



making physics
matter

Trustees' report and financial statements for the period ended 31 August 2021



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Cover photograph: Pupils at Our Lady of Perpetual Succour Primary School, former hub for the Nottingham Partnership (legacy), experimenting with forces, creating their own levers and investigating how much effort is required to lift a load. Forces are covered in the Ogden partnership Phizzi CPD programme.

Back cover photograph: Pupils at Radford Primary Academy in Coventry exploring the Ogden Light and Sound resources as we prepare for our 2021/22 Phizzi CPD programme.

Welcome from Chair and Chief Executive

This report is being written as we settle into a new academic year for 2021/22. As we look back on the previous eighteen months it is hard to comprehend the challenges that schools, teachers and students have faced. It has been impressive to see the adaptations and innovations that have been made to continue to engage and inspire; the move online for many events has in fact helped to make some programmes more inclusive and accessible, and this is a positive that can hopefully be maintained.

The schools and teachers that we work with continue to impress us with their dedication, enthusiasm and commitment to inspiring the next generation and bringing meaningful change to physics teaching and learning, even in these challenging circumstances. There can be no doubt about the need for scientific literacy and questioning as we navigate the ongoing pandemic and its long-term repercussions; inspiring and educating our young scientists is fundamental.

This year, we have launched our strategy for 2021–26, reiterating our commitment to enhancing the teaching and learning of physics. The new strategy is an evolution of our current plans and commitments, and we will continue to develop our programmes to make them accessible to those who find themselves most disenfranchised from physics and the opportunities it can bring.

For the next strategic period, we have taken the opportunity to realign our financial year with the academic year so it more closely aligns with our charitable activity. This will help us to better evaluate and report on the impact of our programmes and funding. As a result, this report covers the 17-month period from April 2020 through to the end of August 2021.

We are looking forward to the next year as we work hard to put our strategic objectives into practical action.

Cameron Ogden
Chair of Trustees

Clare Harvey
Chief Executive

Our strategy

The Ogden Trust is a family charitable trust which supports the teaching and learning of physics. The Trust delivers programmes primarily for schools and teachers, as well as working with universities, community groups and employers.

Increase the uptake of physics post-16 by supporting physics education and engagement for all young people (4-18), particularly those in under-represented groups.



School-led partnerships to build

- supportive, collaborative teaching communities
- improvement in physics education & engagement
- enrichment opportunities
- strong environments for physics learning



Support for teachers of physics to provide

- ongoing professional development
- understanding, knowledge & teaching tools
- inspiration, skills & resources for practical physics
- a sense of appreciation & value



Physics opportunities for all through

- leadership, action & ideas
- working with universities, employers & community groups
- equitable access to physics-related enrichment
- understanding & experiencing career pathways from physics

This year, the Trust has launched its new strategy for 2021–26, reiterating our commitment to enhancing the teaching and learning of physics. This strategy will underpin our efforts and consolidate our commitment to challenging stereotypes, expanding access and opportunities, and making physics matter to more people – especially those who are most disenfranchised.

We are making longer-term commitments across our programmes that will allow repeat and prolonged interventions, and we are embedding evaluation that will allow

us to understand our impact and refine our approach.

School partnerships remain at the heart of the Trust, and we are building our efforts to work with more schools, established education collaborations and across regions to help bring about real and sustained change in physics education. With the growth of more multi-academy trusts and other partnerships we are adapting our programmes to ensure we can effectively work with these established groups of schools.

Effective support for teachers of physics is central to the Trust's strategy; inspiring and committed teachers in the classroom are fundamental in changing the learning landscape. We are working hard to build our Teacher Network so we can develop meaningful relationships with teachers throughout their careers. Our programmes include knowledge and pedagogical support for early career teachers and professional development opportunities for more established teachers, all designed to help them to feel supported and nurtured in the classroom.

Whilst schools and teachers remain our principal focus, we want to support teaching, learning and physics opportunities that go beyond the boundaries of the classroom. We are continuing to build our relationships with universities, employers and community groups to ensure access to physics-related enrichment and future pathways are open to all regardless of background.

“

“We have developed our new strategy on a foundation of experience, collaboration, listening and learning. It demonstrates our continued commitment to the teaching and learning of physics, and our determination to ensure that no one feels excluded from taking physics further.”

Cameron Ogden
Chair

”

Fundamental to our strategy and to our programmes and provision is equity, diversity and inclusion. A programme of training and reflection has been introduced at the Trust this year to address any systemic barriers in our programmes and events. Ongoing care and increased awareness and understanding will help us to mitigate barriers to inclusion, and ensure we take a proactive, strategic approach to inclusion, equity and accessibility.

Priority actions

We will monitor and evaluate the implementation of our new strategic goals and objectives, refining our programmes and developing relationships to help us achieve our mission.

We will continue to implement our evaluation strategy across our programmes, adapting the models, approaches and processes that can be applied to our work to give us the best understanding of the impact we are having.

We will continue to build stronger collaborative partnerships with other organisations who share our objectives so that we can bring our collective expertise (and funding) to address the bigger issues and affect real change.

Our programme of training and reflection will continue and we will seek to action lessons learnt in the process and to ensure we dismantle any barriers that may exist. A paid diversity and inclusion advisory panel will be recruited to include people with expertise and lived experience, who will advise the Trust on how to make programmes more inclusive.

Public benefit

The Trustees have assessed the disclosures made in the Trustees' report and consider that these sufficiently detail the significant activities undertaken in order to carry out the charity's aims for the public benefit. When planning the charity's activities, the Trustees have given regard to the Charity Commission's guidance on public benefit. The Trust's programmes in physics education are beneficial as they are for the advancement of science and education. The majority of the programmes are open application and are therefore available to the majority of schools and teachers in England, meeting the criteria that they must benefit a sufficient section of the public.

Our achievements

September 2020

120

partnerships



2020/21

597

partnership events

929



schools in Ogden partnerships
(685 primary, 244 secondary)

2020/21

Partnership events reached

210,010

people



August 2021

46

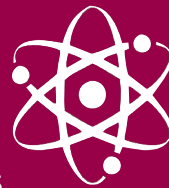
Phiz Labs



KS3 Physics CPD

52

teachers



Phizzi forces CPD

72%

of partnership
primary schools



Academic year 2020/21

Outreach officer school
events reached

15,748

pupils



53%

Outreach events
repeat interventions

2021

66 Teach Physics
interns

51 schools



2020/21

£167,796

awarded in 52 physics
education grants

School partnerships

The Ogden School Partnerships programme is at the heart of the Trust. It operates from Early Years Foundation Stage (EYFS) through to the end of further education, addressing the transitions at each key stage (KS). The programme works predominantly with local clusters of schools and established collaborations, such as multi-academy trusts. We are piloting a strand of regional support through place-based partnerships.

School partnerships (local, established collaboration and regional) work across the phases to encourage sharing of ideas, resources and expertise. The Trust encourages and facilitates schools to focus on:

- teacher professional development to help improve the teaching of physics; empowering teachers so they can inspire their students to take physics further.
- the wider learning environment, including support for technicians and teaching assistants, and investment in physics learning spaces and resources.
- enrichment through family and community group engagement, and networking with local employers to provide a range of broader physics experiences for pupils.

Partnerships receive four years of funding with a further year of transition support to foster sustained partnership activity. A time buy-out for partnership co-ordinators facilitates the initial partnership set-up, co-ordination and reporting.

The partnership has helped create bonds with science co-ordinators across the schools. These relationships enable us to share news, ideas, resources and generally support each other with our subject leader provision. Through the partnership, we have set up cross-school, yearly events that are now established within our school calendars; our children expect them and look forward to them happening. Without the help, guidance and financial support of The Ogden Trust all of this would have been extremely difficult to achieve.

Doug Ashton

Birmingham Five Ways Partnership
(2016-21)

Teacher, Kings Norton Primary School

In September 2020, there were 120 partnerships in the programme involving 929 schools (685 primary, 244 secondary). Thirty-two of these partnerships joined the programme in 2020. Seventy-two per cent of our new partnerships took the time buy-out, an important step towards building an effective and sustainable partnership. Thirty-one of our new partnership co-ordinators joined our online induction meeting which helps the partnerships to build from a solid foundation. The meeting provided a thorough understanding of the programme, and advice on how to develop efficient processes and deliverable plans.

Discussions to make our partnership action plan worked well to draw subject leaders together and the shared aspirations gave a real focus to drive the provision for students. We are a mix of schools covering pre-EYFS to A-level so ensuring transition is effective is a priority, as is creating opportunities to raise aspirations for future STEM careers.

From a personal perspective, I wanted to study physics to degree level but struggled beyond GCSE. Eventually I studied biology at university instead. I have met some brilliant people through The Ogden Trust who have been able to (re-)explain physics concepts simply and demonstrate them effectively. I know that as I learn and make sense of physics, my students also learn, and I don't want any aspiring future physicists to miss out as I did. Raising teacher confidence in teaching physics leads to raised student confidence.

Andie Hughes

Leek Partnership (2020–)
Teacher, Rushton First School

The Tameside Partnership is the first Ogden regional support project, established to have a far-reaching and lasting impact on schools across Tameside. Tameside is one of the 20 per cent most deprived districts/unitary authorities in England and about 20 per cent (8,800) of children live in low-income families.¹ The regional partnership is led locally by two Ogden-funded co-ordinators, who works with smaller local clusters of schools across the region. Priorities and objectives are established to meet the needs of the clusters, and the partnership is supported by expert teachers and practitioners.

Within the regional support partnership local clusters of schools will be working together. Primary schools will identify their top three priorities for physics, and I will develop an action plan – links between key stages, raising science capital and increasingly family engagement are likely to be high on the list, all underpinned by collaborative learning and events, shared resources and ideas, and Phizzi Continuing Professional Development (CPD) . Several of the primary schools in the region are using Ogden funding for their Primary Science Quality Mark.

Clusters of secondary schools in the region will be taking part in Ogden CPD and have already taken part in shared learning experiences with a focus on careers. With the added pressures and restrictions of the pandemic, engaging schools has been difficult, but momentum is building and the partnership will hopefully bring meaningful changes to physics education in Tameside.

Olivia Hardy

Tameside Project Co-ordinator (primary)
Olivia works alongside Wayne Tabernor who is co-ordinator for secondary

The Trust has been actively recruiting for new partnerships in rural and coastal areas, and in areas of social deprivation. In previous years we have focused on schools with a higher-than-average free school meal percentage, however partnerships recruited for 2020/21 were assessed and considered under additional indicators of disadvantage. These include remote rural areas (Berwick, Craven and Bodmin), deprived coastal areas (Folkestone and Weston-super-Mare)

¹ <https://psnc.org.uk/greater-manchester-lpc/wp-content/uploads/sites/118/2018/07/Tameside-1.pdf>



“The enthusiasm of the teachers had a big impact on me personally. It made me feel so proud of the great science work going on in other schools and has inspired me to try new things.”

In 2020 and 2021, the annual partnership meeting has been convened online. More than 120 teachers joined us over the course of two afternoons in Summer 2021 to learn from expert practitioners and to share ideas.

