

# people

supporting parents and  
children to learn together

**TRUSTEES' ANNUAL REPORT** (For the purposes of The Charities Act 2011)  
**AND DIRECTORS' REPORT** (For the purposes of The Companies Act 2006)  
**FOR THE YEAR ENDED 31 MARCH 2018**

**FOR PEEPLE CHARITY**

**REGISTERED CHARITY NUMBER: 1144975** in England and Wales  
**REGISTERED CHARITY NUMBER: SC044031** in Scotland

It is also a company limited by guarantee No: 7514469. Peep Learning Ltd is the trading subsidiary of Peeple. Company registration No.04089209 and VAT No: 768 4173 94. The charity was originally called Peep from 1995. The name changed to Peeple in 2014

**Auditors: Mercer Lewin Ltd, Chartered Accountant & Statutory Auditor, 41 Cornmarket Street, Oxford, OX1 3HA**



SATURDAY



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08/12/2018  
COMPANIES HOUSE

#173

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## EXECUTIVE SUMMARY

The trustees have pleasure in presenting their report and the financial statements of Peep for the year ended 31 March 2018. The gross income for the Group (comprising the Charity and its trading subsidiary, Peep Learning Ltd) in 2017-18 was £1,034,630 (2016-17: £878,907). Total expenditure of the Group in the year 2017-18 was £1,016,568 (2016-17: £787,527) giving a surplus overall of £18,062. Peep Learning Ltd achieved a surplus of £38,340 (down from £111,558 in 2016-17) before making a donation to Peep. The decrease was due to reduced delegate numbers per course (reflecting pressure on customer budgets) and a heavily discounted rate for 140 delegates trained as part of the Learning Together Study. Therefore, although the total number of practitioners trained was up on 2016-17, the actual income from training was reduced. The increase in income and expenditure for the Group was primarily due to funding for the Learning Together Study, a large-scale Randomised Controlled Trial of the Peep Learning Together Programme.

The Charity's subsidiary company, Peep Learning Ltd (PLL) develops and sells materials, training and consultancy to support other organisations to use the Peep Learning Together Programme (LTP) and the Peep Progression Pathway (PPP) in different parts of the country. The main two-day training is known as the "Peep Learning Together Programme Training". Profits are passed to the Charity by donation at the discretion of the directors of PLL. In 2017-18 £38,000 was transferred by donation to the Charity.

### Achievements during 2017-2018 included:

- Increased the number of LTP courses to practitioners via our trading subsidiary, Peep Learning Ltd (aimed for 45 training courses - delivered 68)
- Exceeded our target for number of practitioners trained (aimed for 675 – trained 846)
- Trained practitioners delivered the Peep Learning Together Programme to approx. 4,060 families
- 45 practitioners trained in Peep Antenatal Programme (who worked with approx. 216 expectant parents)
- Increased uptake of Peep City & Guilds unit (495 practitioners registered for the qualification)
- Provided consultancy and training for new CBeebies programme, *Baby Club*, commissioned by the BBC
- Ran a 22-place *Peep Pre-school* to deliver early education and care for 2 and 3yr olds in the Leys in Oxford
- Planned and built *Little Peep*, a new 44-place nursery for children aged 6 months to 3 years in Littlemore in Oxford
- Promoted and supported the Peep Learning Together Programme in Scotland (309 practitioners trained)
- Peep Progression Pathway - (135 parents achieved at least one SQA credit-rated unit) in Scotland
  - 6 parents/carers progressed to Peep credit-rated units at a higher level
  - 53 parents/carers progressed on to further learning, volunteering or employment
- Peep Progression Pathway – (84 parents achieved at least one NOCN unit) in England
- Delivered Learning Together Programme to 187 families living in disadvantaged areas of Oxfordshire
- Delivered an intervention to improve the Home Learning Environment in Oxford - approx. 913 families reached
- Provided the *Peep Imagination Library* (in partnership with the Dollywood Foundation) which gifts a book per month to every registered child from birth to five years of age living in the Leys area of Oxford. Total no. of books delivered to local families since we began is 13,396. Total no. of books delivered to local families in 2017-2018 was 6,278
- We are currently running a large-scale Randomised Controlled Trial of the Peep Learning Together Programme (2017-2019). Carried out by Queen's University Belfast and funded by the Education Endowment Foundation the study is happening in 139 settings across England, 65 randomly allocated as Intervention settings and 74 as control settings. 1,440 families are participating in the Study. The primary outcome will be language development. The secondary outcomes will include measures of early literacy & socio-emotional development and the home learning environment. The report will be complete by September 2019. Once complete, we are hopeful that the findings will assist in promoting and disseminating our Programme more widely in the coming years.

# people

ANNUAL REPORT AND ACCOUNTS  
FOR THE YEAR ENDED 31 MARCH 2018

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## **The Peeple Charity Trustees Annual Report**

The trustees have pleasure in presenting their report and the financial statements of Peeple for the year ended 31 March 2018. These have been prepared in accordance with the provisions of the Charities Act 2011, the Charity's governing document, the Statement of Recommended Practice "Accounting for Charities", the Companies Act 2006 and also the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006 (as amended). Accordingly, these accounts consolidate the results of the Charity with those of its subsidiary company.

### **1. OUR VISION**

Every family makes the most of everyday learning opportunities which improve life chances and help narrow the gap in attainment.

### **2. OUR MISSION**

Peeple exists to help parents improve their children's life chances by making the most of everyday learning opportunities at home and in the community. Our core purpose is to narrow the gap in attainment particularly by supporting parents in raising their babies and young children to become confident communicators and active learners. We do this by developing interventions which support parents as their children's first educators, by training practitioners to work with families and by supporting the implementation of our programmes. We also deliver services directly to families and help parents to gain related qualifications which lead to further education or employment. In addition, we contribute to research and policy development in early years education.

### **3. OUR PRINCIPLES**

- We believe in the potential of every parent, every carer and every child
- We believe that relationships are at the heart of learning
- We recognise parents and carers for what they already do, and help them to do more
- We believe that lives can be transformed by building on everyday learning experiences
- We recognise the importance of reflecting on the world through the eyes of others

### **4. BACKGROUND TO THE CHARITY**

During the 1990's a network of professionals and academics in Oxford began to question the causes of under-achievement and disaffection among some pupils in a disadvantaged area of the city. Primary school teachers expressed their difficulty when children arrived with few social skills and little pre-disposition to read and learn. Parents were interviewed, and they showed a desire to help with children's early development. So, with backing and advice from experts in early literacy development, education and social policy, Peers Early Education Partnership (Peep) was established in 1995 (later changing the charity name to Peeple in 2014).

The vision was to transform a community by working with the students of the future by supporting their parents as first educators. The project quickly established itself and drew attention; it grew beyond Oxford into a programme of national potential. An accredited training programme was developed and, since the year 2002, 13,150 practitioners around the UK and beyond have been trained to deliver Peep Learning Together and other Programmes.

### **5. OUR STAFF**

Peeple had an average of 33 employees during 2017 -2018: 13 worked in front line delivery roles as Practitioners running groups/drop-ins and the Peep Pre-school (8FTE); 7 were employed to work on the Learning Together Study (6FTE); 5 including the managers worked in the training team (3.5 FTE); 2 worked in Scotland promoting the Peep programme and accreditation (2 FTE); and 4 worked in back office functions of senior management, finance, HR, IT and general admin (3.5FTE). Total Full time equivalent staff = 23. All have significant skills and knowledge in the field.

