



making physics
matter

Trustees' report and financial statements for the year ended 31 August 2022



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Cover photograph: Exploring the solar system with Phizzi Earth and Space CPD. Phizzi CPD covers the main areas of the primary science curriculum (physical processes) over a four year cycle. It is available to all primary schools in our partnership programme.

Back cover photograph: Teachers from the Ogden Partnership network gathered for the annual conference which was held at The Belfry in Birmingham in 2022. More than 120 teachers and colleagues joined us over the two days to learn from expert practitioners and to share ideas, enthusiasm and expertise.

Welcome from Chair and Chief Executive

The schools and teachers that we work with across our programmes always impress us with their dedication, enthusiasm and commitment to inspiring the next generation. Confident, engaging delivery of physics in the classroom will help to enable young learners to understand how the world works and how they can contribute to it.

This year we have joined forces with STEM Learning and the Association for Science Education in a new national Science CPD Partnership, funded by the Department for Education. The Partnership, led by STEM Learning, is bringing together our collective expertise to improve teachers' access to career-long, science-specific continuing professional development (CPD). As part of the partnership, we are delivering Subject Knowledge for Physics Teaching (SKPT) CPD to support non specialist teachers of physics. We are working with a fantastic network of physics coaches across England and have a SKPT team within Teacher Support to build this growing programme.

We remain committed to our strategy for 2021–26, reiterating our mission to enhance the teaching and learning of physics. To help us achieve this, we have expanded our network of staff, consultants and physics coaches. It seems inevitable that the coming year will present new challenges for many that we work with, but 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.

We are looking forward to the next year and will work hard to develop our programmes and 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

The Trust is working hard to deliver its strategy for 2021–26, which was officially launched last year. It reiterates our determination to enhance the teaching and learning of physics, and consolidates our commitment to challenging stereotypes, expanding access and opportunities, and making physics matter to more people – especially those who are most disenfranchised.

Our programme of teacher support and our continuing professional development (CPD) portfolio has expanded significantly this year and the Trust is now part of a national

Science CPD Partnership which brings it into formal alliance with STEM Learning and the Association for Science Education. With funding from the Department for Education, the Science CPD Partnership is bringing together our collective expertise to improve teachers' access to career-long, science-specific CPD.

Within the CPD Partnership, the Trust is delivering a programme of Subject Knowledge for Physics Teaching (SKPT) for non-specialist teachers. Physics teacher recruitment and retention remains a national concern – supporting teachers to improve

their physics subject knowledge and confidence helps to positively change the physics learning landscape for students and will hopefully encourage teachers to remain in the profession. SKPT is an exciting addition to our Teacher Support programme and our CPD portfolio.

In our School Partnerships programme, 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 education trusts and multi-academies we have adapted our programmes to ensure we can effectively work with these groups of schools.

“

“It’s probably fair to say that I don’t think I’d be a teacher if The Ogden Trust didn’t exist. I wouldn’t have really known how to become one if I hadn’t met the Ogden Outreach Officer at my university; and I may well have left the profession if I hadn’t had the Ogden Trafford Partnership to speak to. I think a lot of the stuff The Ogden Trust does has an impact beyond what can be measured.”

Dan Walker

Didsbury Partnership Co-ordinator
(2020–)
Teach Physics Intern (2015)

”

Whilst schools and teachers remain our principal focus, we are supporting teaching, learning and physics opportunities that go beyond the boundaries of the classroom. Our relationship with universities has evolved as funding for the Outreach Officer programme comes to an end; however, through a growing university network, we are continuing to support physics outreach and enabling wider access to university physics.

Fundamental to our strategy and to our programmes and provision is equity, diversity and inclusion. We are addressing

any systemic barriers in our programmes and events; ongoing care and increased awareness and understanding is helping us to mitigate barriers to participation, and ensures we take a proactive, strategic approach to inclusion, equity and accessibility. Our new accessibility and inclusion advisory panel, which includes people with expertise and lived experience, is now meeting regularly and advising the Trust on how to make our programmes more inclusive.

Priority actions

We will be working to grow The Ogden Trust profile and the reach of our programmes to enable more teachers to benefit from the support and opportunities that we provide.

We will be developing the evidence-base for our programmes and aiming to share our findings, practice and expertise more widely.

We are looking at ways to embed and progress inclusion and diversity across the organisation, dismantling any barriers that may exist and ensuring we provide an open and welcoming space both within the Trust and across our programmes and events.

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: 2021-22

111

partnerships



790

partnership events

865

schools in Ogden partnerships
(699 primary, 166 secondary)



Partnership events
reached

172,855

people



Science Talk



142

early years
practitioners

Phizzi Light and
Sound CPD

745

teachers



KS3 Physics CPD

173

teachers
from 85 schools



Early career support for



255

teachers or
trainee teachers

Primary science support for

346

teachers, trainee teachers
or teaching assistants

45

university
physics outreach
practitioners in our
network

42

Teach Physics
interns at
33 schools

£85,524

awarded in
19 physics
education grants

School partnerships

The Ogden School Partnerships programme operates from Early Years Foundation Stage (EYFS) through to the end of secondary education, addressing the transitions at each key stage. The programme works predominantly with local clusters of schools and established collaborations, such as multi-academy trusts. However, our Tameside Regional Partnership is now well-established, and we will continue to evaluate and evolve this place-based partnership approach.

Our partnerships 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; inspiring and committed teachers, secure in their subject knowledge, 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, all which help to develop and embed a culture of science.
- enrichment through family and community group engagement, and networking with local employers to provide a range of broader physics experiences for pupils and enhance science capital.

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, ensuring a firm foundation from which partnerships can build.

There were 111 funded partnerships in the programme in 2021–22, involving 865 schools (699 primary, 166 secondary).



Our Ogden partnership has allowed us to build a collaborative teaching community in which non-specialist primary teachers have gained a real confidence in the delivery of the physical sciences. The enrichment opportunities offered within our community have increased science capital; and science, in particular physics, has been made more relevant and more accessible to the students and their parents. Joining The Ogden Trust has raised the profile of physics and a lot more students are seeing science-related careers that they would like to pursue far earlier in their learning journey.

Everton McClymont

Lewisham Partnership (2020–)
Bonus Pastor Catholic College

Twenty-three of these partnerships officially launched at the start of the 2021 academic year. In October 2021, more than 30 partnership co-ordinators gathered in Stratford-upon-Avon to meet the Ogden team and counterparts from other school partnerships. This meeting was the third national induction meeting for partnerships, and the first significant in-person activity for teachers offered by the Trust in two years. Co-ordinators from the 2021 partnership cohort were joined by Year 2 partnership co-ordinators who shared their experience and ideas. The meeting provided a thorough understanding of the programme, and advice on how to develop efficient processes, deliverable plans and a sustainable partnership.

More than 82 per cent (19/23) of our new partnerships took a time buy-out (limited funding for half a day a week off timetable to lead the partnership). This is an increase on the previous year and an important step towards building effective and sustainable partnerships.

Our network of regional representatives has been actively recruiting for new partnerships in rural and coastal areas, and in areas of social deprivation. In these areas, young people may face one or more barriers to participation in science including lack of local opportunity, lack of local jobs and lack of role models in science and scientific careers.



Joanna organised a partnership egg drop challenge.

As partnership co-ordinator the time buy-out has been invaluable – it has helped me to plan, lead and build the partnership in our first year, in spite of inevitable challenges along the way, and it has helped me to set the foundations for delegation in year two. It has been an absolute honour to have this time – my confidence has grown, and I have developed my leadership skills. Leading the partnership can be hard work but it is definitely worth it. I feel lucky to be part of such a supportive network and it has made me fall in love with physics!

Joanna Burton
Bletchley Partnership (2021-)
Chestnuts Primary School

Partnerships recruited for 2021–22 were assessed and considered under various indicators of disadvantage. Twenty-eight per cent of students across our new year one partnerships were eligible for free school meals; recruitment of new partnerships with greater than average Free School Meals (FSM6%) increased by eight per cent on the 2020–21 intake.



More than 120 teachers and colleagues attended our two-day partnership conference to learn from expert practitioners and to share ideas, enthusiasm and expertise. The theme for the conference was space and ‘wow how now’ was at the heart of the sessions – looking at how students can be engaged with a ‘wow’, whilst understanding the ‘how’ of the science and the ‘now’ of real-life applications and careers. Delegates appreciated “the buzz and passion in the room for the common goal of ensuring inclusion and engagement for all in physics capital.”

To ensure we could work effectively with the increasing number of multi-academy trusts and larger federations of schools, we ran a pilot programme for **established collaboration partnerships**. After a successful pilot period, this was formalised in 2021. The first round of open applications took place in 2021–22 and 12 new established collaboration partnerships will be starting in September 2022; they will join our pilot partnerships which will be entering their third year.



Students from the Ogden Ark Partnership visited Culham to get a better understanding of real-world fusion physics.

