

The Transformation Trust

Helping schools transform young lives

The Transformation Trust (England)

Charity Registration Number 1134468

Company Number 06852919

REPORT AND FINANCIAL STATEMENTS

For the year ended 31 August 2019



REFERENCE AND ADMINISTRATIVE DETAILS:

Registered Office: 2nd Floor
87 Worship Street
London
EC2A 2BE

Trustees: Sir David Bell (Chair)
Timothy Byles (resigned 20 November 2018)
Sir David Carter
Ian Cleland (resigned 8 July 2019)
Dame Julia Cleverdon (resigned 19 November 2018)
Mike Green (appointed 21 March 2019)
Charles Philip Graf
Luke Bradley-Jones
Josh Krichefski
Lord Richard Newby
Fiona Ryland
Baroness Margaret Sharp
Julia Tyler (resigned 12 July 2019)
John Williams
Rachel Wolf

Chief Executive: Amy Leonard

Company Secretary: Kirsten Flynn

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27 Soho Square
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Auditors: Goodman Jones LLP
29/30 Fitzroy Square
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The Trustees present their annual report together with the audited financial statements of the Transformation Trust (England) for the year ended 31st August 2019.

AIMS AND OBJECTIVES

The Transformation Trust (TT or The Trust) is an education charity dedicated to opening the doors of opportunity to young people nationally. We aim to increase social mobility by working with some of the most challenged schools in the country.

We prioritise working with schools with higher than average numbers of children eligible for Pupil Premium Funding based on the local authority average for the particular area.

We offer their students the chance to take part in employability initiatives across a wide range of sectors and industries, providing them with access to enriching opportunities and experiences that they would otherwise not have.

Every child should have the opportunity to develop new skills and to unlock hidden talents. We believe that everyone has something that they are amazing at, they just need the opportunity to discover what that is. This can be a challenge for many young people if their families are not able help them, if they do not have positive role models in their lives, if they do not have access to a network of contacts or if their schools lack the resources to help them achieve their goals. These are barriers which TT wants to help overcome

In the United Kingdom, parental income is still the strongest single indicator of educational attainment, and the TT is committed to levelling the playing field of opportunity so that every child can achieve their full potential, regardless of their socio-economic background.

Our programmes vary in length from longer-term mentoring initiatives where young people have a number of tailored interventions, through to one-day workshops. All our opportunities are ultimately aimed at equipping young people with the skills and confidence they need to succeed in the 21st century world of work.

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

All our programmes aim to develop key employability skills and capabilities within the young people who take part. The skills we help grow include:

- Self-management and resilience
- Teamwork and co-operation
- Problem solving
- Communication and presentation
- Numeracy
- Technological fluency
- Drive, ambition and motivation
- Time management and leadership
- Creativity and enterprise



Ten-year anniversary:

2019 marks our ten-year anniversary. Since our inception in 2009, we have:

- worked with 600,000 young people on our programmes
- offered over 2.9 million hours of employability workshops
- granted funding to over 14 educational organisations
- designed and delivered over 23 bespoke programmes
- run nine Rock Assemblies, with a combined total of around 100,000 students attending
- worked with around 80,000 young people every year to increase educational engagement
- delivered five 'vivid experiences'
- built up a network of over 1,600 schools across the UK
- worked with seventeen corporate partners to offer employability programmes

We are currently looking at our longer-term strategy for our growth and development and more details on this are included on page 30 (Priorities for 2019-20).

Strategies for achieving objectives:

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

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

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

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

Our evaluation and measurement model has three distinct elements:

i. Programme level quantitative data

We collect detailed management data at various programme milestones. The data relates to information about the schools, students and teachers that each programme has reached throughout the reporting period and to information from the supporting volunteers from our corporate partners.

ii. Quantitative: pupil impact

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



iii. **Qualitative: pupil impact**

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

3. Developing the Trust's Corporate Offer: Bespoke Programmes

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

4. Developing the Trust's operating model and resources

In our tenth year of operation, we continue to build our core staffing model of dedicated programme managers, school liaison officers and programme coordinators reporting into the Operations Director and Chief Executive. Delivery of our programmes is supported by a team of geographically spread freelance facilitators.

PUBLIC BENEFIT STATEMENT

The TT benefits the public by funding activities all of which aim to support social mobility. These activities are delivered in schools, universities, corporate partner offices and other locations.

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

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

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

Activities for achieving objectives:

Bespoke Programmes (listed alphabetically)

- **BASE Competition** with Institute of Chartered Accountants in England and Wales: National programme and competition with final held at a venue in Birmingham.
- **Junior Engineering Engagement Programme** with ABM: national programme
- **LifeSkills** created by Barclays: national programme.
- **LifeSkills Deep Impact** (four separate strands) created with Barclays: regional programmes in Bury.



- **MediaCom & Me** with MediaCom: intensive employability mentoring programme for Y12 students.
- **Ocean Rescue** with Sky: national programme with day at Sky Studio
- **Perfectly Pret** with Pret in school workshops and winners' celebration at Pret Head Office.
- **Planet Pret** with Pret - one-day workshop at Pret Head Office
- **Powering Potential** in partnership with Dell: regional programme
- **Powering Transformation** in partnership with Dell: national programme
- **Ride London** with Prudential created by Prudential – ride in London
- **Skills for Life** with Prudential: London based intensive employability mentoring programme with sixth form students.
- **WorkReady** with KPMG: national programme

Events

Rock Assembly 2019, running for its ninth year, took place on 11 July 2019 at the SSE Arena, Wembley. The event was attended by over 10,000 young people and a wide range of exhibitors took space in the Futures Fair including the BBC, Barclays, Co-op, Dell, iDEA, M&GPrudential, MediaCom, the NHS, Penguin, The Royal Air Force, Rolls-Royce, Sky, Siemens and Wates. In addition, for the first time this year, Dyson and the NHS ran a series of workshops for sixth form students and students from year 9 – 13 respectively. A number of universities also attended the futures fair. Rock Assembly 2019 was our most successful to date with the widest range of employers attending.

OBJECTIVES, ACHIEVEMENTS AND PERFORMANCE FOR THE YEAR

1) Bespoke Programmes



ICAEW BASE COMPETITION

Summary

BASE is ICAEW's National Business and Accounting competition for students in school or college in Year 12 or equivalent. Students are able to engage in business challenges that enable them to develop key employability skills and understand what it's like to be an ICAEW Chartered Accountant.

As part of the 2018-19 programme, TT has delivered in-school workshops using an experienced facilitator to twelve schools across England. These workshops consisted of completing an online challenge and delivering a presentation about a set of business proposals. At the end of the workshops, participating students were supported by TT to submit their entries into the BASE competition.

TT exclusively works with colleges and secondary schools which receive higher than average levels of pupil premium funding based on the Local Authority average for the area in which the school is based. The partnership between TT and ICAEW has given opportunities to



students from schools who were previously unaware of the BASE competition and the opportunities that are available in the accounting industry.

Main Findings

- 92% of respondents were happy they took part in the BASE competition
- 95% of respondents would recommend the BASE competition to a friend
- 88% of respondents said they were more confident with public speaking and presenting in front of an audience (in comparison to 52% in the before survey)
- 90% of students felt more comfortable working in a team after taking part in the competition and 87% felt more confident sharing their ideas with others

Feedback

Students

"It represents an opportunity which allows me to challenge and develop my employability skills and gives me an insight into chartered accountancy"

"Help to develop personal skills in order to maximise chances of employability in the future. Also involves help to prepare students for university and apprenticeships"

"Working as a group to solve a problem was an interesting experience/ getting to present a business proposal for the first time gave me experience"

Teachers

- 100% of teachers were happy with all aspects of the programme and would recommend it to their colleagues
- "The facilitators were positive, enthusiastic, supportive and attentive to the needs of the student. I think our students benefited by the workshop being delivered by external facilitators rather than their subject tutors. The activities provided stretch and challenge enabling the students to develop their presentation, decision making and problem solving skills in a collaborative setting"
- "The Greenshaw Sixth Form team is really proud of our Year 12 students for making it to the final of the Base Competition. This is the first year we have entered it and we are thrilled to be invited to Birmingham in June to compete nationally against other schools"

Successes

The survey results indicate that participants in the TT facilitated workshop learnt a lot about opportunities within the business industry. High numbers of students agree with statements that reflect an increase in their transferable employability skills, particularly in relation to communication, teamwork, and self-confidence.

Through TT, 12 schools and a total of 362 students from London and across the UK submitted entries to both parts of the BASE Competition. This represented 21% of the total number of completed entries (1700) into the competition. 100% of students who took part in the TT programme submitted their complete entries to the BASE competition compared to 34% nationally who submitted entries after working independently through the resources. This evidences the success of the TT Programme.

The students were able to learn from the ICAEW volunteers and TT staff members who supported them during the workshops.



Summary



The 2019 Junior Engineering Engagement Programme (J.E.E.P) was run and delivered by The Transformation Trust throughout the Spring and Summer academic terms, in partnership with ABM UK. The Trust ran the programme at nine disadvantaged schools across the UK, with over 200 students benefitting from the programme.