## 6. OBJECTS AND ACTIVITIES

The objects of the charity are for the public benefit: (1) to advance education, in particular (but not limited to) the early learning and development of children; and (2) to promote, commission, carry out and disseminate research in the field of Early Years and other education.

### TO MEET THESE OBJECTS THE CHARITY CREATED EIGHT KEY AIMS

- **AIM 1:** to increase the use of Peep programmes across the UK (and internationally)
- **AIM 2:** to improve and extend the Peep Progression Pathway throughout the UK
- **AIM 3:** to ensure our work is underpinned by appropriate research and evaluation
- **AIM 4:** to extend our role as a service provider in Oxfordshire
- **AIM 5a:** to deliver high quality early education and care: Peep Pre-school in The Leys
- **AIM 5b:** to deliver high quality early education and care: Little Peeple Nursery and Pre-school in Littlemore
- **AIM 6:** to influence national debate and policy
- **AIM 7:** to publish/produce resources to support our work
- **AIM 8:** to maintain good governance, management and infrastructure

The activities of the charity are: practitioner training & implementation support for our programmes nationally; accreditation of parents' learning via the Peep Progression Pathway; commissioning and carrying out research and evaluation; delivery of Peep Learning Together Programme to parents/carers and young children via groups; home visits, drop-ins & nursery/pre-school provision in Oxfordshire; influencing national debate and policy; development of learning resources and training materials; and the maintenance of good governance, management and infrastructure.

## 7. ACHIEVEMENTS AND PERFORMANCE (2017/2018)

### AIM 1: to increase the use of Peep programmes across the UK (and internationally) - Achieved

- Increased the number of LTP courses to practitioners around the UK, in the Republic of Ireland and in Victoria, Australia, via our trading subsidiary Peep Learning Ltd (aimed for 45 training courses - delivered 68)
- Exceeded target number of practitioners trained (aimed for 675 – trained 846, with 309 in Scotland)
- The trained practitioners delivered the Learning Together Programme to approx. 4,060 families, with 1,483 in Scotland)
- 45 practitioners trained in Peep Antenatal training (who worked with approx. 216 expectant parents)
- Increased uptake of Peep C&G unit; 495 practitioners registered for the qualification
- Licence agreement signed for an organisation in Australia. Agreed until 2020, plus 5 trainers fully inducted

### AIM 2: to improve and extend the Peep Progression Pathway throughout the UK – Achieved

- Supported organisations, managers and practitioners delivering the Peep Progression Pathway in Scotland - units credit-rated by Scottish Qualification Authority for parents/carers based on their participation in the Peep Learning Together Programme
  - 28 practitioners trained to deliver the Peep Progression Pathway units
  - 135 parents achieved at least one SQA credit-rated unit
  - 6 parents/carers progressed to Peep credit-rated units at a higher level
  - 53 parents/carers progressed on to further learning, volunteering or employment
  - 62% reported an increase in their literacy, numeracy or health & wellbeing
- Peep Progression Pathway in England (84 parents achieved at least one NOCN unit)

### **AIM 3: to ensure our work is underpinned by appropriate research and evaluation - Achieved**

- The Peep Learning Together Programme has been shown to impact on children's educational attainment in two quasi-experimental design evaluations. The first of these found that children made progress in verbal comprehension, vocabulary, numeracy development and self-esteem. The second of these followed 600 families over six years and found similar positive effects on children's vocabulary, phonological awareness and comprehension. These results suggest that the approach is promising, however we do not have the security of a Randomised Controlled Trial (RCT) so this was the next logical step in building the Programme's evidence.
- The broader evidence for this approach is also promising. Evidence from the Effective Provision of Pre-School Primary and Secondary Education (EPPSE) study suggests that the home learning environment is a strong predictor of cognitive and social development. A RCT will provide an opportunity to test whether this programme can improve the home learning environment, and whether this in turn impacts on literacy and language development.
- With this in mind, we are currently running a two-year large-scale Randomised Controlled Trial of the Peep Learning Together Programme (2017-2019). It is being carried out by Queen's University Belfast and funded by the Education Endowment Foundation. The research is happening in 139 settings across England. Of these, 65 were randomly allocated as intervention settings and 74 as control settings. 1,440 families have been recruited and are participating in the Study. The primary outcome will be language development. The secondary outcomes will include measures of early literacy and socio-emotional development and the home learning environment.
- The final report will be complete by September 2019. Once complete, stakeholders are hopeful that the lessons learnt from the study will inform our future work and contribute to the wider evidence base in our sector.

### **AIM 4: to extend our role as a service provider in Oxfordshire – Achieved**

- Delivered Peep Learning Together Programme (which aims to improve children's life chances by helping parents to make the most of everyday learning opportunities at home) to families with children (0-5) living in disadvantaged areas of Oxfordshire (187 families)
- There are waiting lists for all groups
- Positive parent feedback demonstrating impact on individual lives – collected termly
- Delivered an intervention in partnership with the Foundation Years Trust funded by the Department for Education to improve the Home Learning Environment in Oxford and the Wirral 913 families were reached
- In addition 107 practitioners supported and 24 volunteers trained
  - 100% of the participants reported increased confidence and knowledge to support parents.
- Provided the *Peep Imagination Library* (in partnership with the Dollywood Foundation) which gifts a book per month to every registered child from birth to five years of age living in the Leys area of Oxford
- Increased number of registered children from 481 to 554 (aged 0-4)
- Total number of books delivered to local families since we began is 13,396
- Total number of books delivered to local families just in 2017-2018 was 6,278
- Delivered Imagination Library sessions in our Pre-school to 40 children receiving a free book each month
- Delivered a Peep Learning Together course to 9 foster carers (and 10 Looked After children) in Oxfordshire with extremely positive outcomes. All carers completed a Peep Progression Pathway Unit.

#### **AIM 5a: deliver high quality early education and care: Peep Pre-school in The Leys – Achieved**

- Ran a 22-place *Peep Pre-school* to deliver early education and care for 2 and 3yr olds in The Leys in Oxford
- Over the year, 40 children directly benefited from this service and 90 family members benefited indirectly
- 33% of the children have English as an additional language (EAL) and three have autism
- Three young people from the Leys undertook work experience in the pre-school
- 15 volunteers worked alongside trained staff during the year; contributing 449 hours
- The team is working towards an outstanding rating from OfSTED – currently rated Good

#### **AIM 5b: deliver high quality early education: Little Peeple Day Nursery in Littlemore - Achieved**

- Planned and built *Little Peeple*, a new 44-place nursery for children aged 6 months to 3 years, in partnership with the Oxford Academy in the Littlemore area of Oxford (build completed September 2018, opened October 2018).



