

**Report of the trustees and
unaudited financial statements for
the year ending 31st August 2019
for
VOICE 21 Ltd
(formerly School 21 Foundation)**



CONTENTS

Pages

1	Reference and administrative details of the charity, its trustees and advisers
2 - 21	Trustees' report
2	Welcome
4	Purpose and activities
6	Achievements and performance
15	Plans for 2019/20: new strategy & approach
16	Financial review
18	Our risks and uncertainties
20	Governance and management
22 - 23	Independent examiner's report
24	Statement of financial activities
25	Balance sheet
26 - 35	Notes to the financial statements

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

REFERENCE AND ADMINISTRATIVE DETAILS OF THE CHARITY, ITS
TRUSTEES AND ADVISERS FOR THE YEAR ENDED 31 AUGUST 2019

Trustees

Peter Hyman, Trustee
Oliver De Botton, Trustee

Company registered number
8165798

Charity registered number
1152672

Registered office
Kings Cross Academy
Wollstonecraft Street
London
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Independent examiner and accountants
Martin Bailey, FCA
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29/30 Fitzroy Square
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Trustees Annual Report 18/19

Welcome

In 2016, Voice 21 set out on its mission to enable all children and young people to find their voice for success in school with a strategic plan and what seemed like a highly ambitious set of goals. Less than three years later, we have met or are well on the way to meeting the objectives set out in those early days. As we have grown in scale and influence, we have learned more about how we can be most effective and maximise our impact on outcomes for children and young people. We have gained new understanding of how our actions and interventions can support teachers and schools to provide a high quality oracy education for their students and the barriers and opportunities they face in attempting to do this. We have built a highly skilled team and a national and international reputation for quality, expertise and innovation.

2018/19 was a year of major growth and development for Voice 21, with a near doubling of income, staff and reach. This expansion and the increasing maturity of the organisation, has heralded the need for new appointments, improved systems and processes and a sharper focus on impact management.

Voice 21's success this year, provides the springboard for a new strategic plan and changes to our Governance and operational framework. These will enable us to have a bigger and more sustained impact on children and young people's success in school and life over the next 3-5 years. As we write this, schools are closed as a result of the Covid 19 global pandemic, the Voice 21 team are working from home and there is a large degree of uncertainty about when 'normal operations' will be able to resume. Despite this challenging situation, the robust foundations Voice 21 has built in relation to our impact, reputation and value, financial and operational management and our proven agility and ability to innovate, means we are in a strong position to weather this storm and emerge with renewed purpose and potential for growth.

Many thanks to the dedicated Voice 21 team, our generous funders and supporters and the schools and teachers that help us further our mission through their commitment to oracy education.

Peter Hyman
Chair

Beccy Earnshaw
Chief Executive



The Trustees present their annual report together with the financial statements of the charity for the 1 September 2018 to 31 August 2019. The Trustees confirm that the Annual Report and financial statements of the company comply with the current statutory requirements, the requirements of the company's governing document and the provisions of the Statement of Recommended Practice (SORP), 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) as amended by Update Bulletin 1 (effective 1 January 2015).

Overview

Voice 21 is a charity dedicated to promoting the value of oracy in education and building the capacity of teachers and schools to provide high quality oracy education to every child.

Launched within School 21, an award winning outstanding school in East London, we've since grown to work with schools all over the UK. We provide professional and leadership development, school improvement and curriculum resources to enable schools to support children and young people to find their voice for success in education and in life. We also lead a campaign to influence educators, policymakers and influences to take speaking seriously in schools.

Why we are needed

By the age of three, children from socio-economically disadvantaged backgrounds have heard approximately 30 million fewer words than their more advantaged peers. On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps in language development grow, rather than diminish as children move through school, hampering both their educational success and future career prospects.

Despite the strong evidence that effective verbal communication improves academic outcomes, employment opportunities, civic engagement and confidence and wellbeing, the majority of state schools do not consistently or deliberately teach these vital skills. Studies have found that the average student in a secondary school in a deprived area speaks (as part of the formal part of a lesson) only four words a lesson - the equivalent to less than three hours across the whole of their time in secondary school.

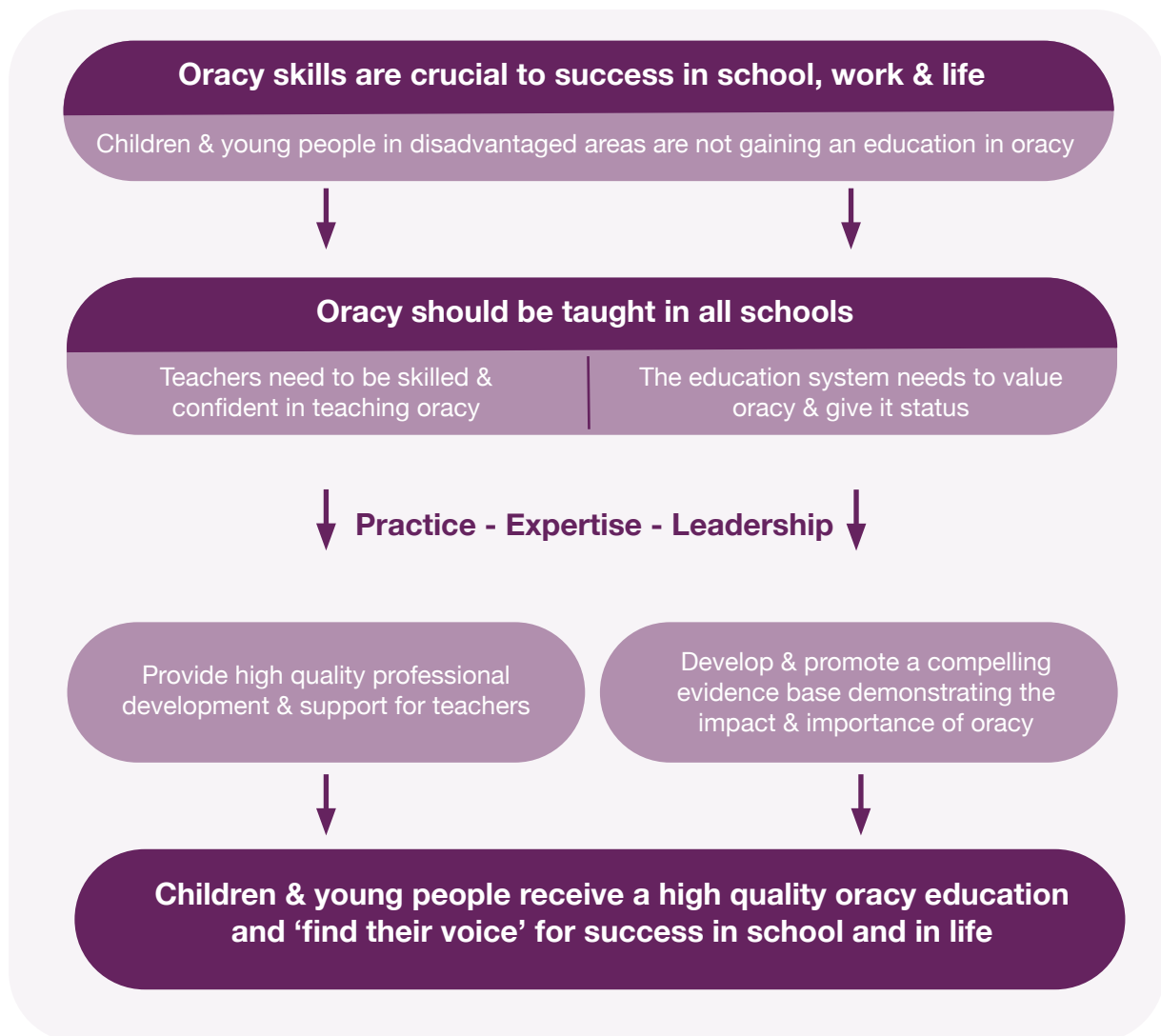
The ability to speak eloquently, articulate ideas and thoughts, influence through talking, collaborate with peers and have the confidence to express your views, are fundamental skills that support success in both learning and life in general. Through a focus on oracy in school, children and young people learn how to express themselves and communicate clearly. They become able to explain ideas and emotions to other people, not only in a school setting but in their lives outside the classroom too. They develop the skills to listen effectively, discuss and respond with meaning, and debate and disagree agreeably. They gain the confidence, self-belief and courage to speak in public and share their thoughts, intellect and creativity with the world.

