

Number Sense

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fun + skills = confidence

ANNUAL REPORT AND ACCOUNTS

For the year to 31 July 2019





Contents

Why Did We Create Number Sense?	4
Educational Attainment Gaps	4
Our Board of Trustees.....	5
Trustees' Report.....	6
Thank You to Our Donors.....	8
Thank you to Our Volunteers.....	8
Strategy	8
Risk Management.....	9
Public Benefit Statement.....	9
Trustees' Responsibility Statement.....	9
Accounts for the Year Ended 31 July 2019.....	10

Why Did We Create Number Sense?

As this is our first annual report, it is appropriate to explain why we founded Number Sense. With over 160,000 registered charities in the UK as at September 2018¹, there needs to be a strong justification for creating a new one.

In 2017, I became interested in volunteering as a maths helper in a local school. I assumed there would be an existing organisation offering this opportunity, along the lines of the many charities supporting literacy. To my surprise, there seemed to be no such organisation, either locally or nationally.

I met with several teachers in order to investigate further. They were unanimous that there was a serious issue nationally with children failing to learn maths at school (see graphics below). Many children as early as school year one were falling behind in maths. Teachers perceived a vicious circle whereby a child falling behind could develop an antipathy to the subject which reduced their likelihood of learning effectively in the future. Early intervention was seen as the most effective way of tackling this issue, but there was no existing organisation in the UK providing such support.

This interaction with teachers drove the foundation of Number Sense and was responsible for the focused objective in its constitution: 'To advance the education

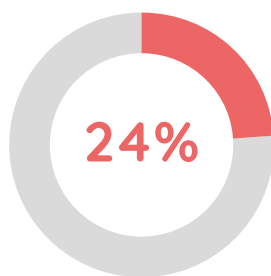
of the public, with a focus on assisting primary school children in acquiring and consolidating basic mathematical skills'. The trustees have defined our specific operational objective as 'supporting children in state primary schools in years two and three who have fallen behind in maths'. The logic is that, as the issue starts when the children are young, the solution should involve early and targeted intervention.

From the outset, the charity's vision has been to grow to a scale where it can deliver its benefits to children at a national level – our shorthand for this is 'to be in 1,000 schools in 10 years'. Given the size and the importance of the problem we are tackling, and the very positive reception we have had from the educational community, this seems a justified ambition.

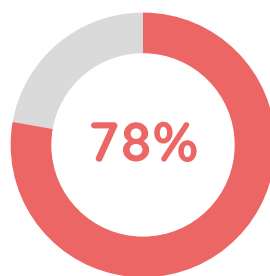
Bernard Manson

Bernard Manson, Chair

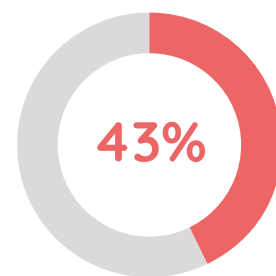
Educational Attainment Gaps



24% of UK children did not reach an 'acceptable standard' in the Key Stage 2 Maths exams sat in state schools in year six (age about 11)²



78% of working-age adults in England have Maths skills below the equivalent of the old GCSE grade 'C'³



43% of working-age adults in England have English skills below the equivalent of the old GCSE grade 'C'

¹Charity Commission for England and Wales – the number quoted excludes Scotland and Northern Ireland.

²National Statistics 'National curriculum assessments at key stage 2 in England, 2018' December 2018.

³Department of Business Innovation and Skills 'The 2011 Skills for Life Survey' December 2012.

Our Board of Trustees



Bernard Manson is our chair and co-founder. He has a postgraduate maths degree and both of his sisters are maths teachers. Maths education – and where it goes wrong – has been an interest for many years. Following a career in banking, he is now taking the opportunity to contribute to maths learning in schools.



Lisa Baglin is the Managing Director of Cass Art, a leading UK independent retailer of art supplies. She has worked in retail for nearly twenty years and is a qualified Chartered Accountant with a degree in Modern History from Oxford University. She has two children (age 10 and 14) and believes passionately that the early primary school years are key to laying the foundations for enjoying and understanding maths.



Ron Finlay is a communications consultant who is passionate about making the complex simple. With a degree in Economics from Cambridge University, he has always been as enchanted by the beauty of mathematics as bewitched by the power of language. He is an Associate Lecturer in Business Communication at the University of the Arts, London, and an experienced charity trustee.



Sarah Manson is our other co-founder. She worked in academic and children's publishing for many years, was a professional school librarian, and subsequently ran a literary agency. She has founded and run several charity projects and is excited that Number Sense can deliver much-needed support to young children and also provide a rewarding opportunity for volunteers.



