

The Linacre Institute
Unaudited Financial Statements
31 December 2024

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The Linacre Institute

Financial Statements

Year ended 31 December 2024

	Page
Trustees' annual report	1
Independent examiner's report to the trustees	20
Statement of financial activities	21
Statement of financial position	22
Notes to the financial statements	23

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

The trustees present their report and the unaudited financial statements of the charity for the year ended 31 December 2024.

The financial statements have been prepared in accordance with the accounting policies set out in notes to the accounts and comply with the charity's governing document, the Charities Act 2011 and 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 published in October 2019.

This is the fourth full year report since the change in reporting period (in 2021) which was aimed at improving the speed of reporting the outcomes and impact of the Linacre Reach Higher Programme.

Reference and administrative details

Registered charity name	The Linacre Institute
Charity registration number	01156821
Principal office	148 Rose Bowl Portland Crescent Leeds
The trustees	Helen Clapham Henry Davies Maddi Hoggatt Ali Jaffer (Resigned 1 February 2024) Nick Linfoot (Served 7 March 2024 to 19 December 2024) Max Retberg (Resigned 21 February 2025) Dr. Beth Reynaert (Appointed 1 February 2024) Jennifer Upton
Director of the Institute	Dr Matthew John
Web site	www.linacreinstitute.org
Bankers	HSBC Bank plc Carmel House 49-63 Fargate Sheffield S1 2HD The Co-Operative Bank Plc P O Box 250 Skelmersdale WN8 6WT
Independent examiner	Philip J H Holt FCA FCIA High Park Farm Kirkbymoorside York YO62 7HS

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Structure, governance and management

The Linacre Institute ("the Charity" or "the Institute") is constituted as a Charitable Incorporated Organisation using the Foundation Model and was registered with the Charity Commission on 28 April 2014. Its founding document is the constitution agreed on 22 January 2014, revised on 29 April 2014 and revised again on 18 May 2021.

Trustees are appointed via an open recruitment process and final decisions on any appointments are made by a majority vote of the current board of trustees. The Trustees are the sole members of the Charity and they have no liability to contribute to the assets in the event of an insolvent winding-up.

Foundation

The Institute was founded in January 2014 to help northern state students to reach the UK's most selective universities, where they are significantly under-represented. This was our eleventh year of operation, during which time, we have supported over 600 students giving them life-changing summer school experiences and personal mentoring.

Since 2019, we have sought to deliver an ambitious strategic plan, centred largely around rapidly accelerating numbers of students on our flagship Reach Higher Programme. We have always been conscious, however, that any growth in numbers should not be at the expense of its unique and very personalised programme, and that our work should remain both consistent with the aims and vision of the Charity established in 2014, and be substantiated by significant and demonstrable impact.

At Linacre, we believe that where you live should not determine who has access to the very best education. The 2024 State of the Nation report by the Social Mobility Commission, however, identified regional disparities and 'left behind people and places' as one of the main contributors to the complex problem of social mobility faced within the U.K at present. This is certainly supported by some of the university progression statistics for Yorkshire, where as little as 0.3% of the area's cohort progresses to Oxford or Cambridge (statistics for Wakefield).

Mission:

Our mission is to give state-school students in social mobility cold spots across Yorkshire the confidence to apply to our leading universities and the skills to thrive there. Our highly personalised and intensive Reach Higher Programme relies on the support of hundreds of wonderful individuals who contribute through sharing their expertise, giving up their time or donating to the programme. All these people make Reach Higher what it is: expert, long-term, personal, nurturing, and rooted in a community of academic curiosity.

Our founder, Paul Coupar-Hennessy, took just 14 students down to Trinity Hall College for the very first Stepping Stones residential summer school in 2014. In 2024, we offered 111 places to young people across South and West Yorkshire, our largest cohort since 2014. We are extremely proud of our track record of supporting bright but isolated students from regions where rates of progression to leading universities falls below the national average, and well below the leading schools in the state and independent schools sectors. Since our inception in 2014, we have now supported over 600 students on their journeys from A-level to University, 80% of these have progressed to a Russell Group University and 30% of all applicants have won a place of study at either Oxford or Cambridge. Our leading university destinations since 2014 are shown in table 1 below.

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Structure, governance and management *(continued)*

Table 1: Leading University destinations, 2014 - 2024

University	Total Students, 2014 - 2024
Durham University	12%
University of Cambridge	10%
University of Sheffield	9%
University of Leeds	9%
University of York	7%
University of Newcastle	6.5%
University of Oxford	5%

As universities have come under increasing pressure to balance their cohorts and the diversity of their intake, outreach provision has become a saturated market. In spite of this, we firmly believe that what Linacre has to offer remains both hugely impactful and rare, and that these are both things that the Charity will strive to protect in any strategic vision going forward.

2024 was a pivotal moment for the Charity as we marked our tenth anniversary and the final year of our strategic plan 2019 - 2024. As we look ahead to our new strategic plan 2025 - 2028, we have identified the following four pillars:

Breadth:

We received a record number of applications for our Reach Higher Programme in 2024, and with numbers likely to increase year on year, it remains extremely important that we continue to offer places to the right students. This means continuing to identify academic potential above all else, but it also means identifying those facing the greatest barriers to accessing the very best education this country has to offer. We are, first and foremost, a social mobility charity, and we have been hugely successful at ensuring that those who most require support have the opportunity to study at the very best institutions in the country. This ambition remains at the heart of our new strategic plan, and we will continue to run a rigorous and competitive selection process and set ambitious widening participation targets.

Typically, our students come from northern state schools particularly in areas where rates progression to higher education and its leading institutions is below the national average and well below the leading schools in the state and independent sector. For example, the students on our 2024 programme met the following widening participation criteria:

Table 2: Percentage of students meeting leading widening participation criteria, 2023 - 2025

Reach Higher Year	Polar Q1 or Q2 Postcodes	First Generation Students	Free School Meals	16-19 Bursary	Young Carers
2023	65%	40%	14%	17%	2%
2024	44.14%	37.8%	14.41%	17.2%	2.7%
2025	53.90%	36.52%	15.60%	15.60%	5%

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Structure, governance and management *(continued)*

It is important to note that these categories are not exclusive and students may count across one or more of them. Applicants are given a widening participation 'score' during the selection process, which is a metric based on POLAR data, students' socio-economic background, and Index of Multiple Deprivation data. It identifies students who would normally be statistically unlikely to attend university and especially leading universities. The WP Score combines a student's POLAR quintile number with their IoMD number, each based on their postcode. From this, we subtract one point for each Widening Participation metric students have. For example, if a student had a POLAR number of 2, plus an IoMD score of 5, we would give them an initial score of 7; if the same student has been eligible for free school meals, the 16-19 bursary, and neither of their parents/carers attended university, we would subtract 3 points from their score for a final WP score of 4. This score is considered together with an academic assessment score to assess their suitability for the Programme. We aim to recruit at least 50% of applicants that meet our widening participation threshold.