Voice 21 believes that oracy has been undervalued and overlooked within state education, denying the majority of children and young people opportunities afforded to an advantaged few.

Purpose and activities

Voice 21 exists to enable economically disadvantaged pupils in the UK to develop good oracy skills. We do this by building the capacity of teachers and schools to provide a high quality oracy education while developing & promoting a compelling evidence base for the impact & importance of oracy.

Theory of Change



How we work

To achieve our mission, Voice 21 focuses on creating long term impacts in teaching and learning in schools serving the most economically disadvantaged students. Therefore, we do not provide pre-packaged one day INSET training or arrange student workshops and extra-curricular debate clubs. Instead, we work in partnership with teachers and schools to build their expertise, confidence and motivation to provide a high quality oracy education in their schools every day, for every child and young person.

In 2016, Voice 21 identified five goals in our five year strategic plan (2016-2021)

1. Build a movement of oracy teachers acting as the frontline in improving the speaking and listening skills of economically disadvantaged students in state schools.

By 2021, we aim to have engaged over 3000 teachers in our programmes and create a cadre of oracy specialist teachers and leaders working in, and across, schools nationwide.

2. Create an infrastructure of Voice Hub schools to develop good practice in oracy teaching and share this with other schools in their localities.

By 2021, every region will have hubs of Voice 21 Oracy Schools leading school to school improvement in oracy teaching. These will be linked together to form a national network.

3. Dramatically boost the body of resources, materials, guidance and support on the teaching of oracy.

Currently, there is a scarcity of content to support teachers in embracing oracy in their practice. By 2021, there will be a wealth of navigable, freely accessible materials and resources to inspire and support teachers.

4. Devise national standards and expectations for oracy and the means and methods for measuring progress in speaking and listening.

By 2021, schools will be able to adopt a nationally recognised framework of oracy expectations and implement replicable and comparable assessments in their schools to track and measure progress.

5. Influence decisions-makers to leverage their power to create the conditions that will encourage all state schools to teach oracy as part of their standard practice and curriculum.

By 2021, oracy will be recognised as a valued aspect of a broad and balanced curriculum and a vital undertaking for all schools.

Achievements and performance

Goal one: Build a movement of oracy teachers acting as the frontline in improving the speaking and listening skills of economically disadvantaged students in state schools.

Progress in 2018/19:

In 2018/19, Voice 21 supported over 3000 teachers and 400 schools across England and Wales through our three main programme offers and Voice Area model (multi-layered programmes in a specific geographical location). This represents a 56% increase in teachers engaged on programmes and a 180% increase in the number of schools adopting Voice 21's approaches since 2017.

Voice 21 supported...

3000
teachers

400
schools



Teacher development programmes, Oracy Pioneers and Oracy Leaders

Oracy Pioneers: A year-long development programme for a cohort of classroom teachers to become expert oracy practitioners.

Introduced in 2018/19 in response to demand for an introductory programme focussing on classroom practice, the programme consists of three taught day-long sessions and an online platform housing resources (video and text) and access to webinars.

In 2018/19, 386 teachers completed the Oracy Pioneers Programmes delivered in eight regions nationally.

In addition, Voice 21 delivered Pioneer Programmes for over 250 teachers with partners including Dundee Council, the Delta Trust and Camden Oracy Hub.

“ Another great day as an Oracy Pioneer! I am learning so much and it is having a huge effect in my classroom - best CPD ever! ”

Voice 21 Oracy Pioneer Programme Participants

Oracy Leaders: A year-long leadership programme for a cohort of school middle leaders to become oracy leaders, capable of driving whole school oracy.

Voice 21's flagship National Oracy Leaders Programme was launched in 2017/18 for an initial cohort of 26 participants. Participation is through competitive selection and the programme is run in partnership with the University of Cambridge.

In 2018/19, 34 Oracy Leaders were selected to join the National Programme.

In 2018/19 Voice 21 also provided commissioned Oracy Leaders Programmes with partners including the Pan Berkshire Partnership of local authorities, Central South Consortium in Wales and Learners First Teaching School Alliance.

“ The level of support, expertise and shared passion from the Voice 21 team has been incredible resulting in increased passion, knowledge and enthusiasm from me! The impact across our school in only a year has been incredible. ”

Voice 21 National Oracy Leader 2018/19

Partner schools: A school improvement programme for individual schools to embed oracy in the curriculum.

Voice 21 works in partnership with schools who want to build a culture of oracy across their school. This bespoke programme consists of in-school support including an audit, personalised Continued Professional Development (CPD) and a review and embedding session along with a toolkit of frameworks, strategies and resources.