Gelena Rozenberg has worked in financial services in the US and the UK. She is currently specialising in business strategy, product development and change management. Before entering finance, she obtained a degree in elementary education, since when she has been involved in a number of volunteering initiatives focusing on development, education and empowerment.



Stephanie Sanchez Kuong is a Portfolio Manager at Enko Capital Management. She has a degree in Finance from Oxford University and in Applied Mathematics from Ensimag, Grenoble. Having tutored many students, she realises that the first obstacle children face in maths is a psychological one, with small difficulties snowballing into big fears – so she is very enthusiastic about Number Sense's focus on building confidence.

Trustees' Report

Organisation and governance

The charity was established on 15 July 2018, and became active on 1 August. It achieved registration with the Charity Commission on 16 October.

Our constitution makes the board responsible for recruitment of trustees. The two founders recruited a full board of trustees through advertising in a spread of specialist websites, in order to create a board with an appropriate breadth of skills and diversity of backgrounds. Brief details of the individual trustees are given in the section 'Our Board of Trustees' on page 5.

In its first year, the board has focused on establishing an overall strategy and on putting in place a framework of key policies and of risk management. The board meets about every 6 weeks. In addition to its strategic role, at each meeting it reviews the operations of the charity and, as necessary, initiates corrective action.

The charity is managed completely by volunteers, with the chair currently acting as a chief executive and reporting to the board in this role. We received start-up funding from a small trust which supports education. This will meet our needs to July 2020 and thus give us a time window to demonstrate the value of our activities while we approach potential funders for larger grants for 2020-21 and beyond. As noted below, we have received further funding this year.

In addition to our trustees, we have three main types of volunteer to implement the work of the charity. These are:

- **In-school volunteers** – these are trained to work in schools one-to-one with children to deliver our intervention
- **Mentors** – these are experienced primary school teachers who provide training and technical knowledge and who observe the volunteers working with the children and provide feedback
- **Community Organisers** – these assist at an organisational level to recruit volunteers and to manage the relationship with schools.

Other volunteers have supported us in specific areas such as IT and fundraising.

The section on page 8 entitled 'Activities in the year' details the numbers of volunteers we have recruited and where they have worked.

Our medium-term plan includes obtaining grant funding to enable us to expand rapidly the number of schools and children we work with. This will require the support of professional staff, in due course to include a paid chief executive. However, the bulk of the activities of the charity and, in particular, its provision of support in schools, will always be provided by volunteers.



Intervention

The core activity of the charity has been to develop our intervention in schools. We continue to refine this as we gain experience through our two-year pilot scheme.

We work with children in school years two and three (age six to eight) who have fallen behind in maths. The class teacher selects children who could benefit from this support, and a volunteer works one-to-one with that child for a session of 20 to 30 minutes once or twice a week for the full school year. Sessions are in school time, but outside the classroom.

The goals are to support the child (i) to gain confidence and enjoyment in maths and (ii) to acquire or reinforce age-appropriate skills in the maths National Curriculum.

With the support of our mentors and other teachers, we have developed a 'Core Curriculum' which strips down the year-one and year-two National Curriculum to those elements which contribute most directly to the 'four operations' of addition, subtraction, multiplication and division.

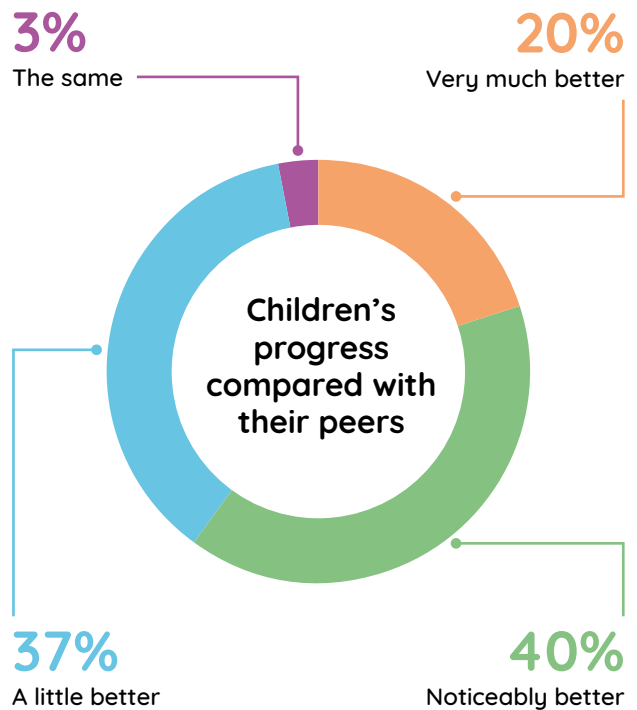
We train the in-school volunteers to identify each child's missing skills from this curriculum. Working with games and other activities, the volunteer helps the child to gain confidence and to acquire and practise skills.