Our Widening Participation questions are:

- Did your parent(s)/legal guardian(s) attend university?
- If yes, did they attend as a mature student? (i.e. they attended after a significant period of time out of full-time education);
- Have you ever been eligible for free school meals in the last six years?
- Have you ever been eligible for or are you in receipt of the 16-19 bursary or other discretionary payment?
- Have you ever spent any time in local authority care?
- Are you estranged (living apart) from your parent(s)/legal guardian(s)? (please note, this does NOT include living apart from ONE of your parents/legal guardians in the case of divorce or separation);
- Are you or have you ever been a young carer?

Depth:

Growth has inevitably meant a diversification of our student body and the types of institution our students are targeting. Everyone that was part of the very first iteration of the Reach Higher Programme in 2014, for example, applied to Oxbridge. Oxbridge applications will continue to be something we measure to ensure that capable students are targeting the most selective universities, but we are not an Oxbridge programme, and just over half of our students will target other highly selective universities across the country. We believe that nurturing genuine intellectual curiosity and developing key oracy skills enables students to thrive in any of the best universities across the country, and it will ensure that they contribute meaningfully to their intellectual communities at university and their professional communities as they begin their careers. What we want to ensure, above all else, is that as many students as possible progress to their first-choice university, wherever that may be.

Our mission has always been to give state-school students across Yorkshire and the North of England the confidence to apply to our leading universities and the skills to thrive there. In recent years, we have perhaps focused more on the 'access' end of this equation, but we are now looking to complement the growth of our Reach Higher Programme by extending the depth of the provision it offers; our 2025 cohort will be the first to continue with their Phone a Friend mentor sessions during their first year of university study, and, if successful, this extended provision will become a feature of all future programmes.

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Structure, governance and management *(continued)*

Alumni:

At Linacre we recognise that our greatest asset is our network of alumni, which is both active in its support of the Charity and growing year on year as we extend numbers on the Programme. In his early narrative, our founder, Paul, used the phrase 'communities of intellectual curiosity' to describe the Programme. This phrase still goes a long way to understanding the deep and lasting bonds our beneficiaries form with one another during their time with Linacre, something we've subsequently coined the 'Linacre effect'. Every year, we receive emails from members of that community offering help and support to ensure that young people like them are able to benefit from the same experience. We will of course continue to monitor the percentage of alumni returning to help as staff or volunteers closely over the next three years, but, as many of these young people begin and progress into their own outstanding careers, we will set ambitious targets to fund student places on the Programme directly from alumni contributions.

Partnerships:

One significant contributing factor towards our success over recent years has been a number of key strategic partnerships. These have not only provided financial sustainability in the face of general financial uncertainty, but they have also enriched the Reach Higher Programme and the student experience of it. More recently, members of the alumni network have themselves been responsible for initiating partnerships between the Institute and their respective institutions, and we have formed exciting new partnerships in 2024 with John Snow College at Durham University and J A Kemp, an international patent attorney specialist. As well as setting ambitious targets to establish new partnerships over the next three years, it will be imperative to monitor the health of our existing relationships.

Trustee benefits and donations

Benefits and payments

No trustees or trustee family members received any benefit from a free place on our summer schools.

Besides the instances detailed below, all trustees gave of their time freely and no remuneration or expenses were paid in the year.

Donations from and payments to Trustees and related parties

As disclosed in Note 15, the total amount of donations made by the trustees during the year (whether they were trustees for the full year or otherwise) and their close family members totalled £1,536 (2024 - £634). No payments were made to Trustees in the current year.

Policy on reserves

The Institute's policy is to seek to maintain reserves at levels which the Trustees view as prudent in view of likely forthcoming costs and incoming funds. This is balanced with the desire quickly to apply as much as possible of the Institute's financial resources directly to activities for beneficiaries.

The 2024 financial year bought a £6,979 fall in the Institute's reserves.

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Structure, governance and management *(continued)*

Anticipated risks

Safeguarding children

Our primary beneficiaries are under 18 when we start working with them and they are legally deemed to be children. As a result, we have a comprehensive Safeguarding Policy and Procedure to mitigate any risks and work with specialist advisors to constantly review and make improvements.

Objectives and activities

The charitable objects of The Linacre Institute ("the CIO"), as set out in the Charity Constitution, as amended 18 May 2021, were:

'to further the education of children in northern England who, in particular but not exclusively, are disadvantaged as a result of being a member of a socially and economically deprived community. The CIO will do this primarily but not exclusively by means of residential courses, out-of-school-hours teaching and individual mentoring'.

In setting our objectives and planning our activities our Trustees have close regard to the Charity Commission's general guidance on public benefit, and in particular to its public benefit guidance on advancing education.

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Objectives and activities *(continued)*

Charitable activities

The charity works with a network of schools in northern England as detailed in the section below. Our flagship Reach Higher Programme remains our sole charitable purpose and the Charity has a fair and multi-dimensional process for selecting students to participate in its programme from these partner schools. Every student in the sixth form at those schools is given a chance to apply for our courses, which are widely publicised within the schools. Where possible, more than one assessor is involved in marking student applications and input from their schools was invited.

Whilst a relatively small proportion of the actual total costs are paid by partner schools, all benefits are provided totally free of charge to students, and every effort is made to assist students with travel costs and learning resources including the provision of relevant books and temporary laptops.

Research with partner schools has identified three key areas which the Reach Higher programme develops in our students:

Breadth - In an increasingly interconnected and rapidly changing world, having a broad knowledge base will be essential for tackling future challenges. Within subject disciplines, many university courses require a broader understanding of subject areas than the material covered in A-level syllabuses: by delving into additional material, students can better prepare themselves for the demands of higher education. Beyond their subjects, the Reach Higher programme prepares students for an interdisciplinary world beyond university where much of the most innovative research, and businesses, work across traditional subject boundaries.