One of the main aims of our Ogden Ark Partnership is to increase the number of students taking physics at GCSE, A-level and at university, particularly for under-privileged and under-represented students. We have been able to run CPD during our network days and have discovered lots of talent and knowledge within our network! We are now trying to capture and utilise this talent to empower our A-level physics teachers to have more impact in their schools.

We have used Ogden funding to start a STEM club which is now self-running and self-perpetuating: Year 12 students pick up where the Year 13 students have left off and continue to build the project. Students are learning lots of skills and it has given them great content for their UCAS statements.

Around 50 per cent of the current ARK Year 12 (2021) physics A-level cohort are applying for a physics course at university and others are going for engineering and computer science. We are really pleased to see our students continuing their STEM journey. Our Ogden partnership helps us to raise awareness and understanding of careers and opportunities from physics, as well as raising the profile of physics across the Academy and hopefully encouraging more students to take physics further.

Ragavan Nagaratnam
 ARK Established Collaboration
 Partnership (2020–)
 ARK Globe Academy

This partnership is part of our pilot cohort.

The **Tameside Regional Partnership** launched in 2021 and after a difficult start with lockdowns and COVID restrictions, it is now establishing firm roots in the area with increased engagement from schools and momentum building. Under the leadership of two Ogden-funded co-ordinators, there are now 28 primary schools actively and regularly involved in the partnership; they are divided into three local clusters so they can more easily work together to achieve their agreed priorities and objectives.

Across the primary schools there is focus on transition, science capital and family/community engagement in

science learning; 10 schools achieved the Primary Science Quality Mark (PSQM) this year with the support of Ogden funding. Secondary schools have been more reticent in their involvement with the partnership, however, engagement is increasing and more schools are showing interest in the CPD and resources available to enhance secondary physics provision. Sixth form ambassador programmes are in development and will help to build links and opportunities across the phases, supporting transition and subject knowledge.

Across the Tameside Partnership, primary teachers have been taking part

in Ogden CPD, securing their knowledge, pedagogy and increasing their classroom confidence. Teachers from 42 primary schools have taken part in Phizzi CPD in Tameside this year – following this CPD we conservatively estimate that these ideas, learning and resources could reach more than 9,000 children across those schools.

Of the 141 areas in Tameside, 11 fall within the most deprived five per cent nationally and a further eighteen within the most deprived 10 per cent nationally. In total, 13.4 per cent of Tameside residents live in income-deprived households.*

Professional development

Ogden continuing professional development (CPD) is an important component of the partnerships programme with development opportunities available for teachers from EYFS through to KS4 (Year 11).

Our early years CPD, Science Talk, is now an online programme to make it easier for more teachers and teaching assistants to attend. One hundred and forty-two early years practitioners took part in a Science Talk session in 2021–22, each participating school received resource cards to support the practical hands-on activities in their setting, developing communication and language skills through science enquiry.

In the academic year 2021–22, 114 Phizzi Light and Sound CPD sessions were held for primary schools in our partnerships. The events reached 745 teachers from 520 schools, meaning that more than 74 per cent of our primary partnership schools took part in the Light and Sound CPD. Overall, on a 1-10 scale, teachers attending the sessions showed a 2.9 point increase in confidence in working scientifically and a 3.2 point rise in their knowledge of light and sound.



Phizzi CPD

To ensure that progression continues from primary into secondary, teachers in the first year of a partnership can take part in **KS3 Physics** – a CPD programme for non-specialist teachers which focuses on the key physics concepts and pedagogical approaches. One hundred and seventy-three secondary teachers from 85 schools signed up for termly-twilight CPD sessions which covered the topics of forces, waves and electricity. The sessions were run by regional mentors and helped to build local networks of practice. 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.

The biggest impact within the partnership has come from our development of the physics curriculum through KS3 to KS4, and in raising the profile of physics right through from KS2 with the Phizzi CPD, which has provided our partner primary teachers with more confidence in not just delivering physics, but also inspiring our young people.

Natasha Hargreaves

North East Learning Hub Established
Collaboration Partnership (2020–)
Shotton Hall Academy

*www.tameside.gov.uk/demographic-information



“Clear easy to understand explanations; fantastic resources and practical hands-on experiences.”

“It was really useful how you adapted the sessions to exactly what was needed within the group – would highly recommend.”

KS3 Physics



CPD available to all partnership schools

EYFS Science Talk

A half-day online CPD session to support communication and language through understanding the world



Phizzi CPD

A four-year cycle of primary science CPD

2022/23:
Earth & Space



2023/24:
Electricity



2024/25:
Forces



2025/26:
Light & Sound



KS3 Physics CPD

Physics input, collaborative planning and reflection, resources

Forces



Waves



Electricity



Primary schools in Year 5 partnerships can take part in Phizzi Forward which provides an opportunity for schools to consolidate and review how their Phizzi CPD is being

implemented, how the resources are being used and how teaching and learning has improved.

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.

There are now 53 Phiz Labs in schools across England and 24 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). Seven of these Phiz Labs have been officially opened since September 2021, with grants awarded to a further seven schools. Funding has been agreed for more than 50 additional Phiz Labs on Wheels.

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.

Enrichment

At the time of writing, over 90 per cent of our partnerships in Years 1–5 have reported on their partnership programmes; a total of 790 activities/events took place in 2021–22, the highest ever reported, with a spend of £148,327. Although some online/hybrid



We opened our Phiz Lab in May 2022. It is used for lessons by St Peter's pupils and those from partnership schools. The lab hosts staff professional development and a range of community science events have also taken place.

Pupil science ambassadors helped us plan the Phiz Lab and our current team are helping us to raise the profile of science within our school community. They deliver playground science activities at lunchtime, hand out resources and support children to complete enquiry-based science. The lab also hosts weekly science club sessions which are oversubscribed. A science spectacular day organised for October 2022 will hopefully reach 135 Year 2 children from across the partnership and a further 350 children from other schools.

The lab has been a huge success and has really helped to promote a love for science in our school and the wider community that we will continue to build upon in the future.

Nathan Williams

Kent North Coast Partnership (2019–)
St Peter's Junior School

activities have taken place, partnerships have been returning to face-to-face interactions and have reached a reported 172,855 participants including students, families, teachers, technicians, teaching assistants and the wider community. This year's events have seen a significant increase in family involvement with parent/carer participation almost doubling.

Partnership activities are reported across five categories: enrichment, CPD, working with families, attainment and careers awareness. Enrichment events comprise 37 per cent of partnership activities and include (amongst others) transition events (between primary and secondary schools), science fairs, science libraries, science ambassador schemes, stargazing nights and space camps. Post-pandemic, family learning nights are featuring prominently in partnership activities, and we have this year seen a taskmaster event, a physics escape room and mastermind.

Partnership activities

Participants	2021-22
EYFS	9,013
KS1	30,933
KS2	80,292
KS3	17,027
KS4	6,602
KS5	546
Teachers	6,004
Technicians/teaching assistants	1,057
Parents/carers	20,980
Community/other	401
Total	172,855

Twenty-four legacy partnerships of a possible 29 reported on activities supported by the Trust this year. These partnerships ran 106 events for 451 schools totalling 21,049 participants.



We have used our Ogden funding for activities that will be sustainable once the partnership enters its legacy phase – our sixth form science ambassadors support our primary CREST awards; and we have developed science libraries that we share across the partnership schools. Each year we select pupils to be our primary science leaders. They help to deliver assemblies, run competitions and update our science displays. We now host our own end of year science awards, recognising the fantastic achievements of our students.

We are also introducing space camps across the partnership; if every school runs a space camp we will have around 50 events each year which would be fantastic. We have already held two Year 3 camps which included a whole day of space related activities, an evening of stargazing followed by a space film, and then in the morning a celebration assembly hosted by our science leaders.

Matt Crook
Halton Partnership (2019–)
Lunt's Heath Primary School



with trips taking place throughout the 2022–23 academic year – 156 students are expected to take part in these visits, with approximately 60 of them receiving direct support to enable their participation.

Priority actions

We will continue to review and evaluate our partnership model to ensure we can work effectively with education trusts and local clusters of schools. The effectiveness of our regional place-based model will also be monitored.

Our Science Talk CPD for EYFS will be relaunched in October 2022, using picture books to engage young learner in hands-on investigations to help them understand the world around them. The updated Science Talk provision will embed ideas to support inclusion and accessibility.