In 2018/19, Voice 21 supported 47 Partner Schools in England.

“ Working closely with Voice 21, we've developed a comprehensive approach to teaching oracy. All lessons are now expected to include an oracy outcome. We aim to teach oracy skills in both stand-alone lessons and embedded within learning across the curriculum. ”

Partner School 2018/2019

Case study: Torriano Primary School, Camden, North London

Torriano Primary School, based in Camden, London, has worked with Voice 21 for the past three years as part of an area wide project, as a Partner School and participated in several of our individual programmes.



Helen Bruckdorfer, Headteacher

“Our school is a primary school but we have a language resource base for children with developmental language delay and so we have a lot of specialised practice around supporting those children. What we realised was that some of that practice was universal across the school, all children could benefit from some of the very focussed oracy activities that were happening. Language development is really key and fundamental for all children and one of the best ways to develop that is through children talking and developing their oracy skills.



When we started working with Voice 21, we realised there was so much more that we could do. We talk about the children having a right to be heard, but who is talking? We can focus on vocabulary, but let’s think about talking in class. Who is talking and how coherent is that talk?

The impact on our children has been amazing. Their social and emotional skills - their ability to articulate their feelings, their responses to things and their capacity to resolve problems are really strengthening. This is also true of their vocabulary choice, their register, the appropriateness of the language that they are using, their ability to interrogate things and explain them. They aren’t just parroting, it is their ability to be responsive to a situation, to explain their learning, that is really strong.”

“

“I think it helps a lot in your life because it tells you that you can always build up confidence to speak in public. Also, just in general, speaking is your life, you have to do it every day and if we didn’t have oracy this world wouldn’t be the world. Speaking to people has to work or otherwise nothing really happens – or changes.”

Torriano Primary School student

”

Goal two: Create an infrastructure of Voice Hub schools to develop good practice in oracy teaching and share this with other schools in their localities.

Progress in 2018/19:

In 2018/19 Voice 21 continued to expand its multi-year area partnerships developing oracy hub schools supporting regional networks of oracy schools and further developed the programme to improve its impact and sustainability.

Working with upwards of 12 schools in a geographic area, our Voice Area model enables schools to work collaboratively to strategically develop oracy across a locality.

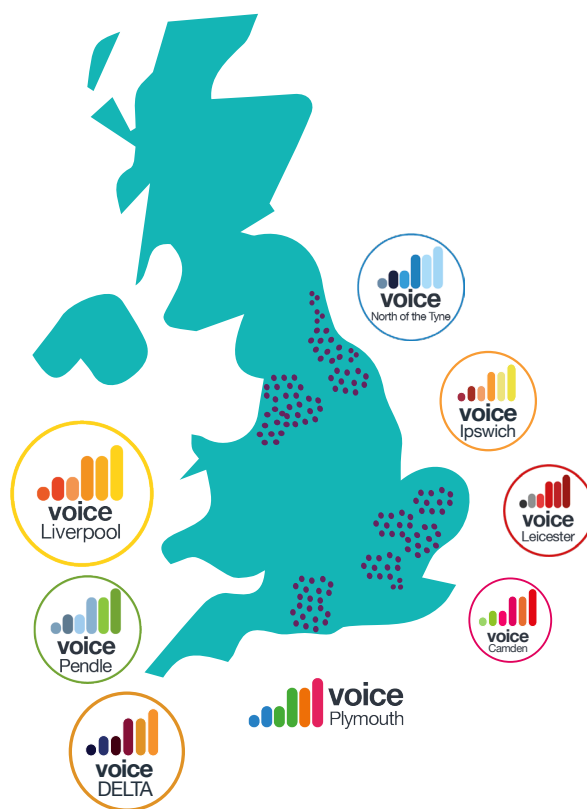
The approach is multi-layered and iterative, developing classroom teachers as expert practitioners, empowering middle and senior leaders to lead change within their setting and creating a legacy of hub schools with the knowledge and expertise to sustain lasting impact.

The first Voice Areas were funded through the DfE Strategic School Improvement Fund with additional projects funded by local authorities and grants.

In 2018/19, Voice 21 supported over 200 schools and 1700 teachers through Voice Areas in:

- Liverpool
- Camden
- Leicester
- Ipswich
- Plymouth
- Pendle
- West Yorkshire
- North Tyneside

In 2018/19, schools and teachers in Voice Areas began to demonstrate the systems leadership potential of the model with the designation of Hub Schools within areas (identified as able to provide school to school oracy development) and Oracy Specialist Leaders of Education (teachers meeting key criteria regarding their expertise and ability to support oracy development in other schools).



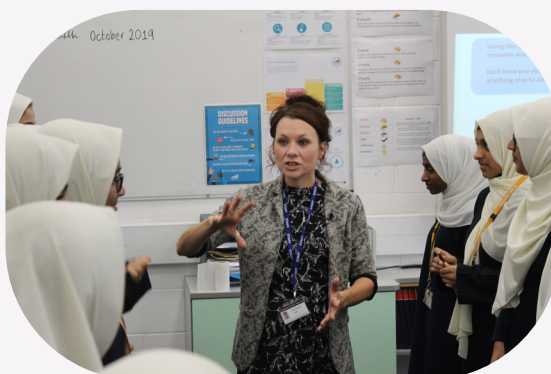
Case study: Madani Schools Federation

Madani Schools Federation is part of Voice Leicester, a three year programme (2018 - 2021) with over 30 schools participating across the three years.



Riyaz Laher, Headteacher

"A recurring theme that I would find with our students was lacking the confidence of being able to express themselves. Some high attaining students were "hiding" in lessons through a reluctance to really engage. The approach of Voice 21 creates the buy-in from all students to really interact and listen to each other. I have seen a growth in students overall, rather than just those students who would ordinarily be proficient in speech. It has instilled a mind-set that oracy is for all student.



The beauty of oracy for us was that it not only refined the curriculum, but it also links to the curriculum pedagogy of our staff, in terms of really unpicking ideas and really stretching all learners in their thinking, their understanding of lessons and in terms of listening. So it has really helped to move lessons on."

We chose to have a focus on oracy because we believe it can feed into the whole curriculum and will yield far greater results, both in direct metrics, and the roundedness that we want for our students".

“Before doing oracy I wasn't so confident sharing my viewpoint with the rest of the class, but now.. it really just helped my confidence and I'm able to speak in front of a large group of people now.”

Madani Girls School student

“It also expands your understanding on topics. You have one understanding of a topic, but when you talk to people and you ask for their opinions, you have a better understanding of a whole topic, and most of the time you are able to provide better answers.”