The definition of the intervention includes communication and feedback between the teacher and the volunteer. For example, we require an initial statement by the teacher of the child's needs, two formal face-to-face feedback sessions during the year, and an end-of-year evaluation by the teacher as to how each child has progressed relative to his or her peers in understanding and confidence.

Results

At the end of our first year of operation, the class teachers of the children we worked with evaluated their progress. With an over 90% response rate, the evaluations were very positive. 20% of children were progressing 'very much better' and 40% 'noticeably better' than their peers:

In future years we plan to introduce 'before and after' testing, first for attitudes to maths and later for attainment relative to the average for the child's age. This will feed into our discussions with academics on how we can progress to independent statistical testing of the impact of our intervention.



We have thoroughly enjoyed welcoming Number Sense into our school this year. The volunteers have been very child-friendly - patient and understanding. The children have all really enjoyed it and have grown in confidence alongside the improvement in their skills. It has been a wonderful opportunity for some of our quieter children to have some really concentrated one-to-one adult attention.

Catherine Gallimore, Head of School, Malorees Infants School



Activities in the year

The charity was founded with a plan in place to run a pilot scheme for two years in North London. As part of the start-up, we had made contact with schools and with supportive former teachers, and we were able to start the pilot in September 2018 with two schools, two mentors, and six in-school volunteers working with 18 children.

During the year we added three further schools, and we completed the year with five schools, in the London boroughs of Barnet, Brent, and Harrow. We have had a total of 14 in-school volunteers, who have worked with 46 children.

Our mentors delivered training to our first in-school volunteers in August 2018. During the year, we further developed this training programme, and it has now been given four times to successive groups of volunteers. Over the course of the year we also developed our Core Curriculum as described above.

We have met with academics and educational organisations who have given us useful advice, particularly on the development of our intervention and on how we can progress to an independent test of its impact.

We have established a five-year development plan covering organisation, numbers of schools, volunteers, children, and budget. We have incorporated this plan into our application to various potential funders for grants from 2020-21 onwards; we await responses on these.

As at 31 July 2019 we have signed agreements with 12 schools to take part in the second year of our pilot from September 2019. So far we have confirmed 36 in-school volunteers for the new school year.

We have held a number of social events during the year for volunteers, culminating in the first annual Number Sense thank you party in June. Some of these events have also served as a platform for exchange of ideas and for additional training. We hugely value the generosity, enthusiasm and skill of our volunteers and it is part of our ethos to help foster a sense of community.

Strategy

The charity is carrying out a two-year pilot from September 2018 to July 2020. The goals of this pilot are to define an intervention to support children in maths learning and to validate it through extensive experience with schools, volunteers, and children.

We have an ambitious plan for growth from 2020-21, following the end of the pilot, with the aim of working with over 50 schools by 2022-23. We are actively pursuing funding partnerships to support our planned growth.

Our geographical strategy is to expand across London over the next five years, before starting to build a presence nationally.

A key strategic goal is to prove that our intervention has a positive impact. In the medium term we are obtaining structured feedback from teachers to evidence impact, but when we achieve a scale of working with over 500 children it should be possible to have a rigorous independent statistical review. We are in contact with academics and educational organisations who are giving us advice on structuring our activities so that we can be well-placed for such an evaluation.

Thank You to Our Donors

We thank those who have given financial support to enable Number Sense to operate in its first year. In particular, we are grateful for a generous donation from Adrienne Powell, in memory of her parents, Betty and Len Rosen 'who were always passionate about education'.

Thank You to Our Volunteers

The trustees wish to thank all of our many volunteers who have helped the charity during the year. By generously giving of your time to work enthusiastically with individual children or to give support behind the scenes, you have made the work of Number Sense possible.

Risk Management

We have put in place a Risk Management Policy Framework. Under this, the charity’s overall goal is to take steps to give reasonable assurance that it can achieve its operational and strategic goals, even if statistically predictable adverse events – ‘known unknowns’ – occur.

The Framework creates a rolling process whereby the trustees establish and review a risk register of potential events which could impact delivery of the charity’s objectives. For each risk, they assess and classify it according to its severity and likelihood, and put in place appropriate controls.