Depth - It remains the case that subject-specific knowledge and skills form the bedrock of an academic education. The Reach Higher programme provides opportunities for students to delve deeper than their A-Level studies in small groups, led by subject experts. Students develop an understanding of the foundations of their subjects, with time given to exploration and discussion without the limitations often imposed in a tightly constrained school environment. By building depth of understanding students will be better prepared for university and better able to score highly in their examinations, as well as enhancing their critical thinking skills and ability to analyse complex problems.

Communication - One of the greatest disconnects between the assessment framework for sixth form students and the skills required for university (and beyond) is in the area of communication and collaboration. Whether this is academics presenting their findings to their peers or entrepreneurs pitching their ideas to investors, in the modern world the quality of your ideas means nothing without the means to communicate them. The Reach Higher programme develops students' communication skills in a wide variety of ways to prepare students to thrive at university and in the modern workplace.

By developing students in these three areas, the Reach Higher programme prepares our participants for entry into university and life beyond. In addition to developing these general skills, the Reach Higher programme also supports students directly with their applications to university by helping with UCAS applications and personal statements, as well as with entry test preparation and interview practice if applicable.

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Objectives and activities *(continued)*

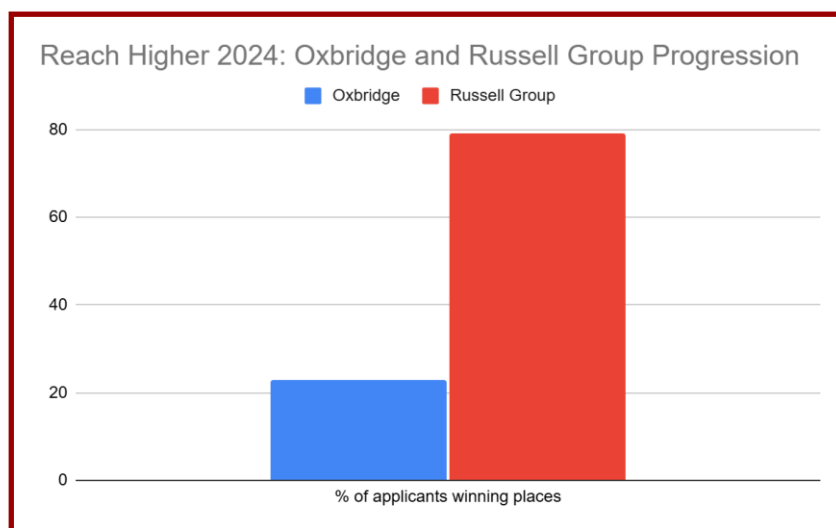
In 2024, we set objectives in the following three areas:

1. Student Outcomes and Programme Quality

To ensure the quality of the Programme remains consistent despite the increase in numbers and that we are targeting the correct students (as above)

- 38% of students applied to Oxford or Cambridge.
- 60% of applicants received an offer from Oxford or Cambridge, with 24 students receiving offers and 15 of these ultimately winning places. This is our highest number of students to progress to Oxbridge from a single cohort since 2014 and is up from 12 in 2023.
- Our conversion of Oxbridge applications to offers outperformed the highest schools (60% of applicants received an offer).
- Our success rate in achieving Russell Group places is twice as high as the national average and in line with leading schools (79%).
- We more than tripled our admissions to Durham (6 students from RH23 achieved places, up to 21 students from RH24 achieving places).
- 80% of students progressed to their first-choice university.

Chart 1: Oxbridge and Russell Group Progression from Reach Higher 2024 Students



The full set of university destinations for the 2024 cohort can be found in table 6 below. We also engaged an independent educational consultant, Peter Sharp Education, to conduct quality assurance work at our annual Stepping Stones residential summer school in August 2024.

His report concluded that 'the overall quality of the sessions was excellent'. The report noted a number of reasons for this, but in particular that:

'The academic challenge and level of discussion was very strong and will have prepared the students well for entry and study at a highly selective university. In addition, many tutors explicitly taught university skills such as how to approach a challenging lecture and how to take useful notes. There were also many opportunities for discussion of applications and courses, again benefiting from tutors who had been through this process themselves in the recent past. This was often skilfully handled by the tutors to avoid creating stress for the students, for example by discussing applications whilst creating their own sketchbooks in the Architecture sessions'

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Objectives and activities *(continued)*

We will extend this quality assurance work to look specifically at Phone a Friend in 2025.

2. Growth

This has been a consistent objective since returning to in-person activity in 2022 for the first time since the COVID19 pandemic.

With no participation from Leeds UTC, Barnsley College or Wath Academy in 2024, the number of schools dropped from 16 to 13, although student participation increased from 109 in 2023 to 111 in 2024.

3. Sustainability

Whilst the Charity enjoyed its most successful year to date in terms of winning grants from trusts and foundations (£61,000), earned income (income from schools) as a percentage of total income fell to its lowest level at just 18%, and this will be a priority area for the future financial sustainability of the Charity to avoid an overreliance on grant income.

Achievements and performance

- **Impact for Beneficiaries (2024 student cohorts)**

There is a time lag between students attending Linacre's Reach Higher Programme in the summer of School Year 12 (2024) and university places being offered and accepted in Year 13 (2025). This report covers the offered places and gives an indication of the final university destinations of the 111 students that participated in the Reach Higher programme during Summer 2024.

- **Financial performance (January-December 2024)**

In terms of financial performance, it is important to recognise the financial year does not entirely match the summer school and personal tuition timetable which can continue into the next financial year i.e. 2025.

The information relating to income and expenditure reflects the performance of the charity in 2024 and is now comparable with the previous Annual Report & Accounts 2023, 2022 and 2021, which covered the full 12-month period, January - December in 2023, 2022 and 2021 respectively.

Activities for beneficiaries

This report includes information relating to both 2024 student cohorts.

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Partner Schools

Partnering with secondary schools is a key aspect of how the Linacre Institute helps to raise aspirations and improve academic attainment. It is an essential part of the Charity's activities and builds strong long-term relationships with schools, students and local communities. Thanks to repeat funding from the Northern Consortium, we were able to retain Elliot Hudson College and Ralph Thoresby on the Programme in 2024. Please note that Leeds UTC were involved in the application process, but none of the 2024 applicants met the selection standard.