#### **AIM 6: to contribute to national debate and policy – Achieved**

- Presentation given at the Dolly Parton's Imagination Library conference in Doncaster in June 2018
- Published *Home Matters – Making the most of the Home Learning Environment – guidance for schools, nurseries, local authorities and public health services* (with our partners, the National Children's Bureau, the National Literacy Trust and the Foundation Years Trust)
- Attendance at Round Table with HRH Duchess of Cambridge and the Royal Foundation to discuss 'parenting support'
- Meetings or events attended: Parenting Programme Developers Group; relevant All Party Parliamentary Groups; Meeting with Department for Education to discuss their Social Mobility strategy; Contributed a poster on ORIM in the Learning Together Programme to the ORIM network at the University of Sheffield; Work on mapping LTP to STEM policies underway; Secretary of State, Damien Hinds launched the new £5m fund for the evaluation of HLE projects at a Peep group in Luton; local 1001 critical days group; Meeting with Graham Allen
- Educational consultants for early years/parent programme *Baby Club* to be shown on CBeebies commissioned by the BBC. People has trained the presenters in the Learning Together Programme
- We continue to contribute to national debate in the field

#### **AIM 7: to publish/produce resources to support our work – Achieved**

- Generate an income from selling resources: income from sales of resources up from £18k in 2016-17 to £28k in 2017-18 including nearly £2k from online sales
- Baseline of sales through website established in first full year of online shop
- Develop new resources: at least one topic handout, one 'things to do at home' (TDAH) sheet and one Peep tip downloadable from the log-in website for each of the topics

#### **AIM 8: to maintain good governance, management and infrastructure – Ongoing**

- Establish permanent premises for Peep
- Improve IT and communication systems
- Recruit, retain and develop staff and volunteers to enable delivery of the strategic aims
- Ensure timely and accurate financial reporting and management
- Protect our intellectual property rights
- Ensure good governance by the Trustees/Directors of Peep and Peep Learning Limited
- Ensure good governance including compliance with all legal and regulatory frameworks

### **8. BENEFICIARIES OF THE WORK**

Peep supports parents/carers and children, particularly those at risk of under-achievement, to learn together to reach their full potential. Peep programmes are universal but widely used with targeted groups (e.g. mothers with low mood/families with substance abuse/adopter and foster carers/young parents). Organisations who commission Peep tell us that our programmes are accessible to families which they have found hard-to-reach. Our programmes are at no cost to parents/carers. Peep has 23-years' experience and expertise in working with the most disadvantaged families and communities, enabling engagement, retention and progression. In planning the work of the charity the Trustees pay due regard to the Charity Commission's guidance on public benefit, including the guidance "Public benefit: running a charity (PB2)".

### **9. STATISTICS AROUND OUR CAUSE**

- There are class-based differences in children's outcomes by 22 months which are increased by age 5 and continue to widen as the children get older, so that ultimately, as a group, children who start less well-off end up as adults less healthy, less wealthy and with fewer advantages to pass on to their children.
- There is increasing evidence to suggest that these disparities develop in the first year of life. For example: significant differences in language between low- and high-socioeconomic status infants are apparent by 18 months.
- The single biggest predictor of social mobility for children from lower income backgrounds is vocabulary at age 5 – those who have a wider vocabulary are significantly more likely to do well. One study, which tracked the progress of thousands of children, found that pre-school children who had been read to regularly at age 5 were significantly less likely to be poor adults at age 30.



- o Another very important influence over how well children do in school and beyond is the quality of the Home Learning Environment (HLE) - the everyday things which parents do at home with their children such as singing, playing, talking, and sharing books and stories. One influential study has found that the quality of the HLE is more important for intellectual and social development than parental occupation, education or income.
- o In 2017, Oxford (where we deliver services directly to families) was identified as the 19<sup>th</sup> worst area of social mobility out of over 200 localities in the UK. This means that it is much more likely for children who are born into poverty or low income in Oxford, to remain in this situation throughout their lives.
- o Over the last year in Oxfordshire, there have been budget cuts of £8 million to children's services. This has meant the closure of all children's centres in the County. Families now have little access to universal services or early intervention programmes other than those provided by Peeple or other third sector organisations.

## 10. QUALITY ASSURANCE

All policies are reviewed annually to ensure they remain relevant and up to date. We have a quality assurance system and policies for health and safety, child protection, safeguarding, equal opportunities, whistleblowing, recruitment of ex-offenders and storage and handling of disclosure information. We are committed to improving quality and minimising risk and to delivering excellent value for money in all aspects of our work. We are conscious of the need to strike a realistic balance between administration and service delivery, and to ensure that whilst having a good protective framework of systems and procedures, we nevertheless devote most of our energies and resources to deliver an effective range of services. The effectiveness of our services is regularly monitored and evaluated (in consultation with stakeholders) along with robust research in partnership with a number of universities. This ensures we use our resources effectively and provide the best service to our beneficiaries.

## 11. RESEARCH IN PARTNERSHIP WITH THE UNIVERSITY OF OXFORD AND THE UNIVERSITY OF WARWICK

Peeple is an innovator in the field of parent engagement and support for the Home Learning Environment. In 1995, the Learning Together Programme and approach pre-dated and contributed to the Sure Start initiative and the now-accepted national focus on early intervention. The Programme is also evidence based with five studies carried out in the past by the University of Oxford and the University of Warwick. These included:

**The Birth to School Study (2005):** Professor Greg Brooks and Dr Maria Evangelou, University of Oxford

The Birth to School Study (BTSS) is a longitudinal evaluation of the Peep Learning Together Programme, with a sample size of 600 families. The Learning Together Programme aims to encourage children's early cognitive and socio-emotional development *by supporting parents*. Consequently, the study investigated the effects of the Programme on parents as well as on children. The six-year span of the study allowed time for potential effects on the parents to 'filter down' to the children.

Overall, the study found that children who participated in the Peep Learning Together Programme made better progress in a set of skills related to early literacy development, and that they had higher self-esteem. As well as contributing to children's own development and relationships, these characteristics help their school-readiness.

**The effects of Peep on parents:** (1) Peep parents reported a significantly enhanced view of their parent/child interaction when their children were aged one. (2) When the children were two years old, Peep parents were rated significantly higher on the quality of their care-giving environment.

**The effects of Peep on the cognitive and socio-emotional development of children:** Peep children made significantly greater progress over time in skills related to future literacy success: vocabulary; phonological awareness of rhyme and alliteration; letter identification; understanding of books and print; and writing. Peep children also had significantly higher self-esteem measured by: peer acceptance; cognitive competence; physical competence; general competence; and total self-esteem.

**The researchers commented:** *'The results strongly support existing evidence that good quality parenting leads to improved cognitive and social skills for the children.'* (Evangelou, Brooks, Smith and Jennings, 2005) *Birth to school study: A longitudinal evaluation of the Peers Early Education Partnership (PEEP) 1998-2005*. Ref: SSU/2005/FR/017. London, DfES Publications.

**Foundation Peep Study (2004):** Dr Maria Evangelou and Professor Kathy Sylva, the University of Oxford.

This study followed 150 three and four year olds, half of whom were participating in the Peep Learning Together Programme, over a two-year period. The study showed that the Peep children benefited in learning and self-esteem. These children made greater progress than others in: vocabulary; language comprehension; understanding about books and print; and number concepts. The children's self-esteem was also higher, and they felt more confident in what they could do both physically and mentally.

**Here is a quote about the study from Dr Maria Evangelou and Professor Kathy Sylva, two of the UK's leading researchers of parenting programmes:**

This study has important implications for policy. It provides support, based on firm evidence, for funding of parental programs that, like Peep, offer parents a curriculum to guide their support to children at home. Working directly with parents of 3- to 5-year-old children has been proved to be an effective way of improving children's cognitive development and self-esteem. The results demonstrate the important role that parents can play in their children's development and how they can be assisted in doing so.

Evangelou, M. & Sylva, K. (2007). *Evidence on Effective Early Childhood Interventions from the United Kingdom: An Evaluation of the Peers Early Education Partnership (PEEP)*. Early Childhood Research & Practice, 9(1).

**University of Warwick - evaluation of Peep Antenatal Training (supporting attachment in pregnancy and beyond)**

A small scale evaluation of Peep Antenatal training was carried out by the University of Warwick. The training aims to support strong parent-baby bonding and attachment relationships. The study followed 10 parents who received the intervention programme (in addition to their normal antenatal and postnatal care).

