b>	33,803
Pension Costs	<b>5,984</b>	5,424
<b>Total</b>	<b>460,098</b>	403,492

The actual number of staff (FTE) analysed by function was:

	Total 2009	Total 2008
Literacy Tuition	<b>10.5</b>	11.7
Governance & Strategy	<b>2.6</b>	0.5
General Fundraising	<b>2.5</b>	1.3
	<b>15.6</b>	13.5

No member of staff was paid more than £60,000 a year in 2009 or 2008

*Springboard for Children*  
*Notes to the financial statements (Continued)*  
*For the year ending 31st August 2009*

**6a. Allocation of Premises and Support Costs to central functions**

Premises costs are allocated to central functions on the basis of number of people employed in each area.

Central Function	Premises Costs	Support costs	Total for allocation in Note 6b.	Total 2008
	£	£	£	£
Literacy Tuition	15,478	0	15,478	18,932
CEO	4,602	39,656	44,258	45,983
Education	2,928	38,916	41,844	24,135
Finance	1,464	9,824	11,288	28,611
HR	1,673	12,784	14,457	11,388
Administration	2,928	26,327	29,255	19,886
IT	1,464	9,841	11,305	
General Fundraising	11,295	0	11,295	8,738
<b>Total</b>	<b>41,832</b>	<b>137,348</b>	<b>179,180</b>	<b>157,673</b>

**6b. Allocation of Central Function (including Premises) to activities**

Basis of allocation - % time spent

	Literacy Tuition	Governance & Strategy	General Fundraising	Total 2009	Total 2008
	£	£	£	£	£
Premises Costs	15,478	0	11,295	26,773	27,670
CEO	22,129	15,490	6,639	44,258	45,983
Education	37,660	4,184	0	41,844	24,135
Finance	6,144	2,072	3,072	11,288	28,612
HR	7,228	5,783	1,446	14,457	11,388
Administration	23,404	2,925	2,925	29,254	19,885
IT	10,175	0	1,131	11,306	
<b>Total</b>	<b>122,218</b>	<b>30,454</b>	<b>26,508</b>	<b>179,180</b>	<b>157,672</b>

*Notes to the financial statements (Continued)*  
*For the year ending 31st August 2009*

**7. Fixed Assets**

	Long Leasehold Property	Office & General Equipment	Fixtures & Fittings	Total
	£	£	£	£
<b>Cost:</b>				
Transferred in at 1 <sup>st</sup> September 2008		48,199	1,152	<b>49,351</b>
Additions in the period	202,884	12,183	0	<b>215,063</b>
<b>At 31st August 2009</b>	<b>202,884</b>	<b>60,382</b>	<b>1,152</b>	<b>264,414</b>
<b>Depreciation:</b>				
Transferred in at 1 <sup>st</sup> September 2008	0	43,020	1,152	<b>44,172</b>
<b>Charge for the period</b>	0	5,356	0	<b>5,356</b>
<b>At 31st August 2009</b>	<b>0</b>	<b>48,376</b>	<b>1,152</b>	<b>49,528</b>
<b>Net Book Value</b>				
Transferred in at 1 <sup>st</sup> September 2008	0	5,179	0	<b>5,179</b>
<b>At 31st August 2009</b>	<b>202,884</b>	<b>12,006</b>	<b>0</b>	<b>214,886</b>

During the year, Springboard for Children purchased a property for accommodating the full time volunteers. The purchase was completed in December 2009 by Thackeray Williams on our behalf. The value of the property after purchase and repairs was £202,000

**8. Debtors & Prepayments**

	Total 2009	Total 2008
	£	£
Tax reclaimed on gift aid donations	<b>1,688</b>	2,165
School Fees	<b>0</b>	45,900
Prepayments Educational Resources	<b>12,323</b>	6,846
<b>Total</b>	<b>17,461</b>	<b>58,661</b>

*Springboard for Children*  
*Notes to the financial statements (Continued)*  
*For the year ending 31st August 2009*

**9a. Creditors**

	Total 2009	Total 2008
	£	£
Tax and social security	10,199	12,529
Accruals	6,641	6,463
Deferred income (see note 9b)	132,721	157,803
Other creditors	981	1,305
Springboard for Children - incorporated charity	0	580,448
	<b>150,542</b>	<b>758,548</b>

Included in Other creditors is an amount for pension liabilities of £890

**9b. Deferred Income**

	Total 2009	Total 2008
	£	£
<i>Transferred in at 1<sup>st</sup> September 2008</i>	<b>157,803</b>	127,438
<i>Transferred to income during the year</i>		
Grants	99,042	76,945
Schools Fees	58,761	50,493
<i>Deferred Income</i>		
Grants (See note 4)	69,021	85,021
Grants (See note 4) greater than a year	0	14,021
Schools Fees	63,700	58,761
<b>Carried Forward</b>	<b>132,721</b>	<b>157,803</b>

Deferred grants are broken down as follows:

	Total 2009	Total 2008
	£	£
Tudor Trust	10,000	0
NPC Anonymous	0	30,000
Zachonis	15,000	0
Angus Lawson Memorial Trust	14,021	14,021
Cinven	0	25,000
M&G Group	15,000	15,000
Anonymous	0	1,000
Laing	15,000	0
Grants for 2008/09	0	14,021
<b>Total Grants Received in advance</b>	<b>69,021</b>	<b>99,042</b>