We are very grateful to the following partner schools, many of which have worked with us since 2014.

Table 3: Partner Schools 2024

School	City
Accord Sixth Form College	Wakefield
Brinsworth Academy	Rotherham
Elliott Hudson College	Leeds
Hall Cross Academy	Doncaster
Meadowhead School	Sheffield
New College Doncaster	Doncaster
Penistone Grammar	Sheffield
Ralph Thoresby	Leeds
Sir Thomas Wharton College	Doncaster
Thomas Rotherham College	Rotherham
Trinity Academy	Leeds
Wales High School	Rotherham
Wickersley College	Rotherham

Table 4: Partner School Participation since 2014

SCHOOL	CITY	PREVIOUS PARTICIPATION
Accord Sixth Form College	Wakefield	2014 - 2016, 2018 - 2024
Wales High School	Rotherham	2014 - 2024
Penistone Grammar	Sheffield	2018 - 2024
Hall Cross Academy	Doncaster	2014 - 2024
New College Doncaster	Doncaster	2019 - 2024
Barnsley College	Barnsley	2021 - 2022
Wickersley College	Rotherham	2020 - 2024
Brinsworth Academy	Rotherham	2020 - 2024
Thomas Rotherham College	Rotherham	2020 - 2024
Wath Academy	Rotherham	2020, 2022- 2023
Trinity Academy	Doncaster	2022 - 2024
Sir Thomas Wharton College	Doncaster	2022 - 2024
Elliott Hudson College	Leeds	2023 - 2024
Ralph Thoresby School	Leeds	2023 - 2024
Leeds UTC	Leeds	2023 - 2024

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Achievements and performance *(continued)*

Reach Higher Programme

Our flagship Reach Higher Programme is a highly personalised and intensive four-part programme which helps participating students form a "Community of Curiosity", where it is normal to apply to and reach world-class universities in the UK and beyond.

Reach Higher would normally consist of four core elements:

1. **The Reach Higher Welcome Event and campus visits**

The Welcome Event is an in-person event held at The University of Leeds campus at the end of May. It allows participants to meet each other in their subject groupings at the beginning of the programme, talk with current undergraduate students and visit a leading Russell Group University.

In addition to the Welcome Event at the University of Leeds, the 2024 programme included a visit to Magdalen College, Oxford for the second consecutive year and a visit to John Snow College at Durham University for the very first time.

2. **Big Ideas**, - a five day online summer school, which is held in the first half of July, at the end of Year 12. It is aimed at stretching students' horizons intellectually by introducing them to ideas outside of the specified curriculum in their subject. For the first time since its inception, the 2024 event included an in-person workshop at the University of Leeds on the final day. We also launched our 'Big Ideas, Small Spaces' research project which requires students to conduct independent research and present their findings in the form of research posters. Selected finalists were given the opportunity to defend their posters at a research symposium during the residential summer school in Cambridge.
3. **Stepping Stones to World-Class Universities**, - a six-day residential summer school, held at St John's College, Cambridge, in the second half of August, between Year 12 and Year 13 and aimed at building confidence in every aspect of applications to leading universities with additional subject-specific teaching and support from leading teachers and mentors.
4. **Phone a Friend**, involving weekly online or telephone-based tuition from a subject expert, starting in or before September of Year 13.

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

(continued)

Impact - 2024 Student Cohort

Welcome Event

On almost all metrics, the 2024 Welcome Event can be considered very successful. Initial percentages below indicate the proportion of those surveyed who agreed or strongly agreed with the statement put forward:

- **98.4%** of students enjoyed the Welcome Event and found it useful.
- **95.4%** felt the event provided enough information about Linacare and the Reach Higher programme.
- **92.2%** of students enjoyed the campus tour and felt it was worthwhile visiting a university site.
- **87.6%** enjoyed meeting their faculty and found the breakout sessions useful.
- **95.4%** enjoyed meeting Linacre staff and other students on the cohort (**64.1%** strongly agreed with this)
- **53.1%** felt more confident applying to a leading Russell Group University following the event (**40.6%** chose 'neutral', **4.7%** disagreed and did not feel more confident).

The latter category might be seen as a point of concern, but it needs to be viewed in its proper context: this is our first event of the programme and can in some senses be regarded as our initial data. As we can see from our Stepping Stones feedback, by the end of the summer programme, students generally feel more confident about studying at top universities and in applying to Oxford and Cambridge.

Durham University (John Snow College)

The Insight to Durham Day survey overview has two key insights:

- Firstly, almost all of our incoming students expect or want to go to university, which demonstrates that our core focus and major achievement must be which universities students apply to and attend.
- The Insight to Durham Day is very effective at communicating what Durham University is like, what its collegiate system means, building confidence in application writing, and changing perspectives on whether Durham is a place our students can study at.

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Achievements and performance *(continued)*

In this sense, the Insight to Durham Day should be considered very successful in its current iteration. It didn't shift perspectives on university attendance simply because most students already hold that expectation or desire; it did shift the metrics we want to change, which is understanding of top universities, as well as students picturing themselves at and applying to said universities.

In terms of qualitative feedback, several events are repeatedly mentioned as positives, with the personal statement workshop, accommodation tour, and societies tasters being most frequently mentioned. In terms of requested improvement, the most common requests are to see more of Durham and the university itself, as well as to have a better understanding of different classrooms and how specific subjects might be taught. Essentially, our students want to see more of the university (more colleges, more subjects, more facilities) as well as more of Durham itself as a location. This might be challenging given time and resources constraints and given our primary connection is with John Snow College rather than the broader collegiate university but should be explored.

Big Ideas

Feedback among those surveyed is very positive across most categories. For example, **97.7%** of respondents felt academic tutors were informative and helpful, and **93.1%** found it easy to communicate with Linacre staff. **89.5%** of those surveyed enjoyed Big Ideas and found it useful; **82.6%** agreed that the number of academic sessions on their timetable was just right and 82.5% felt the academic sessions were pitched at the right level.