#### **Key findings**

- o Parents were less intrusive and more inclined to think about, and articulate, their baby's thoughts and feelings, which is a key to building secure attachment
- o Improvements were noted in parental behaviours associated with sensitive parenting
- o Reduction was noted in parental behaviours identified as controlling and unresponsive
- o Parents who were in the clinical categories of risk or ineptness regarding their relationship with their baby, moved to adequate and sensitive categories
- o Parents described the Programme as enjoyable, informative and non-stigmatising

**For the latest research on the Peep Learning Together Programme please see Aim 3 on Page 6**

## 12. WHAT STAKEHOLDERS SAY ABOUT US

### Quotes from parents who attended a baby Peep group:

- o 'Peep has helped me to bond with my baby and better understand his needs'
- o 'The group gives a lovely safe space...It's my favourite group and has given me a lot of confidence'
- o 'I discovered my child loves reading stories at Peep, so we do it a lot more now than before'
- o 'Peep has helped me to communicate with my baby in many different ways, many of which I have passed on to my partner helping build his bond with our son too!'
- o 'I feel Peep has made us bond more and it has made me more confident to do more things'
- o 'It [the Peep group] provides special focused time to try new activities and learn'

### Quotes from parents who attended a toddler Peep group:

- o 'I didn't realise all my daughter was capable of and that opportunities for learning are everywhere'
- o 'I learnt a lot... things I would not have realised without Peep'
- o 'Peep has helped me become more confident as a parent and as a person'
- o 'I have really enjoyed the course, I think it is great that it relates to your own kid. You get fantastic ideas how to play and help their development - the Peep practitioners are great and very approachable - I would definitely do it again'

### Quotes from parents attending a Peep Learning Together group in their nursery

- o 'After attending this session it's easier for me to understand my child's behaviour and to manage it. I have learnt how to teach children through play and how to do team work, sharing things and ideas with others. I have learnt from different people's ideas and how we can do different things with the children',
- o 'I would want the Peep group to continue in the future. It has taught me and my child different things. It has made me learn different skills and meet different parents and also share different ideas with all the parents. I have seen my child improving in her reading skills. She is also learning how to write. She is also listening to instructions and communicating with other children'.

### Quotes from Professor Mark De Rosnay, Academic Director and Professor of Child Development, University of Wollongong, Australia.

- o 'The structure and thinking/research embodied in the Peep Learning Together Programme and materials is excellent. One of the great strengths of the course is that a practitioner can become educated in the specific content as they move through the curriculum'
- o 'It is such a pleasure to work with a Programme that does justice to the importance and wonder of early learning and development'

### Family Learning Review: supporting excellence and equity (Education Scotland, 2016)

- o 'Supporting, equipping and building capacity amongst Scotland's parents to capitalise on children's opportunities for learning is key in raising attainment and closing the poverty-related attainment gap'. The Review assessed research and practice to identify what works well in Family Learning. The Peep Learning Together Programme and the Peep Progression Pathway are highlighted under 'What Excellent Family Learning Looks Like'.

### Feedback from our Early Years services to families in The Leys during 2017-2018:

- o Evaluations show that 70% of families increased their home learning environment activities in Oxford
- o 70% of parents show increased confidence in parenting

### Feedback from delivering our Home Learning Environment project in Oxfordshire during 2017-2018:

- o 100% of the practitioners reported increased confidence and knowledge to support parents

## Peep Learning Together Programme explained

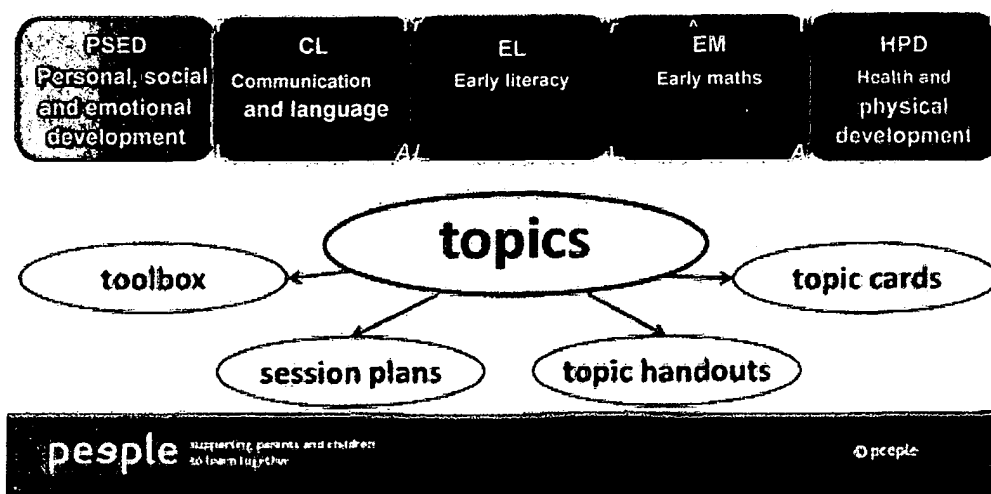
The Peep Learning Together Programme aims to improve the quality of relationships between parents and their children and the quality of the home learning environment because both are shown by research to help children to do well in school and beyond. The Programme can be used flexibly - in the home, in universal or targeted groups, in drop-in sessions, in nurseries and schools - wherever families spend time together.

The Programme explains to parents about how babies and young children learn and develop, to help them build on what they are already doing at home to support their children's education. It also promotes parental confidence, self-esteem and social support.

- The Programme is based around five strands of learning; 1) personal, social & emotional development; 2) communication & language; 3) early literacy; 4) early maths; and 5) health & physical development.
- In each strand there are 15 different topics. These are listed on the Strand Map (on the next page).
- Practitioners use the topics to create sessions which are delivered to parents and children together. Each topic is aimed at one or more stages of development - babies, toddlers or pre-school. Each session includes discussion, songs and stories, as well as ideas and approaches for parents to adopt at home.
- Topics are supported by additional resources including session plans for practitioners, hand-outs for parents, and links to research & national frameworks (e.g. Early Years Foundation Stage & Curriculum for Excellence).
- Peep Learning Together is an adult learning programme - and we have developed a progression pathway of nine units at three levels (entry 3, 1 and 2 or SCQF levels 3, 4 and 5) which is embedded in the Programme.

## Programme Structure and Content

parent qualification; peep progression pathway



## Strand Map - Peep Learning Together Programme

### Strands

**PSED**  
Personal, Social and Emotional  
Development

**CL**  
Communication and  
Language

**EL**  
Early Literacy

**EM**  
Early Maths

**HPD**  
Health and Physical  
Development

### Sub-strands and topics

- **Personal and social development**
  - Knowing me, knowing you
  - Helping babies feel good about themselves
  - Helping children feel good about themselves
  - Becoming 'me'
  - The importance of names
  - The importance of relationships
- **Learning**
  - An introduction to ORIM
  - The importance of support and encouragement
- **Play**
  - Treasure baskets: babies making choices
  - How children play
  - Lots of ways to play and learn
  - Schemas: making the most of play patterns
- **Behaviour**
  - Making the most of routines
  - Helping children to understand and manage their feelings
  - Understanding and managing behaviour

- **Early communication**
  - The very first language
  - Early conversations
  - Finding a voice
  - Musical moments
- **Speaking and listening**
  - Making sense of sounds
  - Becoming a good listener
  - Becoming a talker
  - Talking and listening with children
  - Thinking and talking
- **Communication and language anywhere**
  - Play and language
  - Imaginative play with puppets
  - Things to do and talk about together
  - Musical interactions
  - Making the most of technology
  - Talking maths

