



# Schoolreaders

## 2020 Annual Report

Report of the Trustees and Independently Examined Financial Statements  
for the year ended 31 August 2020 for Schoolreaders CIO

[www.schoolreaders.org](http://www.schoolreaders.org)

Registered Charity: 1159157

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## Reference and Administrative Details

### Registered Charity Number

1159157

### Principal and Administration Office

Bedford Heights

Brickhill Drive

Bedford

MK41 7PH

### Trustees

Jane Whitbread – Chair

Steven Bryan

Lucinda Copeman - reappointed 28/2/20

Benjamin Janes - appointed 15/7/20, resigned 22/8/20

Rory Landman - appointed 12/2/21

S. Alexandra Moore

Michael Scott - resigned 16/3/21

Shannan Stevenson

Vicki Wienand - resigned 2/4/20

### Independent Examiner

C Airey FCCA of

George Hay Partnership LLP

Chartered Accountants

Brigham House

93 High Street

Biggleswade

Bedfordshire

SG18 0LD

### Governing document

Charitable Incorporated Organisation (CIO) - Foundation Registered 11 November 2014

## Chair's Report

What a year.... The seventh full year of operation for Schoolreaders was the year of the arrival of Covid-19. The year began with the continuing child literacy statistic of one in four children leaving primary school not reading to the national expected standard.<sup>1</sup> This is the reason why the Schoolreaders provision of reading volunteers to primary schools to listen to children read has proved so valuable to so many schools over the past seven years. Schoolreaders remains a unique, simple, proven, cost-effective model that is free to primary schools, operating nationwide. The 19/20 school year ended with a far worse outlook for childhood literacy due to school closures and lost education.

At the mid-year in March '20, Covid-19 resulted in school closures for all children except the most vulnerable and those of key workers. This has had an enormous, unprecedented impact on children's education, particularly for those children who were already disadvantaged. The education gap has become even wider, and the need and demand for literacy support has grown yet further. Over 10% of primary schools in England have registered with Schoolreaders asking for our reading volunteers.

As Covid-19 emerged at almost exactly the mid-point of the academic year, this report is written in two halves: September '19 to March '20, the pre-Covid period, and March '20 to August '20, when society as a whole and normal living changed. Schoolreaders remains unique in offering this vital reading support across the country for free to schools. Dialogue was initiated and continues with other complementary literacy charities to encourage information sharing and best practice adaptation to the Covid-19 situation.

### September '19 to March '20

The school year started very positively, following the excellent results of our annual survey, in partnership with the Institute for Research in Education at the University of Bedfordshire. Data was analysed from almost 400 reading volunteers and staff at over 150 of our partner schools. For the first time a measure of reading age improvement, specifically due to the Schoolreaders intervention, was included. This showed that 95% of children improved their reading age beyond what would be expected in the timeframes. Of this, 58% of respondent schools rated a reading age improvement of 3-6 months or more over the year and 37% of 1-3 months. 95% of schools also rated the quality of the Schoolreaders volunteers as excellent.

With this knowledge of the continuing successful impact of the provision, the year started with continued growth in line with strategic plans, with increases in the number of children being supported every week in an increased number of schools. We were

1. National curriculum assessments at Key Stage 2 in England, 2019 (revised), p 4, [www.gov.uk](http://www.gov.uk), updated 13th December 2019, Department for Education



well on our way to achieving our target of reaching 15,000 children by the end of the year. Prior to lockdown in March '20 our volunteers were supporting over 12,700 children every week (10,000 at August 2019) with a one-to-one reading support programme in 686 primary schools across the country (526 at August 2019).

### March '20 – August '20

The emergence of Covid-19 resulted in school closures for the majority of children on March 20th. This had an immediate impact on Schoolreaders and our volunteers who had to 'pause' their in-school support. We immediately assessed the situation and, in the knowledge that the need for child literacy support remained, we swiftly adapted our model in order to continue reaching children both in school and for the first time at home.

### Adaptations of reading support due to the emergence of Covid-19:

**Virtual volunteer support:** Firstly, with in-school volunteering paused, we started to trial a 'virtual volunteer' model, using video call technology and e-book software to connect volunteers at home with partner schools in order to provide reading support to children remotely. These trials were very positive and this solution will be rolled out to schools during the 20/21 year where appropriate. This 'virtual' service is likely to remain a permanent alternative to in-school support, as it enables Schoolreaders to support children in areas where we are unable to recruit enough volunteers to fulfil the significant demand for the service.

**Schoolreaders Storytime:** To reach children at home, as well as in school, Schoolreaders Storytime was launched at the start of the summer term. A video library of Schoolreaders volunteers reading popular children's stories was created, which engages children 'virtually' and encourages reading and reading enjoyment. Three new video stories were sent to our partner schools every week during the summer term. These stories were shared with their pupils at home and were also used as an in-school resource. They were extremely popular and there have now been over 30,000 downloads. This was all achieved with the kind permission of the publishers for us to share books in this way. This year, we are now creating a section with subtitled stories that further support literacy and are an aid for deaf children. One of our Storytime volunteers, who reads each story with her pet spaniel beside her, was one of 4 people shortlisted in the national Third Sector Awards for the '2020 Volunteer of the Year'.

**Schoolreaders Summertime:** To encourage children's reading over the summer holidays we launched our Schoolreaders Summertime Competition, where children had to send in a review and/or a picture of a book they had read. A well-known children's author - M.G. Leonard - headlined it and it was sponsored by children's

publisher Scholastic. The winners received a large bundle of books for their school libraries and a video session for their whole class with M.G. Leonard herself.

### Finance

Financially, the year has proven to be a good one, despite the challenges of many public charitable funds understandably being directed towards medical and social needs arising from the pandemic. At the onset of Covid-19, when there was much uncertainty about its potential impact on funding availability, costs were reviewed and belts were tightened, including successfully negotiating rental savings, furloughing some operations staff for 3 months, and stopping all growth and recruitment plans. As a result of these measures expenditure was under budget for the year and this, combined with some generous support from long-term donors, resulted in a surplus at year end.

This good financial performance has enabled the reserves to be increased to seven months of operating expenditure. This is in line with the reserves policy (6 to 9 months) which was revised this year to ensure further security in light of the challenges of the pandemic. Income for the year was £505,883 (£339,196 in 2019) and expenditure was £309,716 (£264,801 in 2019). The income includes £50,000 of future funding commitments for 2021 and 2022.

### The Future

We have seen an enormous rise in new volunteer applications (now at over 1,000 since the pandemic started). This means that, combined with our 1,200+ paused volunteers, we have a wealth of resource ready to go into local schools as soon as it is safe and practicable to do so, to help the many, many children who need to catch up on reading skills. Interestingly, during the first two terms of the 20/21 academic year, in addition to digital volunteering, a number of our volunteers have been physically welcomed back into their school 'bubbles', demonstrating the value that the schools put on their effectiveness, given that most were limiting visitors. Schools have indicated that one-to-one, face-to-face provision is their preference over a digital provision where possible.