The J.E.E.P aims to change perceptions of the facilities management industry, show students what a career in facilities management and engineering might look like, and open their eyes to the variety of STEM-based career paths available to them.

TT reviewed and reworked the existing ABM J.E.E.P content into a 4-session model that would be suitable for delivery in schools. Consequently, each day consisted of two overarching themes (i.e. cooling, motors etc.) covering an aspect of facilities management, bringing to life the problem-solving involved through games and practical activities.

TT is partnered with iDEA, which is the digital and enterprise equivalent of The Duke of Edinburgh Award, and as such, we were able to accredit the programme, with every participating student receiving an iDEA award, and further badges offered for exceptional work and stand-out students.

Main Findings

The findings highlighted the impact of the J.E.E.P workshop on participating students' aspirations and motivations to continue in education, as well as how the programme has greatly improved their confidence - in themselves, their skills, and their future.

Most notably however, the findings presented in this report highlight that the students' perceptions of Facilities Management have changed substantially, demonstrating that the primary objective of the programme has been achieved.

Both teachers and volunteers have been overwhelmingly supportive of this programme, its aims, and the impact that it had on all participating students.

When we asked teachers why they signed up to the programme, 100% of them told us that they did so because they think that experiences like this are invaluable for students, while nearly 50% said that they thought it would be a good way to achieve their Gatsby Benchmarks.

Schools were asked to select mixed-ability groups for the programme, with a focus on girls' participation, and in total, over 200 students took part.

Feedback

Perception change: gender roles, and the industry in general

An impressive 98.5% of students agreed that they knew more about facilities management following the J.E.E.P, and the qualitative responses of students to the question 'What do you think of facilities management?' demonstrate the esteem in which they now hold the industry. Many students pointed to the value of the industry in improving sustainability, while others highlighted its importance in keeping buildings and people safe.

Student enjoyment

75% agreed that they really enjoyed the workshops. These results are incredibly positive and demonstrate the overall quality of the programme and the ability of the TT facilitators to ensure that all students had a positive experience during the workshops.

Development of skills and interests

88% of students stated that they had learnt more about their skills and interests during the workshops, which is a key objective of all TT programmes as we seek to level the playing field of opportunity and experience by ensuring that disadvantaged students have the same chances as their more financially advantaged peers to develop the relevant skills needed in the 21st century workplace. These figures highlight the importance of initiatives like this in achieving these aims.

"I didn't know anything about facilities management before I did the J.E.E.P. When it was first explained I thought it sounded like a boy's job. However, after doing all the sessions I really enjoyed it and would love a job in it! It's definitely not a gender specific job!" (Student)

"It helps buildings to be sustainable solves everyday problems and it's a part of our everyday life" (Student)

"That we got to present our work in front of everyone and sharing ideas. It was fun making posters and learning new stuff. We got taught useful presenting skills also, using more passion and positivity" (Student)



"I would just like to say thanks so much for allowing us to be involved with JEEP this year! – it was a great opportunity for the students, they got so much from it"(Teacher)

"The facilitator was always very encouraging to the students and they felt comfortable sharing their ideas around her" (Teacher)

"Just an incredible experience. Can't speak higher of how well it's gone!" (Teacher)

"It was a fantastic day. The kids were brilliant, really interactive and the facilitator was really engaging. Will highly recommend to colleagues" (ABM Employee)

Successes

The programme has clearly achieved the primary aims of improving the perception of the facilities management industry (and in particular gender roles), developing key skills and competencies, and delivering enjoyable and valuable STEM-based workshops for disadvantaged students throughout the country.



Summary



Barclays LifeSkills is a series of workshops for 11-19 year olds that helps prepare young people for the move from education into work, equipping them with the core, transferable skills that businesses need.

The programme, commended by City and Guilds, focuses on 21st century skills such as CV writing, interview skills, problem solving, adaptability, creativity, resilience, pro-activity, communication and leadership.

The TT offers fully funded, fully facilitated LifeSkills workshops to eligible schools and colleges. Schools can choose from an extensive list of Barclays LifeSkills workshops and build a day or half-day of workshops around their students' needs.

Main Findings

In the 2018-19 academic year, TT exceeded the target number of interventions by 1,272. In total, there were 48,272 interventions, 31,086 of which were unique and 17,186 were repeats.

In recent years, the geographical reach of the Trust has expanded significantly in response to the changing needs of schools and students and data on government 'opportunity areas'. In 2018-2019 we worked with 137 new schools in 58 areas across England and delivered a total of 425 interventions.

58% of the interventions took place in, or near, a colleague site. The relationships we have built with schools in these sites will stand us in good stead for the next academic year where outreach will focus on these areas (with a significant focus on London, Liverpool and Sunderland).

Feedback

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

97% of students rated their *people skills* workshop as either excellent or good

97% of students rated their *work skills* workshop as either excellent or good

97% of students rated their *money skills* workshop as either excellent or good

People Skills

- 97% want to do better at school following their people skills workshop
- 91% feel more motivated to continue on to college or university
- "Thank you for helping me with my confidence" (Student)
- "It made me feel motivated and made me want to work harder" (Student)

Money Skills

- 92% stated that they felt more confident about managing their finances in the future
- 94% stated that they have a better understanding of managing their money following their money skills session
- "It would be good to have more of these sessions – really useful when starting an apprenticeship" (Student)



Work Skills

- 90% stated that they will use what they learnt in their work skills workshop in their everyday life
- 93% agreed that they learnt something new from their work skills session
- "It was useful to develop ideas about possible career choices" (Student)
- "It was inspirational and I learnt a lot" (Student)



Teacher Feedback

- 99% of teachers believed their students learnt something valuable from the workshops and that they would recommend the sessions to another school
- "Excellent programme, incredibly useful for our 6th form students in preparing them for their next steps and independence"
- "We highly value the skills and knowledge offered when LifeSkills sessions are being delivered. We feel as a school it is an essential part of the school calendar."
- "Can I just say thank you for the excellent service you have provided this year. We have not used the TT previously. From my initial phone call giving me clarification through to the three workshops we have had this year, everything has been wonderful"

Successes

This year has seen the Trust cement its relationship with Barclay's, leading to a new three-year agreement regarding LifeSkills and increased funding to continue the successful work done so far.

In the next three years, The Trust will offer schools a series of fully-funded workshops focusing on four facilitated interventions, three structured educator-led interventions, and self-study for students aged 14 and over.

A repeat group of students will benefit from a package of LifeSkills workshops aimed at helping them understand and develop the key skills they need to go forward into work. The new focus on repeat interventions is supported by research that suggests having at least four interventions focused on employability skills means students are 86% less likely to become NEET (not in education, employment or training) after they leave education.

The new format will also allow us to build upon the existing relationships that we have with schools and better position Barclays LifeSkills alongside other Trust development programmes.

Barclays: Additional LifeSkills delivery (Referrals)

As part of Barclays commitment to increase the number of schools involved in LifeSkills, The Trust has been offering LifeSkills sessions to any schools that directly approach Barclays about having a session in their school. These sessions will continue until October 2019 and we expect them to add 10,000 interactions in total.



Summary

As part of the Barclays Thriving Local Communities agenda in Bury, the Deeper Intervention initiative aimed to raise aspirations through a series of facilitated LifeSkills workshops. These were delivered by experienced TT facilitators and supported by a group of Barclays mentors. The learning journey is designed to support students in acquiring soft skills, such as confidence and problem solving, as well as practical skills, such as how to put a CV together and how to interview well.

51 students from 11 schools in Bury took part in the programme delivered between February and July 2019.

The formal evaluation of the programme was conducted by Chrysalis Research and the full evaluation report will be released by them in late 2019.

There were six sessions in total, taking place across Manchester and Bury:

Session 1 (Location: Manchester United Football Club)

- Learning about skills and strengths, CV showcasing and Employability plans

Session 2 (Location: Bury Town Hall)

- Developing 21st century skills (Resilience, problem solving, creativity), Incorporating a practical money challenge

Session 3 (Location: Midland Hotel and Barclays Eagle Lab)

- Enterprising mind, Community, Budget challenge

Session 4 (Manchester Town Hall)

- Independent living and budgeting

Session 5 (Barclays Radbroke Technology Centre)

- CV preparation and body language

Session 6 (Location: Bury Town Hall)

- Graduation ceremony

Summary

Due to Barclays "Thriving Local Communities" agenda, we have also reached out to Year 10's and Year 11's in Bury, comprising 16 schools. These students were offered 'one-off' LifeSkills sessions to help increase their employability skills. Sessions began in the 18/19 Summer term and will continue into the 19/20 Autumn term.

Summary

MediaCom & Me programme, a fully-funded six-session programme, took place at MediaCom's head office in Holborn, London. MediaCom & Me offered the opportunity for 60 Year 12 and 13 students to experience an insight into the various disciplines within the UK's leading media agency, whilst developing key employability skills for the future. In addition, the programme focused on attracting black, asian and minority ethnic (BAME) students.