- **Books and beyond**
  - Sharing books with babies
  - Sharing books with toddlers and young children
  - Making the most of favourite books and stories
  - Our world in books
  - Storytelling
  - Exploring stories through play
  - Home-made books
- **Reading**
  - Environmental print
  - Wonderful ways with words
  - Becoming a reader
- **Writing**
  - Mark making
  - Exploring writing through play
  - Becoming a writer
- **Early literacy everywhere**
  - Lots to read and write about
  - Literacy and technology

- **Fun with maths**
  - Mathematical babies
  - Exploring early maths
  - Maths in everyday routines
  - Maths in books, toys and games
  - Maths in songs and rhymes
  - Mathematical adventures
- **Numbers & counting**
  - Exploring numbers
  - Number names
  - Toddler numbers
  - Let's count
  - Numbers, numbers everywhere
- **Maths everywhere**
  - A sense of order
  - Shapes and patterns everywhere
  - Sorting and matching
  - Exploring measures

- **Healthy living**
  - Food for life
  - Exploring food
  - Making the most of food and mealtimes
  - Looking after 'me'
  - Exploring nature
- **Physical development**
  - Babies on the move
  - Exploring movement
  - Musical movements
  - Movement and language
  - Building a brain
- **Sensory development**
  - Early sensory experiences
  - Making sense of the world
  - Understanding our place in space
  - Developing balance and co-ordination

### **13. FINANCIAL REVIEW**

The gross income for the Group (comprising the Charity and its trading subsidiary, Peep Learning Ltd) in 2017-18 was £1,034,630 (2016-17: £878,907). Total expenditure of the Group in the year 2017-18 was £1,016,568 (2016-17: £787,527) giving a surplus overall of £18,062. Peep Learning Ltd achieved a surplus of £38,340 (down from £111,558 in 2016-17) before making a donation to Peeple. The decrease was due to reduced delegate numbers per course (reflecting pressure on customer budgets) and a heavily discounted rate for 140 delegates trained as part of the Learning Together Study. Therefore, although the total number of practitioners trained was up on 2016-7 the actual income from training was reduced. The increase in income and expenditure for the Group was primarily due to funding for the Learning Together Study, a large-scale Randomised Controlled Trial of the Peep Learning Together Programme.

The Charity's main expenditure is that of wages and salaries. Staff are recruited based on their specific skillsets to the various activities of the charity and according to the requirements of grants received and trading activities. Employment contracts may be permanent, temporary or fixed term reflecting the requirements of the activities and thereby maximising the best value for money.

The Charity's subsidiary company, Peep Learning Ltd (PLL) develops and sells materials, training and consultancy to support other organisations to use the Peep Learning Together Programme and the Peep Progression Pathway in different parts of the country. The main two-day training is known as the Peep Learning Together Programme Training. One-day training in the Peep Antenatal Programme, Early Communication Matters and Peep Progression Pathway continue to be offered. Profits are passed to the Charity by donation at the discretion of the directors of PLL. In 2017-18 £38,000 was transferred by donation to the Charity.

### **14. FUTURE PLANS**

- to increase the use of Peep Programmes across the UK
- to improve and extend the Peep Progression Pathway throughout the UK
- to ensure our work is underpinned by appropriate research
- to extend our role as a service provider in Oxfordshire
- to deliver high quality early education and care through the Peep Pre-school, and Little Peeple
- to influence national debate and policy
- to produce/publish resources to support our work
- to maintain good governance, management and infrastructure
- to expand Peep training and accreditation and to increase surplus of Peep Learning Limited to support our charitable aims

### **15. RESERVES**

The Charity relies on human resources to deliver its programme, and the trustees are conscious of the need to ensure that there are sufficient reserves available to provide those resources in times of low funding or whilst new grant applications are being made.

The trustees consider that the minimum level of reserves should be 3 months of fixed costs. On this basis, the level of readily accessible reserves should be in the region of £150,000. As at 31<sup>st</sup> March 2018 the total unrestricted reserves were in excess of this level: £199,775 but of this £80,511 was designated as a contribution to the build costs of the Little Peeple Nursery, effectively reducing available reserves to £119,264. In 2018/19 we plan to build reserves back to the minimum level considered by trustees.

A finance meeting takes place quarterly before each full Board meeting which reviews the level of reserves with these criteria in mind.

## **16. RISKS**

The trustees have reviewed all of the major risks to which the Charity is exposed and systems have been put in place to mitigate those risks. These are reviewed by the full board on a regular basis. Major risks considered in 2017-18 and steps taken included:

- Reduced funding streams for the early years sector: all sources of funding are under pressure and whilst we have a good mix of funding from local government, national government and charitable trusts which spreads the risk, the income from our own independent trading via Peep Learning Ltd. continues to be vital to help us meet our costs.
- Inadequate cash flow: cash flow and liquidity is monitored monthly and particular attention paid to ensure larger projects stay within budget.
- Positive or negative outcome of the Learning Together Study research project affects demand for training: we have the flexibility to scale up or down the delivery of the Learning Together Programme training by use of freelance trainers.
- Price and credit risk are not considered to be major risks as the cost of materials is only a small element of our expenditure and we have a good credit record with the suppliers we use.

## **17. STRUCTURE, GOVERNANCE AND MANAGEMENT**

The trustees (directors) who served Peep during the year and subsequently were as follows:

David Bailey (vice chair since 12.6.13)  
Mark Harris (appointed chair 17.3.17)  
Neil McClelland  
Helena Mitchell

Michael O'Regan (resigned 22.2.18)  
Teresa Smith  
Alison Street

New trustees are invited to join the board by the current trustees. Peep's deed sets a maximum of 10 on the number of trustees who can serve at any one time. The organisation is governed by a Memorandum and Articles of Association which sets out rules governing meetings, trustee recruitment, powers and responsibilities of Trustees.

Trustees are kept up to date by a detailed report from the Chief Executive Officer (CEO) on progress in achieving the strategic aims and objectives at each board meeting and by emails in between meetings. Time is also set aside at board meetings to discuss strategy and update knowledge on governance and related matters. Trustees undertake on-line safeguarding training every 3 years or whenever guidelines change. Individual trustees take on responsibility for keeping the organisation up to date on specific areas e.g. governance and risk management.

New trustees are given full induction into their role as trustees and to the Peep Learning Together Programme and our work in Oxford and nationally. They are encouraged to visit our projects on a regular basis to see staff in action. They work with staff in committees (HR; Finance; Projects, Fundraising) to contribute their specific knowledge and expertise to our organisation.

## GOVERNANCE AND MANAGEMENT

Day to day management is delegated by the trustees to the Chief Executive Officer (CEO). Sally Smith is the current Chief Executive Officer. Trustees are responsible for the overall strategy of the organisation and the appointment of the CEO.

## RESPONSIBILITIES OF THE TRUSTEES/DIRECTORS

Company law requires the trustees to prepare accounts for each financial year which give a true and fair view of the state of the affairs of the company and of the surplus or deficit of the company for that period. In preparing those financial statements the trustees are required to:

- select suitable accounting policies and apply them consistently
- make judgements and estimates that are reasonable and prudent
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the company, and to enable them to ensure that the accounts comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees confirm that:

- as far as each Trustee is aware, there is no relevant audit information (needed by the auditors in connection with their report) of which the Charity's auditors are unaware, and
- each Trustee has taken all the steps that they ought to have taken as a Trustee in order to make themselves aware of any relevant audit information and to establish that the Charity's auditors are aware of that information.