We have ended the school year in a very positive situation having both adapted our provision to continue supporting children's reading and with a strong financial position. With the ongoing uncertainty regarding the pandemic, however, we remain acutely aware of cost management and have undertaken a full risk assessment of every possible future scenario that we can think of, with corresponding action plans. The senior management team and trustees meet monthly to review these.

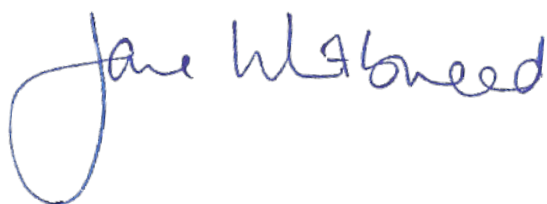
There is no doubt that there will be an even greater need for the Schoolreaders service going forward and there will be a great demand from schools. We look forward to

helping as many children as possible to catch up on reading skills to ensure that their future paths are as positive as possible. With the roll-out of the vaccines currently underway, we are hopeful that we will soon be able to deploy our small army of volunteers back into school to deliver one-to-one reading support. If this has to be delayed still further we have the back-up plan of digital volunteering and our Schoolreaders Storytime library. We will continue to support children's reading in the most effective ways possible.

We are extremely thankful to our supporters, many of whom have supported us at an increased level this year and with offers for us to redeploy funds as needed. I would also like to thank the staff, home team volunteers and county teams for managing to adapt so well to working from home and for remaining committed and focussed on delivering support wherever and whenever possible. Our reading volunteers have also been extremely positive, patiently waiting to be able to return to school and adapting to our new ways of providing literacy support. Additional thanks to our trustees and senior management team for the significant extra time commitment that they have given this year in order to monitor and adapt to the fast changing situation.

Despite the many challenges of this year, Schoolreaders is secure and well-positioned to increase its support to even more children in the year ahead. The target is to provide 15,000 children with one-to-one reading support each week by the end of the 20/21 school year, in addition to providing Schoolreaders Storytime support to the children in our 1,600 partner schools across the country.

This past year has strengthened the charity and resulted in developments and adaptations which mean that we have the variety of reading support provision to continue supporting children, whatever the changing education landscape.



Jane Whitbread  
Chair of Trustees

April 2021

The trustees present their report with the financial statements of the charity for the year ended 31st August 2020. The trustees have adopted the provisions and exemptions of the second edition of the Statement of Recommended Practice (SORP) 'Accounting and Reporting by Charities' issued in October 2019. The reference and administrative details on page 1 form part of this report.

### Objectives and Activities

Our vision is that every child should be given the opportunity to learn to read well. For the past seven years Schoolreaders has supported this vision by providing volunteers to primary schools to listen to children read face-to-face on a one-to-one basis. The need for this support can be seen by the persistent statistic of one in four children leaving primary school, aged eleven, unable to read to the expected Government standard. This can have lifelong consequences as it affects access to secondary education and beyond. Many children are not getting enough reading practice at home and at school, and schools are in great need of this support.

This year, reading support for children is needed more than ever due to the many children falling behind during school closures, particularly children that were already disadvantaged. Schoolreaders swiftly adapted its reading support provision when face-to-face volunteering had to pause in order to continue providing children with reading support both at school and for the first time at home during this pandemic year.

### Schoolreaders now has three forms of reading support provision:

#### Face-to-face volunteering

Volunteers listen to children read in primary schools on a one-to-one basis every week. Volunteers are recruited from the local community for a minimum period of one year, interviewed, assessed and placed in the local primary school where their help is most needed. Priority is given to providing volunteers in areas of disadvantage. The model is proven, simple, cost-effective and free to schools. This means that any primary school can access this support and every child has the opportunity to benefit.

Our partner schools undertake an enhanced DBS check on each new volunteer (and a barred-list check where required). The school, supported by Schoolreaders, provides the



We are immensely grateful for our volunteer's presence in our school! We wish we could clone him but failing that, if you have any other volunteers who would like to come and support readers in our school please send them our way!

- Assistant Headteacher, London Partner School

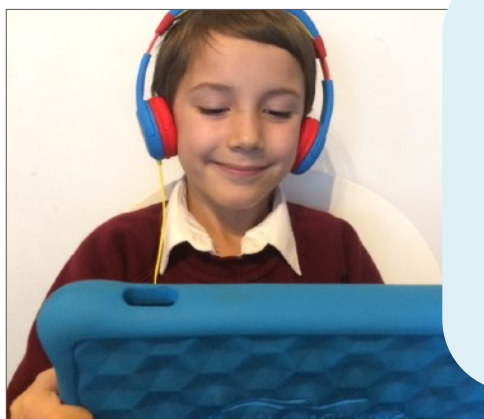


volunteer with appropriate guidance, training and safeguarding information relevant to the age and needs of the children that they will be helping.

Each school decides how to deploy their volunteers, which children will be supported, and the length of the reading support sessions. Where appropriate our volunteers and the class teacher liaise over the progress and needs of each child. We continue to support both school and volunteer as their partnership progresses. Everybody benefits from the Schoolreaders scheme: the children, the school, the volunteer, the community and ultimately society.

### Digital volunteering

This was successfully piloted during the summer term and is now being rolled out where volunteers cannot physically get into school. Volunteers work from their homes and listen to children read in school.



We were all anxious about how reliable the technology would be and whether the children would engage as well online. We needn't have worried - it is now just part of our daily routine. The children's reading is improving and they look forward to their turn. We know that our volunteer also gets enormous enjoyment and satisfaction from the role and is delighted to be making a difference during these unprecedented times.

- Headteacher, Derbyshire Partner School

### Schoolreaders Storytime

Video stories read by some of our volunteers were made available to schools from the start of the summer term. Schools forwarded links to the videos to children at home. Storytime has been very popular, and many schools used our videos in the classroom. Our volunteers filmed more than 100 stories and the films have now been viewed more than 30,000 times.



### Achievement and Performance

The greatest achievement this year has been the swift adaptations made by Schoolreaders in response to school closures and home-learning that has enabled reading support to be continued. These adaptations have strengthened the charity's offering and mean that whatever the educational landscape we can continue to support children's reading.

The Schoolreaders simple model, lean structure and use of digital technology, mean that overheads and operating costs are kept to a minimum. The strong numbers and commitment of volunteers, resulting in a staff:volunteer ratio of 1:200, provide a cost-effective solution that is reaching many thousands of children.