The overall objective of MediaCom & Me was to build students' confidence in their core attributes and competencies, to help them gain an understanding of how these can be utilised in the job market. The programme also aimed to stimulate students' awareness of and interest in the media industry.

56 Year 12 and 13 students attended the programme in total from 7 schools, six in London and one in Hertfordshire. Participating students were invited to apply for MediaCom's Apprenticeship scheme after completing the MediaCom & Me programme.

Main Findings

It is clear the programme has had a positive impact on students, with many stating the programme has increased their knowledge of the media industry. This was mainly through students hearing from and working with MediaCom staff already in the industry and being able to respond to creative briefs set throughout the sessions.

Students have also appreciated the chance to develop their core capabilities through public speaking during the creative activities and sharing their ideas with new people.

Feedback from teachers has evidenced a huge support for the programme, with many commenting on a deep impact on student's confidence and on their insight of the media industry. One teacher additionally commented that they were very impressed with the chance students had to 'work professionally' in an environment like MediaCom.

Feedback

Students

- 100% of students confirmed they were comfortable working in a team after the six sessions
- On conclusion of the programme, 97% of students said they felt confident introducing themselves to new people
- "At first, I was confused about them as a company. But after seeing the range of routes you can take in their business. I feel really inclined to apply for work experience and apprenticeship"
- "I enjoyed the group activities because as much as they are fearful at the start, they are amazing and fun. You get to meet new friends and adults within the industry... "
- "Being separated from my school was the most beneficial element as it allows me to interact with new people, share ideas and work as team with people that I don't completely know"



Teacher

- When asked what they thought of the programme, an impressive 100% said it was excellent
- A magnificent 100% said networking, confidence, communication, public speaking, teamwork, presentation skills, creative thinking, and listening skills were key areas of development for their students who took part in the programme
- "The various sessions were just great and challenged different aspects of their thinking and interaction with people. There should be more companies opening their doors to students in this way!"
- "One of my students has really come out of her shell. At the beginning of the sessions, she was quite quiet and not very confident and she didn't want to put herself out there, but now you can see in this last session, she's got a lot more confident. In my lessons she's also got a lot more confident, she's able to talk quite openly and honestly"
- "It was fantastic for the students. It gave them a real insight into the industry, challenged them and gave them the opportunity to see what it was like undertaking this as a career."



Successes

Student's core capabilities were enhanced through the programme, with students developing their public speaking, communication skills, confidence, networking with new people and teamwork skills.

Student's interest and knowledge of the media industry was raised with many now considering a career in the industry.

Students showed a keen interest in MediaCom's apprenticeship schemes and work experience. They used their new developed networking skills to speak with the relevant contacts to find out how to apply.

One of the participating students taking part in MediaCom & Me gained a place on the MediaCom apprenticeship programme starting in September 2019.



OCEAN RESCUE

Summary

Sky Ocean Rescue Challenge was a pilot programme and consisted of a fully funded, one-day workshop developed by Sky and TT. Targeted with delivering workshops in 20 schools across England and Scotland, the programme offered the opportunity for Key Stage 3 students (Years 7-9) to take part in a national competition by creating a video pitch on plastics in the ocean as part of Sky's 'Pass On Plastics' campaign.

The winning video pitch from each school was entered into the National Sky Ocean Rescue Challenge Competition. Sky chose 5 schools as overall winners. The winners were rewarded with a session at the Sky Academy Studios in London or West Lothian (Scotland) to work



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with media specialists to enhance their campaign. As an additional prize, the national winners had their campaign video played at Rock Assembly 2019 at Wembley Arena, in front of 10,000 young people.

Main Findings

The survey results specifically highlight the impact of the programme on participating students in three key areas:

- Awareness of the issue of plastics in the oceans and the effect on the environment
- Motivation to make change in their school
- Overall improvement in their media literacy skills

The programme was very popular with schools, and the session dates were booked up very quickly. Teachers and students really enjoyed taking part.

Written feedback from the teachers reinforced verbal comments on the positive impact of the programme. Teachers stated that the programme helped raise their students' core skills especially their creativity skills. In addition, teachers appreciated the content of the workshop and were pleased to note that the language and materials used were age appropriate.

Participants became very invested in the programme and embraced the opportunity to work in a team, exercise their creative thinking skills, and share their ideas with peers.

Feedback

Students

- 98% of students enjoyed or really enjoyed the workshop
- 98% of students said they understand the issue of plastics in the ocean
- 86% of respondents felt more motivated after the workshop
- *'I liked the fact we had a voice and might be able to have the chance to make a difference in school and the world.'*
- *'I enjoyed understanding and learning about Sky's movement to reduce the plastic waste and how friendly the representative from the Trust was interacting with us.'*
- *'It was extremely informative; I've known about and acknowledged the issue of plastic for a while, but this workshop really showed me just how serious it is - to be honest I was quite amazed!'*

Teachers

- *100% of teachers would recommend the programme to other teachers and would like to take part in the programme next year*
- *'Excellent informative session which our young people loved and benefitted from greatly. The staff were also enthusiastic and engaged very well with the young people.'*
- *'Very good workshop which engaged all pupils who took part. Especially a group of boys who have been disengaged in school this year. Would recommend to others.'*
- *'Overall really worthwhile day, it was great for me to see my pupils so engaged and getting enthusiastic about such an important environmental topic.'*

Successes

Overall, the Sky Ocean Rescue Challenge has been a great success and has met its core aims which were:

1. To simulate interest and knowledge of the issue of single use plastics and its effect in the oceans.



2. Empower students with the skills to make a change in the school and local community on the issue.
3. Equip students with an understanding of the media and build on core media literacy skills.

The survey results show that students have learnt a lot about the issue of plastics in the ocean and felt empowered to do something about it in their school as a direct result of taking part in the programme. Students and teachers strongly agreed with statements that reflected an increase in transferable employability skills, particularly in skills in creativity, communication, teamwork, and media literacy skills.

★ PRET ★ PERFECTLY PRET

Summary

The Perfectly Pret programme run by the TT in partnership with Pret A Manger provided KS4 Food Preparation and Nutrition students from London schools with the opportunity to develop their core employability skills, increase their confidence, and raise aspirations. Perfectly Pret was a supported phased programme, giving students the opportunity to create a brand new quality sandwich product. Schools competed to create the best product, with the winners invited to Pret's Head Office in Victoria, London to prepare and pitch their sandwich.

TT developed and prepared the curriculum linked schemes of work and support materials for the programme, which gave schools the option of fully integrating and applying the content into their students' GCSE studies, or running it as an extra-curricular based activity.

Main Findings

The programme was very popular with schools, and all the teachers and the students really enjoyed taking part.

Feedback from the teachers highlighted the positive impact of the programme on their students. Teachers commented on how the programme helped to raise their students' aspirations and confidence. In particular, they appreciated the TT led sessions and the curriculum-linked support materials provided for the session, as it allowed them to integrate the programme into their school timetable.

Participants became very invested in the programme and embraced the opportunity to work in a team, exercise their creative thinking skills and share their ideas with peers. In particular, students appreciated the opportunity to meet the TT and Pret staff, receive fresh ingredients from Pret, learn about Pret's ethos, and use the knowledge they gained in the in-school sessions to create their own nutritionally balanced, quality sandwich product.

Feedback

Students

- After completing the programme, **90%** of respondents said they feel comfortable working in a team
- After completing the programme, **72%** of respondents said they would apply for the Apprenticeship programme with Pret A Manger.



Teachers

- "The best food programme I have seen in terms of linking with the curriculum and its structure."
- "My students' aspirations and confidence were raised by attending this workshop. Also the content was stimulating and very appropriate for my students."

Successes

Overall, the Perfectly Pret programme has been highly successful again this year and has met its core aims which include:

- Change perceptions, generate excitement, and dispel myths about working in the catering and hospitality industry
- Create a better understanding of transferable work skills and career opportunities available from the catering and hospitality industry
- Enhance core capability skills.



The survey results show that students have learnt a lot about opportunities within the catering and hospitality industry, with high percentages agreeing with statements that reflected an increase in transferable employability skills, particularly in skills in communication, teamwork, and self-confidence.



Summary

Planet Pret is an education programme for Year 10, 11, 12 and 13 students, delivered in schools by an experienced TT facilitator and members of the early careers team at Pret. The programme consisted of a series of one day workshops held in schools. All the workshops took place during the National Apprenticeship Week (4th – 8th March 2019).

This is an important programme as it equips students with skills for the future, aligned to Pret's priorities and helps students to better understand sustainability from a global, employer and individual perspective.

Students were selected for the programme based on their interest in taking up an apprenticeship with Pret. The programme raised awareness of Pret's great career opportunities, including apprenticeships for anyone aged over 16.

Throughout the one-day workshops, students worked in teams, supported by Pret volunteers and an experienced TT facilitator. The sessions were held in school and students were tasked with delivering an idea to support Pret's sustainability plan, while learning about the career opportunities available at Pret.

A total of 234 students from Year 10, 11, 12 and 13 took part in the programme across 5 schools based in London.