Partnership meeting attendee 2021



We have a high percentage of pupils on free school meals, and have a real opportunity to reach pupils that live in areas of high deprivation with low science capital. Our first-year plans were disrupted by COVID but we have built physics and physics pedagogy into virtual teach meet sessions to raise the profile of the subject and we have developed physics libraries to share across the schools. We are (re)planning activities to improve science capital for pupils from low-income households and working hard to increase aspirations and social mobility through raising awareness of STEM careers. We are hoping to encourage pupils in physics (and science) from a young age through school events and by building relationships with families, communities and local businesses; longer-term we hope to see an uptake of separate physics GCSE and physics A-level within our schools.

The Ogden funding and support is enabling us to develop strong link between physics teachers across Manchester and create a cause that is rooted in making physics matter to our young people. It has been inspiring to share a passion for physics and speak to teachers with a range of experiences and backgrounds. I feel excited for what this year holds for our partnership and know we will be able to make a difference to the next generation of physicists.

Daniel Walker

Didsbury Partnership (2020–)
Physics Teacher, Didsbury High School

and cities or towns based in areas that have high deprivation on the Index of Multiple Deprivation (IMD) scale (Nuneaton, Swindon and Warrington). In these areas, young people may face one or more barriers to participation in science including lack of local opportunity, lack of aspiration, lack of local jobs and lack of role models in science and scientific careers.

Professional development

Ogden continuing professional development (CPD) is an important component of the partnership programme with development opportunities available for teachers from EYFS through to KS4 (Years 10 and 11, when pupils are aged between 14 and 16).

Between April 2020 and June 2021, nine online Phizzi Forces CPD events were held for primary schools in our partnerships, including sessions for Science for Light & Chadwick Trust. The events reached 110 teachers from 61 schools and concluded our forces CPD programme, which was delayed with school closures and COVID restrictions. Despite the disruption, 72 per cent of our primary partnership schools took part in the forces CPD and overall, teachers attending the sessions showed a 3.6 increase in confidence (confidence marked on a 1-10 scale) in working scientifically and a 3.4 rise in their knowledge of forces.

Our early years CPD, Science Talk, was also delivered online to new partnerships during 2020/21. Five sessions were held for 85 teachers and teaching assistants from 22 of our first-year partnerships. The Science Talk attendees received a box of 39 resource cards to support the practical hands-on activities in their setting, developing communication and language skills through science enquiry.

As partnerships enter their legacy phase, a further CPD module is now available to encourage primary schools to think about their next steps and how to incorporate their Phizzi enquiries into future action plans. Phizzi Forward provides an opportunity for schools to reflect on how their Phizzi CPD is being implemented, how the resources are being used and how teaching and learning has improved. The Light and Sound CPD programme was postponed and will now be delivered during the 2021/22 academic year.



Investigating the UV scale as Phizzi Light and Sound is finalised.

This year, 10 teachers from three schools took part in the new KS3 Physics CPD for non-specialist physics teachers. It was excellent CPD that has had a real impact in the classroom, enabling much greater understanding and increased confidence for non-specialist teachers at KS3 and KS4. One school has rewritten their KS3 scheme of work to include these approaches and ideas, they said:

After the excellent CPD session, the key ideas were shared with the rest of the department during one of our weekly department meetings. Immediately, some of the ideas were put into practice in lessons. The major takeaway was making the links between the concrete examples we use when teaching forces and the free body diagrams by simply having a stash of laminated force arrows to add to different scenarios.

Another school has built the learning into their schemes of work. The fantastic resources sent with the CPD training have helped bring learning alive and supported visualisation of the concepts – helping to put the fun and excitement into forces!

Since the CPD training we have welcomed another school into the partnership and shared the training and resources with them. They are a special school and the practical activities and strategies have been invaluable.

Dr Becky Parker
Tunbridge Wells Partnership (2020-)
Teacher, Benenden School

A new blended learning course was piloted this year, that the Trust has devised and delivered in partnership with the Open University. Teaching Forces supports teachers to develop their KS3 subject knowledge and pedagogical approaches for teaching physics. The course is divided

into eight sections, normally spread over eight weeks of blended learning. The pilot programme for Teaching Forces had to be delivered entirely online; participants received a digital badge and certificate to add to their professional development portfolio.



“Lots of great ideas for teaching difficult concepts both practically and conceptually.”

“As an Ogden partnership I will be recommending that as many non-specialist teachers complete this course as possible.”

Teaching Forces Blended Learning attendees



CPD available to all partnership schools

EYFS Science Talk:

a half-day CPD session supporting communication and language through understanding the world



Phizzi CPD:

part of four-year CPD programme covering one of the main areas of primary science (physical processes) with lesson ideas and resources

2021/22:
Light & Sound



2022/23:
Earth & Space



2023/24:
Electricity



2024/25:
Forces



KS3 Physics:

twilight physics workshops and resources for non-specialist science teachers

Term 1:
Forces



Term 2:
Waves



Term 3:
Electricity



Blended Learning CPD for Teaching Physics:

ideal for non-specialist teachers, to support development of subject knowledge and pedagogical approaches for teaching physics at KS3 and KS4

Forces



Electricity



Energy



School culture

Building a culture of science within schools, with positive environments for physics learning and supportive and collaborative teaching communities is important to developing the physics learning landscape. The wider learning environment, including support for technicians and teaching assistants, and investment in physics learning spaces and resources, is an integral part of our partnership programme.

After a successful first year, each school partnership with more than one primary school has the opportunity to open a **Phiz Lab**, creating a primary science environment to support teachers and engage pupils. The Phiz Lab programme is part of our ongoing strategy to help raise the profile of science, enhance pupil science capital and develop working scientifically skills.

Recent evaluation* of our Phiz Labs has shown that they generally have a positive impact on the status of science in school and the wider community, with improved school culture in relation to science learning and teaching and more practical pupil-led enquiry. A correlating impact on attainment in science is less evident. The new Phizzi Forward CPD aims to address and mitigate this, helping to ensure resources and learning from curriculum CPD are embedded and built upon, and ultimately reflected in student outcomes.

Since 2012, grants have been awarded for 46 Phiz Labs in schools across England and five Phiz Lab on Wheels (a dedicated science trolley equipped with resources to support classroom physics and STEM clubs, in schools that do not have the space for a classroom lab). Two new Phiz Labs have been opened since April 2020, with grants awarded to a further seven schools. Four



When school fully re-opened, I was determined that our Phiz Lab would be used; it is a happy place for so many of our pupils and it has remained the hub of science within the school. A new Phiz Lab timetable, and some rigorous processes for cleaning and quarantining equipment, meant that children from every bubble were given practical opportunities in the Phiz Lab using scientific enquiry and skills for working scientifically to carry out all sorts of investigations – classifying materials, phases of the moon, soils and rocks, floating and sinking and so much more.

On returning to school some pupils were anxious and unsure after spending so much of lockdown at home. It was imperative that we got the lab up and running, as this is a place the children love to be. By sparking their curiosity through science in the lab it gave pupils a sense of normality, and of course, a chance to get back into role each week as scientists!

Laura Marshall

Science Lead

Our Lady & St Kenelm Primary School

*Amanda Poole, School Culture Lead for the Trust, is completing an Ogden-funded PhD on 'Understanding the impact of science laboratories in English primary schools' (University of Warwick).

of these labs are on schedule to open in 2022; progress for the remaining three has been delayed by COVID restrictions and complications.

Technicians in secondary schools in Ogden partnerships have access to support from two Ogden technician leads. As well as sharing news and information across the Ogden network, their roles typically involve visits to schools to deliver on-site workshop training days and bespoke physics equipment training. During the COVID restrictions, the Trust launched a pilot online clinic to support technicians in partnership schools. The clinics offered bespoke online sessions for technicians navigating a very different approach to practical physics. The technician leads are continuing to build links with primary schools and developing an initiative to engage pupils as ‘junior technicians.’

Enrichment

Over the past academic year (2020/21), our partnerships have shown resilience and flexibility in their approach to partnership enrichment activities, developing initiatives that could work online or in smaller school/class bubbles whilst still building science capital and engagement. Several partnerships launched new science libraries, held online careers events and ran virtual science fairs.

In 2019/20, partnership events were significantly impacted by COVID but still reached over 70,000 people including students, families, teachers, technicians, teaching assistants and the wider community (in 2018/19 the figure was 105,978). In 2020/21, despite ongoing restrictions, this number increased to 210,010. One hundred and one of our partnerships have reported on their partnership programmes, with a total of 597 activities completed and a spend of £157,082; this gives an active spend per partnership of £1,556 and a per person cost of less than 75 pence.



Bodmin Partnership

Partnership enrichment activities

Participants	2020-21
EYFS	14,551
KS1	46,807
KS2	96,412
KS3	17,758
KS4	14,308
KS5	1,746
Parents	10,953
Teachers	6,173
Technicians/teaching assistants	964
Community/other	338
TOTAL	210,010

The availability of online events has contributed to increased participation with high numbers able to access virtual workshops and shows. Partnership activities, such as science fairs and physics photo competitions, were able to engage high numbers during lockdown; likewise, new physics/science libraries have been made widely available in partnerships boosting participation numbers.

Schools are encouraged to work towards a sustainable partnership, developing activities, resources and ideas that can be continued once the full partnership funding has ended. The Trust encourages and supports activities that develop students' science capital, increase careers awareness and enhance engagement with families and the local community. Science Ambassador schemes are popular and feature in our range of How to guides in our resources; the Trust* contributed to the STEM Learning ambassador handbooks, which can be used alongside the Ogden guide and resources. Physics libraries and book clubs are also a popular, sustainable and long-term investment for schools. Nearly 20 per cent of our partnerships have an ambassador programme; nearly a quarter have book clubs and 25 per cent held a science fair in 2020/21.

Secondary schools in current or legacy partnerships are eligible to apply for funding to support students to attend trips to CERN. The funds are directed to support those students would otherwise be least able to participate, due to their financial circumstances.

Trips to CERN are educational and inspirational. As well as giving students (and their accompanying teachers) a greater understanding of the particle physics involved in world-class research,



Our Ogden partnership has been an excellent opportunity for us to work collaboratively with other schools in the area. Working as part of an enthusiastic, supportive and forward-thinking team has supported our development, challenging us to question our delivery and provision of science, and always ask ourselves, how can we improve this? Staff are growing in enthusiasm and our children have noticeably seen the profile of science raised, both in terms of lesson delivery and extracurricular opportunities.

More than 200 families took part in the marvellous marble challenge that we ran during lockdown!

Going into our second partnership year, we are focusing on transition between KS2 and KS3, working to ensure local schools work together so that high quality teaching is being delivered across the schools in our partnership. In our primary schools we will continue to up-skill teachers, ensuring they have a more secure subject knowledge and the resources to go alongside this. We are also planning activities to build the science capital of our students, including science ambassador programmes, star gazing, and playground science.

Nashim Prabatani

Swadlincote Partnership (2020-)
St Edward's Catholic Academy

*Ogden Teaching and Learning Lead, Jackie Flaherty was lead author on the STEM teacher guide.



Warrington Partnership photo competition showing refraction – when light passes through an object with a higher density causing the rays to change direction.



The North Cambridge Academy (part of the Ogden North Cambridge Partnership) runs a science book club for Year 7 and Year 8 students.