Fundraising continues to be strengthened with the introduction of new sources of income, including corporate partnerships and other campaigns to attract new supporters. Income exceeded budget for the year and, together with cost savings, resulted in a surplus at year end. This has enabled the reserves fund to be increased to 7 months of operating costs.

### Schoolreaders - A Unique Model

We are the only nationwide reading volunteer service that is free to schools

Our simple model scales up very easily

Once a volunteer is in place it costs us just £15 to provide a child with weekly one-to-one reading support for a whole year

Our model is very cost-effective as our overheads are low and we are very strongly weighted towards volunteers. Our staff to volunteer ratio is 1:200

99% of our volunteers say they would recommend becoming a Schoolreader to a friend

The scheme has the secondary benefit of helping children learn social skills and encourages respectful interaction with adults

The Schoolreaders scheme strengthens bonds within communities. Our volunteers feel a sense of satisfaction at 'making a difference' and 'putting something back'

In addition to in-school volunteering this year we have developed virtual volunteering in order to provide support when volunteers are unable to visit schools in person

## Impact and Outcomes

Impact and outcomes were very different in the first half of the year compared with the second half due to the emergence of Covid-19 when our provision was adapted to meet these new challenges and in order for us to continue supporting children's literacy.



12,790 children had a weekly one-to-one reading session



686 schools across England were receiving weekly visits from at least one Schoolreaders volunteer

98% of volunteers said that being a Schoolreader has a positive impact on them personally

10% Over 10% of primary schools in England are partnered with us and requesting our volunteers.

In some counties we have volunteers in more than 25% of primary schools

300,000

In the last full academic year our amazing volunteers delivered more than 300,000 individual reading sessions

72,800

Our Schoolreaders spent 72,800 hours volunteering last year

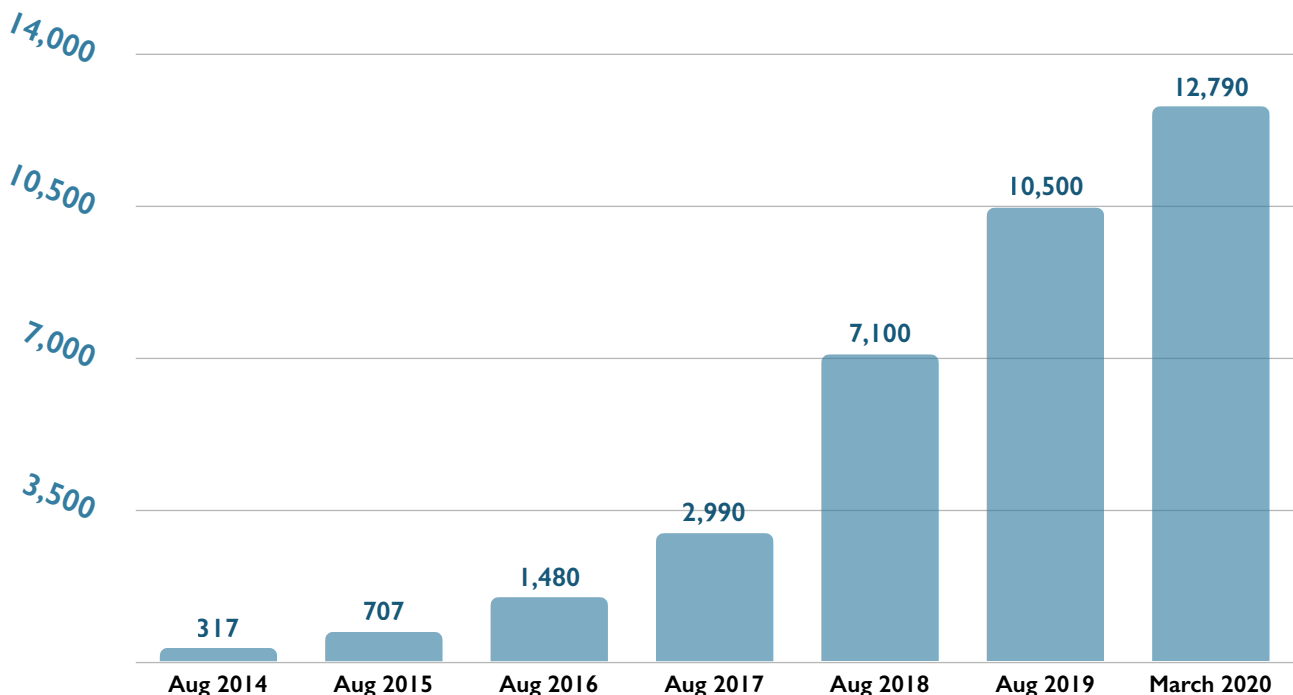


## community connections

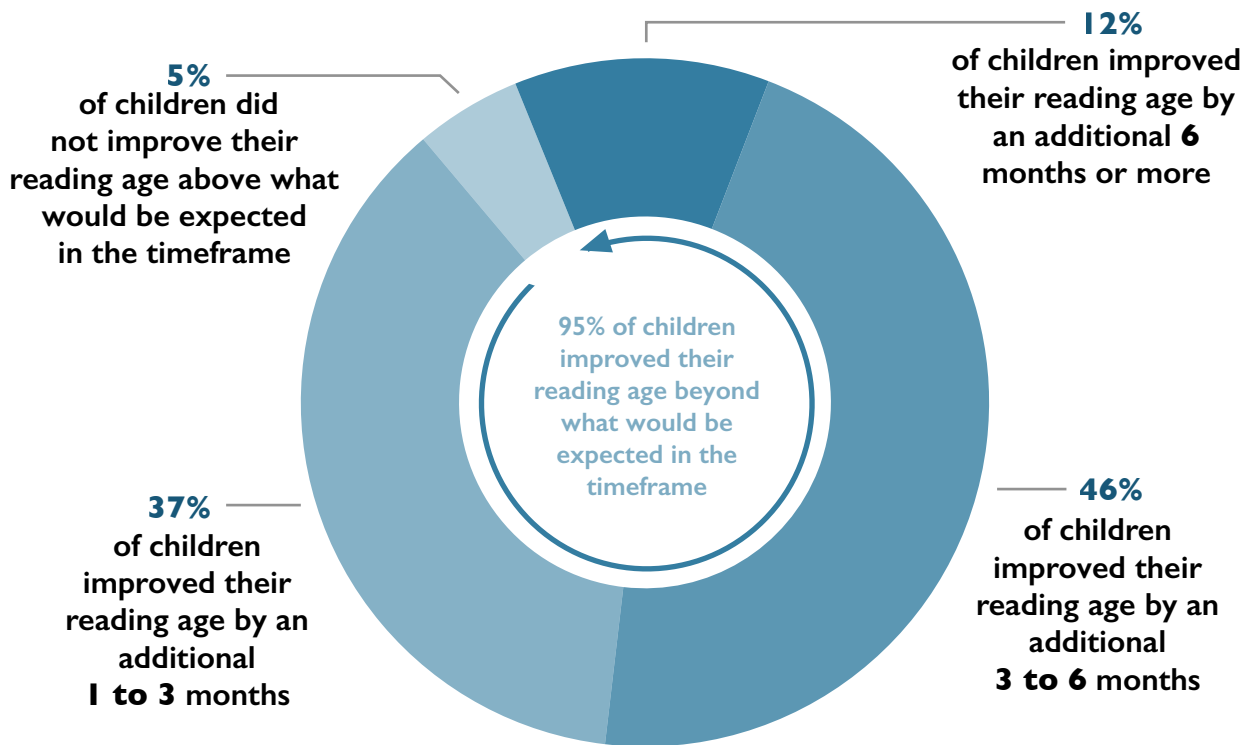
We have established links with community groups as well as with other literacy organisations and with local and county councils