Main Findings

Participants were very invested in the programme and embraced the opportunity to work in a team, exercise their creative thinking skills, and share their ideas with fellow team members. Students felt the sustainability concept resonated well with Pret's ethos, which illustrated their understanding of Pret's values and culture.

Feedback from the teachers also highlighted the positive impact of the programme on their students. Teachers commented that the workshop had raised the aspirations and confidence of the participants.

- 90% of participants said they would recommend the programme to a friend
- 93% of participants said they were more aware of the range of careers available within the hospitality industry

Feedback

Students

After the workshop:

- 18% increase in number of participants who were more comfortable in a team
- 18% increase in number of participants who were more confident public speaking
- 19% increase in number of participants who felt more able to deal with setbacks when working on a project
- *"What I liked about the workshop today is how I was confident speaking and presenting and also sharing my ideas."*
- *"Having the confidence to present my work. It was interesting to learn how Pret is involved with saving the environment and making the world a better place for the future generations."*

Teachers

- "It was very rewarding to see students engaged and participating in the activities. Thank you for providing Ernest Bevin students with this amazing opportunity and for the prizes/treats that were distributed."
- "All of the students thoroughly enjoyed themselves and it was great to hear such a buzz about sustainability. I was very pleased with some of the amazing ideas that were put forward during the presentations"
- "A brilliant and relevant topic for these students, covering business and, critically, environmental issues. Students have even made suggestions to improve sustainability within the school which is an incredible outcome. Content in the afternoon especially was engaging and varied, with really inspiring ideas/presentations from students and great positivity in the room. Students had the chance to work with different age groups and really immersed themselves in the challenge given to them."

Successes

Overall, the Planet Pret pilot programme has been a great success and exceeded expectations. Together, the TT and Pret have:

- Raised awareness amongst students in deprived areas about the range of career opportunities available in the catering and hospitality industry.
- Accelerated academic and career aspirations among participating students.
- Enhanced core capability skills.
- Engaged students with sustainability initiatives.



In addition, the survey results show that students have learnt a lot about opportunities within the catering and hospitality industry, with high percentages agreeing with statements that reflect an increase in transferable employability skills, particularly in relation to communication, teamwork, and self-confidence.

The Planet Pret programme offers a unique and unforgettable experience for students, which has the appetite to grow and develop further.



POWERING POTENTIAL

Summary

Powering Potential offers the opportunity for 120 Year 12 students from a variety of schools to build on their core employability skills, and to increase their confidence and raise their aspirations.



The overall objective of Powering Potential was to build students' confidence in their core attributes and competencies, with an understanding of how these can be utilised in the tech sector and general job market.

The workshops take place at Dell's Head Offices, in Bracknell and Brentford, across a number of sessions.

The design of the programme this year has marked a shift towards a more ICT/tech sector-specific initiative, and has built significantly on the input and insight of Dell volunteers. Through the direct engagement with Dell volunteers in the planning and preparation stages, we have been able to offer a more advanced and unique programme, which has been positively received by all stakeholders.

Main Findings

Confidence and team building

For many students that The Trust works with, working with peers from other schools, as well as professionals from the tech sector, is an extremely daunting task. The workshop allowed students to increase their confidence interacting with new people, through the use of ice-breakers and team-building exercises, massively benefitting their employability.

Networking

The interaction that the students got with Dell mentors was an invaluable experience, demonstrating to them the importance of networking and also the career prospects within the IT sector.

Public Speaking

The Powering Potential programme unquestionably helped to build students' confidence around public speaking and presenting to others, with a resounding 111 out of 120 students (93%) reporting that they felt their confidence had increased after completing the programme.

Women in Business

During the course of the programme, it became apparent that many of the female students felt that they lacked confidence and felt unsure about their place in business. In order to try to address the situation, female Dell mentors volunteered to hold round table discussions with the female students, in which they discussed gender-related business/employment



issues, such as maternity leave, discrimination in the workplace, and the gender pay gap. Many of the students noted that this was one of their favourite aspects of the programme, and that they really appreciated someone taking the time to discuss these matters with them.

Feedback

Student feedback of the Powering Potential programme demonstrated a very significant impact in terms of both raising students' aspirations and the motivation of students to consider their futures positively after leaving school.

An impressive 94% stated that they strongly agree or agree that they have a clearer idea about what they want to do when they leave school. A very notable 93% of students also felt that they had developed their skill set to successfully find employment.

A huge 95% of students also agreed that they felt comfortable working on a project with others, having participated on the programme. Building on the students' communication skills in each session, a very impressive 90% of students also felt more confident in sharing their ideas with others. Furthermore, a significant 91% of Powering Potential participants reported feeling increasingly motivated to achieve their best.

Teacher feedback (when asked what stood out to them about the programme):

- "The presentations and engagement of mentors. The commitment shown and support given really gave students the confidence to shine."
- "The amazing support from the Dell Mentors really stood out this year. It was also really good to mix up the schools, so they learned how to work effectively with students they hadn't met before."

Volunteer feedback:

This year's Powering Potential mentoring programme has benefitted significantly from the increased and active involvement of Dell mentors. While the mentors/volunteers who have worked with the Trust have always provided valuable support, the level of engagement this year has been unprecedented.

100% Of Dell volunteers stated that: they would volunteer with the TT again; they would recommend volunteering with the TT to their colleagues and they believed the workshops had a positive impact on the students.

Successes

Powering Potential has been a massive success amongst students, teachers and mentors, and has met all its key objectives, particularly increasing students' overall confidence in themselves and their core capabilities.

It is clear from the feedback, and from general observations, that the programme has developed significantly since last year, with the TT teams building on the feedback, recommendations, and relationships with Dell mentors, in order to ensure that the programme added significant value to the schools and students involved.

Perhaps the overarching success of the programme this year has been that with the support of Dell volunteers, we have managed to make the initiative much more tech-specific, with increased focus on business, STEM and IT. Through examination of the feedback from teachers, mentors, and the students, it is clear that the students' core employability skills have been substantially improved through their participation in the Powering Potential programme, most notably communication skills, presentation skills and confidence.





POWERING TRANSFORMATION

Summary

Powering Transformation is a fully-funded, one-day workshop developed by TT and supported by Dell EMC. The workshop offers the opportunity for students, from either year 7 or year 8 to work on a collaborative problem-solving challenge with a focus on community activism, by utilising Dell technologies.

Thinking about local social issues that affect their community, students work in teams to come up with innovative, solution-based technological designs that are aimed at overcoming identified social problems. The programme provides students with what is likely their first insight into higher education, while demonstrating the potential for technology to overcome social issues. Key throughout the programme is the notion that young people and students themselves can be the real agents of social change. The workshops also include science, technology, engineering and mathematics (STEM)-focused faculty and/or campus tours around the university, supported by student ambassadors as well as Dell volunteers. By getting younger students to engage with higher education in a stimulating and supportive environment, the programme is able to successfully break down some of the barriers young people face in making a choice on whether to apply for further education opportunities.

Main Findings

5,679 students took part in Powering Transformation 2018-19 which represents a significant increase on the target of 5,322, and an even more significant increase on last year's programme in which 4,833 students took part. We have therefore exceeded the target by 357.



17 universities took part in the Powering Transformation programme this year, which represents a massive increase on the target of 10. The universities were spread well geographically across the country, including a Scottish university, a Welsh university and universities in London as well as all of the other major regions of England.

113 schools took part in Powering Transformation 2018-19, which means we exceeded the target of 80 by 33. This represents another significant success of the programme.

The results of the 2018-19 programme demonstrate that Powering Transformation continues to directly respond to the identified needs of students as well as having a number of unexpected positive outcomes, including the forging of links between Dell employees and the local community (schools and universities), and between local schools and university teams. The programme this year has successfully increased the number of direct student beneficiaries by 846 on the previous year, meaning that the number of final (indirect) beneficiaries – including student family members through the sharing of experiences, and school teachers through the forging of important links with higher education institutions and the tech sector – is also vastly increased.

Feedback

Students

- A massive 97% of the students who have taken part answered positively when asked what they thought of the Dell workshop, with 78% stating that it was brilliant, and they enjoyed it



- A significant 70% of students stated that they felt more confident in public speaking after completing their presentations at the end of the workshop
- 90% of students stated that they were more interested in solving problems in their community, demonstrating the workshops' effectiveness in empowering students to think about how they can become agents of positive change
- "Thank you to everybody for an amazing day, I have really enjoyed it and I would love to come to this university when I am older."
- "This is the best workshop I've ever been to; I would strongly recommend it."

Dell Volunteer

- "I am always amazed at the level of engagement and impact the Trust's representatives have on the children. I go with a view to inspire, but by the end of each event I am the one feeling inspired. The Trust is doing a remarkable job with the children and impacting the direction of so many destinies. Well done!"

Teachers

- 100% of teachers agreed that their students learnt something valuable from the workshop.
- 100% of teachers would recommend this workshop to another teacher/school.
- 100% of teachers thought the workshop was brilliant or good.
- 100% of teachers would bring their students to a workshop like this again.
- 99% of teachers think their students' aspirations were raised by visiting the university campus.
- 99% of teachers agreed that their students were engaged in the workshop.
- 99% of teachers agreed that their students responded well to the delivery style of the facilitator.
- 99% of teachers agreed that the workshop made their students think more about their future.
- 97% of teachers agreed that their students are more interested in learning skills in technology following the workshop.