## 18. SOLICITORS BANKERS AND ACCOUNTANTS

Solicitors: Bates Wells Braithwaite LLP, London (charity and IPR matters)  
Freeths LLP, Oxford (property matters)  
Bank: Lloyds Bank, Headington, Oxford  
Accountants: Tax Assist Accountants, Oxford  
Auditors: Mercer Lewin Ltd, Chartered Accountant  
& Statutory Auditor, 41 Cornmarket Street, Oxford, OX1 3HA

This report has been prepared in accordance with the provisions of Part 15 of the Companies Act 2006 relating to small companies.

On behalf of the trustees/directors

Date:

  
Mark Harris

25 October 2018



**PEEPLE**  
**INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF PEEPLE**  
**YEAR ENDED 31 MARCH 2018**

**Opinion**

We have audited the financial statements of Peeples for the year ended 31 March 2018 which comprise the group statement of financial activities (including income and expenditure account), the group and parent statement of financial position, statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standards applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charity's members, as a body, in accordance with section 144 of the Charities Act 2011 and regulations made under section 154 of that Act, and Regulation 10 of the Charities Accounts (Scotland) Regulations 2006. Our audit work has been undertaken so that we might state to the charity'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 charity and the charity's members as a body, for our audit work, for this report, or for the opinions we have formed.

In our opinion the financial statements:

- give a true and fair view of the state of the group's and the parent charitable company's affairs as at 31 March 2018 and of the group's incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006 (as amended).

**Basis for opinion**

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

**Conclusions relating to going concern**

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

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

**Other information**

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

**PEEPL****INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF PEEPLE (continued)****YEAR ENDED 31 MARCH 2018**

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**

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report.

We have nothing to report in respect of the following matters in relation to which the Charities Accounts (Scotland) Regulations 2006 (as amended) and 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 are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

**Auditor's responsibilities for the audit of the financial statements**

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.

As part of an audit in accordance with ISAs (UK), we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.

## PEOPLE

## INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF PEOPLE (continued)

YEAR ENDED 31 MARCH 2018

- Conclude on the appropriateness of the trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the charity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the charity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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



Jonathan Paul Swayne (Senior Statutory Auditor)

25 October 2018

For and on behalf of  
Mercer Lewin Ltd  
Chartered accountant & statutory auditor  
41 Cornmarket Street  
Oxford  
OX1 3HA

**PEOPLE**  
**CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES**  
**AND CONSOLIDATED INCOME & EXPENDITURE ACCOUNT**  
**FOR THE YEAR ENDED 31 MARCH 2018**

	Note	Unrestricted funds £	Restricted funds £	Total funds 2018 £	Total funds 2017 £
<b>INCOME</b>					
Income from donations and legacies	5	107,731	593,689	701,420	456,225
Income from charitable activities		-	-	-	-
Sales of publications and training	5.1	235,433	-	235,433	326,976
Pre school income	5.2	96,481	-	96,481	94,901
Investment income		546	-	546	805
Other income		750	-	750	-
<b>Total income</b>		<b>440,941</b>	<b>593,689</b>	<b>1,034,630</b>	<b>878,907</b>
<b>EXPENDITURE</b>					
Cost of generating funds - publications and training		76,945	-	76,945	54,767
Cost of generating funds - other		10,583	-	10,583	10,402
Charitable activities	6	315,430	593,502	908,932	703,527
Governance costs	7	20,108	-	20,108	18,831
<b>Total expenditure</b>		<b>423,066</b>	<b>593,502</b>	<b>1,016,568</b>	<b>787,527</b>
<b>NET INCOME /(EXPENDITURE) AND NET MOVEMENT IN FUNDS FOR THE YEAR</b>		<b>17,875</b>	<b>187</b>	<b>18,062</b>	<b>91,380</b>
<b>Reconciliation of funds</b>					
Total funds brought forward		181,900	206,460	388,360	296,980
<b>TOTAL FUNDS CARRIED FORWARD</b>		<b>199,775</b>	<b>206,647</b>	<b>406,422</b>	<b>388,360</b>

The statement of financial activities includes all gains and losses recognised in the year.  
All income and expenditure derive from continuing activities

**PEOPLE**  
**CONSOLIDATED STATEMENT OF FINANCIAL POSITION**  
**AS AT 31 MARCH 2018**

	Note	Group		Company	
		2018 £	2017 £	2018 £	2017 £
<b>FIXED ASSETS</b>					
Tangible assets	10	7,346	6,452	4,843	5,623
Investments	11	-	-	66,514	66,514
<b>Total Fixed Assets</b>		<b>7,346</b>	<b>6,452</b>	<b>71,357</b>	<b>72,137</b>
<b>CURRENT ASSETS</b>					
Stocks		8,589	9,058	-	-
Debtors and prepayments	12	235,837	168,742	228,562	136,629
Cash at bank and in hand		288,689	335,596	190,630	232,714
<b>Total Current Assets</b>		<b>533,115</b>	<b>513,396</b>	<b>419,192</b>	<b>369,343</b>
<b>CREDITORS: Amounts falling due within one year</b>	13	134,039	131,488	85,056	53,711
<b>NET CURRENT ASSETS</b>		<b>399,076</b>	<b>381,908</b>	<b>334,136</b>	<b>315,632</b>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>		<b>406,422</b>	<b>388,360</b>	<b>405,493</b>	<b>387,769</b>
<b>RESERVES</b>					
Restricted income funds	14	187	-	187	-
Restricted capital funds	14	206,460	206,460	206,460	206,460
Unrestricted funds	15	80,511	15,000	80,511	15,000
Designated funds		119,264	166,900	118,335	166,309
General funds		406,422	388,360	405,493	387,769
<b>TOTAL CHARITY FUNDS</b>		<b>406,422</b>	<b>388,360</b>	<b>405,493</b>	<b>387,769</b>

The trustees have prepared group accounts in accordance with section 398 of the Companies Act 2006 and section 138 of the Charities Act 2011. These accounts are prepared in accordance with the special provisions of Part 15 of the Companies Act relating to small companies and constitute the annual accounts required by the Companies Act 2006.

Approved by the Trustees on:  
25 October 2018

  
Mark Harris  
Chair of Trustees

**PEOPLE**  
**CONSOLIDATED STATEMENT OF CASH FLOWS**  
**FOR YEAR ENDED 31 MARCH 2018**

	2018 £	2017 £
<b>Cash flows from operating activities</b>		
Net income	18,062	91,380
<i>Adjustments for:</i>		
Depreciation of tangible fixed assets	3,270	4,593
Interest payable and similar charges	-	-
Loss on disposal of tangible fixed assets	-	-
Accrued expenses	10,646	(27,586)
<i>Changes in:</i>		
Stock	469	10,537
Trade and other debtors	(67,095)	(85,842)
Trade and other creditors	(8,095)	18,305
Cash generated from operations	(42,743)	11,387
Interest paid	-	-
Net cash from operating activities	(42,743)	11,387
<b>Cash flows from investing activities</b>		
Purchase of tangible assets	(4,164)	(5,151)
Proceeds from sale of tangible assets	-	-
Net cash (used in) / from investing activities	(4,164)	(5,151)
<b>Cash flows from financing activities</b>		
Payments of finance lease liabilities	-	-
Net cash used in financing activities	-	-
<b>Net increase in cash and cash equivalents</b>	(46,907)	6,236
<b>Cash and cash equivalents at beginning of year</b>	335,596	329,360
<b>Cash and cash equivalents at end of year</b>	288,689	335,596

## PEEPL

### NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2018

#### 1. GENERAL INFORMATION

The charity is a private company limited by guarantee, registered in England and Wales. It is registered as a charity in both England and Wales and Scotland. The address of the registered office is The Peeple Centre, Littlemore, Oxford, Oxfordshire, OX4 6JZ, United Kingdom.