Madani Girls School student

Goal three: Dramatically boost the body of evidence, resources, materials, guidance and support on the teaching of oracy.

Progress in 2018/19:

Over the last three years, Voice 21 has built a comprehensive bank of resources which are freely shared with schools and teachers to encourage and aid them in the provision of a high quality oracy education. Over 10,000 teachers accessed these resources in 2018/19.

In 2018/19, we recognised that to fully support our programme participants between sessions we needed to enhance our online presence. This would not only ensure the fidelity and consistency of the implementation of oracy resources and approaches in schools, but also increase access to our work for schools in remote locations or limited opportunities to attend face to face professional development. During the year, we worked to develop an online platform to curate our resources, materials and guidance and supplement these with best practice videos and case studies to bring the concepts to life that launched in September 2019.

To further the evidence base for oracy education, we conducted and commissioned research both academic and classroom led. In particular, over 2018/19 and 2019/20, Voice 21 is leading an action research project on the impact of oracy on students' social and emotional competence and metacognitive skills in Pupil Referral Units supported by NESTA's Future Ready Fund.

In January 2019 our Directors of Teaching and Learning (Amy Gaunt and Alice Stott) published Transform Teaching and Learning through Talk – The Oracy Imperative in both the UK and US.

“ Raising educational attainment and sure every child achieves their potential is a key priority for the council. [Voice Liverpool] is a brilliant project supporting so many of our schools to build on the already excellent work they do, giving pupils the skills they need to be confident communicators for the rest of their lives. ”

Joe Anderson, Mayor of Liverpool

Case study: The Oaks Primary School, Ipswich

Voice Ipswich was a one year project working with ten schools across the area.



Jeremy Pentreath, Headteacher

"I felt that we had hit a bit of a glass ceiling in terms of standards. We were very pleased with the progress we made in terms of teaching and learning in the classrooms but there was something needed that was a little bit extra.

Something that has come through very clearly, in working with Voice 21, is that oracy isn't just learning to talk it's about learning through talk as well. I've always been very keen to develop pupils' ability to talk in public places. We've always encouraged them to perform publicly, but to really refine the learning in the classroom that they were having day in day out becomes a real focus for us.



We were thinking we know that we're going to see great outcomes in terms of speaking up in assemblies and the summer play and the poetry out loud competition that we have every year, but to actually see some things in terms of tangible outcomes in mathematics, particularly in reasoning which is an area that has traditionally been a challenge for us, has been very exciting and we've now seen those improvements in other areas of the curriculum as well. So long term, I'm confident that this area of the curriculum is going to take us, in other areas from strength to strength."

“A lot of the time people have different ideas because we're all different, but there's no need to be mean to each other or agree, you can say "I respect your opinion, but I think this and it just helps you be more kind to people as well"

The Oaks Primary School student

Goal 4: Devise national standards and expectations for oracy and the means and methods for measuring progress in speaking and listening.

Progress in 2018/19:

In 2018/19, Voice 21 made a major leap forward in progress on Goal 4 with the development of Oracy Benchmarks for schools and teachers setting national standards and expectations for a high quality oracy education.

The Oracy Benchmarks outline what constitutes a high quality oracy education and provide a robust and realistic framework for teachers and schools to:

- Understand what makes a high quality oracy education
- Articulate clear goals for their own oracy provision
- Open up dialogue about their current practice
- Guide strategic planning and improvement

In creating the Oracy Benchmarks, we have drawn upon our experience working with hundreds of educators in different settings, phases and roles across the country and have worked in close consultation with teachers and schools.

The Benchmarks launched in September 2019 school year. They have been fully integrated into our programmes and shared with teachers and schools nationally supported by guidance and case studies to aid their effective implementation.



Goal five: Influence decisions-makers to leverage their power to create the conditions that will encourage all state schools to teach oracy as part of their standard practice and curriculum.

Progress in 2018/19:

- Creation of All Party Parliamentary Group for Oracy
- Convening of the Oracy Network
- Publication of blogs, articles and think pieces

In 2018/19, Voice 21 continued to create platforms and opportunities to share evidence of the impact and importance of oracy with educational decision-makers and influencers.

In 2018, Voice 21 was appointed as the Secretariat for a new All Party Parliamentary Group on Oracy chaired by Emma Hardy MP. The cross party group launched its first inquiry in May 2019 called 'Speaking for Change'. The Inquiry will make recommendations to Government, schools and educational bodies to increase the quality and quantity of oracy education in the UK.

In 2019, the then Education Secretary, Damien Hinds MP and Schools Minister, Nick Gibb MP spoke publicly on the importance of oracy and a meeting has been scheduled with the Schools Minister to discuss the role of oracy in the national curriculum.

Voice 21 continues to convene and chair the Oracy Network – a coalition of over 20 organisations with a shared interest in oracy development.

In 2019, attendance at Voice 21's events doubled with over 500 attendees at the annual Great Oracy Exhibition. Voice 21 was invited to present at prestigious national and international conferences including the OECD 2030 Education Group, the Wellington Festival of Education and the International Education Festival in Shanghai. For the second year running, Voice 21 was recognised as one of the top 100 education innovations globally by HundrED.

“

“Spoken communication is as vital in the corridors and classrooms of our schools as it is in the committee rooms and chambers of Westminster”

”

Emma Hardy MP,
Chair of the Oracy All Party Parliamentary Group

Plans for 2019/20: new strategy & approach

Voice 21's current strategic plan was developed in 2016 as a charitable programme within the School 21 Foundation. Over the intervening three years, Voice 21 has exceeded the key objectives outlined in the plan and has grown to dominate all of the School 21 Foundations activities as the sole project of the charity. In 2019, the Charity's name and governance were changed to represent the singular focus on Voice 21's work and mission.

To reflect our success to date and future potential and ambition, we are conducting a strategic review of the mission and goals of Voice 21 and the governance and operating framework, systems, business and organisational development needed to achieve them in the next three to five years.

This work is supported by our partnership with Impetus and includes reforming the status and governance of Voice 21 and redefining our mission, focus and programmes to ensure we are making real and lasting impacts on our target population of economically disadvantaged children and young people.

Voice 21 will launch a new strategy and 3-5 year business plan in 2019/20 this work is supported by our partnership with Impetus. The status and governance of Voice 21 will be reformed and our mission, focus and programmes will be redefined in order to ensure we are making real and lasting impacts.