Successes

These results alone are indicative of the demonstrable success of Powering Transformation at achieving the intended aims and objectives, including raising educational aspirations, improving motivation in school, and increasing interest in the technology sector.



The TT intends to build on these successes and further widen the reach and the impact by providing more students the opportunity to work with more advanced, varied and up-to-date Dell technologies at a range of universities across the United Kingdom, and with the support of experienced Dell volunteers.



Summary

PruGOals takes students through an 8-month journey, which aims to empower young people to train and complete the Prudential RideLondon Surrey-46 that took place on the 4th August 2019.

As well as bikes, training, and equipment, the programme provides coaching and mentoring to support the students as they prepare for the Prudential RideLondon event. The programme comprised 4 core events; the bike fitting, bike ability workshop levels 1 and 2, the regional training rides and the Prudential RideLondon.

With the support of TT and four other charity partners, the programme engaged 300 16-18 year olds from low-income families to build their confidence and to support them as they move from school to employment. Five schools comprising of 80 students and 12 teachers took part in the programme through TT.

Main Findings

Overall, the programme achieved its central aims and objectives. The unique opportunity of receiving a free road bike, training, and equipment, alongside coaching and mentoring in preparation for RideLondon, meant students were provided with a strong framework and support system for developing employability skills, including problem solving, teamwork, and communication, to help them with the transition from school to employment.

- 92 students and teachers participated in the programme from five schools with 85 participants completing the RideLondon Weekend.
- Students took ownership over their own goal setting and training, as well as reflecting on areas for development.
- Interventions included practical advice on nutrition, which the participants were able to relate to and as a result had a positive impact on their journey and overall experience.
- Dame Kelly Holmes' athletes and PruGOals mentors inspired students to become ambitious and set goals for themselves.
- Group leads were really on board and organised group training rides which meant that students were ready for Ride London in August.

Feedback

Students

- 85% of participants said the programme has changed their mindset
- 98% of participants would rate the PruGOals programme good or very good
- "I enjoyed being able to push myself and the people around us"
- The best part was seeing all the support and being able to set achievable goals"
-

Teachers

- 100% of teachers would recommend the programme to another teacher
- 100% of teachers felt that taking part in PruGOals has positively affected their student's wellbeing
- 100% of teachers felt the RideLondon weekend was well run and a good experience for their students



- "Super supportive and helpful staff. Amazing all around trip for students to experience new things. Great build up to events. A big achievement but equally very do-able."
- "The best part was completing the ride and seeing all students get over the finish line. Thank you so much!"

Successes

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

The dynamic programme framework, meant students were able to develop their core capabilities such as time management, teamwork, and problem-solving, enhancing their transferable employability skills.

With 98% of students saying they would recommend the programme to a friend, all participants enjoyed the experiencing and it has had a lasting impact on the students' confidence and skills.



PRUDENTIAL SKILLS FOR LIFE

Summary

'Skills for Life' is a fully facilitated, group mentoring employability programme, for year 12 students from across London. The programme was designed by the TT in partnership with Prudential. Due to the programme's popularity and success with previous participants, the programme was commissioned to run for a fourth year during the Academic Year 2018 -19.

With the ever-increasing demand for, and focus on, transferable skills in the modern job market, this programme aims to upskill sixth form students to help them grow and develop professionally and prepare them for their futures.



Through a series of workshops at Prudential's Head Office in Central London, students can explore and develop these 'Skills for Life'.

In total, 44 students took part in the programme, all recruited and signed up through The TT. The gender split was 50% female and 50% male. Overall 73% of students were of BAME (Black, Asian and Minority Ethnic) background, 25% of White background and 2% of Mixed background.

Main Findings

Students listened to inspiring insights from Prudential leaders and worked with Mentors from a range of different departments across the company. This emphasised the range of pathways open to students in a financial firm such as Prudential, whilst also demonstrating that most career pathways do not typically take a linear journey.

After completing the Skills for Life 2018-2019 programme:

- 83% of students knew exactly what they wanted to do after sixth form, an increase of 24% compared to the start of the programme
- 78% of students felt more confident with public speaking and presenting in front of a group after taking part in the programme compared to only 48% before attending the programme. This is an increase of 30%.

Feedback

Students

- "Mostly, I enjoyed the interactions with other students and mentors, team exercises and stepping out of my comfort zone."
- "These sessions have helped me work on personal, key skills which will make big contributions to my future."
- "The most helpful thing was greeting people and finding myself realising my strengths and weaknesses."

Teachers

- "This programme has provided encouragement and support for the students creating that 'safe' environment for self-reflection and development."
- "The students have enhanced their communication, confidence, public speaking, networking, employability, creative thinking and resilience during the workshops."
- "The interviews and the preparation for them really helped students come out of their comfort zone. Also hearing experienced employees and teaching the students about their career options and personalities were the highlights of the Skills for Life Programme."



Successes

Skills for Life has been a major success again this year and has met the aim of instilling employability, social and academic skills into the Year 12 students taking part.

The survey results show that students have learnt a lot about job seeking, interviews and networking with high percentages agreeing with statements that reflected an increase in transferrable employability skills.



For some students, this was their first interaction with an employer of any kind, and they learnt a lot from the Prudential mentors they worked with.



WORKREADY

Summary

WorkReady Hackathon is a fully funded, one-day workshop developed in partnership by KPMG and TT. Students were tasked to work through a client brief in a timed dynamic environment known as a hackathon. They worked with their team to create a solution and pitch the idea to their clients (KPMG volunteers). All students were awarded the iDEA KPMG Hackathon badge for participating in the programme.



The programme was delivered in schools by experienced TT facilitators to students from Years 9-12 inclusive during the Spring and Summer terms 2019. Eighteen schools and 2,100 students have taken part.

The students had the chance to use innovative technology such as the Microsoft Hololens and Raspberry Pi. The programme was explicitly designed to ensure that students of all abilities could participate and aimed to increase the technological fluency of participants.

Main Findings

Before taking part in the programme:

- 90% of students said they want to have a better understanding of the skills that employers are looking for
- 82% of students said they want to be more confident about applying for jobs in the future
- 89% of students said they want to have a clearer understanding of how the world of work is changing



The Transformation Trust
Helping schools transform young lives

After taking part in the programme:

- 97% of students said they have a better understanding of the skills that employers are looking for.
- 96% of students said they are more confident about applying for jobs in the future.
- 94% of students said they have a clearer understanding of how the world of work is changing.

Feedback

Students

- 80% of students felt they were able to apply the skills and concepts learned in the workshop in future work and study
- 83% of students felt more knowledgeable about technology after attending the workshop
- "It pushed me out of my comfort zone and boosted my confidence"

Teachers

- "A very exciting opportunity for our students to develop their entrepreneurial and creative skills and build their confidence in solving problems and working with others to create Business solutions using Emerging Technology. The content was taken from real businesses, yet very accessible to the level of students. No prior knowledge needed and there is an opportunity for every student to shine and develop a new skill. Highly recommend it."
- "Students were able to work within small groups for a whole day to suggest a solution to a real-life situation. Students were engaged with the materials provided and especially enjoyed having a go with the Microsoft HoloLens. As the team presented their solution to their peers and judges, a real sense of achievement was shown in student's faces."

Successes

Overall the KPMG Work Ready Hackathon programme has been a great success and has met its main aims which were:

- 1) To engage the students with technology in a creative way whilst students build on their critical key skills such as teamwork, presentation, listening, problem-solving and communication skills.
- 2) For students to act as consultants for the day to solve a client problem using mixed reality technology.
- 3) For students to develop a greater digital awareness and understand how technology will evolve in the next decade.





The survey results show that the students have learnt about emerging technology and felt empowered to use it to solve a client brief. Students and teachers strongly agreed with statements that reflected an increase in transferable employability skills, especially teamwork, problem-solving and presentation skills.

The students learnt a lot from the KPMG volunteers and TT staff with whom they were able to interact with during the workshops.



ROCK ASSEMBLY

Summary

Rock Assembly (RA) is the hallmark event of The TT calendar, acting as the perfect end-of-year reward for secondary school students. This year it took place on 11th July 2019 at London's iconic Wembley Arena, with 10,000 students attending from across the UK.

The Futures Fair is an inspirational careers and university fair taking place on the morning of RA, outside the Arena. Students get the chance to talk directly to members of staff from top universities and big brand employers about opportunities for education and employment.

This year the afternoon concert at RA was hosted by the brilliant Dixon Brothers and included a wealth of famous acts performing such as July 7, Alicai Harley, Alice Chater, Razorlight, Chip and Professor Green.