The charity's main purpose is that of a public benefit entity.

#### 2. STATEMENT OF COMPLIANCE

These financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the 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) (Charities SORP (FRS 102)) and the Charities Act 2011, Charities and Trustee Investment (Scotland) Act 2005 and the Charity Accounts (Scotland) Regulations 2006 (as amended).

#### 3. ACCOUNTING POLICIES

##### Basis of preparation

The financial statements have been prepared on the historical cost basis.

The financial statements are prepared in sterling, which is the functional currency of the entity.

##### Going concern

The trustees are of the view that the improvement in results for the group, anticipated results for the forthcoming year together with the current level of reserves confirm the accounts should be prepared on a going concern basis.

##### Basis of consolidation

The consolidated accounts include the accounts of the company (PEEPL) and its subsidiary company (PEEP Learning Limited) on a line by line basis made up to 31 March 2018. A separate Statement of Financial Activities and Income and Expenditure Account for the charity has not been presented because the charity has taken advantage of the exemption afforded by section 408 of the Companies Act 2006. Intra-group turnover and profits are eliminated on consolidation.

##### Judgements and key sources of estimation uncertainty

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the amounts reported. These estimates and judgements are continually reviewed and are based on experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

##### Fund accounting

Unrestricted funds are available for use at the discretion of the trustees to further any of the charity's purposes.

Designated funds are unrestricted funds earmarked by the trustees for particular future project or commitment.

Restricted funds are subjected to restrictions on their expenditure declared by the donor or through the terms of an appeal, and fall into one of two sub-classes: restricted income funds or endowment funds.

##### Incoming resources

All income is included in the statement of financial activities net of VAT where applicable and when entitlement has passed to the charity, it is probable that the economic benefits associated with the transaction will flow to the charity and the amount can be reliably measured. The following specific policies are applied to particular categories of income:

- income from donations or grants is recognised when there is evidence of entitlement to the gift, receipt is probable and its amount can be measured reliably.
- legacy income is recognised when receipt is probable and entitlement is established.
- income from the pre school is recognised when the service is provided.

**PEOPLE****NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2018 (continued)****Accounting Policies (continued)****Resources expended**

Expenditure is recognised on an accruals basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is classified under headings of the statement of financial activities to which it relates:

- expenditure on raising funds includes the costs of all fundraising activities, events, non-charitable trading activities.
- expenditure on charitable activities includes all costs incurred by a charity in undertaking activities that further its charitable aims for the benefit of its beneficiaries, including those support costs and costs relating to the governance of the charity apportioned to charitable activities.
- other expenditure includes all expenditure that is neither related to raising funds for the charity nor part of its expenditure on charitable activities.

All costs are allocated to expenditure categories reflecting the use of the resource. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs are apportioned between the activities they contribute to on a reasonable, justifiable and consistent basis.

**Tangible assets**

Tangible assets are initially recorded at cost, and subsequently stated at cost less any accumulated depreciation and impairment losses. Any tangible assets carried at revalued amounts are recorded at the fair value at the date of revaluation less any subsequent accumulated depreciation and subsequent accumulated impairment losses.

An increase in the carrying amount of an asset as a result of a revaluation, is recognised in other recognised gains and losses, unless it reverses a charge for impairment that has previously been recognised as expenditure within the statement of financial activities. A decrease in the carrying amount of an asset as a result of revaluation, is recognised in other recognised gains and losses, except to which it offsets any previous revaluation gain, in which case the loss is shown within other recognised gains and losses on the statement of financial activities.

**Depreciation**

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

Freehold Property	-	4 years and 10 years
Fixtures, Fittings & Equipment	-	3 years

**Investments**

Unlisted equity investments are initially recorded at cost, and subsequently measured at fair value. If fair value cannot be reliably measured, assets are measured at cost less impairment.

Listed investments are measured at fair value with changes in fair value being recognised in income or expenditure.

**Impairment of fixed assets**

A review for indicators of impairment is carried out at each reporting date, with the recoverable amount being estimated where such indicators exist. Where the carrying value exceeds the recoverable amount, the asset is impaired accordingly. Prior impairments are also reviewed for possible reversal at each reporting date.

For the purposes of impairment testing, when it is not possible to estimate the recoverable amount of an individual asset, an estimate is made of the recoverable amount of the cash-generating unit to which the asset belongs. The cash-generating unit is the smallest identifiable group of assets that includes the asset and generates cash inflows that largely independent of the cash inflows from other assets or groups of assets.

**Stocks**

Stocks are valued at the lower of cost and net realisable value, after making due allowance for obsolete and slow moving items. Cost includes all costs of purchase, costs of conversion and other costs incurred in bringing the stock to its present location and condition.



**PEEPLE****NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2018 (continued)****Accounting Policies (continued)****Financial instruments**

A financial asset or a financial liability is recognised only when the entity becomes a party to the contractual provisions of the instrument.

Basic financial instruments are initially recognised at the amount receivable or payable including any related transaction costs, unless the arrangement constitutes a financing transaction, where it is recognised at the present value of the future payments discounted at a market rate of interest for a similar debt instrument.

Current assets and current liabilities are subsequently measured at the cash or other consideration expected to be paid or received and not discounted.

Debt instruments are subsequently measured at amortised cost.

**Taxation**

The company (PEEPLE) is a charitable institution with exemption from UK taxation under section 505 of the Income and Corporation Taxes Act 1988.

Its subsidiary (PEEP LEARNING LIMITED) is subject to UK Corporation Tax based on its profits after making a donation payment to the holding company.

**Pensions**

Pensions are provided on a defined contribution basis and aligned to those rates required by Auto Enrolment statutory requirements. Individuals have the right to opt out. The contributions made for the year are treated as an expense and were £19,891 (2017: £13,425). The pension expense is allocated in line with the salaries to which they relate.

**4. SURPLUS FOR THE YEAR**

is stated after charging/(crediting):

	2018	2017
	£	£
Restricted funds and donations received	593,689	(205,418)
Restricted Capital grant	-	-
Trustees and officers indemnity insurance	372	473
Restricted fund expenditure	593,502	196,995
Auditors remuneration	6,300	6,300
Audit of the financial statements	1,800	1,720
Other services		

The surplus dealt with in the financial statements of the parent company was £17,722 (2017: £91,776)

**5. INCOME****INCOME FROM DONATIONS AND LEGACIES**

	Unrestricted Funds	Restricted Funds	Total Funds 2018	Total Funds 2017
	£	£	£	£
Action for Children	-	-	-	5,240
Brotherhood of St Lawrence	5,500	-	5,500	-
Department for Education	-	45,502	45,502	24,043
Edina Trust	9,434	-	9,434	-
Education Endowment Foundation	-	438,187	438,187	71,000
Esmee Fairbairn Foundation	-	-	-	30,000
Hamilton Trust	60,000	-	60,000	85,000
Oxfordshire County Council	3,794	-	3,794	53,252
Scottish Government	-	110,000	110,000	110,000
Sutton Trust	14,000	-	14,000	56,000
Donations and legacies	15,003	-	15,003	21,690
	<u>107,731</u>	<u>593,689</u>	<u>701,420</u>	<u>456,225</u>

**5.1 SALES OF PUBLICATIONS AND TRAINING BETWEEN RELATED PARTIES**

The total sales by Peep Learning Limited in the year were £264,543, of which £29,110 was to Peep itself. Therefore on consolidation the sales of publications and training are £235,433 (2017: £326,976).