CERN showcases a range of careers connected to physics and students can use their experience to inform future education and career choices. Unfortunately, it has not been possible for any partnership trips to CERN to take place this year.



The legacy of our partnership is evident in the teaching of more well-resourced science lessons for our children that consider their disciplinary and substantive knowledge. The science co-ordinators are still constantly sharing useful ideas and resources for more successful scientific enquiry and better assessment of children’s scientific understanding. We have improved the wider opportunities for our children in their homes and in school that encourage more parental engagement. All the members involved in the partnership are still keen to continue implementing and embedding high-quality science education within their school curriculums.

Ellen Flynn
Nottingham Primary Partnership
(2015–2020)
Acting Deputy Head, Our Lady of Perpetual Succour Catholic Primary School

Priority actions

As schools are increasingly affiliated to larger academies, we will continue to review and adapt our partnership model to ensure we can work across and within these education trusts. We will continue to evaluate the effectiveness of our regional support model and expand this approach if

it delivers advances in physics teaching and learning.

The development of CPD provision will continue as we build depth and confidence across the key stages from EYFS through to KS4. We will encourage participation in the KS3 Physics CPD and blended learning, where we will expand the modules available. Science Talk will be revised to reflect changes in the new early years framework and to make it more deliverable online. The Phizzi CPD provision will be reviewed and refined to ensure it can be easily used by schools that teach children with special education needs.

Phizzi Forward and Phizzi Future CPD modules will be more securely embedded into our partnerships to re-affirm ongoing professional development and to progress leadership potential in the classroom. School science leadership tools are also being developed so primary teachers can more easily monitor, scrutinise and improve provision and learning.

Primary Physics Professional Learning days will be held as a way to start relationships with schools and teachers in areas where we would like to establish new school partnerships.

The Phiz Lab on Wheels programme will be expanded to ensure the benefit of the lab resources are experienced more widely across schools and not just centred around a classroom Phiz Lab.

We will be piloting a scheme to develop technician communities of practice



The Trust is working with The Lightyear Foundation to ensure resources are more accessible to all learners.

to support physics specialist science technicians and a science specialist TA programme in primary schools.

We continue to embed the evaluation framework across partnership reporting so we can more clearly understand impact and effectiveness, and can ensure that resources are channelled to the areas of most need.



The Bodmin Partnership (2020–) includes eleven primary schools from the Kernow Learning Trust Academy and is led by Simon Rowe; they are all located in rural, isolated and deprived parts of Cornwall, where aspirations and prospects can be limited.

When the pandemic hit, plans were rapidly adjusted to work in the new world of lockdowns, class bubbles and online teaching. Many of the changes, such as having partnership meetings online, running a science fair virtually on FlipGrid, and 'science busking' on the schools' social media channels, have proved to be really successful. Online activities have allowed many more children, teachers, and families to participate, without space, time, or travel limitations.

Each school has appointed children as science ambassadors: promoting science; speaking in assembly; and sharing science facts and experiments. Take-home 'science sacks' have also been popular, engaging pupils and families in practical activities and raising the status of science outside of school.

Whilst there were already good links between teachers, the partnership has provided more regular opportunities to share ideas, good practice and support each other. As Science Lead for the Trust's Teaching Hub, Simon is well placed to help them develop their confidence, subject knowledge, and skills. The schools

have all adopted a 'wow how now' approach to teaching science, which has been embedded in the curriculum.

All these initiatives have contributed to an enormous boost for the profile of science, broadened children's aspirations and increased their science capital. As one teacher says: "A wider school focus and love of science has been created and we have seen a much higher engagement in the subject across pupils, teachers and parents". Teachers report that more pupils enjoy science and are motivated to engage with the subject.

Simon thinks that the key to their success so far has been having long term aims. He says: "The partnership is about much more than just events and activities. We are thinking about what else we can do for sustained outcomes, such as improving the curriculum and upskilling everyone to teach quality science. We want to use this partnership as a spark to ignite something bigger!".

Simon's passion and leadership has been the foundation of the partnership's success, but high-level practical and strategic support from the MAT's senior leadership has been critical too. Jennie Walker, CEO of Kernow Learning, sums up the value of the partnership "Despite the COVID difficulties it has been great. The additional expertise, dedicated leadership time, access to resources and funding really makes a difference."

Evaluating and understanding our partnerships and their local impact is important. This case study has been produced by Dr Alison Rivett, Evaluation Consultant, who has been working with the Bodmin Partnership to better understand their objectives, processes and achievements.

Teacher support

We have several programmes in place to help us build meaningful relationships with teachers throughout their careers. The conversation starts with Teach Physics internships for physics undergraduates who might be considering a career in teaching and continues through the Teacher Network which offers career-long support for teachers of physics.

An online collection of resources is also freely available to support the delivery of physics in the classroom, these resources are mainly aimed at primary physics but also offer ideas and resources throughout the key stages.

Teach Physics

After a hiatus in 2020 when no school placements were possible, 66 Teach Physics interns completed their placement at 51 schools in Summer 2021. All but two of the interns completed an evaluation survey at the end of their placement: all respondents said they would recommend the scheme and the majority stated that they were now more likely to enter teaching upon graduation or later in their careers; 19 per cent of respondents indicated that they will definitely be doing teacher training after graduation; six per cent have already signed up for teacher training to begin this autumn. The majority of applicants were in their second year at university and had previously attended non-selective state schools.



“The Teach Physics internship has been absolutely incredible for me. It has helped me to confirm my passion for teaching and helping young people and has given me a solid idea of where I want to direct my future. Teaching, whilst not always glamorous, is one of the most rewarding things I have ever done.”

Teach Physics intern 2021



Teacher Network

Our Teacher Network offers regular professional development opportunities as well as three specialist themes of support for teachers of physics: early career support; education research; or leadership in teaching physics. We have 674 people signed up to our network, which includes current partnership teachers.

Eight teachers, in their first five years of teaching in 2020/21, took part in our **Early Career Teacher Development** programme. The teachers received funded timetable release time and were provided with high quality mentoring and support. At the end of the programme, participants felt more confident in understanding physics and teaching physics at a KS3/4 level, as well as advising other colleagues. Participants also received a budget allocation for further CPD courses but, in part due to COVID, the fellows found they were not able to fully utilise this benefit.

A new pilot KS3 Physics programme was launched online as part of our early career support for our first-year partnerships. The programme focuses on key physics concepts and pedagogical approaches; it has been designed to support non-specialist teachers and to ensure progression in KS3 (Years 7, 8 and 9, when pupils are aged between 11 and 14) physics. Fifty-two teachers took part in the programme which launched in October 2020. It included three termly twilight sessions which were led by regional mentors and covered forces, waves and electricity. The sessions provided engaging and challenging classroom approaches, and each topic included a supporting box of resources and books so that teachers could easily take the new ideas straight into the classroom.



“It really made me understand some physics concepts and ways to teach them.”

SKE student



In May–July 2021, the Trust delivered six online one-hour CPD sessions in partnership with the University of Sussex for their subject knowledge enhancement (SKE) students. The sessions covered the key concepts of forces, electricity, energy, and waves and across all the sessions pedagogical considerations, relevant across physics teaching, were highlighted and exemplified. A total of 77 students attended over the six sessions, and evaluation feedback suggested all respondents would recommend the Ogden SKE series, which are embedding good physics teaching practice.

Teachers are able to apply for a limited number of **education research** opportunities to help them build knowledge for themselves and the wider education sector. The Trust offers scholarships for suitable master's courses and part-time PhD programmes for practising teachers. Three teachers completed their studies this year (two master's and one PhD – officially completed on 1 September 2021); the Trust is now supporting four master's students and four PhD students. Three teachers took part in a pilot programme to support practice-based enquiries to help develop practical solutions to address issues identified by the teacher.

Senior Teacher Fellowships are awarded to teachers who have demonstrated exceptional commitment to physics education. As part of the fellowship, teachers plan and implement a physics education project, develop projects that deliver sustainable high-quality physics education to students, develop resources that can be made available to other teacher fellows or partnership schools and develop a plan for the sustainability of the project.

This year, we had eight senior teacher fellows; five primary school teachers were participating in the science capital research project and three teachers were working towards their own projects. The three independent projects have all been affected by COVID restrictions, but feedback

I am working closely with my team of teachers across the St Alphege schools to trial and develop a new Phizzi Curriculum to deliver a complete KS1 and KS2 science curriculum that covers the wow and the how.

In line with recommendations, the Phizzi Curriculum allows for each child in the school to have a two-hour science lesson every week which incorporates both a short, taught aspect where the teacher introduces, demonstrates and assesses the key scientific knowledge being developed, followed by an extended enquiry where pupils have the opportunity to apply, secure and deepen these scientific ideas while practising and developing their working scientifically skills.

We are very carefully planning the working scientifically learning opportunities so that learners are regularly exposed to all of the different types of scientific enquiry and get repeated opportunities to develop all the specific skills related to reporting, measuring, analysing, supporting, justifying and evaluating ideas. The Phizzi Curriculum also aims to support the development of children's science capital with contexts for learning being linked to real-life situations so that children can see the relevance and importance of science.

Emily Fryer

Ogden Teacher Fellow (2020-)
Science subject lead
St Alphege Church of England Schools

Emily is working in collaboration with Ogden Culture Lead Amanda Poole and Ogden Regional Rep Jane Catto to develop the plans and resources.

suggests they have still raised the profile of science in schools, and the projects are ongoing. Teachers can now reapply for their fellowships to continue for two years to embed changes and build sustainability.

Resources

The Ogden Trust resources have this year been evaluated by The Association for Science Education (ASE) – the foremost body for science education across the UK – and they have been awarded the ASE Green Tick. Ogden resources are freely available online and include a range of primary and secondary resources for physics teaching and learning, as well as guides to encourage and develop physics in school. ASE Green Tick quality assurance is carried out by ASE experts to support teachers as they explore and navigate a wealth of online science resources. The ASE Green Tick provides guidance on the suitability of resources and how the materials might support teaching and learning.

Collectively, our resources have been downloaded nearly 40,000 times over the past 17 months (April 2020-August 2021); our working scientifically resources remain the most popular and they have been downloaded more than 14,500 times.



Year 6 pupils at St Matthew's Catholic Primary School using Ogden research cards.

Priority actions

During the autumn term the Trust will be sending out a destination survey to previous Teach Physics interns to gather information about whether they have gone into teaching. We will also be reviewing how accessible the scheme is and updating policies and guidelines as required to ensure that we are inclusive – this includes looking into how schools can better accommodate disabled interns.

Following the national roll-out of the Department for Education's early career framework, the early career strand of the Teacher Network will in future consist of two programmes with no time buy out for the teachers on the programmes. Teaching Core Physics will provide participants with half-termly regional mentoring groups and Developing Physics Specialism will provide bespoke individual mentoring to early career secondary physics teachers with a physics specialist timetable.

We will work to grow the uptake of our early career provision including ongoing work to provide sessions to school centred initial teacher training (SCITT) and subject knowledge enhancement (SKE) courses to help build expertise and confidence in teaching physics.