Other categories of feedback were less positive, though far from negative overall. For example, **69.8%** of survey respondents enjoyed and found the 'Big Ideas, Small Spaces' assignment useful, but the number who **strongly agreed** was low compared to the other categories surveyed: **23.3%**. Similarly, while **72.4%** of those surveyed felt better prepared for university study after Big Ideas, only **20.9%** **strongly agreed** that was the case. Both 'Big Ideas, Small Spaces' and university preparedness categories have large proportions of **neutral responses**: **19.8%** for 'Big Ideas, Small Spaces' and **23.3%** for university preparedness. When combined with those who either disagreed or disagreed strongly about these two categories, we see that **28%** of respondents did not respond positively to the 'Big Ideas, Small Spaces' session, and that **25.6%** of students surveyed did not feel better prepared for university study after attending Big Ideas. These metrics suggest there is room for improvement on both fronts and given part of our core mission is to give students the skills to thrive at top universities, the university preparedness score is something we should be especially mindful of.

A large number of students surveyed responded positively to the online element of Big Ideas. For example, several students noted this made the programme more accessible to a wider variety of students, and several remarked that the online programme worked well, including as an introduction to their fellow students ahead of the Cambridge summer school. However, on the accessibility front one student felt that "... for those who are neurodivergent and consequently have a lot of issues with concentration (online is) not the best experience". A few more students identified the issue of concentration without mentioning neurodivergence:

- "I think the online sessions were quite tiring and required long periods of concentration so I feel like if there were a few longer gaps in the timetable it may have helped."
- "For me, I would have preferred a more even split of online and in person, even if it was group zoom meetings at Leeds University, as at home I often found focusing quite difficult."
- "I would prefer to do sessions like this in person as I find it hard to concentrate when doing online work, but I think the concept of Big Ideas is definitely a good one and something useful for us."

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Achievements and performance *(continued)*

Further engagement with approaches to online learning and accessibility in the student experience might be useful, including through Advance HE's webinar series on 'Using the Essential Frameworks for Enhancing Student Success'. We might recommend our tutors attend relevant sessions or pass supplementary material along to them during the planning stage of Big Ideas 2025. We should also examine our timetable for break opportunities.

Some students noted the flexibility of Big Ideas' online elements as a real strength, including positively noting how this enabled a variety of tutors and academics to take part while giving students the opportunity to exercise their independence:

- "I think the online element is fantastic. It gives a sense of independence and a level of control over what you do. I would definitely keep this element".
- "The online lectures better allows people from around the country to give talks, and doesn't require long journey for anybody, and I think this greatly improves it, I wouldn't want to have to travel elsewhere every day as I sometimes have to travel far for Linacre and have other arrangements"
- "I really enjoyed the online element. It allowed me to feel like I was learning in an independent way and manage my own time but still have the support and guidance of the teachers- from my understanding university style learning is similar to this."
- "... the online school worked really well to provide the range of educators and sessions, and so the breadth of learning and it would be much more difficult to have such a variety of courses in a singular location in person".
- "The online feature is good as it makes the sessions easily accessible. The variety of teachers and their expertise is directly due to the online portion meaning they can attend".
- "The online element is useful in letting more tutors access it allowing for a better quality of lecture, but I feel a higher number of in person hours would be useful for more interactive sessions".

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Achievements and performance *(continued)*

Stepping Stones

Feedback for Stepping Stones is extremely positive, indicating its position as the clear highlight of our offering. Table 5 below provides percentages which indicate the proportion of those surveyed who agreed or strongly agreed with the statement put forward:

Table 5: Feedback for Stepping Stones 2024

Statement	% of students agreeing or strongly agreeing
I enjoyed Stepping Stones and found it useful	99%
The academic sessions were pitched at the right level	91%
I felt challenged in my academic sessions	97%
The academic tutors were informative and helpful	97%
I enjoyed the non-academic activities and found them fun	99%
I found it easy to make friends/meet new people	91%
I found my mentor check-ins useful	82%
I feel better prepared for university study after Stepping Stones	98%
I am more likely to apply to Cambridge or Oxford after completing the residential**	67%
I feel that my confidence has improved overall	83%
I feel more confident academically following the Stepping Stones Summer School	87%
I found it easy to communicate with Linacre staff and teachers	100%

**in this category, 18% of survey respondents choose another option: "I was going to apply anyway."

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Achievements and performance *(continued)*

'Phone a Friend' Online Tuition

For the first time, we've distributed a student feedback form to tutees on the Phone a Friend scheme. The feedback is extremely positive:

100% of respondents confirmed they had enough Phone a Friend sessions.

100% of respondents **strongly agreed** their tutor was engaging and friendly.

81.8% of respondents **strongly agreed** their tutor provided useful information about university applications and their subject area; **18.2%** of respondents agreed with the same statement.

90.9% of respondents **strongly agreed** and **agreed** that their sessions were easy to organise; **9.1%** of respondents **disagreed**.

81.8% of respondents **strongly agreed** that their sessions developed their communication skills; **9.1%** **agreed** with the same statement. **9.1%** of respondents chose **neutral**.

72.7% of respondents **strongly agreed** that their sessions developed their intellectual curiosity; another **18.2%** **agreed** with the same statement, while **9.1%** chose **neutral**.

90.9% of respondents **strongly agreed** that their experience with the Reach Higher Programme as a whole made them feel better prepared for university. **9.1%** **agreed** with the same statement.

We will change the final question in future so that it reads 'leading university', which is an important distinction. As noted earlier in the report, we expect to pose this question at each stage of the programme in future. In terms of qualitative feedback, responses were once again extremely positive. Several students described their Phone a Friend as "helpful", "useful" and "enjoyable". Several students praised the quality of the personal statement support and interview practice. Here are some example comments which praise further specific aspects of the support provided.

- "The sessions were all really interesting and I found the selection of the sessions (personal statement, interviews, critical thinking) really useful and done at the right time. I think I've really benefitted from doing it and I feel much more confident about university."
- "I really enjoyed these sessions and thought they were very useful in preparing me for a variety of things to come."
- "I found it very beneficial doing mock interviews over zoom with my tutor because I'm a very socially anxious person and these helped me get past that and feel much less nervous about doing a face-to-face interview for a university."