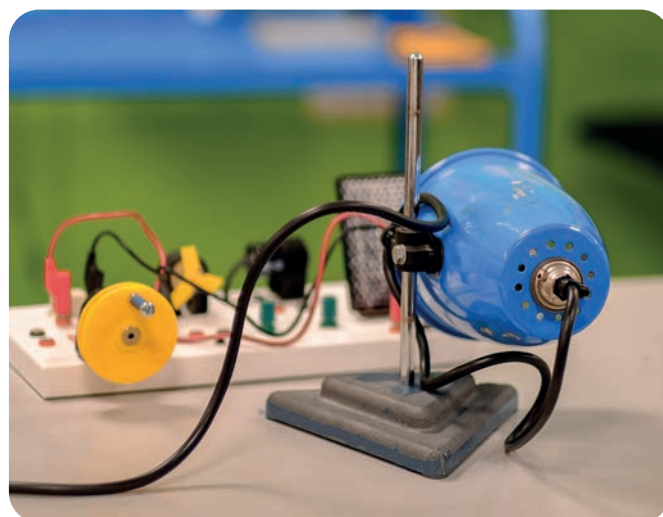
Schools are encouraged to work towards a sustainable partnership, developing activities, resources and ideas that can be continued once the full partnership funding has ended. The Trust encourages and supports activities that develop students' science capital, increase careers awareness and enhance engagement with families and the local community.

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, CERN showcases a range of careers connected to physics and students can use their experience to inform future education and career choices. This year, seven CERN grants totally £6,190 were successfully awarded,

We will be moving to a new partnership transition model – as partnership end their funded period and move into their legacy phase, they will be realigned with our Teacher Support programme to ensure they continue to receive active support and access to opportunities.

We will be piloting technician training days in partnership with CLEAPSS (one day for beginners and another for experienced technicians) to further their skills and support them with difficult equipment.



Community and connection

The Didsbury Partnership (2020–) is a large local cluster located in and around the south of Manchester. It comprises mostly secondary schools and sixth-form colleges, a number of which are situated in some of the most deprived urban areas of the country.

As a lone physicist at the newly opened Didsbury High School in 2019, Dan Walker felt very isolated and although put off by the drive across town after a long day at school, he attended a meeting for the Ogden Trafford Partnership, which “...made my day. It made my term really, because it was the first time I got to sit and talk with physicists for a very long time.” It is this feeling of mutual understanding and support which Dan has since sought to create in the Didsbury Partnership, building a diverse community of teachers all willing to share and contribute.

This aspect of connection with like-minded individuals was particularly important during the pandemic, as home-working exacerbated feelings of isolation. Having a forum to share teaching tips and good practice through formal CPD and informal interactions has also been invaluable for many of the teachers. Dan ascribes many improvements in his teaching and schemes of work to ideas gained through partnership CPD, resources highlighted at the Ogden conference and from just talking to other physicists at meetings.

Other strands of the Ogden programme have helped to establish and nurture the partnership. Many initial contacts with schools were brokered by the Regional Representative; a number of teachers from previous partnerships are involved,

bringing a wealth of experience; and collaborations with the Physics Engagement Champion (formerly Ogden Outreach Officer) at Manchester University have been extremely valuable in opening up opportunities for pupils.

The sense of being part of something bigger and the external validation of being trusted to lead an Ogden partnership has bestowed a feeling of confidence on Dan as the co-ordinator, giving him a stronger voice within his science department and more widely throughout the school. It has also allowed Didsbury High to work with their wider community of neighbouring schools in a friendly and positive way to support each other for the benefit of all.

The Didsbury Partnership has been able to build on the legacy of previous partnerships and Ogden programmes demonstrating the importance of the diverse range of support and opportunities the Trust provides, and the value of retaining experienced and enthusiastic physics advocates within the Ogden network. When different strands link together to become wrap-around support, the benefits are multiplied.

“I think that the Trust needs to know that what they’re doing is invaluable. It’s absolutely fabulous!”

David Woolley
Head of Didsbury High School

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 Didsbury Partnership to better understand their objectives, processes and achievements.

Teacher support

Our teacher support strand of work has significantly expanded this past year, with more programmes available and a larger team to deliver these initiatives. We continue to support primary teachers with the delivery of practical primary science, whilst for secondary teachers our programme of support is evolving to ensure that all teachers of physics, including the increasing number without physics specialism, have the knowledge, skills and confidence to deliver inspiring and engaging classroom physics.

Our teacher support helps us build meaningful relationships with teachers throughout their careers; starting with Teach Physics internships for undergraduates who might be considering a career in teaching and continuing through to the Teacher Network which offers career-long support for all teachers of physics and primary science leads.

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

Forty-two Teach Physics interns completed placements at 33 schools in summer 2022. In their evaluation, the interns all said they would recommend the scheme and the majority indicated that they were more likely to enter teaching upon graduation or later in their careers (one intern did not complete their evaluation survey). Seventeen per cent of the interns who responded said that they will be doing teacher training after graduation, with five per cent having already signed up to start in 2022. Most of the Teach Physics applicants were in their second or third year at university and had previously attended non-selective state schools.

In January 2021, the Trust's accessibility and inclusion panel reviewed the Teach Physics programme. As a result of their recommendations three online pre-

placement sessions were introduced to better prepare interns for their time in school. These included sessions to support applicants in their understanding of effective pedagogy, inclusive practices in teaching and teaching techniques to engage learners.



“Absolutely incredible experience, I would highly recommend... I really enjoyed the chance to teach a lesson, organise a physics careers workshop and a university-life session. It really increased my confidence and has made me feel that I will be a good teacher if I decide to go into teaching. It has also been a really good opportunity to see what teaching is really like and has opened my eyes to some of the challenges teachers face. Overall, I would highly recommend this to anyone even vaguely interested in teaching as it is a very enjoyable and enlightening experience.”

Teach Physics intern 2022



In 2021, a destination survey was sent to a total of 248 previous interns. We received 81 responses which showed that 64 per cent were still in education, either doing their undergraduate studies, postgraduate education or doing PhDs; 15 per cent were in teaching or teacher training and 17 per cent were not in teaching; 4 per cent had previously entered the teaching profession but subsequently left.

Early career

The Trust supports early career teachers of physics from their initial training through to their fifth-year post qualification. To support students as they head into teacher training, the Trust this year launched a series of subject knowledge sessions – Subject Knowledge Foundations for Teaching Physics. Delivered online, the sessions covered six core physics topics, working

through the conceptual ideas that students and teachers sometimes struggle with. Thirty-three students took part.

We also worked in partnership with the National Association of School-Based Teacher Trainers (NASBTT) to provide a series of online sessions, which were attended by 125 trainee teachers.

Sixty-nine teachers signed up for our Teaching Core Physics programme, which provides half termly coaching/mentoring sessions in local peer groups for teachers in their first or second year of teaching. Thirty-one teachers in their third, fourth or fifth year of teaching were accepted onto Developing Physics Specialism which provides bespoke mentoring sessions and professional development support.



In Summer 2022, 40 early career and trainee teachers attended our inaugural Early Career Festival which provided a programme of CPD, workshops and lectures.

“It was genuinely the most useful two days of my teaching journey so far and I am truly grateful to have had the opportunity.”

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“The Ogden Trust has been extremely beneficial in providing me with the tools and expertise to enter the physics classroom confident of my knowledge and how to support my students. Being linked with an experienced teacher, who is happy to share advice and resources has been especially useful.”

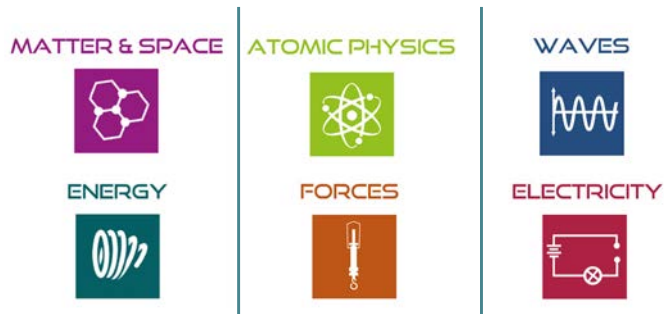
Calvin Browne

Developing Physics Specialism (2022)
Sidney Stringer Academy
(2017 Teach Physics Intern)

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Subject Knowledge for Physics Teaching

The Trust is now part of a national Science CPD Partnership which is funded by the Department for Education. STEM Learning is leading this new initiative, in partnership with the Association for Science Education and The Ogden Trust, with advice and support from the Institute of Physics, Primary Science Teaching Trust, Royal Society of Biology and Royal Society of Chemistry. The Science CPD Partnership is bringing together this collective expertise to improve teachers' access to career-long, science-specific continuing professional development. Within this Partnership, the Trust is now delivering a programme of Subject Knowledge for Physics Teaching (SKPT) for non-specialist teachers.



To deliver the first SKPT module of blended learning, the Trust worked with a network of physics teachers at 18 hubs schools across England who led participants through their blended learning module for KS3/4 forces. In the summer term, 67 non-specialist teachers signed up and 57 have completed the module to date.



“

“The delivery of the [SKPT forces] course has been brilliant – the in-person sessions and all the support online has been thought provoking and enabled me to reflect on my current strengths/weaknesses and to be able to approach improvement head-on.”

Helen Assinder

La Retraite Roman Catholic Girls' School

”

The first Physics Futures conference was held as part of the Teacher Network; it offered professional development workshops, insight into latest research and opportunities to share experience and best practice. The conference also provided a forum for teachers to share their own research. Attendance was low as the date had to be changed several times due to COVID.