Covid 19 Pandemic response

This report has been compiled during the Covid 19 Pandemic. School closures and travel and work restrictions have impacted Voice 21's operations resulting in the postponement of events and an initial pause in the delivery of programmes. Voice 21 has taken swift mitigating actions, successfully moving programme delivery online and developing new online events and remote school support services. The new programme offer for the 20/21 school term has been designed as a blended delivery model with an online offer in place until the resumption of school visits and in-person professional development events.

We have consulted all existing supporters, schools and educational partners to assess their needs and our capacity to meet their requirements in light of the impact of Covid 19. Through this process Voice 21 have secured future income through the restructuring of existing projects to accommodate delays in milestones and the creation of Covid-specific responses (including support for reintegration of students in schools post lockdown and whole school online oracy development platforms) to replace commitments that we are unable to deliver remotely.

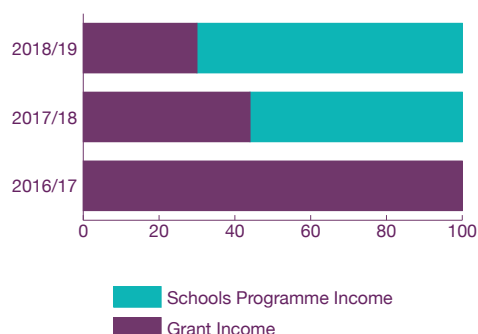
We are currently undertaking a rigorous financial planning exercise to ensure that we have identified the key variables which are likely to drive our income and expenditure over the next 18 months. This will allow us to model a variety of scenarios and agree an appropriate range of responses.

Financial Review

	2016/17		2017/18		2018/19	
Grant income (£000)	134	100%	196	44%	235	30%
School Programmes income (£000)	--	--	251	56%	546	70%
Total income (£000)	134		448		781	
Expenditure	132		387		604	
Surplus	2		61		177	

Where our income came from

Voice 21's total income increased by £334k in 2018/19 to £781k, of this 70% was income from the provision of oracy programmes commissioned by teachers, schools, local authorities and multi academy trusts. This rise in income was a result of increased demand for our programmes and the expansion of our programme offer into new areas and new audiences (for example the regional Pioneers Programme).



In 2018/2019, Voice 21 secured grant funding from the following Trusts and Foundations:

The Big Change Foundation: Funding the work of the Oracy Network and research to inform the All Party Parliamentary Group on Oracy's State of Speaking Inquiry.

Fidelity Foundation: Funding for the creation of an online platform for oracy learning and resources and a new Voice 21 website.

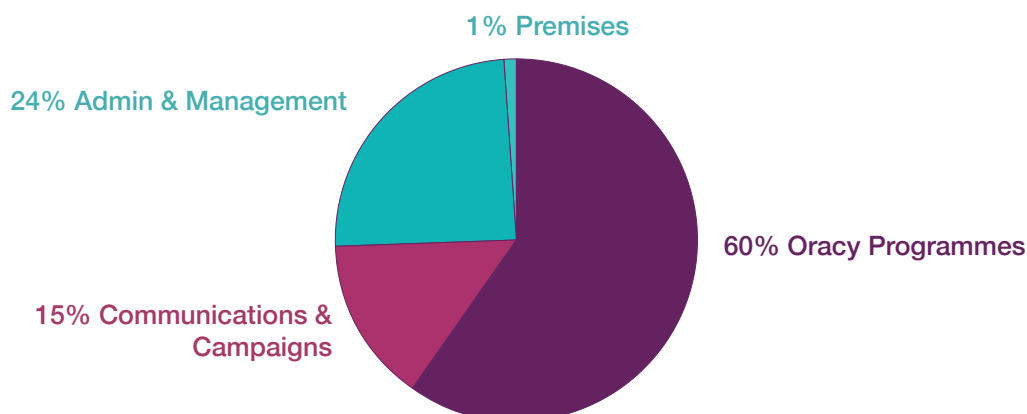
Shine Trust: Funding a city-wide project to boost the spoken language skills of over 15,000 low achieving disadvantaged children in primary and secondary schools across Liverpool.

Dulverton Trust: Funding to support the expansion of Voice 21's programmes to Pupil Referral Units helping students to improve their social, emotional and cognitive competence through developing oracy skills.

NESTA Future Ready Fund: Funding to support the expansion of Voice 21's programmes to Pupil Referral Units helping students to improve their social, emotional and cognitive competence through developing oracy skills.

Impetus: Core funding plus a programme of pro bono support as Voice 21 joined their portfolio of charities.

How we spent our money



Total staff costs were £452k (75% of our total expenditure), increasing from £271k in 2017/18. The increase in staffing costs is due to the expansion of the Programmes team to meet demand for our school and teacher programmes and new appointments to strengthen our operational capacity and effectiveness. As a result of the increase in staffing, Voice 21 moved to a larger office in Kings Cross Academy in July on a two year licence.

Direct programme costs including travel, subsistence, venue hire and resources increased in line with the increases in programme delivery.

In addition, Voice 21 invested in the development of impact management and communication systems (Salesforce and a new online platform) and engaged a public affairs consultant to provide secretariat support to the Oracy Network and Oracy APPG.

Reserves policy

Our unrestricted free reserves are our general unrestricted funds excluding fixed assets.

We hold these funds to:

- provide a safeguard against the risk of downturn in support of our activities (which could lead to expenditure exceeding income)
- provide working capital to finance our day-to-day operations
- provide a safeguard against failure to deliver contractual obligations we have entered into
- protect our solvency in the event of any curtailment of our income-generating activities

Given our commitments, we review our reserves policy on an annual basis. In our judgement four months of operating expenditure, which equates to £296k on an average £74k monthly expenditure, are a sufficient reserve to cover these risks. On 31 August 2019, our total reserves were £298,448 (2018: £120,747) of which £58,325 (2018: £nil) were restricted and £240,123 (2018: £120,747) were unrestricted.

We did not have any investments in financial instruments during the financial year, including those with a social investment focus.

Going concern

We recognise the importance of maintaining a healthy cash balance and an appropriate level of unrestricted free reserves to meet our commitments.

In light of the impact of the Covid 19 Pandemic, Voice 21 has modelled scenarios for the short, medium and long-term impacts of Covid 19 on our operations, assessed potential cost and income responses and taken immediate mitigating actions to reduce costs (including furloughing frontline delivery staff and gaining agreement to the cancellation of office lease costs until at least September 20), secure income streams and increase cash reserves (through agreements with funders to convert restricted income to non-restricted income). In addition, Voice 21 has gained commitments from funders and educational partners for the continuation of current contracts and planned activity, and the viability of future pipeline projects.