**5.2 PRE SCHOOL INCOME**

The income represents funded places by Oxfordshire County Council and parent fees.

## PEOPLE

## NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2018 (continued)

## 6. CHARITABLE EXPENDITURE

	Staff costs £	Other costs £	Allocation of support £	Total 2018 £	Total 2017 £
Early education projects	659,485	151,938	97,509	908,932	703,527
Support costs	55,660	41,849	(97,509)	-	-
	<u>715,145</u>	<u>193,787</u>	<u>-</u>	<u>908,932</u>	<u>703,527</u>
	(Note 8)	(Note 9)			

## 7. GOVERNANCE COSTS

	Unrestricted Funds £	Restricted Funds £	Total Funds 2018 £	Total Funds 2017 £
Salary costs	7,833	-	7,833	8,303
Audit and related fees	6,300	-	6,300	6,300
Other	5,975	-	5,975	4,228
	<u>20,108</u>	<u>-</u>	<u>20,108</u>	<u>18,831</u>

## 8. STAFF COSTS

	2018 £	2017 £
Wages and salaries	644,800	516,544
Social security costs	50,454	36,926
Other pension costs	19,891	13,425
	<u>715,145</u>	<u>566,895</u>

The average number of employees during the year was 33 (2017: 32). There were 28 (2017: 17) members of staff who were accruing benefits under defined contribution pension schemes.

No employees received remuneration for the year in excess of £60,000.

No remuneration was paid to any trustee during the year to 31 March 2018. Expenses of £1,332 were reimbursed (2017: £908).

## 9. ANALYSIS OF OTHER COSTS - CHARITABLE EXPENDITURE

	2018 £	2017 £
Project costs	135,710	70,974
Premises costs	6,561	8,038
Insurance	7,145	6,966
Printing, stationery, postage, telephone and office costs	30,208	31,203
Recruitment, courses and training	210	3,243
Motor, travel and subsistence	1,711	2,216
Professional fees	7,891	8,172
Fundraising	-	230
Bank and financial charges	1,077	997
Depreciation and (profit)/loss on sale of fixed assets	3,274	4,593
	<u>193,787</u>	<u>136,632</u>

## 10. TANGIBLE FIXED ASSETS

Group	Freehold property £	Fixtures, Fittings & Equipment £	Total £
<u>Cost</u>			
At 1 April 2017	84,809	28,077	112,886
Additions in year	-	4,164	4,164
Disposals	-	-	-
At 31 March 2018	<u>84,809</u>	<u>32,241</u>	<u>117,050</u>
<u>Depreciation</u>			
At 1 April 2017	84,809	21,625	106,434
Charge for the year	-	3,270	3,270
Adjust re disposals	-	-	-
At 31 March 2018	<u>84,809</u>	<u>24,895</u>	<u>109,704</u>
<u>Net book value</u>			
At 31 March 2018	<u>-</u>	<u>7,346</u>	<u>7,346</u>
At 1 April 2017	<u>-</u>	<u>6,452</u>	<u>6,452</u>

## PEOPLE

## NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2018 (continued)

## 10. TANGIBLE FIXED ASSETS (continued)

Company	Freehold property £	Fixtures, Fittings & Equipment £	Total £
<u>Cost</u>			
At 1 April 2017	23,201	16,322	39,523
Additions in year	-	1,902	1,902
Disposals	-	-	-
At 31 March 2018	<u>23,201</u>	<u>18,224</u>	<u>41,425</u>
<u>Depreciation</u>			
At 1 April 2017	23,201	10,699	33,900
Charge for the year	-	2,682	2,682
Adjust re disposals	-	-	-
At 31 March 2018	<u>23,201</u>	<u>13,381</u>	<u>36,582</u>
<u>Net book value</u>			
At 31 March 2018	<u>-</u>	<u>4,843</u>	<u>4,843</u>
At 1 April 2017	<u>-</u>	<u>5,623</u>	<u>5,623</u>

## 11. INVESTMENTS (all held in the UK)

People owns 100% of the issued ordinary share capital of Peep Learning Ltd, a company incorporated in the UK. Its company number is 04089209 and its registered office is the same as People.

The principal activity of Peep Learning Ltd is the sale and distribution of educational literature and associated training.

The book cost of £66,514 represents the net asset value of the company at the date of transfer on 1 April 2012.

At 31 March 2018, the net asset value was £67,398 (2017: £67,058). The turnover for the year was £264,543 (2017: £331,611) and the net profit was £340 (2016: £442 loss), after a donation to People of £38,000 (2017: £112,000).

## 12. DEBTORS

	Group		Company	
	2018	2017	2018	2017
	£	£	£	£
Trade debtors and grants receivable	40,523	89,723	1,848	-
Amount owing by group undertakings	-	-	33,180	72,654
Prepayments	64,278	29,869	62,498	15,928
Accrued Income	130,286	49,150	130,286	48,047
Other debtor	750	-	750	-
	<u>235,837</u>	<u>168,742</u>	<u>228,562</u>	<u>136,629</u>

**PEOPLE****NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2018 (continued)****13. CREDITORS: Amounts falling due within one year**

	Group		Company	
	2018	2017	2018	2017
	£	£	£	£
Trade creditors	21,557	23,078	15,722	8,924
Other creditors	17,758	27,925	771	497
Taxation and social security	18,127	14,534	18,127	14,534
Deferred income	29,364	16,920	19,117	3,194
Accruals	47,233	49,031	31,319	26,562
	<u>134,039</u>	<u>131,488</u>	<u>85,056</u>	<u>53,711</u>

Deferred income represents amounts received from grants and training sales in respect of subsequent trading periods. The reconciliation is as below:

Deferred income brought forward	16,920	63,854	3,194	25,000
Utilised in the year	(16,775)	(63,854)	(3,049)	(25,000)
New income	29,219	16,920	18,972	3,194
Deferred income carried forward	<u>29,364</u>	<u>16,920</u>	<u>19,117</u>	<u>3,194</u>

**14. RESTRICTED FUNDS**

Grants have been received to fund the administration costs of various aspects of project work. These grants were for similar purposes and so were aggregated together for accounts purposes.

	Restricted grants	Capital grants
	£	£
Grants received during the year	593,689	-
Amounts expended	<u>(593,502)</u>	-
Movement on fund	187	-
Balance brought forward	-	206,460
Balance carried forward	<u>187</u>	<u>206,460</u>

The total of £206,460 held as restricted capital fund is to be used for the Little People Nursery.

**15. ANALYSIS OF NET ASSETS (between restricted and unrestricted funds)**

	Unrestricted funds	Restricted funds	Capital fund	Total
	£	£	£	£
Tangible fixed assets	7,346	-	-	7,346
Net current assets	<u>192,429</u>	<u>187</u>	<u>206,460</u>	<u>399,076</u>
	<u>199,775</u>	<u>187</u>	<u>206,460</u>	<u>406,422</u>

Within the unrestricted funds, £80,511 has been designated by the trustees to the related costs of the proposed new Little People Nursery.

**16. MEMBERS' LIABILITY**

People is limited by guarantee and does not have a share capital. The members have undertaken to contribute a sum, not exceeding £1, to the assets in the event of it being wound up.