Primary science

This year, the Trust has delivered its Primary Science Professional Learning (P3L) CPD to 346 teachers and trainee teachers. Elements of the P3L programme have been delivered in partnership with several teacher training organisations, and one full P3L training day was held for 59 practising primary teachers.

Teacher Network

Our Teacher Network currently has more than 1,000 members (including current partnership teachers) and offers regular professional development opportunities. This year, nine secondary physics teachers took part in a visit to the Science and Technologies Facilities Council's Boulby Underground Laboratory to discover more about the ground-breaking research taking place and how it can be brought into the classroom. A further 19 secondary teachers of physics took part in EinsteinPlus (E+) UK, a three-day immersive professional development programme showcasing resources from the Perimeter Institute, hosted by the University of Oxford and funded (and led) by The Ogden Trust.

“

“A wonderful experience which will definitely improve the physics education of my students”

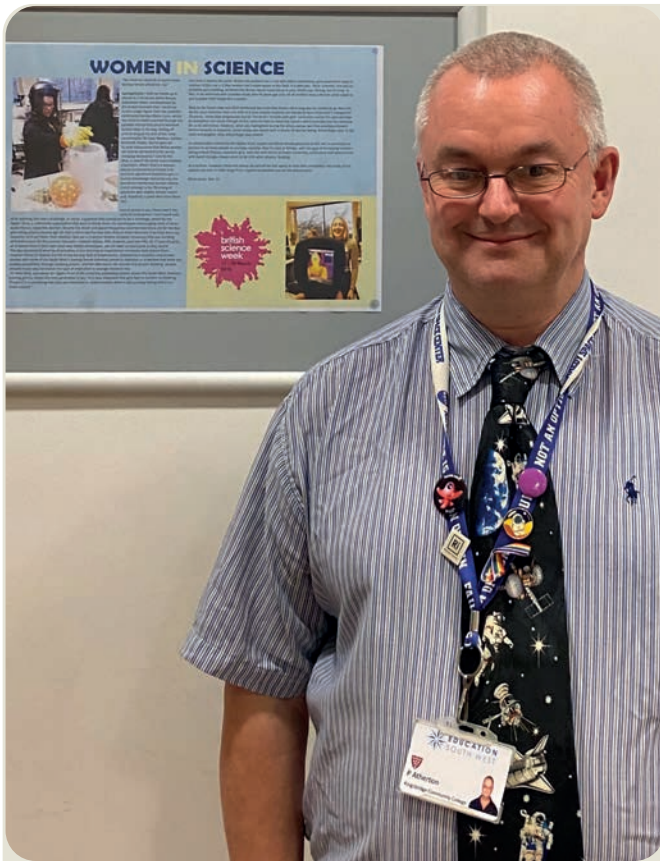
“Just amazing. Best CPD I've ever been on.”

EinsteinPlus

”

Teachers in the Network 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 and this year has awarded two grants through this programme. Two practice-based enquiries are also underway.

Senior Teacher Fellowships are awarded to teachers who have demonstrated exceptional commitment to physics



During my Senior Teacher Fellowship, I led a project to deliver primary physics masterclasses to schools in Devon. Sixty Year 12 science ambassadors from Kingsbridge Community College, Brixham Community College, Ivybridge Community College and Devonport High School for Girls were trained to deliver masterclasses. Following a full day's training from the Royal Institution,

I continued to work with Kingsbridge students to help them prepare their resources and plan their sessions. Across the project, 12 masterclasses were delivered to Year 5 pupils from feeder primary schools; with additional science days run by the newly trained ambassadors.

The primary students involved with the project have experienced a wide and rich variety of exciting physics sessions and the feedback has been universally positive. The Year 12 ambassadors have gained hugely in terms of skills development and have something very significant to talk about on their UCAS applications. Some of the students involved are considering becoming physics teachers.

Delivery of the project was affected by COVID but it has raised the physics capital and the profile of physics in all of the secondary and primary schools involved; and I have created a bank of resources to support others to run a similar programme.

Phil Atherton

Senior Teacher Fellow (2020–22)
Kingsbridge Community College

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 awarded four Senior Teacher Fellowships, which included two projects which are being continued into a second year.

STEM clubs

This year, we have been delivering the STEM Learning STEM Club workshop programme for London secondary schools. More than 100 teachers and technicians have attended the virtual workshops across the year looking at how to start a STEM club, how to ensure a STEM club survives and thrives, and how careers and employability skills can be embedded into STEM clubs. The sessions have been led by experts, and delegates from secondary schools, sixth form colleges and FE colleges from across London have been able to find and share ideas and inspiration.



Resources

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. Collectively, our resources have been downloaded over 7,000 times over the past 12 months (Sept 2021–August 2022); our working scientifically resources remain the most popular and they have been downloaded more than 2,000 times.

Priority actions

The Trust aims to grow the Teach Physics programme and increase applications for 2023, expanding the programme to include engineering undergraduates. Now that more universities are again hosting in-person career fairs, the Trust will be attending a number of these during the Autumn term to

promote the scheme to both physics and engineering undergraduates. Following a disappointing response rate to our destination survey in 2021, we will revise our follow-up and monitoring process.

We will work to grow the uptake of our early career provision continuing 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 from the outset. We are developing our monitoring and evaluation of the programme to ensure we continue to meet and understand the needs of early career teachers.

In the Autumn term 2022, the SKPT waves module will be delivered in 19 hub schools, whilst the electricity module will be launched at three national hubs in London, Birmingham and York. During 2023, matter & space and atomic physics will be available with support from coaches at hub schools; the face-to-face sessions for energy and forces will be delivered from national hubs with support from Ogden teaching and learning coaches.

As part of the Senior Teacher Fellowship programme, defined projects will be made available (by open application) to teachers looking for further physics experience outside of the classrooms. The projects will be devised and developed by the Trust to address identified needs and will then be delivered by a Teacher Fellow.

We will continue to develop our resources to ensure that we contribute to a representative and diverse physics story; we will review and update our current resources to make sure they are easily accessible to anyone using assistive technology and we will raise awareness of these resources on social media following a decline in downloads this year.

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. 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 Ogden outreach officers reached the end of their funding during 2021–22, leaving just two in Ogden-funded posts; one of these will conclude at the end of 2022 and the other in summer 2023. No further Outreach Officer positions will be funded, and the Trust will focus on other support for physics departments to carry out strategic outreach.

The Trust now supports an Outreach Officer Network that is open to all outreach practitioners at universities in Great Britain. We currently have 45 people actively engaged in this network, which meets regularly throughout the year to share practice and improve activities. Members of the network get access to shared training and funding opportunities and can take part in a wide range of physics outreach dialogues, conferences and collaborations.

This year, the Trust launched a new collaborative funding programme to support and facilitate strategic outreach collaboration between university physics departments and to influence positive change in the physics education landscape. Following a hugely competitive application process, the collaborative



As an Ogden Outreach Officer in 2020, I wrote and launched the first outreach and public engagement (OPE) strategy for the department and for the university which now underpins all OPE work we do. This strategy led to our first school outreach programme where we engage young people from disadvantaged backgrounds to show them that continuing to study physics can be a path for them to follow. We have developed our outreach ambassador programme, which this year recruited the highest number of ambassadors ever, and we have won an STFC spark award for our collaborative project with Hertfordshire libraries: ‘Cosmic Curiosity: Stories that Spark the Imagination.’ I was able to share this work with the national and international science communication community at BIG 2022, Belfast and CAP 2022, Sydney.

My Ogden funding finished this year, but I have been promoted to Outreach Manager and my position has been made permanent with talk of widening our team in the coming years. Being part of the Ogden network provides a supportive environment to share and connect with the wider sector as well as giving our department the ability to carry out high quality outreach and public engagement which will impact under-served communities for many years to come.

Nuala O’Flynn
Outreach Manager
University of Hertfordshire

funding was awarded to Orbyts – a UCL project which will now be rolled out to the universities of of Leicester, Northumbria, Kent, and the Mullard Space Science Laboratory.

The collaborative funding award was announced as part of the inaugural Ogden Outreach Awards which were held at The Royal Society to celebrate physics outreach and recognise the efforts of those involved in developing and delivering it. The awards were launched to recognise and reward efforts in physics outreach from undergraduate ambassadors through to longstanding public engagement projects.



The Ogden Outreach Awards

A pilot programme in Leadership for Outreach and Public Engagement, jointly funded by The Ogden Trust and the Science and Technology Facilities Council finished in December 2021.

Eighteen people from eighteen institutions took part in the programme with 91 per cent of participants concluding that they felt more confident leading outreach and public engagement because of the programme; 82 per cent felt the programme had developed their knowledge and skills in leading outreach and public engagement; with 82 per cent also reporting that they had made substantial progress developing their leadership approach. Recruitment for next cohort has been successful and the course will be running again from September 2022.