## Children receiving weekly reading support sessions

The growth in the number of children supported over the past 7 years, as seen below, is testament to both the need for and success of the Schoolreaders model.



The annual research with the University of Bedfordshire's Institute for Research in Education could not be conducted this year due to Covid-19 restrictions. However, the reading age results that became available at the start of this year were extremely positive and helped to inform our expansion at the beginning of the year.



SOURCE: Research carried out in summer 2019 in partnership with the Institute for Research in Education, University of Bedfordshire, using data from almost 400 reading volunteers and staff at over 150 of our partner schools.

### 2019 Results

- 92%** of schools noted the positive impact on children's reading confidence
- 85%** of schools noted the positive effect on their reading enjoyment
- 78%** of schools noted the positive impact on their reading fluency
- 73%** of schools noted the positive effect on children's self-esteem
- 95%** of schools rated the volunteer impact on the children as good or excellent
- 95%** of schools rated the skills and competence of our volunteers as good or excellent

We were extremely pleased to be able to continue providing reading support despite the challenges. As a result of our adaptations, we now have the variety of services to ensure that whatever the education landscape in the next year, we will still be able to support children's reading.

## School Quotes

### Pre Covid-19

“The Schoolreaders Service has been invaluable in our school, and we have used it to help structure interventions for disadvantaged children, ensuring they have the opportunity to read outside of usual curriculum time. This has fed directly into improved ability with both reading and writing. The volunteers are well chosen and dedicated, turning up promptly and attending consistently...this makes a significant difference to the education of our children.”

- English Lead,  
Hertfordshire Partner School

“I will just say how brilliant our volunteer is - thank you so much for connecting him and the school, we feel very blessed to have some of his time every week, the children LOVE him! We cannot praise him highly enough, he really is part of our extended school family now.”

- Headteacher, Northamptonshire Partner School

“As a partner school with Schoolreaders we feel immensely privileged to welcome a number of readers into school. The impact they have on the children is extremely positive, both in terms of reading progress but also in terms of self-esteem and motivation. Children look forward to the sessions and keenly talk about their reading.”

- Headteacher, Bedfordshire Partner School

“The volunteer we have working with us is worth her weight in gold!”

- Deputy Head,  
Hertfordshire Partner School

“The extra support the volunteers provide is greatly appreciated... For children who need a little extra practice and encouragement it is so valuable. Thank you!”

- Headteacher, Northamptonshire Partner School

### During Covid-19 and Storytime

“We were delighted to receive some videos that have been shared with our families. These were very positively received...We know that many children will need extra support after the disruption of Covid-19 and the Schoolreaders volunteers will be a significant asset in meeting these needs. Many children will have fallen behind in their reading, so sessions with the volunteers will be a great help in closing this gap. We know the sessions are of high quality and the volunteers are well trained and passionate. Thank you for all you do!”

- Headteacher, Bedfordshire Partner School

“I just wanted to write to say the children are loving these videos. Thank you so much for sending them. They are making a real difference.”

- Headteacher,  
Buckinghamshire Partner School

“Thank you so much for providing all these stories - I have forwarded them to our whole community of parents and children, and having looked at them, I'm sure they will bring some real happiness and calm to many of our families.”

- Headteacher, Northamptonshire Partner School



## Volunteer Quotes Pre Covid-19

“ I am delighted that some of the reluctant readers I have been given...are now showing real progress in ability and just as significant, an interest in reading generally. Their understanding of some of the unfamiliar grammar, which I explain, and the use of punctuation in a text is showing real advancement. Some of the shyer pupils are now a little more relaxed and very keen to sit with me for their reading, so social progress & trust there. ”

- Cambridgeshire Volunteer

“ Tuesday afternoons are a highlight of my week. The staff continue to be very supportive and the children are a joy. It is so encouraging to see their growing confidence as they get to know me and for me to witness their growing ability with reading. ”

- Hertfordshire Volunteer

“ I am very glad that I am part of this scheme and very happy with the way I am welcomed into the school. It is a pleasure to hear the children progressing with their reading and helping to encourage them to enjoy books ”

- Wiltshire Volunteer

## During Covid-19 and Storytime

“ I am so sorry for the children I did not get the chance to say goodbye to, they were the lights that brightened my day and I will always remember the 31 hands that shot up when I entered the classroom at 9am Mondays and Thursdays. The Head of English said, "you have a fan club". I was so pleased, and felt I was achieving what I had set out to do... I feel privileged to play a part. ”

- Norfolk Volunteer

“ There is a skill to it, but the children have adapted really well and taken to it almost better than in real life. I wasn't sure it was going to work, but it is a joy to get up in the morning and be able to listen to the children. I love it, the kids love it and the class teacher loves it ”

- Derbyshire Volunteer

“ This has been a very beneficial and worthwhile experience for me... My well-being from volunteering has lifted my feeling of being of use and I'm enjoying every moment with each individual child whilst seeing improvements in the few months I have been at the school. I do hope this virus situation improves and we can all move forward with some normality soon. ”

- Suffolk Volunteer



## Support from our Donors and Funders

### Individual Donors and Legacies:

“As a child I was a very slow reader until I received extra help. I have left a Gift in my Will to Schoolreaders as I believe wholeheartedly that every child should have the chance to learn to read well.”

- Legacy Pledger

“I am glad that Schoolreaders was able to benefit from our grant. You are all doing a fantastic job and making a huge difference to the lives of many young people.”

- Individual Supporter and Trustee of a Charitable Foundation

“What you do is wonderful. Wishing you a happy and successful 2021!”

- Regular Committed Supporter



### Trusts:

“We are delighted to be funding you again. The Committee thought your operating model was brilliant and your programmes, especially at this challenging time, are needed more than ever.”