Voice 21 has reforecast our financial position to take into account reductions in income as a result of school closures, the contribution of the Government's Job Retention scheme and cost reductions (such as the rent holiday on our office space) and a potential suppression in demand for our work and reduction in the availability of funds from grantmakers and corporate supporters in the short and medium term.

We will continue to review our scenario planning and revise our response plans accordingly. Voice 21 has pro-bono support from business planning consultants to support the process and ensure we are making timely and appropriate decisions to sustain our operations and impact against our mission.

Despite the likely inevitable negative impact of Covid 19 on Voice 21's income in the short and medium term, our forecast cash-flow shows we have adequate free cash to meet our obligations as they fall due. In confirming our going concern status, we have reviewed our contracted income and project pipeline. We have also reviewed expenditure plans and are content that these can be met from existing resources and expected future income.

Our financial planning considers the current economic climate and implications of Covid 19; we believe we have adequate resources to fund the activities of the charity for the foreseeable future. The trustees believe the charity is a going concern, so we have prepared our accounts and financial statements on that basis.

Our risks and uncertainties

Effective risk management is critical to ensuring our success in meeting our vision and achieving our goals. All employees should be able to identify and manage key risks within their areas and communicate and escalate these, as appropriate. This ensures that responsibility for risks is distributed across and embedded in the operations of the charity.

All identified key organisational risks are collated on a risk register which sets out the risks; assesses their likelihood and impact; tracks the internal controls in place and actions taken to reduce, eliminate or mitigate against each risk; and sets future mitigating actions which would further reduce the likelihood and impact of the risk materialising.

The Senior Management Team has responsibility and accountability for the risk register.

The principal risks which we will manage during the upcoming year are:

1. Business disruption as a result of Covid 19: Reduced income and opportunity to undertake planned activities due to the impacts of the Covid 19 pandemic. These can be further broken down into marketplace risks (schools are unwilling or unable to focus on oracy at this time), operational risks (we are unable to deliver our programmes to schools as a result of social distancing or lockdown measures), and finance risks (we are unable to manage our cashflow and consequently run out of money).

Mitigations: We have launched online and remote programme delivery to enable the continuation of a large proportion of our work throughout the period of school closure. In addition, we have consulted with schools and teachers in the development of our new offer to ensure that it is responsive to the changing needs of schools during the pandemic and that we can help them use oracy as a positive tool for reintegrating students back into the classroom. Lastly, we are undertaking a significant financial modelling exercise to identify income, expenditure and cash flow scenarios over the next 18 months to ensure that we can proactively respond to a range of events during this period.

2. Income and fundraising: Failure to secure sufficient voluntary income to fund our activities.

Mitigations: We have focused on the development of a high quality programme offer which offers a sustainable income to ensure that the organisation is not reliant on grant or voluntary income to deliver our core activities. In 2018/19, we invested in additional fundraising capacity through the appointment of a Partnerships and Engagement lead and the stewardship of longer term higher value funder relationships to facilitate forward planning.

In addition, using our new impact management system we will further enhance our ability to capture, manage and report on impact to increase our credibility with funders. During the covid-19 crisis we have been in regular communication with our funders to keep them informed of any material change to the projects they are funding and also investigate the provision of additional funding - or the conversion of restricted to unrestricted funding where appropriate.

In addition, using our new impact management system we will further enhance our ability to capture, manage and report on impact to increase our credibility with funders. During the covid-19 crisis we have been in regular communication with our funders to keep them informed of any material change to the projects they are funding and also investigate the provision of additional funding - or the conversion of restricted to unrestricted funding where appropriate.

3. Income and school recruitment: Failure to secure sufficient school partnerships and programme participants to generate sufficient income to fund our activities and meet impact targets.

Mitigations: We continue to work closely with school partners to ensure that our services meet their needs and have refined our programme offer based on participant feedback. We invested in the development of new school relationships and partnerships and this resulted in a pipeline of over a third of total income for 2019/20 secured by July 2019. Our revised offer for 2020-21 has taken Covid-19 into account to ensure that it remains topical, attractive and deliverable, even if social distancing measures continue longer than expected.

4. Child safeguarding: risk of a child safeguarding incident occurring.

Mitigations: All Voice 21 staff members receive enhanced DBS checks and are required to comply with Voice 21's safeguarding policy as well as individual schools' safeguarding policies and procedures as required.

Our Governance and Management

Voice 21's senior management team consists of:

- Beccy Earnshaw – Director
- Jim Riddiford – Director of Programmes and Operations
- Amy Gaunt & Alice Stott – Directors of Learning and Development
- Megan Marsden – Director of Strategic Partnerships and External Affairs

Supported by Chris Coldrey as Financial Controller.

In 2018/19, Voice 21's staff team doubled in size from nine members of staff in September 2018, to a team of 18 staff in August 2019. This growth was to meet the increased demand for our programmes and partnerships and to strengthen operational management and administration.

New appointments

September 18:

- Programme Leads x 2
- Financial Controller

August 19:

- Partnerships & Engagement Lead
- Programmes Manager
- Programme Leads x 4

December 18:

- Director of Programmes and Operations
- Programmes and Operations Coordinator

As a result of organisational growth, in August 2019, Voice 21's moved into a new Head Office in Kings Cross Academy, London on a two year licence. 50% of the team are home based.

Governance

Voice 21 is a charitable company limited by guarantee and not having share capital. We are registered in and operate in England and Wales (company number 08165798 and charity number 1152672). We are governed by our Memorandum of Association and Articles of Association, which were last amended in December 2019 to amend the name of the charity from School 21 Foundation to Voice 21 Ltd. Big Education Trust (charitable company limited by guarantee and an exempt charity, Companies House registration number 07648389) is the sole member of Voice 21.

Recruitment and appointment of new trustees

There shall be at least two and no more than eleven trustees. The trustees shall comprise those individuals who are notified to the Registrar of Companies as the first directors of the Charity together with any individual appointments by unanimous decision of the members and up to two individuals appointed by a resolution of the trustees.

A trustee may not appoint an alternate director or anyone to act on his or her behalf at a meeting of the trustees.

Our Memorandum of Association sets out our charitable purpose, which is to advance the education of the public.

In setting objectives and planning for activities, the Trustees have given due consideration to general guidance published by the Charity Commission relating to public benefit, including the guidance 'Public benefit: running a charity (PB2)'.

This report was approved by the Trustees on _____ and signed on their behalf by, Peter Hyman, Chair of Trustees.