Orbyts projects last a minimum of three months and involve regular meetings between pupils and researchers. This interaction with real scientists, positively shifts students' perceptions of who can be a scientist, dispelling harmful stereotypes; participation in authentic science research increases student confidence and science capital, both of which are widely reported as barriers to science entry.

Since receiving our Ogden award, we have launched a new website and are aiming to implement 12 new projects over two years with a sustainable plan to continue that engagement into year three and beyond. The funding will directly contribute to over 1,700 pupil hours with more than 140 Year 10 and 12 pupils who would otherwise not have access to this level of repeated intervention.

Dr Mark Fuller

Orbyts Head of Evaluation and Impact
UCL

These new initiatives are part of efforts to build a broader more sustainable engagement with university physics departments and physics outreach professionals, developing a collaborative and long-term commitment to projects that will have a more profound and lasting impact.

Priority actions

We will continue to build our network for outreach practitioners working in university physics departments and research in Great Britain. Collaborative outreach project funding will be awarded annually; the outreach awards will be held biennially to recognise, celebrate and reward achievements in outreach.

An external evaluation of the outreach officer programme is underway and will report in 2023; the findings from this project 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 20-day summer placement with a local company in the energy sector. Internships provide a vital springboard into future possibilities, broadening access to career insights, providing meaningful work experience and engaging students in crucial conversations about renewable energy and the environment. The internships are run in partnership with seven local education providers in East Anglia, Barrow, Ulverston and Grimsby, who each have Coastal Energy College Champions. The internships are only available to students in those institutions.

After a two-year period of online Coastal Energy internships, the programme returned to in-person placements for 2022. The CREST award element, which was introduced to provide additional structure and purpose to the research work, has been continued and is a valued component of the programme for the students. Many placements followed a hybrid approach this year, with elements of home-based research and in-person placements to mitigate any impact from the ongoing COVID situation.

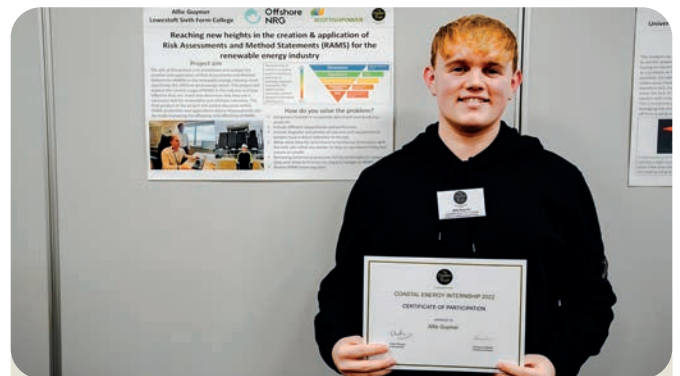
Twenty-one students participated in the programme in 2022 at 16 host organisations; feedback indicated that students felt more informed and confident with improved project and time management skills and communication after their placement. So far, 12 students have received a Gold CREST award for their

project submission; two have received silver; further work is underway on many of the remaining projects.

Priority actions

We will continue to gradually increase the number of internships available each year and will work to progress the co-funding model with the participating companies; this model will reinforce the value of the scheme to those involved and will help to ensure its longer-term viability. The ambition is for the Coastal Energy programme to become more sustainable with employers taking on the educational bursary costs of the participating students. To ensure that associated costs do not become a barrier to participation for students in future years, the amount of the educational bursary will be reviewed ahead of the 2023 programme.

We are developing plans to expand the Coastal Energy model to other physics-related careers.



By getting the opportunity to experience this industry it made me more aware of the work needed to generate this clean energy, and how many processes energy goes through from being generated to being used in homes... This industry will continue growing in order to meet with global net zero aims making it a great long-term career to pursue.

Alfie Guymer

Energy Intern 2022

Alfie's internship report has received a Gold CREST award.

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. Since September 2021, 19 grants have been awarded to the value of £85,524.

Whilst these grants are awarded for standalone projects, we encourage schools to use a funding award as a stepping-stone into a longer-term relationship with the Trust, sometimes as a gateway to the Teacher Network or to forming a school partnership. In recent years, we have supported schools to launch A-level physics and this funding has come hand-in-hand with (continuing)

time and expertise from Ogden consultants to maximise the impact and effectiveness of the grant. Two of this year's physics education grant recipients have gone on to form a school partnership, joining our School Partnerships programme where they will

Queen Elizabeth's High School (QEHS) is a state maintained, secondary (KS3-KS5) selective school in Gainsborough which is one of the most deprived towns in England; most schools located in the centre of Gainsborough have a much higher than average percentage of disadvantaged students. Our science department at QEHS has received a prestigious platinum science mark award and we are keen to make a positive impact on the wider community.

We successfully applied for an Ogden physics education grant and our student STEM ambassadors are now being mentored to deliver STEM CREST activities to more than 200 local primary school pupils. The ambassadors are developing their physics, communication, creativity and reflective thinking skills; and the primary pupils are working towards a CREST award. Our STEM ambassadors are building career-related learning into the activities and making links to the world of work that pupils are familiar with, building science capital and making connections to the real-world appliance of science.

Through our STEM ambassador initiative and other school science outreach we have done, we have established good relations with primary schools in our community. We are now using this network as the foundation for an Ogden school partnership which will officially launch in September 2022.

Daniel Carvalho
Queen Elizabeth's High School



Photo ©Clive Barda

With support from The Ogden Trust, award-winning education charity HDMT Music launched its national tour of 'Jina and the STEM Sisters', which tells the story of several inspirational women in STEM. The tour has already reached audiences in excess of 2,500 children from more than 40 schools.

receive five years of funding, support and CPD to help facilitate longer term impact and lasting change in their school physics provision.

Alumni can apply for physics education grants to support physics-related projects and initiatives; alumni who have since gone into teaching can join our Teacher Network. Further to our physics education grants, an additional three grants were made to organisations supporting other charitable interests of the Trustees; these grants are not open for applications and are solicited directly.



KS1 children collect data on rainfall.

This year, following support from The Ogden Trust (2020–21 grant), the Great Science Share for Schools (GSSfS) launched a new initiative to encourage children to ask physics questions and carry out physics enquiries. More than 900 schools took part in the Great Phizzi Share, reaching 43,000 young people.

The Great Phizzi Share included CPD and resources to support teachers to deliver guided physics enquiries to develop children's working scientifically skills. The practical, purposeful physics enquiries showed how ideas in the curriculum could be linked to real-world contexts around sustainability and climate.



Mark Warner leading an Ogden-funded Senior Physics Challenge in 2008.

In December 2021, Professor Mark Warner FRS sadly passed away after a long illness. Mark was a long-standing friend of the Trust and a passionate advocate for science education. He founded the Isaac Physics online platform with Dr Lisa Jardine-Wright in 2014 and the Trust is proud to have supported this ground-breaking initiative. In memory of Professor Warner, the Trust is now funding an annual Mark Warner prize at the Cavendish Laboratory, which will be awarded to an undergraduate theoretical physicist in recognition of exceptional achievements.

Research and communications

The Trust continues to raise its profile in the physics education arena, delivering our own programmes and initiatives, collaborating on wider research to inform the broader physics education community and commissioning independent research.

Following the publication last year of our collaborative research report with SEERIH (University of Manchester): 10 Key Issues with Children's Learning in Primary Science in England, work has continued to develop a framework of practical guidance, which will support practitioners to monitor children's science learning effectively and to address the issues identified in the original research.

The Primary Science Capital Project was a three year (2019–22) applied action research project funded by The Ogden Trust and the Primary Science Teaching Trust. Following the completion of the research, a handbook has been launched to introduce the Primary Science Capital Teaching Approach (PSCTA).

Five Ogden regional representatives have been taking part in a PSCTA accredited training course. Over the duration of the training, participants have each been working closely with two primary teachers, guiding them to make the adaptations needed to their lessons to ensure an equity approach to teaching science that personalises learning to the children in the class.

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 year, we have gathered 621 new followers and at the end of August 2021, had reached a total of 5,000. Nearly 700 tweets have been made, achieving more than 380,000 impressions (the number of times a tweet is shown to people across the platform).

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“Over the past few years, I have been fortunate to witness first-hand the positive impact the PSCTA approach can have, and in many cases, it has been truly transformational in providing young people with equitable opportunities to engage in science and develop their science capital and science identities.”

Scott Walker

Ogden Regional Rep and participant in the PSCTA training programme

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Our followers on Facebook have increased to 1,540. These platforms enable us to contribute to conversations and engage with a wider audience to share news, ideas and practice from across our programmes.

Priority actions

We will continue the process of delivering and maintaining accessibility standards and building representation, diversity and inclusion for our website, publications, and resources.

Our newly accredited PSCTA trainers will support teachers to develop their teaching practice and embed this social justice approach in primary schools across the country. They will work initially with teachers in our partnership programme.

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

We will develop our use of social media, more closely monitoring our analytics to feed into a broader digital communications strategy.