- The Worshipful Company of Grocers



“It is only now that I can look back at my own school days with disappointment, disenchantment, frustration and indeed unhappiness, and realise what went wrong. I was bright up to the age of 10, when reading did not affect my results, but after this age I just went steadily backwards to leave school at 16 with just a handful of O Levels. A few years ago, at the age of 62, I had to take a ‘Professional Examination’ and was actually tested for dyslexia - “yes, you are very dyslexic, somewhat dyspraxic, but a high IQ”. Throughout life I have had to suffer these disabilities with no assistance, and I now realise that it was only my IQ that got me through. If only Schoolreaders had discovered me at a much earlier date - then I am sure my school career would have been so much happier. Thank you Schoolreaders for what you do today - I only wish you had been there 67 years ago.”

- Charlie Barratt DL,  
Trustee, The Lady Hind Trust

## Trusts, continued:

“We were happy to offer grants because your message is so strong and powerful... a win-win scenario: for the children in the short term, society in the long-term by having better literacy in the community, and also for the volunteers being able to put something back. Having been a magistrate for 25 years, I am only too aware of the problems of poor literacy, leading to low employability, low esteem and isolation. Schoolreaders is helping to address this in a very cost-effective way.”

- Alix Mason, Grants Administrator,  
Fowler Smith & Jones Trust

“Basic reading skills are all too easily overlooked in our increasingly digitised age. Schoolreaders provides an invaluable service helping to remedy the reading deficit at crucial stages in our children’s education. We felt it was important to support Schoolreaders by providing a multi-year grant to cover core expenses, to give them the security to build a strong foundation. We then renewed the multi-year grant to assist them to build out their services across the country.”

- Founding Trust Multi-Year Donor

## Companies:

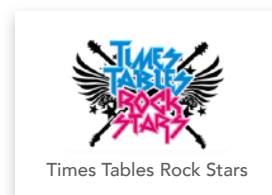
“Tritax Big Box REIT is delighted to be supporting Schoolreaders’ valuable work within the local communities in which our warehouses are situated. We recognise that improving children’s literacy skills is central to positively enhancing their lives and academic prospects. This core skill is key to bringing longer term social and economic benefits to the communities in which we operate.”

- Helen Drury, Sustainability Lead, Tritax Big Box REIT

“Whilst we are very passionate about maths, we also believe in the power of being literate and the joy of reading. Literacy is the foundation for all disciplines. Without the ability to read, write and think, other subject areas, such as maths, become a bigger challenge for students.”

- Bruno and Nicola Reddy, CEO and Director, Times Tables Rock Stars

## With thanks to:



Schoolreaders CIO  
for the year ended 31st August 2020

### Public Benefit

The trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit and have complied with the Charities Act 2011 in determining the activities planned by the charity.

1. The objectives of the charity are clear: To advance education by providing and assisting the provision of literacy support in such ways as the charity trustees think fit, including the provision of volunteers to primary schools to listen to pupils read and encourage their reading skills.
2. All aims and activities undertaken are intended to further Schoolreaders' charitable objectives.
3. The people who receive support are entitled to do so according to the criteria set out in the charity's objectives. All of Schoolreaders' work is focused on its target beneficiaries: children.

### Plans for 2020-2021

Following on from the year of Covid-19, with the resultant school closures and with many children having fallen behind with their education, and in particular literacy at the primary age, our aim is to be able to provide as many children with reading support as soon as possible in a safe and practicable way. Our aims are as follows:

#### To reach 15,000 children by August 2021.

We will:

- Conduct a survey amongst our volunteers and schools to find out their individual needs, limitations and plans. Based on this we will identify which schools and which volunteers will accept in-school volunteering and/or digital volunteering and their anticipated timescales, in order to be able to react quickly when the situation allows.
- Keep in individual contact with our 1,290 Schoolreaders volunteers who had to pause their in-school volunteering due to Covid-19, and liaise with them and their school regarding a potential return to school. The well-being of our 'paused' volunteers is important to us and we will continue to provide them with support, including regular communications, online virtual coffee mornings, activities such as quizzes and a chat line.
- Keep in individual contact with our 686 primary schools that had in-school volunteers prior to Covid-19, to monitor their position regarding the return of their volunteers.
- Communicate regularly with the further 900 primary schools who have requested our volunteers and undertake strategic volunteer recruitment around these schools. These schools will also continue to receive our Schoolreaders Storytime video stories.
- Undertake a large volunteer recruitment campaign in order to increase our 'bank' of ready and willing volunteers that are matched to schools and will be ready to start as soon as the situation allows.

### To develop digital initiatives to complement in-school support.

We will:

Further develop our digital volunteering scheme where volunteers at home listen to children read in school. Through our research we have ascertained that this is a second choice for schools, that they prefer a face-to-face volunteer and find it more effective. However, if the situation persists where volunteers are not able to attend school in person, this is a good alternative provision to support children. We piloted this model in the summer term of 2020. It will be most effective where the volunteer already has a relationship with a school and the children, however it is also a means of providing additional support to schools that are located in areas where it is difficult to provide sufficient numbers of face-to-face volunteers.

- Develop the Schoolreaders Storytime Library with new video stories read by Schoolreaders volunteers and make them available to our 1,600 registered primary schools. These will be available for use both as an in-school resource or for children at home.
- Develop an on-line learning platform to complement the training that volunteers receive in school and further enhance their impact on the children they support.

### To increase management support as part of recovery plans and review long-term strategy.

- The Trustees and Senior Management Team will continue to meet more frequently than in pre Covid-19 times in order to monitor the situation and to help steer any adaptations necessary.
- We will provide regular team-building on-line sessions to keep our staff and volunteer teams cohesive, focused and motivated. It is anticipated that all staff will return to the office once it is proper to do so.
- We will revisit our strategic long-term planning in light of the time of Covid-19 and ascertain future plans based on a number of back-to-school scenarios.

### To develop our Covid-19 fundraising strategy and ensure a financially sustainable model.

We will:

- Continue to operate on a very lean structure in order to minimise costs, limiting recruitment and growth plans for this year.



- Review fundraising strategy in light of Covid-19 due to the negative impact on some past funding sources and develop new opportunities, such as online fundraising campaigns and donations.
- Continue to build reserves in line with the new reserves policy which has been revised to ensure even greater resilience in the current unprecedented times.
- Maintain contact and keep our supporter base informed of the changing situation and our responses in order to keep supporting children's reading.

### To collaborate with other organisations to ensure the greatest impact of our service.

We will:

- Liaise with other literacy charities and education-related bodies to ensure a joined-up response and combine resource where possible.
- Continue to carry out research into the impact of our service in partnership with the Institute of Research in Education at the University of Bedfordshire in order to develop the Schoolreaders model and inform future strategy.