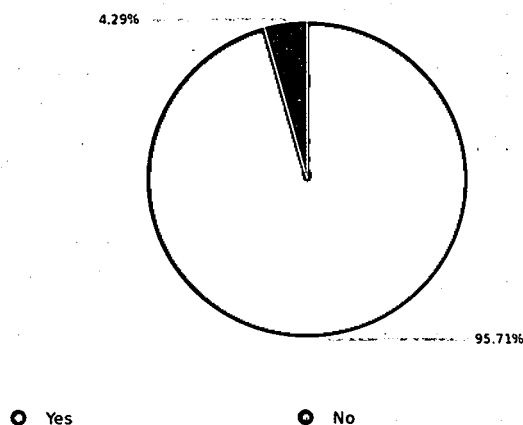
Main Findings

What did students find most useful about the fair?

Choices	Response percent
Speaking to employers	21.08%
Learning about different industries	29.10%
Engaging with Universities	15.11%
Stepping out of my comfort zone	19.03%
Taking part in the activities on the stands	14.93%
Other (Please specify)	1.87%



Do you feel more informed about the choices available to you for your future?



Feedback

Students

- "I really enjoyed the futures fair because I got lots of opportunities to take part in different things"
- "I love how everyone was positive, and engaged us on every stand. Thank you for the day!"
- "This event got me out of my comfort zone. There are so many activities available, I loved it"

Teachers

- "Wow..... I'm speechless!! That was AMAZING!!! Thank you sooooo much. I almost can't think what to write as I am totally blown away with how brilliant it all was. My kids loved the workshops, they had a great time in the fair and the concert was fab!"
- "The students loved the day as usual, this year slightly different this year that some loved the careers fair more than the concert. Looking forward to next year."
- "Firstly, I just wanted to say a massive thank you for what was another excellent Rock Assembly event. Our students and staff thoroughly enjoyed it and it is always a highlight of our year."

Successes

As always, Rock Assembly was a huge success in 2019. The day offered 10,000 students the opportunity to speak to employers and organisations in person, finding out about the opportunities on offer to them once they leave school.

This year we had a large number of organisations involved: RAF, Penguin, iDEA, MediaCom, Siemens, Rolls Royce, Dyson, Wates, NHS, M&G Prudential, New College of Humanities, Dell, Sky, Barclays and also our University Village.



A highlight of this year's Rock Assembly was the introduction of our Live Lounge workshops, where the NHS and Dyson hosted outreach workshops for sixth form students during the morning's events. For the sixth-form students involved, this was a chance to network with other students and organisations, learning about the careers they may want to do when they are older.



Conclusion

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

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

Students this year have been involved with the TT in a number of ways, for example they could have been making their own sandwiches in Pret's head office, been on a field trip with ABM to learn about facilities management, met NHS nurses and midwives and learnt about careers in the health sector, watched Professor Green in the SSE Arena and so much more!

As this report has shown, the opportunities have made an extremely positive impact on the students we have worked with. We'll use this feedback to continue our aim of alleviating the opportunity gap between schools across the UK.

A huge thank you to all our partners!



PRIORITIES FOR 2019/20

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

New Strategy:

Based on the recent success of some of the young people we work with, securing a place on an apprenticeship scheme with some of our corporate partners after completing one of our programmes, we have been working on refining our strategy for our longer term growth and development.

We want to create even more amazing new opportunities for people from disadvantaged backgrounds to enable them to fulfil their potential and to find something that they are amazing at. We also aim to help increased numbers of young people develop the skills they need to successfully gain a place at University, on a training course, or on a recognised apprenticeship scheme.

We are aiming to be the 'go-to' organisation for businesses and training providers looking to recruit from a pool of diverse, untapped young talent. We are aiming to provide support to existing in-house recruitment teams, strengthening the quality and number of applications they receive by offering a series of key skills workshops for our partner schools. The workshops will be seen as 'pre-apprenticeship' programmes where young people not only get the chance to develop key employability skills but where they will also receive targeted advice and guidance on specific and relevant recruitment processes including selection tests and interview skills.

Through this, we will not only be able to help level the playing field for our young people but we will be able to help organisations to reduce their recruitment costs by offering them the chance to recruit young people who genuinely have something different to bring to the table.

Growth in Bespoke Programmes

The Trust will be expanding the number of bespoke programmes during the course of the financial year 2019-20, whilst ensuring it has sufficient resources to maintain the quality of the existing portfolio. Discussions are ongoing with potential new corporate partners. In addition, we have agreement to expand existing programmes.

Vivid Experiences

We will be running our Inspire US 2020 programme in the Autumn Term 2020 where a group of sixth formers will be taking part in a fully funded trip to the United States to take part in the election campaigns for the next US president. Whilst the trip is taking place in the Autumn Term 2020, the students will start work on their campaigns during the academic year 2019-20 and the selection process will be completed by July 2020.

Events

Plans for Rock Assembly 2020 are already under way. The event will take place at Wembley Arena in May, with 10,000 students expected to attend the Futures Fair to learn more about career and higher education opportunities, before enjoying the concert that follows.

Financial Review:

a. FINANCIAL SUMMARY

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

The Trust's senior management continues to explore opportunities to reduce core costs and achieve greater value from the resources at its disposal. This is, in part, reflected in the significant level of donated services received during this financial year (refer section c. below), from suppliers and other supporters of The Trust's mission to transform young lives.



In addition, this is reflected by the significant contribution made by volunteers and the table below shows the number of volunteer hours provided across our programmes:

Programme Name	Number of hours	Number of volunteers
LifeSkills	3,232	617
PP	346	30
PT	756	125
RA - Dell	30	5
Deep Impact (all)	560	22
KPMG	165	33
MediaCom	90	30
Skills for Life	36	12
ICAEW	15	4
Rock Assembly	40	4
Total:	5,230	882

b. RESERVES POLICY

In line with the policy set by the Board, The Trust has sought to maintain a policy where unrestricted and uncommitted funds held by The Trust represent at least between two and four months of total unrestricted expenditure. As at 31 August 2019, total unrestricted reserves stood at £133,436, meeting our policy.

The Trust continues to review its reserves' policy, alongside its ongoing projects and associated funding requirements, and proposed future projects.

c. SUPPORT IN KIND

Over the course of 2018/19 the Trust received various in-kind advice and support from the corporate sector and wider supporters, including:

- Blueway One Way Ltd – support for Rock Assembly
- Cooley (UK) LLP – work on trademark for possible new name for the Trust
- Donated IT equipment from Dell
- Volunteer hours provided by corporate partners, including Barclays, Dell, ICAEW, KPMG, Mediacom and Prudential
- Provision of meeting rooms and refreshments from Mediacom
- IT support from Karl Hoods
- Free transport for those London schools attending Rock Assembly before the free travel deadline
- Support from Headteachers who are part of our Headteacher Advisory Group
- Kirsten Flynn – Company Secretary
- Susannah French – Operations Director (previously Business Manager)

The total value of donated services (excluding volunteer time) was £78,765 (2017/18 £169,465).

In addition to this, the Trust is also grateful to Denford Associates Ltd who has provided some PR support to the Trust this year free of charge. The Trust has provided a desk for one of the Denford members of staff on a part time basis. Denford Associates Ltd is a company in which Amy Leonard is a director and shareholder as detailed in the related party transactions section of the accounts on page 52.



We are also incredibly grateful to a number of suppliers who have provided services at hugely discounted prices for our annual Rock Assembly event. The value of these discounts is estimated to be very similar to the discounts offered last year of £160,000. In accordance with the guidance in the SORP, these discounts have not been recognised in these accounts. However, the Trust acknowledges that these discounts have enabled the Rock Assembly event to go ahead and so have been for the benefit of a very large number of students.

d. GOING CONCERN

After making appropriate enquiries, the Trustees have a reasonable expectation that the Charity has adequate resources to continue in operational existence for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements.

e. INVESTMENTS POLICY

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

STRUCTURE, GOVERNANCE AND MANAGEMENT

a. CONSTITUTION

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

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

b. METHOD OF APPOINTMENT OR ELECTION OF TRUSTEES

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

c. POLICIES ADOPTED FOR THE INDUCTION AND TRAINING OF TRUSTEES

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

d. ORGANISATIONAL STRUCTURE AND DECISION MAKING

The Trust has the core function of running extra-curricular programmes and opportunities for young people in schools and other locations. It currently relies on a core team, with scrutiny and oversight carried out by an experienced Board of Trustees.



Board of Trustees

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

- Sir David Bell (Chair)
- Timothy Byles (resigned 20 November 2018)
- Sir David Carter
- Ian Cleland (resigned 8 July 2019)
- Dame Julia Cleverdon (resigned 19 November 2018)
- Mike Green (appointed 21 March 2019)
- Charles Philip Graf
- Luke Bradley-Jones
- Josh Krichefski
- Lord Richard Newby
- Fiona Ryland
- Baroness Margaret Sharp
- Julia Tyler (resigned 12 July 2019)
- John Williams
- Rachel Wolf

The Board of Trustees formally met three times in the reporting period. In addition, Trustees attended a 'Strategy Away Day' in July 2019. There are no sub-committees to the Board. Delegation of day to day activities was passed to the Executive.

Teachers Advisory Group

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

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

Young People's Advisory Group

The Youth Advisory Group (YAG) was initially set up during 2017-18 and the first meeting was held in July 2018. We are hoping to expand the YAG during 2019-20.