Governance, structure and management

Constitution

The organisation was registered as an unincorporated charity on 25 March 1994. The charity is governed by a trust deed, and a supplemental deed dated 18 May 1998. It is registered with the Charity Commission, Charity Registration Number 1037570.

This year, the charitable objects of the Trust were updated. They now allow the Trustees to advance general charitable purposes, in particular, but not limited to:

- (i) the advancement of education;
- (ii) the advancement of science; and
- (iii) the prevention or relief of poverty and the relief of those in need, by reason of youth, age, ill-health, disability, financial hardship or other disadvantage.

Appointment of Trustees

The Trustees are appointed by the existing Trustees. At any one time, there must be a minimum of three Trustees. There were no changes to the Trustee board this year.

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 can assess their own training needs. Most 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 responsible for the policies, activities and assets of the charity. They meet four times a year to review developments and 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. All trustees give their time voluntarily and

receive no benefits from the charity. Any expenses reclaimed from the charity are set out in note 12 to the accounts.

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 grant proposals. The Chief Executive's pay is determined by the Trustees who consider a range of factors.

Diversity and inclusion

Diversity and inclusion are core values of our organisation, and we are committed to providing an inclusive workplace for staff and consultants. A deliberate process of training and reflection has been underway for the past 18 months and this journey will be ongoing as we refine and evolve our policies and procedures, and ensure staff and consultants are skilled in equity, diversity, and inclusion issues.

The process of reflection and learning is informing our external-facing work, as we seek to remove any systemic barriers in our programmes and events. We have reviewed and refined our CPD training programmes to make them more accessible and inclusive; and we have updated our procedures to ensure events are open, welcoming, and safe spaces where everyone can participate. We are sharing our learning through programme webinars and conference sessions to help improve other people's awareness of diversity and inclusion issues.

The Ogden Trust aims to increase participation in physics for any under-represented groups, and diversity and inclusion will always be important to the organisation. We will continue to work with our accessibility and inclusion panel to learn from their lived experiences; our journey will be ongoing and iterative as we continue this process of change and learning to mitigate the barriers that may limit participation.

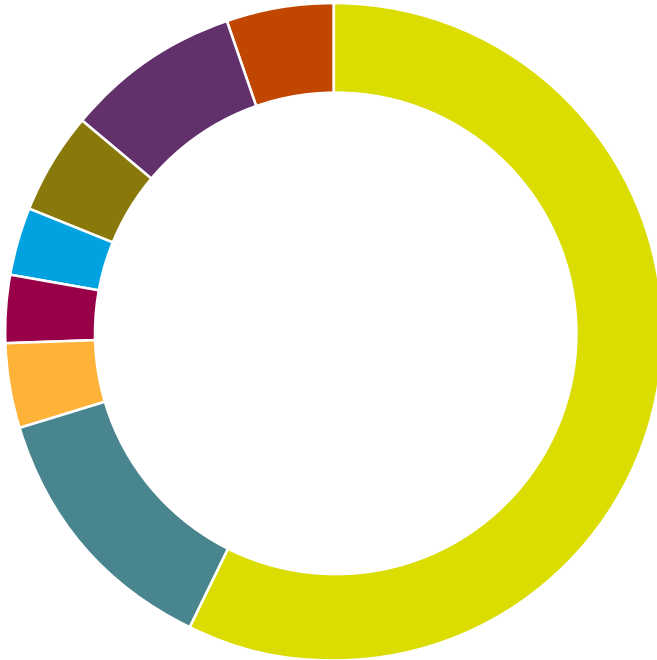
Financial summary

Key financial performance indicators

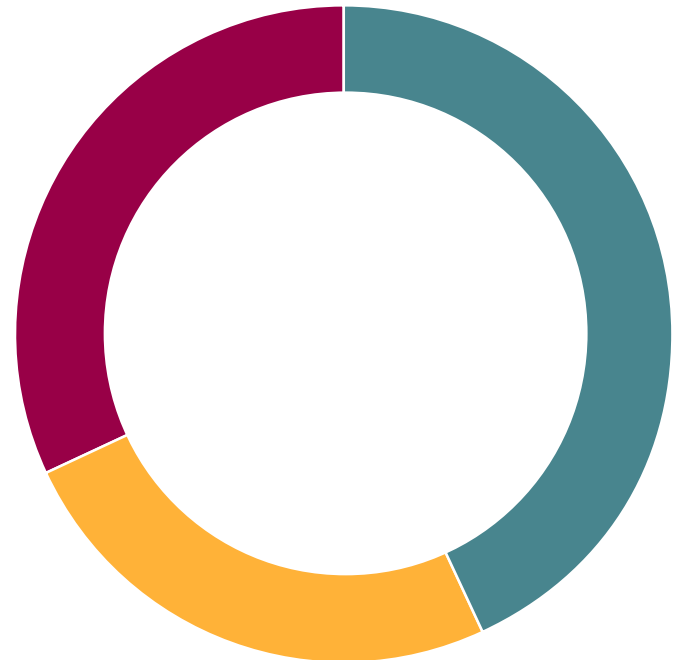
Total charitable expenditure in 2021–22 was £2,345,272, slightly increased from £2,336,219 in 2020–21. As the prior reporting period was 17 months, this shows a more significant increase across 12 months. Schools had a more stable year after the pandemic, and expenditure increased. Of this expenditure, £1,934,651 was spent directly on physics education activities with the School Partnerships programme constituting the biggest single area of spend. The Trust works through a mixture of small grants (typically less than £5,000) and direct support, primarily professional development activities for teachers. We often convene those on our programmes to share practice, locally and nationally.

The investment gain in this period has brought the portfolio to the higher end of our reserves target, 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 2021–August 2022



Expenditure by type
April 2021–August 2022



- School Partnerships
- Teacher Support
- Teach Physics internships
- Subject Knowledge for Physics Teaching
- Ogden Outreach Officers
- 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%. Despite uncertainty and turbulence in the markets, this year has seen a continued gain on investments.

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 £65,294,319 (2021: £56,477,847). Following the economic downturn due to COVID, the free reserves are now in the top quartile of the target range. The restricted funds for Energy Internships are currently negative, as explained in Note 21.

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 business of the Trust is now fully operational following the pandemic. However, COVID continues to be considered in all risk assessments, particularly for those who are highly vulnerable, 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.
Sickness affecting staff	Processes and procedures are now in place for a hybrid working model. When staff are in the office, it is well spaced, ventilated and regularly cleaned. Staff are encouraged to work from home if appropriate to prevent the spread of illnesses.
COVID affecting events	Events will be held in line with government guidance and will take place online where appropriate. Venues will be closely liaised with to minimise financial loss.
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. In so far as the Trustees are aware:

- there is no relevant audit information of which the charity's auditor is unaware;
- they have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

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 14 December 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 year ended 31 August 2022 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 2022 and of its incoming resources and application of resources, for the year then ended
- Have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice
- Have been prepared in accordance with the requirements of the Charities Act 2011

Basis for opinion

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

Conclusions relating to going concern

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 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: 14 February 2023

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 2022

	Note	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Income from:					
Donations	2	720	22,902	23,622	5,139
Charitable activities	3	79,162	-	79,162	-
Investments	4	479,237	-	479,237	370,667
Other Income	5	18,205	-	18,205	127,522
Total income		577,324	22,902	600,226	503,328
Expenditure on:					
Raising funds	6	303,170	-	303,170	379,030
Charitable activities	7	2,015,768	26,334	2,042,102	1,957,189
Total expenditure		2,318,938	26,334	2,345,272	2,336,219
Net expenditure before investment gains		(1,741,614)	(3,432)	(1,745,046)	(1,832,891)
Net gains/(losses) on investments	14	7,566,400	-	7,566,400	20,627,155
Net (expenditure)/ income and net movement in funds		5,824,786	(3,432)	5,821,354	18,794,264
Reconciliation of funds:					
Total funds brought forward		59,480,095	-	59,480,095	40,685,831
Total funds carried forward	21	65,304,881	(3,432)	65,301,449	59,480,095

The notes on pages 36 to 59 form part of these financial statements.

Balance sheet

	Note	31 August 2022 £	31 August 2021 £
Fixed assets			
Tangible assets	13	10,562	2,248
Investments	14	65,787,408	60,232,572
Total fixed assets		65,797,970	60,234,820
Current assets			
Debtors	15	131,032	105,916
Cash at bank and in hand		66,158	127,869
		197,190	233,785
Creditors: amounts falling due within one year	16	(621,264)	(824,039)
Net current liabilities		(424,074)	(590,254)
Total assets less current liabilities		65,373,896	59,644,566
Creditors: amounts falling due after more than one year	17	(72,447)	(164,471)
Net assets		65,301,449	59,480,095
Charity funds			
Unrestricted funds	21	65,304,881	59,480,095
Restricted funds	21	(3,432)	-
Total funds		65,301,449	59,480,095

The notes on pages 36 to 59 form part of these financial statements.