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Achievements and performance *(continued)*

Here's what some of our students have said about the 2024 Programme:

"Just a huge thank you to every member of staff involved in this programme. You all worked incredibly hard and that couldn't have been any more obvious. Not only did you make the experience fantastic in terms of academia, but in a social way... you never stopped being positive and you created the best experience possible for me and everybody else." - 2024 student

"I just want to say thank you for the amazing summer school and the programme itself. And also for all the priceless information and experience you gave us, it will be extremely useful for my future and career." - 2024 student

"Thank you so much for everything. It's been such a good experience that I know I will carry with me forever and none of it would have been possible without the Linacre staff so thank you." - 2024 student

External partner quotes:

"The University of Leeds is proud to support the Linacre Institute and its outstanding work to widen access to higher education for talented students from under represented backgrounds. Their dedication to academic excellence and student support aligns with our mission to promote opportunity and diversity, and we are proud to partner with a charity that is working hard to inspire and empower the next generation of scholars."

The University of Leeds

"The Reach Higher programme has allowed students from our sixth form to gather vital hands-on experience in higher education. The programme has equipped my students with the skills needed to be successful in their UCAS application to prestigious universities and enabled them to feel empowered that they can go on and be successful. The programme has also allowed them to meet like-minded individuals and meet friends from all over the county, giving them the opportunity to develop a fantastic network."

Jen Thomas, Director of Sixth Form, Ralph Thoresby School, Leeds

"From a student's perspective, Linacre provides an excellent opportunity to be supported in aiming high through support with personal statements, entrance exams and interviews. Where students are applying particularly for Oxford or Cambridge, it is unlikely that any state schools will have the capacity to be able to provide much one-to-one support that will help students to navigate the challenge of the Oxbridge process."

The summer schools are an opportunity to make new like-minded friends. They are also an amazing opportunity for students to step outside their comfort zone and see something of what the bigger, wider world has to offer."

As a result of the programme, our students are more assured and confident and are more likely to aim high. The programme helps to dispel myths about some of the most competitive universities in the country."

Debra Rostern, Assistant Head of Post-16, Penistone Grammar School, Sheffield

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Achievements and performance *(continued)*

Table 6: University applications and progression data for Reach Higher 2024

Please note that Russell Group universities are italicised:

Universities	Number
<i>Durham University</i>	21
<i>University of Leeds</i>	12
<i>University of Cambridge</i>	10
<i>University of Manchester</i>	7
<i>University of Sheffield</i>	6
<i>University of Oxford</i>	5
<i>University of York</i>	5
<i>University of Liverpool</i>	4
<i>Newcastle University</i>	4
<i>University of Bristol</i>	3
<i>University of Nottingham</i>	3
<i>University College London</i>	3
University of Bath	3
Lancaster University	2
<i>University of Edinburgh</i>	1
<i>University of Exeter</i>	1
<i>King's College, London</i>	1
<i>University of Southampton</i>	1
<i>University of Warwick</i>	1
Huddersfield University	1
Leeds Beckett University	1
Loughborough University	1
Sheffield Hallam University	1
University of Aberdeen	1
University of Hull	1
University of St Andrews	1
Herriot Watt University	1
Unknown (no school data available)	2
Resitting Year 12	1
Gap Year (applying in 2026)	7
Total	111

Final student destinations by university benchmark

	2024 Number	2024 %	2023 Number	2023 %
Oxbridge	15	14	12	11
Russell Group	88	80	73	68
Other	23	21	35	32
Total	111	100	100	100

Please note that, in the above totals, 'Oxbridge' is also counted within the total number of Russell Group places because Oxford and Cambridge both form part of this group of twenty four universities.

The Linacre Institute

Trustees' Annual Report *(continued)*

Year ended 31 December 2024

Financial review

During the period, the Charity received donations amounting to £100,540 (2023 - £118,881). In addition, the Charity generated £24,000 (2023 - £14,500) from participating schools.

The total expenditure on fundraising was £8,201 (2023 - £10,592) and charitable activities amounted to £114,331 (2023 - £79,574) with governance and other resources expensed totalled £9,352 (2023 - £8,278) during the year.

The total reserves at the year end stand at £117,610 (2023 - £124,589). The total fixed assets of the charity amounted to £257 (2023 - £499).

The trustees' annual report was approved on 28 October 2025 and signed on behalf of the board of trustees by:

DR. BETH REYNAERT
Trustee

The Linacre Institute

Independent Examiner's Report to the Trustees of The Linacre Institute

Year ended 31 December 2024

I report to the trustees on my examination of the financial statements of The Linacre Institute ('the charity') for the year ended 31 December 2024.

Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the financial statements in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the charity's financial statements carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

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

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the financial statements do not accord with those records; or
3. the financial statements do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 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.

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.

PHILIP J H HOLT FCA FCIA
Independent Examiner

High Park Farm
Kirkbymoorside
York
YO62 7HS

28 October 2025

The Linacre Institute

Statement of Financial Activities

Year ended 31 December 2024

		2024	2023		
	Note	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
Income and endowments					
Donations and legacies	4	78,040	22,500	100,540	118,881
Charitable activities	5	24,000	–	24,000	14,500
Investment income	6	365	–	365	398
Total income		<u>102,405</u>	<u>22,500</u>	<u>124,905</u>	<u>133,779</u>
Expenditure					
Expenditure on raising funds:					
Costs of raising donations and legacies	7	8,201	–	8,201	10,592
Expenditure on charitable activities	8,9	95,683	28,000	123,683	87,852
Total expenditure		<u>103,884</u>	<u>28,000</u>	<u>131,884</u>	<u>98,444</u>
Net (expenditure)/income and net movement in funds		<u>(1,479)</u>	<u>(5,500)</u>	<u>(6,979)</u>	<u>35,335</u>
Reconciliation of funds					
Total funds brought forward		103,089	21,500	124,589	89,254
Total funds carried forward		<u>101,610</u>	<u>16,000</u>	<u>117,610</u>	<u>124,589</u>

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

The notes on pages 23 to 34 form part of these financial statements.