In light of the new national professional qualifications (NPQ) announced for teachers and leaders who want to develop their expertise in specialist areas of teaching practice, we will be growing the leadership in teaching physics strand of our Teacher Network.

We will continue to develop our resources to ensure that we contribute to a more representative and diverse physics story, adding new voices instead of perpetuating and repeating the historical story, which is often dominated by white, male physicists. We will also review our pdfs to make sure they are easily accessible to anyone using assistive technology.

Opportunities for all

The Trust is working to ensure that access to physics-related enrichment and future pathways are open to all regardless of socio-economic constraints. We are expanding and supporting opportunities for universities, employers and community groups to engage with young people, taking physics beyond the classroom and giving an insight into the real-world application of science.

University engagement

The Trust continues to work with physics departments in universities across Great Britain via a network of outreach officers who are (or have been) part funded by The Ogden Trust. The Outreach Officer programme provides funding for a fixed three-year period during which time the Trust works with the department to support them to deliver a strategic outreach programme, ideally with the outreach position established as a permanent role. Seven outreach officers reached the end of their funding during 2020/21.

There are currently nine outreach officers who still receive funding (one currently on maternity leave), but the programme is not funding any new outreach officers and we are transitioning towards a broader more sustainable engagement with university physics departments and physics outreach professionals.

The work of outreach officers has been significantly impacted by the pandemic and the COVID restrictions that have been put in place. In 2020, outreach officers still held 780 events. This included 585 school events reaching 53,406 pupils; 86 events involving 1,042 teachers from 492 schools; and 181 events for university students which reached 2,292 students. However, the impact of the pandemic was already being felt and over 200 events were cancelled in 2020.

In 2020–2021, the work of outreach officers continued to be significantly impacted by the pandemic and COVID restrictions. However, outreach officers still held 235

separate events, of these 194 were online, a significant shift from previous years. The remaining ones have been held in open public or on-campus spaces. These events have included working with 545 schools and colleges, reaching 15,748 school pupils; delivering 15 teacher events, involving 1,042 teachers from 125 schools and colleges; and 62 events for university students which reached 2,544 students. Fifty-three per cent of these events were part of a series of repeat interventions. These types of interventions are likely to leave a greater impression on the pupils (one-off events have not been proven to have an impact on increasing the numbers of young people choosing to take up physics post-16).

In March 2020, we hosted our annual Science Discovery Day as part of British Science Week. The online event reached a huge online audience with 17,281 views.

Dr Simon Reynolds

Ogden Public Engagement Officer
St Andrew's University

School closures, lockdown and working from home, significantly changed outreach commitments with more events cancelled or moved online. The Ogden outreach officer network came together virtually to support each other and share best practice and useful resources; working groups across the network took the opportunity to consider departmental strategy, evaluation, public engagement opportunities for undergraduates, science communication modules, online summer schools as well as the Year 13 mentoring programme.

During the past year, the Trust commissioned an online Outreach and Public Engagement (OPE) leadership programme with the Science and Technology Facilities Council aimed at those in leadership positions in

university physics outreach. There were two additional webinars for OPE leadership programme attendees and also an invited audience from the wider sector. The talks explored 'leading and delivering outreach online' and 'taking a strategic approach to outreach' and had 63 attendees.

As an Ogden outreach officer, I have been able to establish excellent links and build great lasting relationships with many schools and teachers across the whole Merseyside area and beyond. By training and supporting undergraduate and postgraduate students in developing and delivering outreach we have a huge amount of resource, variety and flexibility.

Not only has our outreach reached many thousands through our audiences, predominantly school students of all ages, but we have been able to embed the 'physics outreach provision' into our annual faculty outreach programmes. Over time, we have become a well-known and expert resource to our department, faculty and to the wider university – we provide delivery of events, support and share excellent practice and advice to others who are interested in developing their own outreach programmes and activities.

During the outreach officer funding, we developed a full outreach strategy that has helped focus our planning in line with identified desired outcomes. Although our Ogden funding has ended we plan to remain part of the network and continue collaborations and sharing excellent practice.

Sarah Annand

Physics Outreach Co-ordinator & Physics Student Support Team Leader
University of Liverpool

Outreach officers currently apply for a grant to run an annual School Physicist of the Year (SPOTY) event. The events recognise and celebrate excellent physics students, particularly those who have overcome difficulties through hard work and enthusiasm for the subject. In 2020, there were no face-to-face events, and only seven online celebrations; in 2021 a similar pattern was repeated (with one held face-to-face and three held online). Funding for these events is being phased out.

A new publication – **Taking a strategic approach to outreach** – has been produced to explore a range of approaches for the strategic leadership, management and delivery of outreach. The guide includes top tips to inform the process and case studies, drawn from our outreach officer network, to give an insight into real-life experiences. Our evaluation toolkit is still being implemented by the officers to develop appropriate evaluation for their programmes, according to their department needs.

In 2020, outreach officers were instrumental in the development and launch of a new mentoring scheme run in partnership with Brightside. The online mentoring programme was initially conceived in response to school closure and exam cancellations. Teach Physics applicants, who could no longer take part in placements, were offered the opportunity to mentor school leavers preparing to study physics at university.

One hundred and seventy-three students preparing to study physics at university were involved in the first online mentoring scheme, working with 95 current undergraduates. Seventy-eight per cent of the students felt better prepared for university after taking part in the programme. Following the success in 2020, the scheme was reviewed, revised and revisited in 2021. A smaller, shorter programme was facilitated with 39 students matched with 21 undergraduate mentors from 13 universities. Although participation numbers were lower, the

outcome was similarly effective with 79 per cent saying they felt conversations with their mentor helped them to think more clearly about their future at university and 96 per cent strongly agreeing they enjoyed the programme.



“My mentor massively raised my confidence. They made me feel much less worried about moving to a new city/ environment and starting lectures. They explained so much about the work you do on the course. They gave me a great idea of things to look out for at university regarding future careers and what to add to my cv or LinkedIn profile.”

Preparing for University participant



Priority actions

We will continue to work with our outreach officer network post-funding, engaging more widely with professional staff working on outreach in university physics departments and research.

A university collaborative outreach project funding initiative is being launched. An outreach awards scheme is also being developed to recognise, celebrate and reward achievements in outreach.

We have funded a research project looking at outreach leadership and this will be published in 2021/22.

An external evaluation of the outreach officer programme has also been commissioned but is not due to report until January 2023. This research and evaluation will inform our ongoing plans to support university physics outreach.

Employer engagement

Engaging with employers can provide a tangible connection between physics and future careers, highlighting the many and varied pathways that can emerge from studying physics and STEM subjects.

The **Coastal Energy internship programme** is one way that the Trust is engaging with employers and working in priority areas of deprivation – many coastal areas in England are facing socio-economic challenges. The internships provide bursaries for Year 12 and Year 13 students to undertake a summer placement in the energy sector and provide a vital springboard into future possibilities. The internships are currently run in partnership with seven education providers.

In 2020, as a result of the pandemic, Coastal Energy research projects were launched instead of placements. In 2021, the research model remained in place, with four energy companies offering projects with resources, mentoring and support. The programme was delivered through online classroom sessions, videos and independent research. Twelve students completed the programme and submitted their final projects for Gold CREST Awards. Although the project model has not reached as many students, it has provided a valuable continuation in our engagement with the sector, and with the local colleges and their students.

Priority actions

We will re-establish links with businesses to facilitate the return to placement-based internships and will gradually increase the number of internships available each year. We will work to progress a co-funding model with the participating companies to reinforce value and build longer-term viability.

We are developing programmes and initiatives to work more closely with employers and community groups so we can expand opportunities in physics to more people using different channels.

Grants

In line with our strategy to increase the uptake of physics at post-16, particularly for under-represented students, the Trust awards funding to projects outside of our core schemes which are aimed at improving the teaching and learning of physics.

There are three **physics education grant** application windows throughout the year for small grants to support the teaching and learning of physics; all applications and reports are completed online. The grants are wide-ranging and support new ideas as well as established good practice. Many of the grant award activities have been disrupted by COVID but other plans and programmes have been adapted. Since April 2020, 52 grants have been awarded to the value of £167,796.

More than 50 per cent of our physics education grants are made to schools and teachers for physics resources and school initiatives. Through educational research and past experience, we know that giving equipment without relevant support and training doesn't maximise the impact of this funding, so funding is often accompanied by time and expertise from Ogden consultants. Through these grants, one school now has an established A-level physics department, and the Trust is currently working with three more schools and colleges to start their physics A-level provision. We are also working with two new schools to ensure they have sufficient KS4 physics provision as students move through the year groups.

Further to our physics education grants, an additional four grants were made to organisations supporting other charitable interests of the Trustees; these grants are not open for applications and are solicited directly.

We wanted to set up an A-Level physics department at Ricards Lodge High School as we were losing a significant number of our more able students to other sixth forms. We did offer physics, but students had to take it at our partner school rather than at Ricards Lodge.

Henry Hammond* helped me construct a scheme of work; his knowledge of both the GCSE and A-level physics course allowed us to streamline our needs and identify immediate areas of training to focus on.

Our first A-level cohort consisted of 10 students; the second had 11 students. We currently have 18 A-level physics students in Year 13 and nine in Year 12. All our first cohort achieved grades between A* and C (of these, 40 per cent achieved A*-A, and 86 per cent achieved A*-B). Ninety-one per cent of our second cohort achieved grades A*-C (of these 82 per cent A*-B and 45 per cent A*-A). Students have gone on to study physics, natural sciences and engineering at university.

Without guidance, navigating the process to set up a course from scratch would have been time-consuming and costly, and we would not have been as prepared without the recommendations for continuing professional development (CPD). Henry's experience in running an A-level physics course was invaluable and he was able to inform us which equipment we really needed. I am very grateful that he has allowed me to pick his brain on so many occasions.

James Scragg
Physics teacher
Ricards Lodge High School

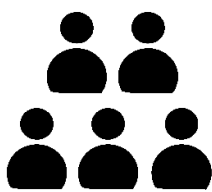
*Henry Hammond, Physics Leadership Lead for the Trust, and Science Director at Alexandra Park School.

As of September 2020, 34 undergraduate students studying physics or a related subject were receiving an Ogden scholarship; 14 of these students completed their studies in 2021. The remaining scholars will be supported until the end of their current degree programme, but no further scholarships are being awarded. In 2020, the Trust funded 11 alumni internship placements, and in 2021 funding for a final two placements was made available through our physics education grants. This funding is no longer available.



The Lightyear Foundation has received funding from the Trust to deliver science-themed active workshops and lesson plans to help break down the barriers and get more disabled people into STEM.

Our grant awards and our central programmes are informed by our ethos. We want to encourage the development of collaborative and inclusive communities of teachers and physics educators, which support the needs of teaching and learning communities, and facilitate sustainable and meaningful change in physics education.



Collaborative working



Recognising teachers' expertise



Listening to our community



Building long-term relationships



Developing and sharing evidence

Research and communications

The Trust is raising its voice in the physics education arena, talking about our own programmes and initiatives, collaborating on wider research to inform the broader physics education community and commissioning independent research.

Alongside the Primary Science Teaching Trust (PSTT) we have been jointly supporting the **Primary Science Capital** research collaboration between University College London and King's College London. We have also funded five primary school teachers to participate in the project; the Primary Science Capital Teacher Handbook will be published in Autumn 2021.