Management

The Trust has a small Core Management Team comprising:

- **Chief Executive** – Amy Leonard
- **Company Secretary** – Kirsten Flynn (voluntary)
- **Operations Director** – Susannah French



In addition, the Trust employs a small team of staff including finance, programme managers, programme coordinators and school liaison officers.

e. RISK MANAGEMENT

Risk Management Statement

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

TRUSTEES' RESPONSIBILITIES STATEMENT

The Trustees (who are also directors of The Transformation Trust (England) for the purposes of company law) are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

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

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

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

DISCLOSURE OF INFORMATION TO AUDITORS

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

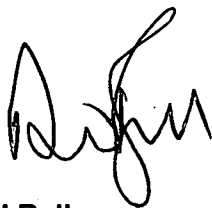
- so far as that Trustee is aware, there is no relevant audit information of which the charitable company's auditors are unaware; and
- that Trustees have taken all the steps that ought to have been taken as a Trustee in order to be aware of any relevant audit information and to establish that the charitable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



AUDITORS

The auditors, Goodman Jones LLP, have indicated their willingness to continue in office. A motion proposing reappointment of the auditors was put to the Board and agreed on 21st March 2019 for a further three-year period.

This report was approved by the Trustees on 26 November 2019 and signed on their behalf by:



Sir David Bell
Chair of Trustees



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

Opinion

We have audited the financial statements of The Transformation Trust (England) for the year ended 31 August 2019 set out on pages 56 to 68. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice).

Basis of Opinion

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

Conclusions Relating to Going Concern

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

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

Other Information

The Trustees are responsible for the other information. The other information comprises the information included in the Annual report, other than the financial statements and our Auditor's report thereon. Our opinion on the financial statements does not cover the information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.



Matters on Which We Are Required to Report by Exception

We have nothing to report in respect of the following matters where the Charities Act 2011 requires us to report to you if, in our opinion:

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

Responsibilities of Trustees

As explained more fully in the Trustees' responsibilities statement, the Trustees (who are also the directors of the Charity for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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



Use of Our Report

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

Goodman Jones LLP

Goodman Jones LLP
Chartered Accountants
Statutory Auditors

29/30 Fitzroy Square
London
W1T 6LQ

Date: 26.11.19

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



**STATEMENT OF FINANCIAL ACTIVITIES
INCORPORATING INCOME AND EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2019**

		Unrestricted funds 2019 £	Restricted funds 2019 £	Total funds 2019 £	Total funds 2018 £
	Note				
INCOME FROM:					
Donations & legacies:					
Donations	2	9,168	462,715	471,883	436,179
Donated services & grants	2	79	78,686	78,765	179,466
Charitable activities	3	7,097	433,389	440,486	246,708
Investments	4	22	-	22	21
TOTAL INCOME		16,366	974,790	991,156	862,374
EXPENDITURE ON:					
Charitable activities	5	311	881,653	881,964	986,122
TOTAL EXPENDITURE		311	881,653	881,964	986,122
NET SURPLUS / (DEFICIT) BEFORE TRANSFERS		16,055	93,137	109,192	(123,748)
Transfers between Funds	11	33,637	(33,637)	-	-
NET INCOME / (EXPENDITURE) BEFORE OTHER RECOGNISED GAINS AND LOSSES		49,692	59,500	109,192	(123,748)
NET MOVEMENT IN FUNDS		49,692	59,500	109,192	(123,748)
RECONCILIATION OF FUNDS:					
Total funds brought forward	11	83,744	74,854	158,598	282,346
TOTAL FUNDS CARRIED FORWARD	11	133,436	134,354	267,790	158,598

The notes on pages 42 to 52 form part of these financial statements.



**BALANCE SHEET
AS AT 31 AUGUST 2019**

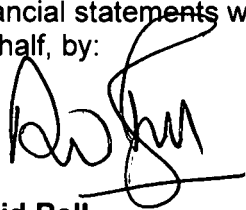
	Note	£	2019 £	£	2018 £
CURRENT ASSETS					
Debtors	8	178,742		119,233	
Cash at bank and in hand		<u>523,790</u>		<u>334,549</u>	
		702,532		453,782	
CREDITORS: amounts falling due within one year	9	<u>(434,742)</u>		<u>(295,184)</u>	
NET CURRENT ASSETS			<u>267,790</u>		<u>158,598</u>
NET ASSETS			<u>267,790</u>		<u>158,598</u>
CHARITY FUNDS					
Restricted funds	11	134,354		74,854	
Unrestricted funds	11	<u>133,436</u>		<u>83,744</u>	
TOTAL FUNDS			<u>267,790</u>		<u>158,598</u>

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

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

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

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



Sir David Bell
Chair of Trustees

Date: 26 November 2019

The notes on pages 42 to 52 form part of these financial statements.



**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2019**

	Note	2019 £	2018 £
Cash flows from operating activities			
Net cash provided by operating activities	13	<u>189,241</u>	<u>(239,632)</u>
Change in cash and cash equivalents in the year		189,241	(239,632)
Cash and cash equivalents brought forward		<u>334,549</u>	<u>574,181</u>
Cash and cash equivalents carried forward	14	<u><u>523,790</u></u>	<u><u>334,549</u></u>

The notes on pages 42 to 52 form part of these financial statements.



1. ACCOUNTING POLICIES

1.1 Basis of preparation of financial statements

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

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

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

1.2 Company status

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

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

1.3 Fund accounting

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

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the Charity for particular purposes. The costs of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund are set out in note 11 to the financial statements.

1.4 Income

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

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

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

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

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



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

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

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by project. The costs of each project are made up of the total of direct costs and shared costs, including support costs involved in undertaking each project. Direct costs attributable to a single project are allocated directly to that project. Shared costs which contribute to more than one project and support costs which are not attributable to a single project are apportioned between projects on the basis of staff time.

All expenditure is inclusive of any irrecoverable VAT.

1.6 Operating leases

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

1.7 Debtors

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

1.8 Foreign currencies

Monetary assets and liabilities denominated in foreign currencies are translated into sterling at rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are translated into sterling at the rate ruling on the date of the transaction. Exchange gains and losses are recognised in the Statement of Financial Activities incorporating income and expenditure account.

1.9 Cash at Bank and in hand

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

1.10 Liabilities and provisions

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



1.11 Pensions

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

1.12 Financial instruments

The Charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value with the exception of bank loans which are subsequently measured at amortised cost using the effective interest method.

2. INCOME FROM DONATIONS AND LEGACIES

	Unrestricted funds 2019 £	Restricted funds 2019 £	Total funds 2019 £	Total funds 2018 £
Donations - corporate	1,473	450,335	451,808	416,764
Donations - individual	7,695	12,380	20,075	16,732
Auction	-	-	-	2,529
Gift Aid	-	-	-	154
	<u>9,168</u>	<u>462,715</u>	<u>471,883</u>	<u>436,179</u>
Donated services	79	78,686	78,765	169,466
Grants	-	-	-	10,000
Subtotal	<u>79</u>	<u>78,686</u>	<u>78,766</u>	<u>179,466</u>
Total 2019	<u>9,247</u>	<u>541,401</u>	<u>550,648</u>	<u>615,645</u>
Total 2018	<u>29,913</u>	<u>585,732</u>	<u>615,645</u>	

3. INCOME FROM CHARITABLE ACTIVITIES

	Unrestricted funds 2019 £	Restricted funds 2019 £	Total funds 2019 £	Total funds 2018 £
Extra-Curricular Activities	<u>7,097</u>	<u>433,389</u>	<u>440,486</u>	<u>246,708</u>
Total 2018	<u>23,214</u>	<u>223,494</u>	<u>246,708</u>	

Included within income from charitable activities is programme income totalling £34,185 from companies in which certain trustees are employed.



4. INVESTMENT INCOME

	Unrestricted funds 2019 £	Restricted funds 2019 £	Total funds 2019 £	Total funds 2018 £
Investment income	<u>22</u>	<u>-</u>	<u>22</u>	<u>21</u>
Total 2018	<u>21</u>	<u>-</u>	<u>21</u>	

5. ANALYSIS OF EXPENDITURE BY ACTIVITIES

	Activities undertaken directly 2019 £	Support costs 2019 £	Total 2019 £	Total 2018 £
Extra-Curricular Activities	<u>801,129</u>	<u>80,835</u>	<u>881,964</u>	<u>986,122</u>
Total 2018	<u>917,228</u>	<u>68,894</u>	<u>986,122</u>	

6. SUPPORT COSTS

	Governance £	Extra- Curricular Activities £	Total 2019 £	Total 2018 £
Premises expenses	-	22,452	22,452	20,484
Travel expenses	-	9,864	9,864	6,616
Office expenses	-	15,929	15,929	10,562
Computer costs	-	15,021	15,021	12,092
Advertising and marketing	-	-	-	1,175
Legal and professional fees	1,100	9,813	10,913	9,750
Audit Fees	6,000	-	6,000	6,000
Bank charges	-	119	119	139
Foreign exchange difference	-	(13)	(13)	41
Trustee meeting costs	550	-	550	2,035
	<u>7,650</u>	<u>73,185</u>	<u>80,835</u>	<u>68,894</u>
Total 2018	<u>9,535</u>	<u>59,359</u>	<u>68,894</u>	

Support costs are allocated to activities based on the amount of time spent. The above support costs include donated services where applicable.