## Structure, Governance and Management

### Organisation Structure

The charity is governed by a board of trustees who normally meet quarterly and attend an annual strategic planning meeting with the senior management team. During this year, due to the fast-moving changes concerning the impact of Covid-19, trustees and senior management team met monthly. The trustees are responsible for ensuring that the charity is well managed and operates in line with its objectives, the law and its budget. When necessary, the trustees seek advice and support from the charity's professional advisers. A trustee can hold office for a period of three years and may be re-appointed if they remain appropriately qualified for the role.

There is a senior management team of five (including two trustees and supported by two consultants) who manage and run the charity on a daily basis including: operations, education, fundraising, volunteer management, marketing and PR, finance, design and IT. There are a number of specialist sub-committees supporting the operation.

The charity is very volunteer weighted and benefits from volunteer support ranging from trustee and advisory roles to executive involvement, county-centric planning and operations, and of course our Schoolreaders volunteers, without whose commitment and time none of the operation would happen.

### Key Management Personnel

The board considers that the director and senior management team are in charge of directing and operating the charity on a day-to-day basis.

### Recruitment and Appointment of New Trustees

The identification of potential new trustees is carried out by the board, the aim being to appoint those with the appropriate expertise and experience for the charity's work. New trustees are thoroughly briefed on the history of the charity, the responsibilities of the trustees, current objectives, future plans and the day-to-day management.

### Risk Management

The trustees have identified and assessed the principal risks to which the charity may be exposed and are satisfied that there are strategies and procedures in place to monitor and mitigate these risks.

A risk map is maintained, measuring the weight and likelihood of a risk occurring. In a normal year this is reviewed regularly by the senior management team and bi-annually by the trustees. However, this year, during the pandemic, risks have been reviewed on a monthly basis at trustee and senior management level in order to respond to the fast-changing scenarios. Actions are taken where required to mitigate levels of risk.

The principal risks that have been identified and assessed regularly are:

- Governance and management – this considers risks associated with strategic direction, management and performance including the skills and training of the trustees.
- Operational – this looks at the risks inherent in the charity's activities, including external factors, and the recruitment and management of volunteers and schools. A priority in this area is the safeguarding of children.
- Financial - this includes risks regarding budgetary control, fundraising, expenditure, cashflow and reserves.
- Laws and regulations - this looks at the risks associated with compliance and non-compliance with internal and external laws and regulations, including government policies.
- The impact of Covid-19.

## Financial Review

### Financial summary

There was an overall positive net movement of funds for the year of £196,167 (2019 £74,395). Income for the year was £505,883 (2019 £339,196); this includes an increase in accrued income of £50,000, in respect of future funding commitments, (2019 £30,000 decrease) to £125,000 (2019 £75,000). Total expenditure for the period was £309,716 (2019 £264,801). At the end of the financial year unrestricted funds, including £85,000 of accrued future funding commitments, are £329,348 (2019 £130,333). Of these, free reserves are £239,779 (2019 £107,498).

### Donated Services

Schoolreaders has benefitted greatly from the kindness and generosity of many people and organisations who have given their time, expertise and wisdom across a variety of disciplines and areas towards making the organisation as excellent as it can be. We are extremely grateful to each and every one.

### Reserves Policy

The trustees have reviewed the reserves policy for the charity in light of its growth, future plans and financial risks and have decided to increase the reserves target to build unrestricted reserves equal to between six and nine months' average operating costs, which will be held as a designated fund. The reserves include only realised unrestricted reserves and therefore exclude income which is accrued at the balance sheet date and intended for use in subsequent accounting periods, or from restricted or other designated funds. The free reserves amount at 31st August 2020 was equivalent to just under seven months' average operating costs for the forthcoming year. The decision to increase our reserves was agreed during the current uncertain times to ensure the charity has further resilience to navigate the future unknown economic landscape.

### Impact of Covid-19

Since the year end, the pandemic outbreak of Covid-19 has continued to have a significant impact on both people and organisations across the world. The trustees are carefully monitoring the situation and following the applicable guidance issued by the UK Government and consider the charity to be well equipped to react to future economic uncertainty due to both diligent financial planning and a robust business model. In this financial year this included financial support received from the Coronavirus Job Retention Scheme.

The pandemic represents a condition existing at the balance sheet date however the trustees have carefully considered the impact of this on the measurements of assets and liabilities in the financial statements and concluded that no adjustments are required.

### Statement of Trustees' Responsibilities

The trustees are responsible for preparing the Report of the Trustees and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

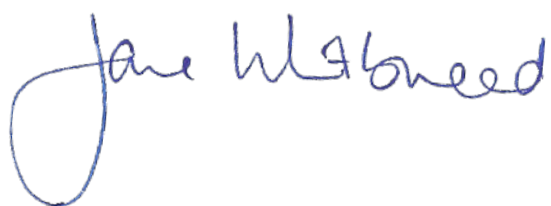
The law applicable to charities in England and Wales, the Charities Act 2011, Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed require the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charity for that period. In preparing those financial statements, the trustees are required to

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

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charity's website.

On behalf of the Board:

A handwritten signature in blue ink that reads "Jane Whitbread". The signature is written in a cursive style with a large loop at the beginning of the first name.

Jane Whitbread  
Trustee

April 2021

# Report of the Independent Examiner

I report on the accounts for the year ended 31 August 2020 set out on pages twenty-three to thirty-three.

## Respective responsibilities of Trustees and Examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year (under Section 144(2) of the Charities Act 2011 (the Charities Act)) and that an independent examination is required.

It is my responsibility to:

- examine the accounts under Section 145 of the Charities Act
- to follow the procedures laid down in the General Directions given by the Charity Commission (under Section 145(5)(b) of the Charities Act); and
- to state whether particular matters have come to my attention.

## Basis of the Independent Examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statements below.

## Independent Examiner's statement

In connection with my examination, no matter has come to my attention:

1. which gives me reasonable cause to believe that, in any material respect, the requirements
  - to keep accounting records in accordance with Section 130 of the Charities Act; and
  - to prepare accounts which accord with the accounting records and to comply with the accounting requirements of the Charities Acthave not been met; or
2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

C Airey FCCA of  
George Hay Partnership LLP  
Chartered Accountants  
Brigham House, 93 High Street  
Biggleswade, Bedfordshire  
SG18 0LD

Signed:  .....

Date: 26th April 2021 .....