At this early stage of the charity’s existence, the creation of a complete risk register, assessment of all risks, and implementation of a comprehensive control structure are necessarily work in progress.

Nevertheless, the trustees have made an initial review of the most major risks to which the charity is exposed and satisfied themselves that as far as is practical processes are established in order to manage those risks.

Trustees’ Responsibility Statement

The Trustees are responsible for preparing the Trustees’ Report and the financial statements in accordance with applicable law and regulations. The Trustees have elected to prepare the financial statements on a receipts and payments basis.

Public Benefit Statement

The charity’s main objective is ‘assisting primary school children in acquiring and consolidating basic mathematical skills’. The trustees have currently focused our operational objective on ‘supporting children in state primary schools in years two and three (six to eight-year-olds) who have fallen behind in maths’.

During the year, the charity worked with a total of 46 children in years two and three in five state schools in North London. The children were selected by their class teachers as having fallen behind the level of attainment in mathematics specified for their age under the National Curriculum.

The benefit to the children was an improvement in their confidence and skills in maths, as evidenced by independent evaluation by their class teacher. This improved their chances of successfully acquiring appropriate maths skills in their future education. We believe that this will also improve their chances of performing well in their education overall.

The trustees have paid due attention to the Charity Commission guidance on public benefit when reviewing the charity’s objectives and activities.



One of the best moments for me, as our school’s maths leader, was overhearing a child get called to his Number Sense intervention, and him cheering and saying that it was the best part of his day!

Head of Maths at Number Sense partner school in London



Statement of Financial Activities for the Year Ended 31 July 2019

The charity was founded on 15 July 2018 and has been active only since 1 August 2018. Therefore, there are no comparative figures for a preceding period. The charity will in future account for financial years ending on 31 July in each calendar year.

Statement of Income and Expenditure for the Year Ended 31 July 2019

	<i>Notes</i>	£
Income	1, 2, 3	9,000
Total incoming resources		9,000
Resources expended on:		
Website development and running		2,224
Teaching materials		280
Other charitable activities		418
Total expenditure		2,922
Net incoming resources		6,078
Movement in funds		6,078
Funds carried forward	4	6,078

Statement of Assets and Liabilities at 31 July 2019

		£
Current Assets		
Cash at bank	5	6,078
Liabilities		
Creditors		0
Net Current Assets		6,078

The notes on page 11 form part of these financial statements.

These financial statements together with the text on pages 4 to 9 are authorised for issue on 4 September 2019 by the board of trustees, and signed on their behalf.

Bernard Manson

Bernard Manson, Chair

Accounts – Notes to the Financial Statements for the Year Ended 31 July 2019

1. Accounting Policies

a) Basis of accounting

The accounts are prepared on a receipts and payments basis, in accordance with applicable accounting standards and law. This option is available to the charity as it is a Charitable Incorporated Organisation (CIO) with income less than £250,000.

Under the exemption available to CIOs with income under £25,000, the board of trustees has chosen not to have either an independent examination of the accounts or an audit.

Number Sense meets the definition of a public benefit entity under FRS 102: 'An entity whose primary objective is to provide goods or services for the general public, community or social benefit and where any equity is provided with a view to supporting the entity's primary objectives rather than with a view to providing a financial return to equity providers, shareholders or members'.

b) Going concern basis

The Trustees have ascertained that the charity's current cash balance is adequate to pay all its budgeted expenses to 31 July 2020, and are therefore of the view that the charity is a going concern.

c) Financial instruments

The charity has no financial instruments.

d) VAT

The charity is not registered for VAT, and it records VAT on expenditure as an expense.

e) Employees

The charity has no employees.

f) Restricted funds

The charity has no restricted funds.

g) Legal Status

Number Sense is a CIO whose registered address is 6 Totnes Walk, London, N2 0AD.

2. Income

The income of £9,000 is from donations.

3. Expenditure On Raising Income

There was no expenditure on raising income.

4. Reserves Policy

The charity seeks to build reserves over a number of years to 100% of annual staff costs. This is to give it resilience against future fluctuations in income. In the first two years of the charity the plan is to have no paid staff, and the reserves policy is to minimise expenditure against the current total committed income of £14,000 so as to maximise reserves at the end of the period, in order to allow continued operation even if there is a short-term reduction in income.

5. As required by the Charities Incorporated Organisations (General) Regulations 2012, this note states that the CIO has given no guarantees and has no outstanding debt secured by any charge.





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www.numbersense.org.uk

Number Sense Charitable Incorporated Organisation • Registered Charity No. 1180340 (England and Wales)
Registered address: 6 Totnes Walk, London N2 0AD

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