The financial statements were approved by the Trustees on 14 December 2022 and signed on their behalf, by:

.....
Cameron Ogden
Trustee

Statement of cash flows for the period ended 31 August 2022

	Note	2022 £	2021 £
Cash flows from operating activities			
Net cash used in operating activities	18	(1,956,801)	(1,780,232)
Cash flows from investing activities			
Dividends, interests and rents from investments		482,257	370,667
Purchase of property, plant and equipment		(9,654)	(1,757)
Proceeds from sale of investments		2,223,287	1,396,667
Purchase of investments		(800,800)	-
Net cash provided by investing activities		1,895,090	1,765,577
Change in cash and cash equivalents in the year		(61,711)	(14,655)
Cash and cash equivalents at the beginning of the year		127,869	142,524
Cash and cash equivalents at the end of the year		66,158	127,869

The notes on pages 36 to 59 form part of these financial statements.

Notes to the financial statements for the period ended 31 August 2022

1. Accounting policies

1.1 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.

1.2 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.

1.3 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. Accordingly, the financial statements continue to be prepared on the going concern basis.

1.4 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.

1.5 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.

1.6 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.

1.7 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

1.8 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.

1.9 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.

1.10 Debtors

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

1.11 Cash at bank and in hand

Cash at bank and in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

1.12 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.

1.13 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.

1.14 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 2022 £	Restricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Donations	720	1,688	2,408	5,139
Grants	-	21,214	21,214	-
	720	22,902	23,622	5,139

In 2021, £1,239 was unrestricted and £3,900 was restricted.

3. Income from charitable activities

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Science CPD programme (STEM Learning Ltd)	79,162	-	79,162	-

4. Investment income

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Income from listed investments	479,143	-	479,143	366,792
Interest on bank fixed deposits	94	-	94	3,875
	479,237	-	479,237	370,667

In 2021, all investment income was unrestricted.

5. Other income

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Madoff Victims Fund Compensation	18,205	-	18,205	127,522

6. Investment management costs

	Unrestricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Investment manager's fees	447,225	447,225	557,710
Investment management fee rebate	(144,055)	(144,055)	(178,860)
	303,170	303,170	379,030

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 2021 all expenditure on investment management costs was unrestricted.

7. Analysis of expenditure

Analysis of expenditure: current year

	Direct costs 2022 £	Grant funding of activities (note 8) 2022 £	Support & governance costs (note 10) 2022 £	Total 2022 £	Total 2021 £
School Partnerships	547,573	274,021	350,189	1,171,783	1,047,238
Teacher Support	125,807	58,893	83,762	268,462	181,798
Teach Physics internships	4,351	50,317	30,465	85,133	148,719
Subject Knowledge for Physics Teaching (SKPT)	67,004	-	-	67,004	-
Ogden Outreach Officers	44,105	(40,331)	60,929	64,703	104,670
Alumni Programme	-	-	-	-	36,844
Grants	4,923	81,907	22,833	109,663	203,125
Bursaries and scholarships (note 9)	-	(12,000)	3,785	(8,215)	394
Other physics activities	43,799	71,390	60,929	176,118	161,819
Physics education activities	837,562	484,197	612,892	1,934,651	1,884,607
Other charitable purposes	1,500	98,381	7,570	107,451	72,582
All charitable activities	839,062	582,578	620,462	2,042,102	1,957,189
2021	499,156	701,926	756,107	1,957,189	

In 2021, charitable activities expenditure amounting to £3,900 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 £238,301.

Analysis of expenditure: prior period

	Direct costs	Grant funding of activities (note 8)	Support & governance costs (note 10)	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 9)	-	(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.

8. Grants payable

	2022 £	2021 £
Grants to institutions:		
Primary schools	189,112	182,116
Secondary schools	110,021	275,681
Universities	83,741	(14,453)
Organisations	142,774	91,854
Subtotal	525,648	535,198
Grants to individuals	56,930	166,728
Total	582,578	701,926

215 grants and no scholarships were awarded in 2022, compared with 327 grants and 1 scholarship in 2021.

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

Primary schools	2022 £	2021 £
Ashton Gate Primary School	100	2,500
Avonmore Primary School	1,780	(2,000)
Beacon Ace Academy	5,000	5,500
Beechview Academy	-	5,000
Bevington Primary School	-	2,500
Bignold Primary School	-	1,620
Briar Hill Infant School	250	-
Broadlea Primary School	-	(1,225)
Camelsdale Primary School	-	1,005
Charlton Primary School	5,500	-
Cherry Fields Primary School	-	2,500
Chestnuts Primary School	5,500	-
Christchurch Junior School	2,500	-
Churchdown Village Junior School	-	70
Cooper Perry Primary School	5,500	-
Copley Primary School	2,300	5,500
Daven Primary School	250	-
Denbigh Primary Schoolw	5,500	-
Dulverton Junior School	250	-
Durham Gilesgate Primary School	5,000	2,500
Falmouth Primary Academy	5,500	-
Ferndale Primary and Nursery School	2,480	2,500
Gaskell Community Primary School	250	-
Gayton Primary School	-	2,500

Primary schools (continued)	2022 £	2021 £
Gisburn Primary School	250	-
Great Academics Education Trust	-	9,495
Grimley & Holt CE Primary School	5,500	-
Gurnard Primary School	1,000	10,500
Hallam Primary School	2,500	-
Hartside Primary Academy	1,000	2,340
Hazeldene School	5,500	-
Hertford St Andrew Primary School	-	40
John Donne Primary School	-	2,160
Kings Ash Academy	3,870	5,500
Kingsland CE Primary School	-	384
Kippax North Primary School	-	(1,274)
Knowsley Lane Primary School	5,475	-
Ledbury Primary School	-	1,000
Loughborough Primary School	-	2,500
Lunt's Heath Primary School	1,500	5,000
Middleton CE Primary School	2,500	-
Moorpark Junior School	600	935
Newby Primary School	400	-
Newsham Primary School	1,500	5,000
Okehampton Primary School	2,230	5,000
Oundle Church of England Primary School	2,105	2,500
Our Lady and Saint Kenelm Primary School	250	-
Our Lady of Mount Carmel First School	250	-
Our Lady of Walsingham Catholic Primary School	-	3,500
Pakeman Primary School	972	-
Red Oak Primary School	4,850	5,500
Richard Taylor CE Primary School	4,500	5,500
Rockingham Junior and Infant School	5,500	-
Rushton CE Primary School	5,500	-
Sculthorpe Primary Academy	1,000	2,500
Sherford Vale School	-	730
Sibsey Free Primary School	2,500	5,250

Primary schools (continued)	2022 £	2021 £
Silver Springs Primary School	12,000	-
Somerleyton Primary School	-	1,000
Springbank Primary School	250	16,000
St Agnes CE Primary School	2,300	2,500
St Alphege Junior school	250	250
St Anne's RC Primary School	-	2,000
St Augustines RC Primary School	-	1,000
St Christopher's Catholic Primary School	950	-
St Clements CE Primary	-	5,000
St Edward's Catholic Academy, Swadlincote	2,500	-
St Edward's Catholic Primary School, Sheerness	2,430	-
St Laurence's Catholic Primary School	5,500	-
St Maria Goretti Catholic Academy	-	3,760
St Matthew's Catholic Primary School	5,000	5,500
St Pauls CE Primary School	5,000	5,500
St Peter in Thanet	-	2,500
St Peter's Elwick Church of England Primary School	5,500	-
St Stephen Churchtown Academy	2,500	3,500
St Andrews & St Marks CE Junior School	-	1,000
St Stephen's CE Primary School	-	5,500
Stella Maris Catholic Primary School	2,500	2,500
Streatham Wells Primary School	2,420	5,500
Sunnyhill Primary School	2,500	-
Sutton in Craven CP School	2,500	5,500
Walford Primary School	-	1,000
Walton Priory Middle School	4,500	-
Waterside Primary School	5,350	-
Westminster Primary Academy	-	2,500
Whitehouse Common Primary School	250	-
Whittington CE Primary School	-	(1,624)
Wickham Market Primary School	-	200
Willenhall Community Primary School	5,500	-
Wybourn Community Primary School	5,000	5,500

Primary schools (continued)	2022 £	2021 £
Wyvil Primary School	5,500	-
Other	-	1,500
Total	189,112	182,116

Secondary schools	2022 £	2021 £
Alder Community High School	2,600	1,833
Alexandra Park School	-	18,500
Ark Globe Academy	-	2,000
Ashton Community Science College	12,000	9,000
Avanti Fields School	-	3,500
Beamont Collegiate Academy	1,460	5,500
Belmont Community School	-	(500)
Benenden School	1,860	2,500
Berwick Academy	-	2,500
Bideford College	2,160	2,500
Bishop Barrington Academy	12,000	-
Blackpool Sixth Form College	2,500	2,500
Bonus Pastor Catholic College	6,000	5,500
Bridgwater College Academy	(1,120)	2,240
Brixham College	-	(2,000)
Brixton Learning Collaborative	2,450	2,460
Burnley College	-	1,205
Carre's Grammar School	117	-
Castle Manor Academy	1,500	-
Castle View Academy	1,510	5,500
Chelsea Academy	-	1,000
Chilton Academy	-	330
Cleeve School	5,500	-
Consett Academy	1,850	70
Davidson CE High School for Girls	-	2,599
Didsbury High School	1,200	5,500
DRET Quay Academy	5,500	-