# Statement of Financial Activities

For the year ended 31st August 2020

		2020	2020	Year ended 2020	Year ended 2019
		Unrestricted	Restricted	Total Funds	Total Funds
Note	£	£	£	£	£
<b>Income</b>					
Grants & donations	2	315,005	145,463	<b>460,468</b>	331,666
Fundraising events	2	33,515	-	<b>33,515</b>	1,026
Gift Aid	2	7,967	-	<b>7,967</b>	6,177
Interest income		431	-	<b>431</b>	327
Other income	3	3,502	-	<b>3,502</b>	-
Total income		360,420	145,463	<b>505,883</b>	339,196
<b>Expenditure</b>					
Raising funds	4	81,030	7,392	<b>88,422</b>	54,255
Charitable activities	5	80,375	140,919	<b>221,294</b>	210,546
Total expenditure		161,405	148,311	<b>309,716</b>	264,801
Net income and net movement in funds for the year		199,015	(2,848)	<b>196,167</b>	74,395
<b>Reconciliation of Funds</b>					
Total funds brought forward		130,333	88,264	<b>218,597</b>	144,202
Total funds carried forward		329,348	85,416	<b>414,764</b>	218,597

# Comparative Statement of Financial Activities

For the year ended 31st August 2019

		2019	2019	Year ended 2019	Year ended 2018
		Unrestricted	Restricted	Total Funds	Total Funds
Note	£	£	£	£	£
<b>Income</b>					
Grants & donations	2	163,483	168,183	331,666	234,555
Fundraising events	2	1,026	-	1,026	43,829
Gift Aid	2	6,177	-	6,177	4,146
Interest income		327	-	327	68
Total income		171,013	168,183	339,196	282,598
<b>Expenditure</b>					
Raising funds	4	46,032	8,223	54,255	37,063
Charitable activities	5	99,160	111,386	210,546	163,415
Total expenditure		145,192	119,609	264,801	200,478
Net income and net movement in funds for the year		25,821	48,574	74,395	82,120
<b>Reconciliation of Funds</b>					
Total funds brought forward		104,512	39,690	144,202	62,082
Total funds carried forward		130,333	88,264	218,597	144,202

# Balance Sheet

At 31st August 2020

	Note	2020 Unrestricted £	2020 Restricted £	2020 Total Funds £	2019 Total Funds £
<b>Fixed Assets</b>					
Tangible fixed assets	10	4,569	-	4,569	2,835
<b>Current Assets</b>					
Debtors	11	100,150	44,999	145,149	84,492
Cash at bank and in hand		233,145	61,190	294,335	155,238
		333,295	106,189	439,484	239,730
<b>Creditors</b>					
Amounts falling due within one year	12	8,516	20,773	29,289	23,968
<b>Net current assets</b>		324,779	85,416	410,195	215,762
<b>Total assets less current liabilities</b>		329,348	85,416	414,764	218,597
<b>Net assets</b>		329,348	85,416	414,764	218,597
<b>Funds</b>					
Unrestricted funds	13			329,348	130,333
Restricted funds	13			85,416	88,264
<b>Total funds</b>				414,764	218,597

The financial statements were approved by the Board of Trustees on Friday 23rd April 2021 and were signed on its behalf by:

Jane Whitbread - Trustee

## 1. Accounting Policies

### Basis of preparation

The financial statements have been prepared under the historical cost convention in accordance with the Statement of Recommended Practice. The charity meets the definition of a public benefit entity under FRS 102.

### Statement of Compliance

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) (second edition - October 2019) (effective 1 January 2019) – (Charities SORP (FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011).

### Going Concern

The accounts have been prepared on a going concern basis. The trustees consider there are no material uncertainties about the charity's ability to continue and have confidence that the current operating model plus the adjustments that have been made due to the pandemic along with the improved reserves from a year ago are sufficient to mitigate the potential impact of a continuing coronavirus situation.

### Income

All income, including grant income receivable in future accounting periods, is included on the Statement of Financial Activities when the charity is entitled to the income, it is probable that it will be received, and the amount can be quantified with reasonable accuracy.

### Expenditure

Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category.

### Allocation and apportionment of costs

Costs are allocated to the activity to which they relate. Any shared costs are apportioned on a basis consistent with the use of resources.

### Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

# Notes to the Financial Statements - continued

For the year ended 31st August 2020

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

## Tangible Assets

Tangible assets are initially recorded at cost (or donated value) and are subsequently stated at cost less any accumulated depreciation and impairment losses.

## Depreciation

Depreciation is calculated so as to write off the cost or valuation of an asset, less its residual value, over the useful economic life of that asset as follows:

Computer equipment – 3 years straight line.

## Debtors

Debtors are recognised at their settlement amount, less any provisions for non-recoverability. Prepayments are valued at the amount prepaid. They have been discounted to the present value of the future cash receipt where such discounting is material.

## Cash at bank and in hand

Cash at bank and in hand represents such accounts and instruments that are available on demand or have a maturity of less than three months from the date of acquisition.

## Taxation

The charity is exempt from corporation tax on its charitable activities.

## Liabilities & creditors

Liabilities & creditors are recognised when the entity has an obligation to transfer economic benefits as a result of past transactions or events.

## Pension costs

The Charity contributes to a defined pension contribution scheme for the benefit of its employees. Contributions are recognised in the financial statements when due.

## Statement of cash flows

The financial statements do not include a statement of cash flows because the charity is considered a small charity and is therefore exempt from the requirement to prepare such a statement under the Charities SORP FRS 102 (second edition - October 2019).

# Notes to the Financial Statements - continued

For the year ended 31st August 2020

## 2. Grants, Donations and Fundraising Events

			Year ended 31.08.20	Year ended 31.08.19
	Unrestricted Funds	Restricted Funds	Total Funds	Total Funds
	£	£	£	£
Grants	265,653	125,452	391,105	233,277
Donations	49,352	20,011	69,363	98,389
Fundraising events	33,515	-	33,515	1,026
Gift Aid	7,967	-	7,967	6,177
	<u>356,487</u>	<u>145,463</u>	<u>501,950</u>	<u>338,869</u>

Grants received and due, included in the above, are as follows:

Garfield Weston Foundation	25,000	-	25,000	-
Funding from Suffolk Community Foundation through:				
RJB Fund	-	500	500	-
Frank Jackson Foundation	-	5,000	5,000	-
Maurken Fund	-	352	352	-
Suffolk Giving Fund	-	2,000	2,000	-
Essex Community Foundation	-	5,000	5,000	-
The People's Postcode Trust	20,000	-	20,000	-
Leicestershire and Rutland Community Foundation	-	1,900	1,900	-
Other	220,653	110,700	331,353	233,277
	<u>265,653</u>	<u>125,452</u>	<u>391,105</u>	<u>233,277</u>

## 3. Other Income

			Year ended 31.08.20	Year ended 31.08.19
	Unrestricted Funds	Restricted Funds	Total Funds	Total Funds
	£	£	£	£
Income received through Coronavirus Job Retention Scheme	3,502	-	3,502	-
	<u>3,502</u>	<u>-</u>	<u>3,502</u>	<u>-</u>