Signature: _____

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

INDEPENDENT EXAMINER'S REPORT
FOR THE YEAR ENDED 31 AUGUST 2019

Independent examiner's report to the Trustees of Voice 21 Ltd (formerly School 21 Foundation) (the 'Charity')

I report to the charity Trustees on my examination of the accounts of the Charity for the year ended 31 August 2019.

This report is made solely to the Charity's Trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. My work has been undertaken so that I might state to the Charity's Trustees those matters I am required to state to them in an Independent examiner's report and for no other purpose. To the fullest extent permitted by law, I do not accept or assume responsibility to anyone other than the Charity and the Charity's Trustees as a body, for my work or for this report.

Responsibilities and basis of report

As the Trustees of the Charity (and its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Charity are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of the Charity's accounts carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act.

Independent examiner's statement

Since the Charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of the Institute of Chartered Accountants in England and Wales, which is one of the listed bodies.

I have completed my examination. I can confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Charity as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities [applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)].

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

INDEPENDENT EXAMINER'S REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2019

Signed:

Dated:

Martin Bailey FCA

Goodman Jones LLP

29/30 Fitzroy Square
London
W1T6LQ

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

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

	Note	Unrestricted funds 2019 £	Restricted funds 2019 £	Total funds 2019 £	Total funds 2018 £
Income from:					
Donations and legacies	2	76,000	159,482	235,482	196,292
Charitable activities	3	545,917	-	545,917	251,404
Total income		621,917	159,482	781,399	447,696
Expenditure on:					
Charitable activities		502,541	101,157	603,698	386,556
Total expenditure		502,541	101,157	603,698	386,556
Net income before other recognised gains and losses		119,376	58,325	177,701	61,140
Net movement in funds		119,376	58,325	177,701	61,140
Reconciliation of funds:					
Total funds brought forward		120,747	-	120,747	59,607
Total funds carried forward		240,123	58,325	298,448	120,747

The notes on pages 26 to 35 form part of these financial statements.

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)
REGISTERED NUMBER: 8165798

BALANCE SHEET
AS AT 31 AUGUST 2019

	Note	£	2019 £	£	2018 £
Fixed assets					
Tangible assets	9		36,730		31,892
Current assets					
Stocks	10	955		582	
Debtors	11	89,048		89,914	
Cash at bank and in hand		416,184		115,857	
		<u>506,187</u>		<u>206,353</u>	
Creditors: amounts falling due within one year	12	(244,469)		(117,498)	
Net current assets			<u>261,718</u>		<u>88,855</u>
Net assets			<u>298,448</u>		<u>120,747</u>
Charity Funds					
Restricted funds	13		58,325		-
Unrestricted funds	13		240,123		120,747
Total funds			<u>298,448</u>		<u>120,747</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.

The Trustees acknowledge their responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of financial statements.

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

.....
Peter Hyman, Trustee

.....
Oliver De Botton, Trustee

The notes on pages 26 to 35 form part of these financial statements.

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2019

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.

Voice 21 Ltd (formerly School 21 Foundation) 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.

The accounts have been prepared in Sterling, the functional currency of the Charity, and 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 £1 per member of the Charity.

1.3 Going concern

The Charity receives income in form of both contracts for services and voluntary income in the form of grants from funders and donations from individuals.

After reviewing the level of recurring expenditure, expected income for FY2020 (including grants received by/notified to the Charity, and confirmed contracts), and the future plans of the Charity, the Trustees consider that the Charity is a going concern.

1.4 Fund accounting

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

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

1.5 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.

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

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2019

1. Accounting policies (continued)

1.6 Interest receivable

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.

1.7 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 activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources.

Charitable activities and Governance costs are costs incurred on the Charity's operations, including support costs and costs relating to the governance of the Charity apportioned to charitable activities.

All expenditure is inclusive of irrecoverable VAT.

1.8 Tangible fixed assets and depreciation

A review for impairment of a fixed asset is carried out if events or changes in circumstances indicate that the carrying value of any fixed asset may not be recoverable. Shortfalls between the carrying value of fixed assets and their recoverable amounts are recognised as impairments. Impairment losses are recognised in the Statement of financial activities incorporating income and expenditure account.

Tangible fixed assets are carried at cost, net of depreciation and any provision for impairment. Depreciation is provided at rates calculated to write off the cost of fixed assets, less their estimated residual value, over their expected useful lives on the following bases:

Office equipment	-	25% straight line basis
Computer equipment	-	33% straight line basis
Website	-	10% straight line basis

1.9 Stocks

Stocks are valued at the lower of cost and net realisable value after making due allowance for obsolete and slow-moving stocks. Cost includes all direct costs and an appropriate proportion of fixed and variable overheads.

1.10 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.

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2019

1. Accounting policies (continued)

1.11 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.

1.12 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.

1.13 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.

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2019

1. Accounting policies (continued)

1.14 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.

1.15 Prior year comparatives

During the preparation of the financial statements, the Trustees reviewed the analysis and classification of certain transactions in order to better reflect the nature of the transactions. The comparative figures have also been reclassified in order to ensure consistency and comparability. The adjustments to the comparative figures are classifications only; there has been no change to the overall surplus for the year or to the net assets.

2. Income from donations and legacies

	Unrestricted funds 2019 £	Restricted funds 2019 £	Total funds 2019 £	<i>Total funds 2018 £</i>
Grants	76,000	159,482	235,482	196,292
	<hr/>	<hr/>	<hr/>	<hr/>
<i>Total 2018</i>	<i>171,625</i>	<i>24,667</i>	<i>196,292</i>	
	<hr/>	<hr/>	<hr/>	

3. Income from charitable activities

	Unrestricted funds 2019 £	Restricted funds 2019 £	Total funds 2019 £	<i>Total funds 2018 £</i>
Education	545,917	-	545,917	251,404
	<hr/>	<hr/>	<hr/>	<hr/>
<i>Total 2018</i>	<i>251,404</i>	-	<i>251,404</i>	
	<hr/>	<hr/>	<hr/>	

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2019

4. Analysis of expenditure by activities

	Activities undertaken directly 2019 £	Support costs 2019 £	Total 2019 £	Total 2018 £
Education	535,071	68,627	603,698	386,556
<i>Total 2018</i>	320,073	66,483	386,556	

5. Direct costs

	Education £	Total 2019 £	Total 2018 £
Travel and Accomadation	26,180	26,180	22,765
Sundry Expenses	329	329	1,444
Event Costs	34,781	34,781	13,165
Advertising and Marketing	3,664	3,664	-
Resource Production	7,647	7,647	2,872
Consulting	10,710	10,710	8,580
Wages and salaries	406,393	406,393	239,728
National insurance	33,292	33,292	24,643
Pension cost	12,075	12,075	6,876
	535,071	535,071	320,073
<i>Total 2018</i>	320,073	320,073	