The Linacre Institute

Statement of Financial Position

31 December 2024

	Note	2024 £	2023 £
Fixed assets			
Tangible fixed assets	15	257	499
Current assets			
Debtors	16	–	163
Cash at bank and in hand		122,316	127,425
		<u>122,316</u>	<u>127,588</u>
Creditors: amounts falling due within one year	17	<u>4,963</u>	<u>3,498</u>
Net current assets		<u>117,353</u>	<u>124,090</u>
Total assets less current liabilities		<u>117,610</u>	<u>124,589</u>
Net assets		<u>117,610</u>	<u>124,589</u>
Funds of the charity			
Restricted funds		16,000	21,500
Unrestricted funds		<u>101,610</u>	<u>103,089</u>
Total charity funds	19	<u>117,610</u>	<u>124,589</u>

These financial statements were approved by the board of trustees and authorised for issue on 28 October 2025, and are signed on behalf of the board by:

DR. BETH REYNAERT

Trustee

The notes on pages 23 to 34 form part of these financial statements.

The Linacre Institute

Notes to the Financial Statements

Year ended 31 December 2024

1. General information

The Linacre Institute is a public benefit entity and is registered as a Charitable Incorporated Organisation in England. The address of the principal office is 15 Queen Square, Leeds, LS2 8AJ.

2. Statement of compliance

The charity constitutes a public benefit entity as defined by FRS 102. 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 issued in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011 and UK Generally Accepted Accounting Practice.

The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following the 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 issued in October 2019 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

3. Accounting policies

Basis of preparation

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity and rounded to the nearest £1.

The significant accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented unless otherwise stated.

Going concern

There are no material uncertainties about the charity's ability to continue.

Disclosure exemptions

The charity does not include a cash flow statement on the grounds that it is applying the Charities SORP (FRS 102) for smaller charities.

Changes in accounting estimates

No changes to accounting estimates have occurred in the reporting period.

The Linacre Institute

Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

3. Accounting policies *(continued)*

Judgements and key sources of estimation uncertainty

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The Charity makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities, within the next financial year, are the levels of future funding and expenditure on charitable activities.

Income tax

As a charity, The Linacre Institute is exempt from tax on income and gains falling within the available tax exemptions to the extent that these are applied to its charitable objects. No tax charges have arisen in the charity.

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.

The Linacre Institute

Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

3. Accounting policies *(continued)*

Incoming resources

All incoming resources are included in the statement of financial activities 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 donated goods is measured at the fair value of the goods unless this is impractical to measure reliably, in which case the value is derived from the cost to the donor or the estimated resale value. Donated facilities and services are recognised in the accounts when received if the value can be reliably measured. No amounts are included for the contribution of general volunteers.
- income from contracts for the supply of services is recognised with the delivery of the contracted service. This is classified as unrestricted funds unless there is a contractual requirement for it to be spent on a particular purpose and returned if unspent, in which case it may be regarded as restricted.

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, and the sale of donated goods.
- 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.

The Linacre Institute

Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

3. Accounting policies *(continued)*

Tangible assets *(continued)*

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 or valuation of an asset, less its residual value, over the useful economic life of that asset as follows:

Equipment - 33% straight line

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.

For impairment testing of goodwill, the goodwill acquired in a business combination is, from the acquisition date, allocated to each of the cash-generating units that are expected to benefit from the synergies of the combination, irrespective of whether other assets or liabilities of the charity are assigned to those units.

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.

Defined contribution plans

Contributions to defined contribution plans are recognised as an expense in the period in which the related service is provided. Prepaid contributions are recognised as an asset to the extent that the prepayment will lead to a reduction in future payments or a cash refund.

The Linacre Institute

Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

3. Accounting policies *(continued)*

Defined contribution plans *(continued)*

When contributions are not expected to be settled wholly within 12 months of the end of the reporting date in which the employees render the related service, the liability is measured on a discounted present value basis. The unwinding of the discount is recognised as an expense in the period in which it arises.

4. Donations and legacies

	Unrestricted Funds £	Restricted Funds £	Total Funds 2024 £
Donations			
Donations from individuals (including Gift Aid)	19,991	–	19,991
Donations from companies	10,049	–	10,049
Donations from Trusts and Foundations	48,000	22,500	70,500
	<u>78,040</u>	<u>22,500</u>	<u>100,540</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Donations			
Donations from individuals (including Gift Aid)	20,781	–	20,781
Donations from companies	5,600	–	5,600
Donations from Trusts and Foundations	50,000	42,500	92,500
	<u>76,381</u>	<u>42,500</u>	<u>118,881</u>

5. Charitable activities

	Unrestricted Funds £	Total Funds 2024 £	Unrestricted Funds £	Total Funds 2023 £
Fees from schools	<u>24,000</u>	<u>24,000</u>	<u>14,500</u>	<u>14,500</u>

6. Investment income

	Unrestricted Funds £	Total Funds 2024 £	Unrestricted Funds £	Total Funds 2023 £
Bank interest receivable	<u>365</u>	<u>365</u>	<u>398</u>	<u>398</u>

7. Costs of raising donations and legacies

	Unrestricted Funds £	Total Funds 2024 £	Unrestricted Funds £	Total Funds 2023 £
Costs of raising donations and legacies	<u>8,201</u>	<u>8,201</u>	<u>10,592</u>	<u>10,592</u>

The Linacre Institute

Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

8. Expenditure on charitable activities by fund type

	Unrestricted Funds £	Restricted Funds £	Total Funds 2024 £
Education	62,414	28,000	90,414
Support costs	33,269	–	33,269
	<u>95,683</u>	<u>28,000</u>	<u>123,683</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Education	44,024	22,000	66,024
Support costs	18,473	3,355	21,828
	<u>62,497</u>	<u>25,355</u>	<u>87,852</u>

9. Expenditure on charitable activities by activity type

	Activities undertaken directly £	Support costs £	Total funds 2024 £	Total fund 2023 £
Education	90,414	23,917	114,331	79,574
Governance costs	–	9,352	9,352	8,278
	<u>90,414</u>	<u>33,269</u>	<u>123,683</u>	<u>87,852</u>

The Linacre Institute

Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

10. Analysis of support costs

	Education £	Governance £	Total 2024 £	Total 2023 £
Staff costs	8,467	5,120	13,587	11,516
Premises	192	192	384	393
Communications and IT	200	199	399	545
General office	673	614	1,287	1,065
Finance costs	54	–	54	62
Insurance	173	173	346	324
Depreciation	–	242	242	162
Alumni and professional fees	7,269	–	7,269	630
Recruitment fees	1,668	–	1,668	350
Staff training	453	439	892	225
Travel and subsistence	182	183	365	27
Advertising and marketing	–	–	–	583
Accountancy	4,586	2,190	6,776	5,846
Penalties for late filing	–	–	–	100
	<u>23,917</u>	<u>9,352</u>	<u>33,269</u>	<u>21,828</u>