In collaboration with SEERIH, at the University of Manchester, we have published research into the **10 Key Issues with Children's Learning in Primary Science in England**. The report provided pertinent insights into the national context of primary science education, highlighting how far too often primary pupils' science learning prioritises 'wow' moments without clear reference to any curricular goal.

A strong foundation in primary science is crucial to developing and delivering high-quality school science curriculums throughout the education system. The SEERIH report was cited in the Ofsted Research Review Series: Science which identified factors that can contribute to high-quality school science curriculums, assessment, pedagogy and systems. Following on from this research a second phase is already underway looking at how learning from the research can be implemented in the classroom.

Our programmes and our research are giving us a more prominent and influential voice in

physics education and our communication channels are increasingly active. Our engagement on social media, especially Twitter, continues to increase; over the past 17 months, 801 new people have followed us on Twitter and at the end of August 2021, we had 4,375 followers. Our followers on Facebook have increased to 1,430. These platforms enable us to contribute to conversations and engage with a wider audience to share news, ideas and practice from across our programmes.

We have commissioned several accessibility reviews with the Royal National Institute of Blind People (RNIB) this year. This has led to an extensive redevelopment of the Ogden website to ensure we are adopting best practice with regards to our web presence and online communications.

Priority actions

Following the launch of the Primary Science Capital Teacher Handbook we will be funding University College London and the PSTT to deliver accredited train the trainer courses to PSTT fellows and across the Ogden network; this will ensure a primary science capital teaching approach can be applied appropriately, consistently and effectively in schools across England.

We will launch our new website to meet high accessibility standards and will begin the process of updating our pdf resources to ensure they are more easily accessible.

We will work to raise our profile on twitter and in education media so we can contribute more fully to national conversations on physics education and share our expertise and research results more widely.

Governance, structure and management

Constitution

The charity is governed by a trust deed dated 25 March 1994 and is registered with the Charity Commission, Charity Registration Number 1037570.

On 18 May 1998 the Trustees executed a supplementary deed to widen their powers of investment, so that they can enter into contracts, borrow against loans, insure and convert into money all or any part of the Trust Fund, including accepting further funds upon specified conditions. The charitable objects allow the Trustees to give grants for general charitable purposes.

There were no changes to the Trustee board this year.

Appointment of Trustees

The Trustees are appointed by the existing Trustees. At any one time, there must be a minimum of three Trustees.

Induction and training of Trustees

When new Trustees are appointed there are procedures in place to ensure that they clearly understand their duties and responsibilities and are able to assess their own training needs. The majority of Trustees are long-standing and are able to support the development of new members of the Board.

The Trustees are briefed bi-annually by the Chief Executive about their responsibilities and liabilities as Trustees.

Organisational structure and decision making

The Trustees are ultimately responsible for the policies, activities and assets of the charity. They meet four times a year to review the developments with regard to the Charity and its grant giving activities and to make any important decisions. When necessary, the Trustees seek advice and support from the charity's professional advisers, including investment managers and accountants. Expert advisers in physics education may also be consulted where appropriate.

The day-to-day management of the charity's activities, and the implementation of policies, is delegated to Clare Harvey, Chief Executive, in line with an agreed scheme of delegation. At their meetings, the Trustees will review the investment performance, strategic changes to programmes, the impact of programme activities and any grant proposals for other charitable purposes.

Diversity and inclusion

The Ogden Trust aims to increase participation in physics for under-represented groups and diversity and inclusion is therefore important to the organisation. This is considered across our staff, consultants and grantees. We are currently undergoing a change process, consisting of ongoing training and reflection to address any systemic barriers in our programmes and events. Ongoing care and increased awareness and understanding will help us to mitigate barriers to inclusion.

Financial summary

Key financial performance indicators

The total expenditure of the charity in 2020/21 was £2,336,219, decreased from £2,846,238 in 2019/20. School partnerships are the biggest area of spend for the Trust, with nearly half (45%) of expenditure going towards the programme. In general, the Trust gives a number of smaller grants (ie less than £5,000), with significant support for grantees through local regional representatives and the central team. We often convene our grantees to share practice, locally and nationally. Support and governance costs are (relatively) higher this year as the change to our financial year means they cover a period of 17-months, while COVID impact has reduced programme expenditure across the same period.

The investment gain in this period has brought the portfolio back to pre-COVID levels, in line with investment objectives. However, the Trustees are always aware that there are external factors which could affect the achievements of their objectives as all of the Charity's assets are made up of investments and cash, the result of which are dependent on the general performance of the UK and overseas stock markets. In order to minimise this risk, the Trustees set prudent investment policies and place reliance on the investment managers to monitor and advise on necessary investment changes and suitable asset allocation.

Expenditure by programme
April 2020–August 2021



Expenditure by type
April 2020–August 2021



- School Partnerships
- Teacher Network
- Ogden outreach officers
- Teach Physics internships
- Alumni programme
- Grants, bursaries & scholarships
- Other physics activities
- Other charitable purposes

- Direct costs
- Grant funding of activities
- Support & governance costs

Investment policy and performance

There are no restrictions on the charity's power to invest. The investment strategy is set by the Trustees and takes into account income requirements, the risk profile and the investment manager's view of the market prospects in the medium term. The overall investment policy is to maximise total return with a target of 5%. This year has seen a significant gain on investments as the stock market recovers after the low of March 2020 when the COVID impact was hardest. This gain has brought the value of the investments back to pre-COVID levels.

Reserves policy

As explained above, the charity carries out a range of activities, some of which comprise projects requiring significant ongoing financial commitment and investment. The Trustees have examined the requirements for free reserves, ie, those unrestricted funds not designated for specific purposes or otherwise committed. As the majority of the investments are liquid, the majority of the Trust's funds are free reserves.

The Trustees' policy is to manage financial resources in such a way as to provide in full for the grant and bursary commitments made, and to ensure similar levels of commitment in the future. The free reserves must therefore be sufficient to generate sufficient return to allow this to happen. In the current financial climate, the Trustees estimate this amount to be £50,000,000–£70,000,000.

The balance sheet shows free reserves (unrestricted funds less tangible fixed assets) of £59,477,847 (2020: £40,685,831). The significant unrealised losses from the economic downturn due to COVID-19 have been mitigated; free reserves are back in target range and recovery of investment returns is being closely monitored.

Risk management

In line with the requirement for Trustees to undertake a risk assessment exercise and report on the same in their annual report, the Trustees have looked at the risks The Ogden Trust currently faces and have reviewed the measures in place, or needing to be put in place, to deal with them. The Trustees have identified seven main areas where risks may occur, and a comprehensive risk register has been produced.

Having assessed the major risks to which the charity is exposed, in particular those relating to its investments and its finances, the Trustees believe that by monitoring reserve levels, ensuring controls exist over key financial systems, and by examining the grant management processes carried out by the charity they have established effective systems to mitigate those risks.

The COVID-19 virus caused significant changes to the programmes during the year and risk to staff and participants was considered at the forefront of all planning. The office has been closed for the majority of the period, with occasional visits. Most programmes could be adapted to online, or take place in other ways, although the internship programmes were cancelled altogether in 2020.

It is expected that the impact of COVID on the business of the Trust will decrease over the next year, but it continues to be considered in all risk assessments and contingency plans remain in place for all activities.

Risk	Mitigation
Poor investment returns	These are monitored in quarterly Trustees' meetings and if poor returns are expected grant making can be reduced or halted.
Grant holders behaving in an inappropriate fashion	Grant holders are in contact with the Trust throughout the duration of their grant and such behaviour can be addressed when required.
Grant holders misspending funds	Grant holders are required to account for their spending in their reporting and misspent funds can be reclaimed.
Safeguarding	The Trust has a safeguarding children policy as well as staff behaviour policies. All staff have undertaken child protection and safeguarding training.
COVID affecting staff	Staff have worked at home through the majority of the year. The office is well spaced, ventilated and regularly cleaned.
COVID affecting programmes	Events will be held in line with government guidance and will take part online where appropriate. Venues will be liaised with closely to minimise financial loss. Other programmes will be adapted to reduce risk.
Data protection	The Trust has a data protection policy and a retention and disposal policy. The Chief Executive is the Data Protection Officer. All staff have had training on data protection.

Trustees' responsibility statement

The Trustees are responsible for preparing the Trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The law applicable to charities in England & Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation;
- state whether applicable UK accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements.

The Trustees are responsible for keeping proper accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees are responsible for the maintenance and integrity of the charity and financial information included on the charity's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

This report was approved by the Trustees, on 4 February 2022 and signed on their behalf by:

Cameron Ogden

Independent auditor's report to the Trustees of The Ogden Trust

Opinion

We have audited the financial statements of The Ogden Trust (the 'charity') for the period ended 31 August 2021 which comprise the statement of financial activities, balance sheet, statement of cash flows and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- Give a true and fair view of the state of the charity's affairs as at 31 August 2021 and of its incoming resources and application of resources, for the period then ended
- Have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice
- Have been prepared in accordance with the requirements of the Charities Act 2011

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

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on The Ogden Trust's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the trustees' annual report, other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 requires us to report to you if, in our opinion:

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

Responsibilities of Trustees

As explained more fully in the statement of trustees' responsibilities set out in the trustees' annual report, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's responsibilities for the audit of the financial statements

We have been appointed as auditor under section 144/145 of the Charities Act 2011 and report in accordance with regulations made under section 154 of that Act.

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

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud are set out below.

Capability of the audit in detecting irregularities

In identifying and assessing risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, our procedures included the following:

- We enquired of management which included obtaining and reviewing supporting documentation, concerning the charity's policies and procedures relating to:
 - Identifying, evaluating, and complying with laws and regulations and whether they

- were aware of any instances of non-compliance;
- Detecting and responding to the risks of fraud and whether they have knowledge of any actual, suspected, or alleged fraud;
- The internal controls established to mitigate risks related to fraud or non-compliance with laws and regulations.
- We inspected the minutes of meetings of those charged with governance.
- We obtained an understanding of the legal and regulatory framework that the charity operates in, focusing on those laws and regulations that had a material effect on the financial statements or that had a fundamental effect on the operations of the charity from our professional and sector experience.
- We communicated applicable laws and regulations throughout the audit team and remained alert to any indications of non-compliance throughout the audit.
- We reviewed any reports made to regulators.
- We reviewed the financial statement disclosures and tested these to supporting documentation to assess compliance with applicable laws and regulations.
- We performed analytical procedures to identify any unusual or unexpected relationships that may indicate risks of material misstatement due to fraud.
- In addressing the risk of fraud through management override of controls, we tested the appropriateness of journal entries and other adjustments, assessed whether the judgements made in making accounting estimates are indicative of a potential bias and tested significant transactions that are unusual or those outside the normal course of business.