# Notes to the Financial Statements - continued

For the year ended 31st August 2020

## 4. Raising Funds

			Year ended 31.08.20	Year ended 31.08.19
	Unrestricted Funds	Restricted Funds	Total Funds	Total Funds
	£	£	£	£
Preparation of funding applications and monitoring, events and other costs	81,030	7,392	88,422	54,255

## 5. Charitable Activities

			Year ended 31.08.20	Year ended 31.08.19
	Unrestricted Funds	Restricted Funds	Total Funds	Total Funds
	£	£	£	£
<b>Provision of Schoolreaders service:</b>				
Personnel and service delivery	34,986	76,935	111,921	114,424
Service delivery management	23,261	31,526	54,787	45,142
Financial management	2,882	3,608	6,490	7,273
Office and other staff costs	8,084	14,604	22,688	21,169
Printing & marketing	2,617	3,436	6,053	6,261
Computer & database costs	2,621	3,395	6,016	3,109
<b>Governance costs:</b>				
Financial management	5,547	6,944	12,491	12,392
Insurance	377	471	848	776
	<u>80,375</u>	<u>140,919</u>	<u>221,294</u>	<u>210,546</u>

# Notes to the Financial Statements - continued

For the year ended 31st August 2020

## 6. Expenditure Analysis

	Raising funds £	Schoolreaders service £	Support £	Governance £	Total £
Personnel & service delivery	44,573	111,921	-	-	156,494
Service delivery management	16,807	48,774	8,414	-	73,995
Financial management	-	-	9,081	17,482	26,563
Office and other staff costs	3,929	21,112	2,209	-	27,250
Printing & marketing	2,058	6,053	-	-	8,111
Computer & database costs	212	4,336	2,352	-	6,900
Events & other fundraising costs	9,216	-	-	-	9,216
Insurance	-	-	-	1,187	1,187
	<u>76,795</u>	<u>192,196</u>	<u>22,056</u>	<u>18,669</u>	<u>309,716</u>
Support costs	6,297	15,759	(22,056)	-	-
Governance costs	5,330	13,339	-	(18,669)	-
Total expenditure	<u>88,422</u>	<u>221,294</u>	<u>-</u>	<u>-</u>	<u>309,716</u>

## 7. Net Income

Net income is stated after charging:

	£
Depreciation	1,664
Independent Examiner fees	1,032
	<u>2,696</u>

## 8. Staff Costs

The average number of employees in the year was 8 (2019 - 4).

Total staff costs paid in the year are as follows (2019 - £79,491).

	£
Gross salaries	160,877
Social Security costs	8,086
Pension contributions	3,131
	<u>172,094</u>

# Notes to the Financial Statements - continued

For the year ended 31st August 2020

## 9. Trustees' Remuneration and Benefits

There were no trustees' remuneration or other benefits for the year ended 31 August 2020 (2019 £Nil). Trustees' expenses amounting to £Nil were paid during the year ended 31 August 2020 (2019 £Nil).

## 10. Tangible Assets

<b>Cost</b>	£
At 1 September 2019	3,348
Additions	3,398
At 31 August 2020	<u>6,746</u>

<b>Depreciation</b>	
At 1 September 2019	513
Charge for the year	1,664
At 31 August 2020	<u>2,177</u>

<b>Carrying Amount</b>	
At 31st August 2020	<u>4,569</u>

At 31st August 2019	<u>2,835</u>
---------------------	--------------

## 11. Debtors

	Unrestricted Funds £	Restricted Funds £	Total Funds 31.08.20 £	Total Funds 31.08.19 £
Debtors and accrued income	<u>100,150</u>	<u>44,999</u>	<u>145,149</u>	<u>84,492</u>

£125,000 is included in debtors, as accrued grant income receivable in future accounting periods ending in 2021 £90,000 and 2022 £35,000.

## 12. Creditors: Amounts Falling Due Within One Year

	Unrestricted Funds £	Restricted Funds £	Total Funds 31.08.20 £	Total Funds 31.08.19 £
Creditors	<u>8,516</u>	<u>20,773</u>	<u>29,289</u>	<u>23,968</u>

# Notes to the Financial Statements - continued

For the year ended 31st August 2020

## 13. Movement in Funds

	At 1.09.19 £	Net movement in funds £	At 31.08.20 £
<b>Unrestricted funds</b>			
General fund	130,333	199,015	329,348
<b>Restricted funds</b>			
Total	88,264	(2,848)	85,416
<b>TOTAL FUNDS</b>	<u>218,597</u>	<u>196,167</u>	<u>414,764</u>

Net movement in funds, included in the above, are as follows:

	Balance at 1.09.19 £	Income £	Expenditure £	Balance at 31.08.20 £
<b>Unrestricted funds</b>	<u>130,333</u>	<u>360,420</u>	<u>(161,405)</u>	<u>329,348</u>
<b>Restricted funds:</b>				
Bedfordshire	15,000	20,000	(15,000)	20,000
Essex	3,370	18,039	(19,313)	2,096
Northamptonshire	5,436	1,660	(6,957)	139
Norfolk	-	12,834	(11,318)	1,516
Other counties	-	54,180	(54,180)	-
Rent	-	10,997	(4,501)	6,496
Development Coordinator	4,458	-	(4,458)	-
Operations Coordinators	60,000	27,753	(32,584)	55,169
Total restricted funds	<u>88,264</u>	<u>145,463</u>	<u>(148,311)</u>	<u>85,416</u>
<b>TOTAL FUNDS</b>	<u>218,597</u>	<u>505,883</u>	<u>(309,716)</u>	<u>414,764</u>

Included in reserves at 31 August 2020 is £125,000 of accrued grant income receivable in 2021 and 2022.

## 14. Related Party Transactions

A Garnett (key management personnel) received reimbursed stationery costs totalling £84 in the year (2019 £80 travel costs). E J Scott, consultant, who provides database and operations development, and fundraising support received £51,243 in respect of the year (2019 £48,792) and is related to a Trustee, Michael Scott, who served during the period.

Donations without conditions received from related parties in the year totalled £27,368 (2019 £30,829).

For the year ended 31st August 2020

## 15. Financial Commitments

Financial commitments at 31 August 2020 amounted to £7,649 (2019 £11,001).

## 16. Events After the End of the Reporting Period

The pandemic represents a condition existing at the balance sheet date, however the trustees have carefully considered the impact of this on the measurements of assets and liabilities in the financial statements and concluded that no adjustments are required.



Schoolreaders  
Bedford Heights, Brickhill Drive  
Bedford, MK41 7PH

[www.schoolreaders.org](http://www.schoolreaders.org)  
01234 924 111