*Springboard for Children*  
*Notes to the financial statements (Continued)*  
*For the year ending 31st August 2009*

**10a. Movement in Funds**

	<b>Amounts transferred in at 01.09.08</b>	<b>Incoming</b>	<b>Movement in Resources Outgoing</b>	<b>Transfers</b>	<b>Balance 31.08.09</b>
	£	£	£	£	£
<b>Unrestricted Funds</b>					
Designated Funds					
Liquidation Fund	175,000	0	0	31,000	<b>206,000</b>
Property fund	200,000	0	0	-200,000	<b>0</b>
IT equipment fund	20,000	0	-7,744	0	<b>12,256</b>
Professional Evaluation Fund	25,000	0	-13,990	0	<b>11,010</b>
Future Expansion	125,000	0	0	0	<b>125,000</b>
<b>Total Designated Funds</b>	<b>545,000</b>	<b>0</b>	<b>-21,734</b>	<b>-169,000</b>	<b>354,266</b>
<b>Total General Funds</b>	<b>35,448</b>	<b>329,339</b>	<b>-115,100</b>	<b>18,182</b>	<b>267,869</b>
<b>Total Restricted Funds</b>	<b>0</b>	<b>390,505</b>	<b>-541,323</b>	<b>150,818</b>	<b>0</b>
<b>Total Funds</b>	<b>580,448</b>	<b>719,844</b>	<b>-678,157</b>	<b>0</b>	<b>622,135</b>

**Designated funds:**

Please refer to the Trustees' Report for an explanation of each of the above designated funds.

**10b. Transfers**

**Unrestricted funds:**

There has been a transfer of £31,000 from general funds to designated funds as the trustees wished to set aside enough money in the liquidation fund to cover redundancy payments to staff in addition to the 3 months running costs. See Trustees report for further details.

**Restricted Funds:**

This represents the elements of one to one tuition costs which are covered by unrestricted funding.

*Springboard for Children*  
*Notes to the financial statements (Continued)*  
*For the year ending 31st August 2009*

**11. Net Assets by Fund**

	General	Designated	Restricted	Total 2009	Total 2008
	£	£	£	£	£
Fixed Assets	214,886	0	0	<b>214,886</b>	5,179
Current Assets	134,504	354,266	69,021	<b>557,791</b>	753,370
Current Liabilities	(81,521)	0	(69,021)	<b>(150,542)</b>	(758,549)
	<b>267,869</b>	<b>354,266</b>	<b>0</b>	<b>622,135</b>	<b>0</b>

**12. Future Commitments**

As at 31st August 2009 Springboard for Children had annual commitments under operating leases as follows:

	2009	2008
	£	£
Operating leases which expires:		
Within one year	<b>2,716</b>	0
Between two and five years	<b>0</b>	5,432

**13. Transactions with trustees**

No trustee received any remuneration in the year in 2009 or 2008

No expenses in respect of travel were reimbursed to trustees during in 2009 or 2008

**14. Funds Transferred from unincorporated Charity**

These funds are in respect of the unincorporated body whose activities were transferred to the incorporated body on 1 September 2008 and are provided for information. The comparative data was audited in the last set of the financial statements of the unincorporated charity

## INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF Springboard for Children

We have audited the financial statements of Springboard for Children for the year ended 31 August 2009 which comprise the Statement of Financial Activities, the Balance Sheet, and the related notes. The financial statements have been prepared under the accounting policies set out therein.

This report is made solely to the company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the 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 company and the company's members as a body, for our audit work, for this report, or for the opinions we have formed.

### Respective responsibilities of trustees and auditors

The trustees' (who are also the directors of the company for the purpose of company law) responsibilities for preparing the Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and for being satisfied that the financial statements give a true and fair view are set out in the Statement of Trustees' Responsibilities.

Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

We report to you our opinion as to whether the financial statements give a true and fair view, have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice, and have been prepared in accordance with the Companies Act 2006. We also report to you whether in our opinion the information given in the Trustees' Annual Report is consistent with those financial statements.

In addition we report to you if, in our opinion, the charity has not kept adequate accounting records, if the charity's financial statements are not in agreement with the accounting records and returns, if we have not received all the information and explanations we require for our audit, or if certain disclosures of trustees' remuneration specified by law are not made.

We read the Trustees' Annual Report and consider the implications for our report if we become aware of any apparent misstatements within it.

### Basis of audit opinion


We conducted our audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the financial statements. It also includes an assessment of the significant estimates and judgements made by the trustees in the preparation of the financial statements, and of whether the accounting policies are appropriate to the charity's circumstances, consistently applied and adequately disclosed.

We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or other irregularity or error. In forming our opinion we also evaluated the overall adequacy of the presentation of information in the financial statements.

### Opinion

In our opinion:

- the financial statements give a true and fair view of the state of the charity's affairs as at 31 August 2009, and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- the financial statements have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice
- the financial statements have been properly prepared in accordance with the Companies Act 2006; and
- the information given in the Trustees' Annual Report is consistent with the financial statements.



**Nicholas Brooks, Senior Statutory Auditor**  
for and on behalf of Kingston Smith LLP  
Statutory Auditor

Devonshire House  
60 Goswell Road  
London  
EC1M 7AD  
**Date: 3<sup>rd</sup> March 2010**