7. STAFF COSTS

Staff costs were as follows:

	2019 £	2018 £
Wages and salaries	205,599	114,352
Social security costs	15,717	6,510
Other pension costs	<u>1,795</u>	<u>655</u>
	<u>284,093</u>	<u>288,195</u>



7. STAFF COSTS (continued)

In addition to wages and salaries costs, the Charity incurred costs of £221,765 (2018: £229,762) in respect of freelance programme facilitators who deliver programme session to the young people taking part in our programmes. Our freelance programme facilitators do not work all the time for the Charity, and the number of individuals contracted fluctuates throughout the year. As at the end of this financial year, there were 37 (2018: 21) individuals contracted on the delivery of our programmes, all of whom have self-employed agreements in place.

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

	2019 No.	2018 No.
Administration	9	5

All our employees are currently employed on temporary fixed term contracts of employment tied to the funding for the programme(s) they are working on.

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

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

During the period the Charity incurred costs totalling £93,370 (2018: £56,674) in respect of amounts payable to the three key management personnel as set out on page 33.

8. DEBTORS

	2019 £	2018 £
Trade debtors	165,701	62,380
Other debtors	7,121	22,925
Prepayments and accrued income	5,920	33,928
	<u>178,742</u>	<u>119,233</u>

9. CREDITORS: Amounts falling due within one year

	2019 £	2018 £
Other creditors	836	184
Accruals and deferred income	433,906	295,000
	<u>434,742</u>	<u>295,184</u>

Deferred income

Deferred income at 1 September 2018	295,000
Resources deferred during the year	431,765
Amounts released from previous years	<u>(295,000)</u>
Deferred income at 31 August 2019	<u>431,765</u>

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



10. INVESTMENTS

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

11. STATEMENT OF FUNDS

STATEMENT OF FUNDS - CURRENT YEAR

	Balance at 1 September 2018 £	Income £	Expenditure £	Transfers £	Balance at 31 August 2019 £
Unrestricted funds					
General Funds	<u>83,744</u>	<u>16,366</u>	<u>(311)</u>	<u>33,637</u>	<u>133,436</u>
Restricted funds					
ABM Project	-	23,271	(23,271)	-	-
Barclays LifeSkills Bury	-	8,686	(8,686)	-	-
Deep Impact - Looked After Children	-	60,365	(37,121)	-	23,244
Deep Impact – Able Y9	-	64,814	(43,104)	-	21,710
ICAEW	-	13,800	(13,800)	-	-
Inspire US	-	12,380	-	-	12,380
KPMG Project	-	42,371	(40,712)	-	1,659
Life Skills	43,450	357,128	(323,160)	(43,447)	33,971
Life Skills Deep Impact	440	6,209	(6,209)	-	440
Mediacom Me	-	17,274	(17,274)	-	-
Perfectly Pret	-	12,217	(12,217)	-	-
Powering Potential	-	19,023	(19,023)	-	-
Powering Transformation	30,533	119,840	(110,058)	-	40,315
Ride London – Prudential	431	40,224	(40,020)	-	635
Rock Assembly	-	139,014	(148,837)	9,823	-
Skills for Life - Prudential	-	11,564	(11,564)	-	-
Sky Project	-	16,911	(16,911)	-	-
Taste of Pret	-	9,699	(9,699)	-	-
Unite US	-	-	13	(13)	-
	<u>74,854</u>	<u>974,790</u>	<u>(881,653)</u>	<u>(33,637)</u>	<u>134,354</u>
Total of funds	<u>158,598</u>	<u>991,156</u>	<u>(881,964)</u>	<u>-</u>	<u>267,790</u>



11. STATEMENT OF FUNDS (continued)

STATEMENT OF FUNDS - PRIOR YEAR

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

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

ABM – Junior Engineering Engagement Programme (JEEP) - JEEP is a series of workshops covering various aspects of facilities management and using a wide range of games, practical activities and experiments. The programme aimed to change negative perceptions of the facilities management industry and give students the opportunity to learn about the wide range of careers open to them within this industry.

Barclays LifeSkills Bury - As part of the Barclays Thriving Local Communities agenda, 16 schools in Bury were offered LifeSkills sessions to help increase students' employability skills.

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

Deep Impact – Looked After Children and Able Year 9 - A series of facilitated LifeSkills workshops delivered as part of the Barclays Thriving Local Communities agenda in Bury. The learning journey is designed to support students in developing core skills such as problem solving and team work in addition to learning how to write a CV and interview well.



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

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

ICAEW: BASE Competition - This programme gave students the opportunity to take part in an in-school workshop involving completing an online challenge and delivering a presentation on business proposals. Students were then supported in submitting entries to the BASE competition (ICAEW's National Business and Accounting competition for school students) and the finalists were invited to Birmingham for a live competition.

KPMG: WorkReady Hackathon - The WorkReady programme gives students the opportunity to work through a client brief in a Hackathon (a timed dynamic environment). They work as a team to create a solution and pitch their idea to volunteers from KPMG. Students also use innovative technology such as the Microsoft HoloLens and Raspberry Pi.

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

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

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

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

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

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

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



Rock Assembly - a free end-of-term concert for pupils from state schools in some of the most deprived parts of the country. The event gives young people the chance to attend a live music event for free. Before the concert they will all be visiting the Futures Fair, where they can engage with a top flight range of companies and universities. In addition to the above figures, The Trust is very grateful to a number of suppliers who have provided services at hugely discounted prices as noted on page 5.

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

SKY Ocean Rescue Challenge - This programme gave students the opportunity to create a video pitch on 'Pass on Plastics'. The winning pitch from each school was entered into a national competition. The winners were rewarded with a session at the Sky Academy Studios to work with media specialists to enhance their campaigns. Some of the winning films were played at TT Rock Assembly at Wembley Arena.

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

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

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

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

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

12. ANALYSIS OF NET ASSETS BETWEEN FUNDS

ANALYSIS OF NET ASSETS BETWEEN FUNDS - CURRENT YEAR

	Unrestricted funds 2019 £	Restricted funds 2019 £	Total funds 2019 £
Current assets	134,271	568,260	702,531
Creditors due within one year	(835)	(433,906)	(434,741)
	<u>133,436</u>	<u>134,354</u>	<u>267,790</u>

ANALYSIS OF NET ASSETS BETWEEN FUNDS - PRIOR YEAR

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



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

	2019 £	2018 £
Net (expenditure)/income for the year (as per Statement of Financial Activities)	109,192	(123,748)
Adjustment for:		
Decrease/(increase) in debtors	(59,509)	(62,367)
Increase in creditors	<u>139,558</u>	<u>(53,517)</u>
Net cash provided by operating activities	<u><u>189,241</u></u>	<u><u>(239,632)</u></u>

14. ANALYSIS OF CASH AND CASH EQUIVALENTS

	2019 £	2018 £
Cash in hand	<u>523,790</u>	<u>334,549</u>
Total	<u><u>523,790</u></u>	<u><u>334,549</u></u>

15. OPERATING LEASE COMMITMENTS

At 31 August 2019 the total of the Charity's future minimum lease payments under non-cancellable operating leases was:

Amounts payable:

Within 1 year: £39,134

Between 2 and 5 years: £128,684

16. PENSION COMMITMENTS

The Charity operates a defined contributions pension scheme. The assets of the scheme are held separately from those of the Charity in an independently administered fund. The pension cost charge represents contributions payable by the Charity to the fund and amount to £1,795 (2018: £655). Contributions totalling £836 (2018: £184) were payable to the fund at the balance sheet date and are included in creditors.



17. RELATED PARTY TRANSACTIONS

During the year, the Charity incurred costs totalling £nil (2018: £15,000) from Denford Associates Limited, a company in which Amy Leonard is a director and shareholder, in respect of her role as the Chief Executive Officer of the Charity. In addition to this, Denford Associates Limited donated services totalling £nil (2018: £21,250), which were a provision of the services of Amy Leonard for additional days for the Charity for free. On 1st March 2018, Amy Leonard became an employee of the Charity.

During the year, the Charity incurred costs totalling £2,625 (2018: £4,950) from Samuel Draper, spouse of Amy Leonard the Chief Executive Officer, in respect of programme facilitation fees. Mr Draper is a highly experienced and well-respected teacher and facilitator. Any decision to engage him to deliver any of our programmes has been taken completely independently of the Chief Executive, who has not been involved in the selection process. Decisions to engage with all facilitators are made taking a number of considerations into account including relevant experience, school feedback, requests from corporate partners, location and cost all in line with the principles of Best Value. In addition to some paid work, Mr Draper has also undertaken some consultancy work for the Trust without charging anything for his time. The total of his donated services totals £nil (2018: £4,024).