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

A further description of our responsibilities is available on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

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

Date: 25 February 2022

Sayer Vincent LLP, Statutory Auditor
Invicta House, 108-114 Golden Lane, LONDON, EC1Y 0TL

Sayer Vincent LLP is eligible to act as auditor in terms of section 1212 of the Companies Act 2006

Statement of financial activities for the period ended 31 August 2021

	Note	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £	Total funds 2020 £
Income from:					
Donations	2	1,239	3,900	5,139	19,503
Investments	3	370,667	-	370,667	304,896
Other income	4	127,522	-	127,522	-
Total income		499,428	3,900	503,328	324,399
Expenditure on:					
Raising funds	5	379,030	-	379,030	408,460
Charitable activities	6	1,953,289	3,900	1,957,189	2,437,778
Total expenditure		2,332,319	3,900	2,336,219	2,846,238
Net expenditure before investment gains		(1,832,891)	-	(1,832,891)	(2,521,839)
Net gains/(losses) on investments	13	20,627,155	-	20,627,155	(14,100,163)
Net (expenditure)/ income and net movement in funds		18,794,264	-	18,794,264	(16,622,002)
Reconciliation of funds:					
Total funds brought forward		40,685,831	-	40,685,831	57,307,833
Total funds carried forward	20	59,480,095	-	59,480,095	40,685,831

The notes on pages 36 to 61 form part of these financial statements.

Balance sheet

	Note	31 August 2021 £	31 March 2020 £
Fixed assets			
Tangible assets	12	2,248	4,671
Investments	13	60,232,572	42,377,917
Total fixed assets		60,234,820	42,382,588
Current assets			
Debtors	14	105,916	98,357
Cash at bank and in hand		127,869	142,524
		233,785	240,881
Creditors: amounts falling due within one year	15	(824,039)	(1,081,703)
Net current liabilities		(590,254)	(840,822)
Total assets less current liabilities		59,644,566	41,541,766
Creditors: amounts falling due after more than one year	16	(164,471)	(855,935)
Net assets		59,480,095	40,685,831
Charity funds			
Unrestricted funds	20	59,480,095	40,685,831
Total funds		59,480,095	40,685,831

The notes on pages 36 to 61 form part of these financial statements.

The financial statements were approved by the Trustees on 4 February 2022 and signed on their behalf, by:

.....
Cameron Ogden
Trustee

Statement of cash flows for the period ended 31 August 2021

	Note	2021 £	2020 £
Cash flows from operating activities			
Net cash used in operating activities	17	(1,780,232)	(2,952,597)
Cash flows from investing activities			
Dividends, interests and rents from investments		370,667	304,896
Purchase of property, plant and equipment		(1,757)	-
Proceeds from sale of investments		1,396,667	11,738,226
Purchase of investments		-	(9,362,688)
Net cash provided by investing activities		1,765,577	2,680,434
Change in cash and cash equivalents in the year		(14,655)	(272,163)
Cash and cash equivalents at the beginning of the year		142,524	414,687
Cash and cash equivalents at the end of the year		127,869	142,524

The notes on pages 36 to 61 form part of these financial statements.

Notes to the financial statements for the period ended 31 August 2021

1. Accounting policies

1.1 Change of year end

In line with the authority provided by the Trust deed, during 2020-21, the accounting year end was extended to 31 August 2021. The current year accounts are prepared for a 17-month period with comparatives for a 12-month period, hence comparatives are not directly comparable. This change allows the charity to align its financial reporting with its impact reporting as the majority of grants are awarded for the academic year.

1.2 Basis of preparation of financial statements

The financial statements have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant notes to these accounts. The financial statements have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (second edition – October 2019) – (Charities SORP (FRS 102)) the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011.

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 Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued on 16 July 2014 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice from 1 April 2005 which has since been withdrawn.

No significant estimates or judgements have been made by management in preparing these financial statements.

The Ogden Trust constitutes a public benefit entity as defined by FRS 102.

1.3 Fund accounting

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

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the company 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.

1.4 Going concern

The Trustees have reviewed the financial position of the charity and have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Although COVID has had an impact on the investments in the prior year, the reserves are now back at the intended level and there are sufficient funds to cover the strategic plans for the next five years with no need to reduce expenditure at any point. Accordingly, the financial statements continue to be prepared on the going concern basis.

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.

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.

Dividends are recognised once the dividend has been declared and notification has been received of the dividend due.

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

Donation income is recognised when received.

Other income is recognised in the period in which it is receivable and to the extent the goods have been provided or on completion of the service.

1.6 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.

Support costs, including governance costs are those costs incurred directly in support of expenditure on the objects of the charity and include management carried out at the principal office. Governance costs are those incurred in connection with administration of the charity and compliance with constitutional and statutory requirements. Support and governance costs have been allocated to activities based on staff time spent.

Grants payable are charged in the year when the offer is made except in those cases where the offer is conditional, such grants being recognised as expenditure when the conditions attaching are fulfilled. Grants offered subject to conditions which have not been met at the period end are noted as a commitment, but not accrued as expenditure.

Expenditure on raising funds represents the fees paid to investment managers in connection with the management of the Charity's listed investments.

All resources expended are inclusive of irrecoverable VAT.

1.7 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.

1.8 Tangible fixed assets and depreciation

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:

Fixtures & fittings	20% per annum based on cost
Computer equipment	25% per annum based on cost

1.9 Investments

Fixed asset investments are a form of financial instrument and are initially recognised at their transaction cost and subsequently measured at fair value at the Balance Sheet date, unless fair value cannot be measured reliably in which case it is measured at cost less impairment.

All gains and losses are taken to the Statement of Financial Activities as they arise. Realised gains and losses on investments are calculated as the difference between sales proceeds and their opening carrying value or their purchase value if acquired subsequent to the first day of the financial year. Unrealised gains and losses are calculated as the difference between the fair value at the year end and their carrying value.

Investment gains and losses, whether realised or unrealised, are combined and shown in the heading 'Gains/(losses) on investments' in the Statement of Financial Activities.

1.10 Foreign currencies

Monetary assets and liabilities denominated in foreign currencies are translated into sterling at rates of exchange ruling at the balance sheet date.

Transactions in foreign currencies are translated into sterling at the relevant monthly average exchange rate.

Exchange gains and losses are recognised in the Statement of Financial Activities.

Foreign exchange gains and losses arising on investments are disclosed within gains/(losses) on revaluations of fixed assets on the Statement of Financial Activities.

1.11 Debtors

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

1.12 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.

1.13 Creditors 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.

1.14 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 Critical accounting estimates and areas of judgement

Preparation of the financial statements requires management to make significant judgements and estimates. The key areas in the financial statements where these judgements and estimates have been made are as follows:

- depreciation on fixed assets;
- fair value of investments, and;
- grants accrued payable in more than one year.

2. Income from donations

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £	Total funds 2020 £
Donations	1,239	3,900	5,139	19,503

In 2020, £220 was unrestricted and £19,283 was restricted.

3. Investment income

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £	Total funds 2020 £
Income from listed investments	366,792	-	366,792	291,921
Interest on bank fixed deposits	3,875	-	3,875	12,975
	370,667	-	370,667	304,896

In 2020 all investment income was unrestricted.

4. Other income

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £	Total funds 2020 £
Madoff Victims Fund Compensation	127,522	-	127,522	-

5. Investment management costs

	Unrestricted funds 2021 £	Total funds 2021 £	Total funds 2020 £
Investment manager's fees	557,710	557,710	579,299
Investment management fee rebate	(178,860)	(178,860)	(170,839)
	379,030	379,030	408,460

The rebate was negotiated by the trustees and is equivalent to a third of their 1.5% management fee charged to the Omnia Fund L.P. for dealing with the Fund's affairs.

In 2020 all expenditure on investment management costs was unrestricted.

6. Analysis of expenditure

6a. Analysis of expenditure: current year

	Direct costs	Grant funding of activities (note 7)	Support & governance costs (note 9)	Total	Total
	2021 £	2021 £	2021 £	2021 £	2020 £
School Partnerships	278,121	280,520	488,597	1,047,238	1,021,007
Teacher Network	44,605	67,404	69,789	181,798	104,822
Ogden Outreach Officers	84,922	(38,396)	58,144	104,670	497,735
Teach Physics internships	5,088	97,130	46,501	148,719	92,615
Alumni programme	-	25,200	11,644	36,844	105,935
Grants	437	167,756	34,932	203,125	196,712
Bursaries and scholarships (note 8)	-	(11,250)	11,644	394	(5,172)
Other physics activities	85,983	52,548	23,288	161,819	183,801
Physics education activities	499,156	640,912	744,539	1,884,607	2,197,455
Other charitable purposes	-	61,014	11,568	72,582	240,323
All charitable activities	499,156	701,926	756,107	1,957,189	2,437,778
2020	560,048	1,348,550	529,180	2,437,778	

In 2020, charitable activities expenditure amounting to £19,283 was restricted.

The support and governance costs have been allocated to direct and grant making activities based on staff time spent. Total support costs allocated to grant activities is £362,078.

6b. Analysis of expenditure: prior year

	Direct costs	Grant funding of activities (note 6)	Support & governance costs (note 8)	Total	Total
	2020 £	2020 £	2020 £	2020 £	2019 £
School Partnerships	452,510	255,805	312,692	1,021,007	913,089
Teacher Fellowships	14,534	66,210	24,078	104,822	175,287
Ogden Outreach Officers	52,657	396,977	48,101	497,735	331,580
Teach Physics internships	3,748	64,789	24,078	92,615	115,631
Alumni programme	99	81,758	24,078	105,935	219,414
Grants	7,421	153,201	36,090	196,712	267,833
Bursaries and scholarships (note 7)	-	(29,250)	24,078	(5,172)	244,682
Other physics activities	29,079	130,644	24,078	183,801	200,797
Physics education activities	560,048	1,120,134	517,273	2,197,455	2,468,313
Other charitable purposes	-	228,416	11,907	240,323	561,376
All charitable activities	560,048	1,348,550	529,180	2,437,778	3,029,689
2019	436,023	1,988,166	605,500	3,029,689	

7. Grants payable

	2021 £	2020 £
Grants to institutions:		
Primary schools	182,116	170,209
Secondary schools	275,681	178,453
Universities	(14,453)	502,818
Organisations	91,854	281,639
Subtotal	535,198	1,133,119
Grants to individuals	166,728	215,431
Total	701,926	1,348,550

327 grants were awarded in 2021, in addition to 1 scholarship, compared to 360 grants and no scholarships in 2020.