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2019

6. Support costs

	Education	Total	Total
	£	2019	2018
	£	£	£
Printing and Postage	7,105	7,105	5,453
Staff Costs	11,238	11,238	818
Travel and Accommodation	9,647	9,647	-
Sundry Expenses	1,327	1,327	403
Subscriptions	6,989	6,989	3,130
Computer Costs	4,609	4,609	1,744
Event Costs	1,560	1,560	-
Telecommunications	320	320	80
Advertising and Marketing	913	913	6,041
Bank Charges	171	171	34
Evaluation	-	-	4,800
Accountancy	4,038	4,038	2,495
Depreciation	1,764	1,764	534
Rent and Rates	4,521	4,521	564
Insurance	109	109	96
Books	5,474	5,474	291
School 21 - premises costs	8,842	8,842	40,000
	68,627	68,627	66,483
<i>Total 2018</i>	<i>66,483</i>	<i>66,483</i>	

During the year ended 31 August 2019, the Charity incurred an Independent Examination fee of £3,000 (2018: £2,495) included within Accountancy in the table above.

7. Net income/(expenditure)

This is stated after charging:

	2019	2018
	£	£
Depreciation of tangible fixed assets:		
- owned by the charity	1,764	535

During the year, no Trustees received any remuneration (2018 - £NIL).

During the year, no Trustees received any benefits in kind (2018 - £NIL).

During the year, no Trustees received any reimbursement of expenses (2018 - £NIL).

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2019

8. Staff costs

Staff costs were as follows:

	2019	2018
	£	£
Wages and salaries	406,393	239,728
Social security costs	33,292	24,643
Other pension costs	12,075	6,876
	451,760	271,247

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

2019	2018
No.	No.
13	7

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

9. Tangible fixed assets

	Office equipment £	Computer equipment £	Other fixed assets £	Total £
Cost				
At 1 September 2018	993	2,634	28,800	32,427
Additions	110	6,492	-	6,602
At 31 August 2019	1,103	9,126	28,800	39,029
Depreciation				
At 1 September 2018	262	273	-	535
Charge for the year	251	1,513	-	1,764
At 31 August 2019	513	1,786	-	2,299
Net book value				
At 31 August 2019	590	7,340	28,800	36,730
At 31 August 2018	731	2,361	28,800	31,892

10. Stocks

	2019	2018
	£	£
Finished goods and goods for resale	955	582

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2019

11. Debtors

	2019 £	2018 £
Trade debtors	57,035	88,526
Prepayments and accrued income	32,013	1,388
	<u>89,048</u>	<u>89,914</u>

12. Creditors: Amounts falling due within one year

	2019 £	2018 £
Trade creditors	17,235	24,521
Other taxation and social security	4,083	7,516
Other creditors	9,045	23,731
Accruals and deferred income	214,106	61,730
	<u>244,469</u>	<u>117,498</u>

	£
Deferred income	
Deferred income at 1 September 2018	56,450
Resources deferred during the year	207,380
Amounts released from previous years	(56,450)
Deferred income at 31 August 2019	<u>207,380</u>

Deferred income represents income invoiced under contracts with partner schools for activities after the balance sheet date.

13. Statement of funds

Statement of funds - current year

	Balance at 1 September 2018 £	Income £	Expenditure £	Balance at 31 August 2019 £
Unrestricted funds				
General Funds	<u>120,747</u>	<u>621,917</u>	<u>(502,541)</u>	<u>240,123</u>

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2019

13. Statement of funds (continued)

Restricted funds

Big Change - Oracy Network	-	21,750	(3,970)	17,780
Fidelity	-	20,000	(20,000)	-
NESTA	-	20,000	(9,940)	10,060
The Dulverton Trust	-	30,000	(10,047)	19,953
Shine	-	67,732	(57,200)	10,532
	-	159,482	(101,157)	58,325
Total of funds	120,747	781,399	(603,698)	298,448

Restricted funds

Nesta - Grant awarded as part of the Future Ready Fund to support the expansion of Voice 21's programmes to 6 Pupil Referral Units in the South East, North-West England and Yorkshire and the Humber, helping students to improve their social, emotional and cognitive competence through developing oracy skills.

Dulverton Trust - funding to support the expansion of Voice 21's programmes to 5 Pupil Referral Units in the North-West England and Yorkshire and the Humber, helping students to improve their social, emotional and cognitive competence through developing oracy skills.

Big Change - Oracy Network Grant - to fund the development of a coalition for oracy (the Oracy Network) and research and support to inform the All Party Parliamentary Group on Oracy's State of Speaking Inquiry.

Fidelity - Grant to fund the creation of an online platform for oracy learning and resources and a new Voice 21 website.

Shine Trust (Voice Liverpool) - Three year grant to fund a city-wide project to boost the spoken language skills of over 15,000 low achieving disadvantaged children in primary and secondary schools across Liverpool.

Statement of funds - prior year

	<i>Balance at 1 September 2017 £</i>	<i>Income £</i>	<i>Expenditure £</i>	<i>Balance at 31 August 2018 £</i>
General Funds	59,296	447,699	(386,248)	120,747
Restricted funds				
EEF (Voice 21)	(2,557)	2,557	-	-
Big Change (Voice 21)	36,303	22,110	(58,413)	-
	33,746	24,667	(58,413)	-

VOICE 21 LTD (FORMERLY SCHOOL 21 FOUNDATION)
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2019

14. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2019 £	Restricted funds 2019 £	Total funds 2019 £
Tangible fixed assets	36,730	-	36,730
Current assets	447,862	58,325	506,187
Creditors due within one year	(244,469)	-	(244,469)
	<u>240,123</u>	<u>58,325</u>	<u>298,448</u>

Analysis of net assets between funds - prior year

	<i>Unrestricted funds 2018 £</i>	<i>Restricted funds 2018 £</i>	<i>Total funds 2018 £</i>
Tangible fixed assets	29,386	-	31,892
Current assets	206,352	-	206,353
Creditors due within one year	(109,698)	-	(117,498)
	<u>126,040</u>	<u>-</u>	<u>120,747</u>

15. 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 amounted to £12,075 (2018 - £6,876). Contributions totalling £3,686 (2018 - £15,704) were payable to the fund at the balance sheet date and are included in creditors.

16. Related party transactions

Other than as disclosed elsewhere in the financial statements, there were no related party transactions requiring disclosure.