11. Net (expenditure)/income

Net (expenditure)/income is stated after charging/(crediting):

	2024 £	2023 £
Depreciation of tangible fixed assets	<u>242</u>	<u>242</u>

12. Independent examination fees

	2024 £	2023 £
Fees payable to the independent examiner for:		
Independent examination of the financial statements	690	660
Other financial services	<u>1,500</u>	<u>1,500</u>
	<u>2,190</u>	<u>2,160</u>

13. Staff costs

The total staff costs and employee benefits for the reporting period are analysed as follows:

	2024 £	2023 £
Wages and salaries	67,661	55,782
Social security costs	5,676	4,351
Employer contributions to pension plans	<u>1,258</u>	<u>1,081</u>
	<u>74,595</u>	<u>61,214</u>

The Linacre Institute

Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

13. Staff costs *(continued)*

The average head count of employees during the year was 3 (2023: 3). The average number of full-time equivalent employees during the year is analysed as follows:

	2024	2023
	No.	No.
Charitable activities	1.4	1.1
Support activities	0.3	0.3
Fundraising	0.4	0.3
	<u>2.1</u>	<u>1.7</u>

No employee received employee benefits of more than £60,000 during the year (2023: Nil).

14. Trustee remuneration and expenses

During the current and previous year, no remuneration or other benefits from employment with the charity or a related entity were received by the trustees.

The trustees did not claim or receive any reimbursed expenses during the current or prior period.

15. Tangible fixed assets

	Equipment
	£
Cost	
At 1 January 2024 and 31 December 2024	<u>1,318</u>
Depreciation	
At 1 January 2024	819
Charge for the year	242
At 31 December 2024	<u>1,061</u>
Carrying amount	
At 31 December 2024	<u>257</u>
At 31 December 2023	<u>499</u>

16. Debtors

	2024	2023
	£	£
Prepayments and accrued income	<u>–</u>	<u>163</u>

The Linacre Institute

Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

17. Creditors: amounts falling due within one year

	2024	2023
	£	£
Trade creditors	430	–
Accruals and deferred income	2,186	2,181
Social security and other taxes	2,127	1,148
Other creditors	220	169
	<u>4,963</u>	<u>3,498</u>

18. Pensions and other post retirement benefits

Defined contribution plans

The amount recognised in income or expenditure as an expense in relation to defined contribution plans was £1,258 (2023: £1,081).

19. Analysis of charitable funds

Unrestricted funds

	At 1 January 2024 £	Income £	Expenditure £	At 31 December 2024 £
General funds	<u>103,089</u>	<u>102,405</u>	<u>(103,884)</u>	<u>101,610</u>

	At 1 January 2023 £	Income £	Expenditure £	At 31 December 2023 £
General funds	<u>84,899</u>	<u>91,279</u>	<u>(73,089)</u>	<u>103,089</u>

The Linacre Institute

Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

19. Analysis of charitable funds *(continued)*

Restricted funds

	At 1 January 2024 £	Income £	Expenditure £	At 31 December 2024 £
Laptop Fund	1,000	–	–	1,000
Reach Higher Programme Fund	20,500	–	(20,500)	–
West Yorkshire Reach Higher Programme Fund	–	22,500	(7,500)	15,000
Schools and Programme Co-ordination Fund	–	–	–	–
Stepping Stones Project	–	–	–	–
Travel Fund	–	–	–	–
	<u>21,500</u>	<u>22,500</u>	<u>(28,000)</u>	<u>16,000</u>

	At 1 January 2023 £	Income £	Expenditure £	At 31 December 2023 £
Laptop Fund	1,000	–	–	1,000
Reach Higher Programme Fund	–	20,500	–	20,500
West Yorkshire Reach Higher Programme Fund	–	–	–	–
Schools and Programme Co-ordination Fund	3,355	–	(3,355)	–
Stepping Stones Project	–	20,000	(20,000)	–
Travel Fund	–	2,000	(2,000)	–
	<u>4,355</u>	<u>42,500</u>	<u>(25,355)</u>	<u>21,500</u>

The Linacre Institute

Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

19. Analysis of charitable funds *(continued)*

The restricted funds are for the following purposes:

Laptop Fund: The Laptop Fund was established by Leeds Building Society Foundation to acquire laptops for pupils who had completed the Reach Higher programme and who needed new laptops.

Reach Higher Programme Fund: The Reach Higher Programme Fund was established by established by the Trustees to hold restricted funds from various donors to support the programme.

West Yorkshire Reach Higher Programme Fund: The West Yorkshire Reach Higher Programme Fund was established by established by the Trustees to hold restricted funds from various donors to support the programme and to expand pupil numbers from West Yorkshire.

Schools and Programme Co-ordination Fund: The Schools and Programme Co-ordination Fund was established by The Fore to cover the appointment and payroll costs for a should and programme co-ordinator.

Expansion Project Fund: The Expansion Project Fund was established by the Liz and Terry Bramall Foundation to expand pupil numbers from South and West Yorkshire.

Stepping Stones Project Fund: The Stepping Stones Project Fund was established by The Northern Consortium to expand pupil numbers from West Yorkshire.

Travel Fund: The Expansion Project Fund was established by The Freshgate Trust Foundation to cover travel costs of pupils on the Reach Higher project.

20. Analysis of net assets between funds

	Unrestricted Funds £	Restricted Funds £	Total Funds 2024 £
Tangible fixed assets	257	–	257
Current assets	106,316	16,000	122,316
Creditors less than 1 year	(4,963)	–	(4,963)
Net assets	<u>101,610</u>	<u>16,000</u>	<u>117,610</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Tangible fixed assets	499	–	499
Current assets	106,088	21,500	127,588
Creditors less than 1 year	(3,498)	–	(3,498)
Net assets	<u>103,089</u>	<u>21,500</u>	<u>124,589</u>

The Linacre Institute

Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

21. Related parties

Donations were received from two from trustees totalling £1,536 (2023 two trustee - £634). None of the trustee were paid (2023 One - £200) for fees as a Tutor. No other related party transactions occurred in the current or previous year.