Grants payable to Institutions, net of write backs are as follows:

	2021 £	2020 £
Primary schools		
Ashton Gate Primary	2,500	2,500
Avonmore Primary School	(2,000)	11,500
Beacon Ace Academy	5,500	-
Beaumont Primary School/Gaskell Primary School	-	(833)
Beechview Academy	5,000	5,500
Bevington Primary School	2,500	2,500
Bignold Primary School	1,620	2,100
Broadlea Primary School	(1,225)	11,500
Camelsdale Primary School	1,005	-
Cherry Fields Primary School	2,500	-
Churchdown Village Junior School	70	2,500
Copley Primary School	5,500	-
Cordwalles Junior School	-	1,000
Daven Primary School	-	1,000
Dulverton Junior School	-	1,000
Durham Gilesgate Primary School	2,500	-
Fairford Primary School	-	1,000
Ferndale Primary and Nursery School	2,500	-
Gayton Primary School	2,500	5,500
Gisburn Primary School	-	1,000
Great Abington Primary School	-	2,140
Greenway Primary School	-	1,000
Gurnard Primary School	10,500	2,500
Hartside Primary Academy	2,340	4,750
Hertford St Andrew Primary School	40	1,000
Hillcroft Primary School	-	(250)
Hillmorton Primary School	-	2,400
Hopwood Community Primary School	-	1,000
John Donne Primary School	2,160	-
King Edward VI Five Ways School	-	(2,500)
Kings Ash Academy	5,500	-

	2021 £	2020 £
Primary schools (continued)		
Kingsland CofE Primary School	384	2,500
Kippax North Primary School	(1,274)	5,000
Ledbury Primary School	1,000	5,000
Loughborough Primary School	2,500	-
Lunt's Heath Primary School	5,000	5,750
Milnrow Parish CE Primary School	-	1,000
Moorpark Junior School of The New Guild Trust	935	3,000
Muswell Hill Primary School	-	2,500
Newby Primary School	-	750
Newsham Primary School	5,000	6,000
Okehampton Primary School	5,000	5,500
Oundle Church of England Primary School	2,500	-
Our Lady & St Kenelm School	-	(1,531)
Our Lady of Mount Carmel	-	1,000
Our Lady of Walsingham Catholic Primary School	3,500	2,500
Our Lady's Bishop Eton Primary	-	2,500
Pikes Lane Primary School	-	1,000
Radford Primary Academy	-	2,500
Red Oak Primary School	5,500	-
Richard Taylor CE Primary School	5,500	-
Salfords Primary School	-	1,000
Sculthorpe Primary Academy	2,500	2,500
Sherford Vale School	730	-
Sibsey Free Primary School	5,250	5,500
Silver Springs Primary Academy	9,495	-
Somerleyton Primary School	1,000	2,200
Springbank Primary School	16,000	1,000
St Agnes CE Primary	2,500	-
St Alphege Junior school	250	9,333
St. Andrews & St. Marks CE Junior School	1,000	2,400
St Anne's RC Primary School	2,000	-
St Augustine's RC Primary School	1,000	2,500

	2021 £	2020 £
Primary schools (continued)		
St Bede's Inter-church School	-	700
St Clements Church of England Primary	5,000	-
St Maria Goretti Catholic Academy	3,760	10,300
St Matthew's Catholic Primary School	5,500	-
St Paul's CofE Primary School, Nuneaton	5,500	-
St Paul's CofE Primary School, Bolton	-	2,500
St Peter in Thanet	2,500	-
St Stephen Churchtown Academy	3,500	5,500
St Stephen's CofE Primary School	5,500	-
Stella Maris Catholic Primary School	2,500	-
Streatham Wells Primary School	5,500	-
Sutton-in- Craven CP School	5,500	-
Thaxted Primary School	-	3,500
The Coppice Primary School	-	(500)
Trinity Primary Academy	-	2,000
Walford Primary School	1,000	2,500
Westfield Nursery and Primary School	-	-
Westminster Primary Academy	2,500	-
Whitehouse Common Primary School	-	1,000
Whittington CE Primary School	(1,624)	9,000
Wickham Market Primary School	200	2,400
Wybourn Community Primary	5,500	-
Other	1,500	100
Total	182,116	170,209

	2021 £	2020 £
Secondary schools		
Abingdon School	-	2,000
Alder Community High School	1,833	-
Alexandra Park School	18,500	2,500
Altrincham College	-	900
ARK Burlington Danes	-	30
Ark Globe Academy	2,000	-
Ashton Community Science College	9,000	-
Avanti Fields School	3,500	-
Beamont Collegiate Academy	5,500	-
Beechen Cliff School	-	(800)
Belmont Community School	(500)	500
Benenden School	2,500	-
Berwick Academy	2,500	-
Bideford College	2,500	6,750
Blackpool Sixth Form College	2,500	5,500
Bonus Pastor Catholic College	5,500	-
Bridgwater College Academy	2,240	3,000
Brixham College	(2,000)	5,500
Brixton Learning Collaborative	2,460	-
Burnley College	1,205	-
Castle View Academy	5,500	-
Chelsea Academy	1,000	-
Chilton Academy	330	2,500
Consett Academy	70	4,800
Davidson CE High School for Girls	2,599	-
Didsbury High School	5,500	-
Earl Mortimer & Sixth Form Centre	(866)	3,500
East Coast College	-	-
East Norfolk Sixth Form College	(300)	2,000
Energy Coast UTC	2,500	2,250
Ernesford Grange Community Academy	750	-
Exeter Mathematics School	(2,000)	5,500

	2021 £	2020 £
Secondary schools (continued)		
Girls' Day School Trust	66,476	-
Great Academy Ashton	2,654	-
Haggerston School	-	8,450
Hartlepool Sixth Form College	540	1,500
Hartpury College	(2,168)	-
Helston Community College	8,000	-
Highbury Fields School	(1,000)	3,083
Hinckley Academy and John Cleveland Sixth Form Centre	(600)	-
Humberston Academy/Havelock Academy	5,500	-
Kensington Aldridge Academy	-	1,000
Kettering Buccleuch Academy	2,500	-
King Edward VI Grammar School – Louth	1,500	2,250
King Edward VII Academy	5,500	-
Kingsbridge Community College	9,250	1,000
Lampton Academy	800	2,700
Latymer Foundation at Hammersmith	-	30,000
Leeds Sixth Form College	2,000	-
Lightcliffe Academy	-	(3,585)
Limehurst Academy	4,000	-
London Design & Engineering UTC	2,519	-
Longsands Academy	5,500	-
Marden High School	885	-
Marine Academy Plymouth	3,142	-
Merchants' Academy	2,890	-
Mounts Bay Academy	2,000	-
New College Worcester	3,540	-
Newcastle-Under-Lyme College	-	4,000
North Cambridge Academy	1,000	3,250
North East Learning Trust	3,000	-
Northgate High School	-	3,750
Oldham Sixth Form College	-	1,000
Our Lady of Lourdes Catholic MAC	3,000	-

	2021 £	2020 £
Secondary schools (continued)		
Paget High School	(1,000)	3,500
Painsley Catholic Academy	1,838	-
Ponteland High School	-	4,500
Presdales School Academy Trust	2,925	-
Queen Elizabeth's School, Crediton	-	591
Reach South Multi Academy Trust	3,065	-
Roundhill Academy	-	2,000
Samuel Ward Academy	-	2,000
Seven Kings High School	-	(3,340)
Sharples School	2,540	3,500
Sidney Stringer Academy	-	7,500
Skegness Grammar School	1,901	3,500
South Bromsgrove High School	650	700
Southmoor Academy	250	2,500
Spires Academy	1,070	6,750
St Aidan's Church of England High School	5,500	-
St Augustine's Catholic High School	4,332	-
St Bede's Inter-church School	(700)	-
St Benedict's Catholic School	-	500
St Bernadette Catholic School	1,977	5,500
St Edward's Catholic Academy	5,500	-
St Gabriel's College	-	3,000
St Marylebone CE School	552	-
St Mary's College Academy	-	7,000
St Paul's Girls' School	-	1,000
St Richard's Catholic College	-	3,000
St Cuthbert's RC High School	5,000	-
Stewards Academy	2,500	3,000
Stockton Sixth Form College	(500)	3,500
Tapton School	8,000	-
The Academy at Shotton Hall	5,000	-
The Derby High School	-	1,000

	2021 £	2020 £
Secondary schools (continued)		
The Gatwick School	2,500	-
The Gilbert School	(850)	850
The Godolphin and Latymer School	(350)	1,850
The King's School	5,500	-
The Priory Learning Trust	2,500	-
The UCL Academy	(500)	500
The Whitby High School	5,500	-
The Whitstable School	2,500	-
The Winston Churchill School	-	2,000
Thomas Mills High School	1,520	2,400
Titus Salt School	(1,000)	1,000
Urmston Grammar	(2,100)	3,100
Wardle Academy	2,500	-
Whitley Academy	(950)	-
Workington Academy	-	500
Wyke Sixth Form College	-	750
Other	1,762	(526)
Total	275,681	178,453

	2021 £	2020 £
Universities		
Birmingham City University	-	(4,835)
Cardiff University	(4,169)	1,085
Durham University	(3,000)	1,072
Harvard Business School	(24,544)	20,334
Imperial College London	2,100	-
Keele University	(6,461)	(1,643)
Kings College London Student Union	-	(1,800)
Lancaster University	4,940	(4,650)
Newcastle University	3,700	60,000
Northumbria University	47	1,478
Queen Mary University of London	(29,335)	1,358
Royal Holloway University of London	-	8,096
Sheffield Hallam University	13,660	2,500
The Open University	(4,237)	5,519
University College London	(4,250)	77,803
University of Bath	(209)	61,500
University of Birmingham	1,305	-
University of Cambridge	-	(5,250)
University of Central Lancashire	-	61,928
University of Edinburgh	-	11,660
University of Hertfordshire	-	40,000
University of Kent	(4,310)	4,969
University of Leeds	-	1,731
University of Leicester	5,000	-
University of Lincoln	4,800	-
University of Liverpool	69	29,263
University of Manchester	18,500	4,500
University of Nottingham	(3,000)	6,805
University of Oxford	-	(9,000)
University of Sheffield	3,421	60,000
University of Southampton	-	2,157
University of St Andrews	2,000	60,000

	2021 £	2020 £
Universities (continued)		
University of Surrey	-	1,590
University of Sussex	-	(1,500)
University of Worcester	4,974	2,500
University of York	4,546	802
Warwick University	-	2,596
Other	-	250
Total	(14,453)	502,818

	2021 £	2020 £
Organisations		
1001 Inventions	4,950	-
A Level Physics Online	-	22,000
Aerospace Bristol	4,500	-
Astin Consulting	4,924	-
Blyth STEM Hub	5,000	-
Bright Box Makerspace	(8,600)	9,175
Cambridge Hands-on Science	-	-
Child Bereavement UK	1,250	-
Dorchester Town Council	-	850
EDT (Engineering Development Trust)	4,865	-
Harrow Club W10	-	900
HMDT Music	4,500	-
Inspire	-	13,255
Liberty Arts Yorkshire	5,000	-
Lightyear Foundation	5,660	9,980
Links to a Life	-	9,000
Mangorolla CIC	10,000	-
National Youth Agency	-	17,420
Physics Partners	5,000	(1,000)
Plymouth Science CIC	5,000	-
Robinson Education Solutions Ltd	3,000	-
Rochdale Borough Council	-	10,000
Royal Trinity Hospice	5,000	-
Scarabeus Aerial Theatre	5,000	-
Science Magic Shows (Matt Pritchard)	3,000	-
SHINE	-	150,000
Special Boat Service Association	15,000	-
St John's Ambulance Guernsey	-	10,000
Tall Ships Youth Trust	-	5,000
The Bristol Initiative Charitable Trust working with My Future My Choice	-	6,000
The ClementJames Centre	-	5,000
The IAI Physics Course	3,150	-

	2021 £	2020 £
Organisations (continued)		
The Smallpeice Trust	5,000	-
Turtle Key Arts	4,680	-
UK Electronics Skills Foundation (UKESF)	-	5,000
UK Students for the Exploration and Development of Space	(4,025)	4,025
Villiers Park Education Trust	-	(1,466)
Winchester Science Centre	-	6,500
Total	91,854	281,639
Grants to individuals	166,728	215,431
Total grants	701,926	1,348,550

A reconciliation of the grants payable and grant commitment figures (excluding scholarships and bursaries which are detailed in note 8) shown in these accounts is as follows:

	2021 £	2020 £
Grant commitments at 1 April 2020	1,725,401	1,791,887
Commitments made in the period net of grants released	713,176	1,377,800
Grants paid during the period	(1,600,863)	(1,444,286)
Total	837,714	1,725,401

Grant commitments at 31 August 2021 are payable as follows:

	2021 £	2020 £
Within one year (included with note 15)	673,243	912,216
After more than one year (included with note 16)	164,471	813,185
Total	837,714	1,725,401

8. Bursaries and scholarships

During the period ended 31 August 2021, the Trustees have committed the following bursaries to pupils of various secondary schools and scholarships to undergraduates of various universities for physical sciences courses:

	2021 £	2020 £
One (2020: nil) undergraduate scholarships started Autumn 2020	4,500	-
Movement in provision for prior year approved bursaries	-	3,000
Movement in provision for prior year approved scholarships	(15,750)	(32,250)
Total	(11,250)	(29,250)

No further undergraduate scholarships will be made (the scholarship that was awarded in this period was a deferral from earlier years), although existing scholarships continue to be paid. Adjustments are made annually based on changes to course length and early departure from eligible courses.

A reconciliation of the bursaries and scholarships payable and commitments figures shown in these accounts is as follows:

	2021 £	2020 £
Bursaries and scholarships commitments at 1 April 2020	159,000	348,750
Bursaries and scholarships movement (see above)	(11,250)	(29,250)
	147,750	319,500
Total bursaries and scholarships payable:		
Bursaries paid during the year	-	-
Scholarships paid during the year	(74,250)	(160,500)
Bursaries and scholarships commitments at 31 August 2021	73,500	159,000

Bursaries and scholarships commitments at 31 August 2021 are payable as follows:

	2021 £	2020 £
Within one year (included with note 15)	73,500	116,250
After more than one year (included with note 16)	-	42,750
Total	73,500	159,000

9. Support costs

	Total 2021 £	Total 2020 £
Staffing costs		
Wages, salaries and medical insurance	402,152	245,221
National insurance	32,658	23,310
Pension costs	21,729	13,949
Recruitment costs	2,150	1,125
Staff training and development	13,200	3,078
Consultancy costs	10,050	19,695
Subtotal	481,939	306,378
Office costs		
Office rental and costs	177,146	111,716
Printing, postage and stationery	5,561	6,561
Web and digital	46,213	24,299
Publications and promotional materials	140	511
Travel expenses	713	8,915
Depreciation & loss on disposal of assets	4,180	32,945
Payroll and other fees	1,252	957
Accountancy fees	35,783	26,693
Subtotal	270,988	212,597
Governance costs		
Audit fees	6,200	10,205
Subtotal	6,200	10,205
Total	759,127	529,180

The 2021 audit fee includes an over accrual of £2,620 which has been deducted from the 2021 audit fee of £8,820. The 2020 audit fee was £8,400; the figure in the accounts includes over accruals.

These costs have been apportioned to the charitable activities according to the amount of staff time spent on them.

10. Net expenditure

This is stated after charging:

	2021 £	2020 £
Depreciation of tangible fixed assets – owned by the charity	4,180	7,552
Auditor's remuneration – audit	8,820	10,205
Auditor's remuneration – non audit	-	-
Pension costs	21,729	13,949
Operating lease costs	135,181	76,943

11. Trustee remuneration and expenses and the cost of key management personnel

The average number of persons employed by the charity during the 17-month period was as follows:

	2021	2020
Charitable activities	8	7

The numbers of employees whose emoluments during the 17-month period fell within each band of £10,000 from £60,000 upwards were as follows (the 2020 comparator refers to a 12-month period):

	2021	2020
In the band £60,000 – £70,000	-	1
In the band £70,000 - £80,000	1	-
In the band £90,000 – £100,000	1	-

As at 31 August 2021, £597 was owed by the Trust in relation to the pension scheme (2020: £182).

No trustees received reimbursement of expenses or benefits in the year.

The key management personnel of the charity comprise the Trustees and Chief Executive. The Trustees all give their time and expertise without any kind of remuneration or other benefit in kind (2020: £Nil). The total employment benefits, including employers NI of key management personnel over the 17-month period was £112,400 (2020: £78,168).

12. Tangible fixed assets

	Computer equipment £	Total £
Cost		
At 1 April 2020	11,876	11,876
Additions	1,757	1,757
At 31 August 2021	13,633	13,633
Depreciation		
At 1 April 2020	7,205	7,205
Charge for the year	4,180	4,180
At 31 August 2021	11,385	11,385
Net book value		
At 31 August 2021	2,248	2,248
At 31 March 2020	4,671	4,671

13. Fixed asset investments

	Listed securities £	Cash held for investment purposes £	Total £
Market value			
At 1 April 2020	40,458,401	1,919,516	42,377,917
Additions	-	-	-
Disposals (proceeds £1,396,667, realised gain £192,740)	(1,203,927)	-	(1,203,927)
Other cash movements	-	(839,793)	(839,793)
Revaluations / currency gains	20,520,308	(85,893)	20,434,415
Investment management fees	(536,040)	-	(536,040)
At 31 August 2021	59,238,742	993,830	60,232,572
Historical cost	10,563,783	993,830	11,557,613

All the fixed asset investments are held in the UK.

All investments are carried at their fair value. Investment in equities and fixed interest securities are all traded in quoted public markets, primarily the London Stock Exchange. Holdings in common investment funds, unit trusts and open ended investment companies are at the bid price or the NAV of the fund. The basis of fair value for quoted investments is equivalent to the market value, using the bid price. Asset sales and purchases are recognised at the date of trade at cost (that is their transaction value).

The Charity manages the investment portfolio themselves and regularly consults with market professionals on its investment strategy. The Charity is operating an investment policy that provides for a degree of diversification of holdings within different unit trust investments. The sole purpose of the investment strategy is to fund the annual expenditure of the Trust. The Charity has invested in a number of unit trusts in order to protect the Charity's exposure to volatility in the market and seek low risk investments wherever possible. The Investment Strategy is designed to seek absolute returns on its investments and does not differentiate between income arising from Interest and dividends or capital growth on its investments in its funding decisions.

All funds have monthly liquidity and the Trust regularly liquidates part of its Fund investments at the monthly NAV value to meet the expenditure of the Trust. The Trust makes investments both in Sterling and US dollars and from time to time hedges its foreign currency exposure.

The Charity does not make use of derivatives and similar complex financial instruments as it takes the view that investments are held for their longer-term growth and annual income.

The Charity has no material investment holdings in markets subject to exchange controls or trading restrictions.

14. Debtors

	2021 £	2020 £
Amounts due in more than 1 year:		
Rent deposit	19,410	19,410
Amounts due in less than 1 year:		
Trade debtors	126	10,381
Rebate of external management fees	10,712	9,365
Other debtors	32,628	20,050
Prepayments and accrued income	43,040	39,151
Total	105,916	98,357

15. Creditors: amounts falling due within one year

	2021 £	2020 £
Trade creditors	12,928	15,782
Other taxation and social security	15,981	6,147
Grants payable (note 7)	673,243	912,216
Bursaries and scholarships payable (note 8)	73,500	116,250
Other creditors	899	5,450
Accruals	47,488	25,858
Total	824,039	1,081,703

16. Creditors: amounts falling due after more than one year

	2021 £	2020 £
Grants payable (note 7)	164,471	813,185
Bursaries and scholarships payable (note 8)	-	42,750
Total	164,471	855,935

17. Reconciliation of cash

Reconciliation of net movement in funds to net cash flow from operating activities

	2021 £	2020 £
Net income/(expenditure) for the year (as per Statement of Financial Activities)	18,794,264	(16,622,002)
Adjustments for		
(Gains)/losses on investments	(19,251,322)	14,247,073
Dividends and interest from investments	(370,667)	(304,896)
Depreciation	4,180	7,552
Loss on disposal of fixed assets	-	25,392
Increase in debtors	(7,559)	(1,704)
Decrease in creditors	(949,128)	(304,012)
Net cash used in operating activities	(1,780,232)	(2,952,597)

18. Analysis of cash and cash equivalents

	2021 £	2020 £
Cash in hand	127,869	142,524
Total cash and cash equivalents	127,869	142,524

19. Analysis of changes in net debt

	At 1 April 2020 £	Cash flows £	At 31 August 2021 £
Cash at bank and in hand	142,524	(14,655)	127,869

20. Statement of funds

Statement of funds: current year

	Balance at 1 April 2020 £	Income £	Expenditure £	Gains/ (Losses) £	Transfers £	Balance at 31 August 2021 £
General funds						
General funds	40,685,831	499,428	(2,332,319)	20,627,155	-	59,480,095
Total unrestricted funds	40,685,831	499,428	(2,332,319)	20,627,155	-	59,480,095
Restricted funds						
Energy Internships	-	2,900	(2,900)	-	-	-
Isle of Wight Primary Science	-	1,000	(1,000)	-	-	-
Total restricted funds	-	3,900	(3,900)	-	-	-
Total funds	40,685,831	503,328	(2,336,219)	20,627,155	-	59,480,095

Statement of funds: prior year

	Balance at 1 April 2019 £	Income £	Expenditure £	Gains/ (Losses) £	Transfers £	Balance at 31 March 2020 £
General funds						
General fund	57,307,833	305,116	(2,826,955)	(14,100,163)	-	40,685,831
Restricted funds						
Energy Internships	-	19,283	(19,283)	-	-	-
Total funds	57,307,833	324,399	(2,846,238)	(14,100,163)	-	40,685,831

Purpose of funds

Energy Internships – The Energy Internships restricted fund is for donations towards the cost of the internships programme from host industries. The funding will be spent on student's bursaries.

Isle of Wight Primary Science – this fund is for donations which may only be spent to support primary science activities on the Isle of Wight.

21. Related party transactions

During the period, no grants were made to related parties. (In 2020, grants totalling £150,000 were paid to Shine: Support and Help in Education, of which Cameron Ogden is a trustee.)

22. Operating lease commitments

At 31 August 2021, the total of the charity's future minimum lease payments under non-cancellable operating leases was:

Land and buildings

	2021 £	2020 £
Amounts payable		
Within 1 year	77,640	77,640
Between 1 and 5 years	12,940	122,930
Total	90,580	200,570

Reference and administrative details of the charity

Trustees

Cameron Ogden (Chair)
Sir Peter Ogden
Lady Ogden
Tiffany Chawner
Edward Ogden
Tim Simmons

Charity registered number

1037570

Principal office

The Phoenix Brewery
13 Bramley Road
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Accountants

Peters Elworthy & Moore
Salisbury House
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Independent auditors

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Bankers

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University of Cambridge
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CB2 3HX

Coutts & Co
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Investment managers

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Chief Executive

Clare Harvey
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**making physics
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