Secondary schools (continued)	2022 £	2021 £
Earl Mortimer & Sixth Form Centre	-	(866)
East Norfolk Sixth Form College	-	(300)
Elizabeth Garrett Anderson School	5,000	-
Energy Coast UTC	660	2,500
Mounds Bay Academy	-	2,000
Ernesford Grange Community Academy	-	750
Exeter Mathematics School	-	(2,000)
Exeter School	(250)	-
Fulneck School	(1,673)	-
Girls' Day School Trust	-	66,476
Great Academy Ashton	-	2,654
Hadley Learning Community	2,500	-
Haggerston School	(3,242)	-
Hartlepool Sixth Form College	-	540
Hartpury College	-	(2,168)
Helston Community College	-	8,000
Highbury Fields School	-	(1,000)
Hinckley Academy and John Cleveland Sixth Form Centre	-	(600)
Humberston Academy/Havelock Academy	-	5,500
Impington Village College	200	-
Kensington Aldridge Academy	1,000	-
Kettering Buccleuch Academy	-	2,500
King Edward VI Grammar School - Louth	-	1,500
King Edward VII Academy	4,500	5,500
Kingsbridge Community College	250	9,250
Lampton Academy	-	800
Leeds Sixth Form College	-	2,000
Limehurst Academy	-	4,000
London Design & Engineering UTC	-	2,519
Longridge Towers School	5,000	-
Longsands Academy	1,215	5,500
Malcolm Arnold Academy	5,500	-
Marden High School	-	885

Secondary schools (continued)	2022 £	2021 £
Marine Academy Plymouth	(117)	3,142
Merchants' Academy	-	2,890
New College Worcester	-	3,540
North Cambridge Academy	-	1,000
North East Learning Trust	-	3,000
Nunnery Wood High School	1,400	-
Oldham Sixth Form College	250	-
Our Lady Of Lourdes Catholic MAC	-	3,000
Paget High School	-	(1,000)
Painsley Catholic Academy	-	1,838
Ponteland High School	500	-
Presdales School Academy Trust	-	2,925
Queen Elizabeth's High School	2,142	-
Reach South Multi Academy Trust	-	3,065
Sharples School	400	2,540
Sir John Leman High School	1,215	-
Skegness Grammar School	(167)	1,901
South Bromsgrove High School	-	650
Southmoor Academy	-	250
Spires Academy	2,500	1,070
St Aidan's Church of England High School	(3,750)	5,500
St Augustine's Catholic High School	-	4,332
St Bede's Inter-church School	-	(700)
St Bernadette Catholic School	-	1,977
St Edward's Catholic Academy	2,500	5,500
St Marylebone Church of England School	440	552
St Richard's Catholic College	1,000	-
St Cuthbert's RC High School	-	5,000
The Whitstable School	-	2,500
Stewards Academy	1,000	2,500
Stockton Sixth Form College	-	(500)
Tapton School	-	8,000
The Academy at Shotton Hall	3,500	5,000

Secondary schools (continued)	2022 £	2021 £
The Gatwick School	(864)	2,500
The Gilbert School	-	(850)
The Godolphin and Latymer School	-	(350)
The King's School (Grantham)	2,500	5,500
The Mounbatten School	2,500	-
The Priory Learning Trust	2,370	2,500
The UCL Academy	-	(500)
The Whitby High School	5,000	5,500
Thomas Mills High School	-	1,520
Titus Salt School	-	(1,000)
Urmston Grammar School	705	(2,100)
Wardle Academy	4,900	2,500
Whitley Academy	-	(950)
Workington Academy	350	-
Other	-	1,762
Total	110,021	275,681

Universities	2022 £	2021 £
Cardiff University	(1,350)	(4,169)
Durham University	3,000	(3,000)
Harvard Business School	8,881	(24,544)
Imperial College London	-	2,100
Keele University	3,000	(6,461)
Lancaster University	1,020	4,940
Newcastle University	(1,217)	3,700
Northumbria University	(47)	47
Queen Mary University of London	-	(29,335)
Royal Holloway University of London	(4,549)	-
Sheffield Hallam University	12,660	13,660
The Open University	1,125	(4,237)
University College London	39,750	(4,250)
University of Bath	(9,306)	(209)
University of Birmingham	37,650	1,305
University of Bristol	2,400	-
University of Cambridge	10,000	-
University of Edinburgh	(6,308)	-
University of Hertfordshire	(4,557)	-
University of Kent	1,373	(4,310)
University of Leeds	(1,356)	-
University of Leicester	-	5,000
University of Lincoln	(1,796)	4,800
University of Liverpool	-	69
University of Manchester	12,000	18,500
University of Nottingham	(21,667)	(3,000)
University of Sheffield	1,500	3,421
University of St Andrews	-	2,000
University of Surrey	(1,500)	-
University of Worcester	35	4,974
University of York	3,000	4,546
Total	83,741	(14,453)

Organisations	2022 £	2021 £
1001 Inventions	-	4,950
1851 Trust	10,000	-
Aerospace Bristol	-	4,500
Astin Consulting	-	4,924
Blyth STEM Hub	-	5,000
BM Schools Out UK	1,000	-
Bright Box Makerspace	-	(8,600)
Cambridge Hands-On Science (CHaOS)	5,000	-
Child Bereavement UK	-	1,250
EDT (Engineering Development Trust)	-	4,865
Founders4Schools	5,000	-
HMDT Music	4,750	4,500
Institute of Physics	15,000	-
Liberty Arts Yorkshire	-	5,000
Lightyear Foundation	-	5,660
Links to a Life	4,900	-
Mahdlo (Oldham) Youth Zone	4,000	-
Mangorolla CIC	-	10,000
Mustaqbill (Future) Foundation	5,000	-
National Youth Agency	(2,000)	-
Physics Partners	-	5,000
Plymouth Science CIC	-	5,000
Robinson Education Solutions Ltd	-	3,000
Royal Trinity Hospice	-	5,000
SATRO	3,500	-
Scarabeus Aerial Theatre	-	5,000
Science Magic Shows (Matt Pritchard)	-	3,000
SHINE	75,000	-
Special Boat Service Association	-	15,000
Teachometer	1,624	-
The Institute of Art and Ideas	-	3,150
The Smallpeice Trust	-	5,000
The Spencer Steadman Trust	10,000	-

Organisations (continued)	2022 £	2021 £
Turtle Key Arts	-	4,680
UK Students for the Exploration and Development of Space	-	(4,025)
Total	142,774	91,854
Grants to individuals	56,930	166,728
Total grants	582,578	701,926

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

	2022 £	2021 £
Grant commitments at 1 September 2021	837,714	1,725,401
Commitments made in the period net of grants released	594,578	713,176
Grants paid during the period	(865,658)	(1,600,863)
Total	566,634	837,714

Grant commitments at 31 August 2022 are payable as follows:

	2022 £	2021 £
Within one year (included with note 16)	494,187	673,243
After more than one year (included with note 17)	72,447	164,471
Total	566,634	837,714

9. Bursaries and scholarships

During the period ended 31 August 2022, the Trustees have committed the following bursaries to pupils of various secondary schools and scholarships to undergraduates of various universities for physical sciences courses:

	2022 £	2021 £
No (2021: one) undergraduate scholarships started Autumn 2020	-	4,500
Movement in provision for prior year approved scholarships	(12,000)	(15,750)
Total	(12,000)	(11,250)

No further undergraduate scholarships are being made, 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:

	2022 £	2021 £
Bursaries and scholarships commitments at 1 September 2021	73,500	159,000
Bursaries and scholarships movement (see above)	(12,000)	(11,250)
	61,500	147,750
Total bursaries and scholarships payable:		
Bursaries paid during the year	-	-
Scholarships paid during the year	(25,500)	(74,250)
Bursaries and scholarships commitments at 31 August 2022	36,000	73,500

Bursaries and scholarships commitments at 31 August 2022 are payable as follows:

	2022 £	2021 £
Within one year (included with note 16)	36,000	73,500
After more than one year (included with note 17)	-	-
Total	36,000	73,500

10. Support costs

	Total 2022 £	Total 2021 £
Staffing costs		
Wages, salaries and medical insurance	320,886	402,152
National insurance	28,325	32,658
Pension costs	17,181	21,729
Recruitment costs	3,995	2,150
Staff training and development	29,041	13,200
Consultancy costs	7,775	10,050
Subtotal	407,203	481,939
Office costs		
Office rental and costs	125,375	177,146
Printing, postage and stationery	4,087	5,561
Web and digital	19,175	46,213
Publications and promotional materials	3,499	140
Travel expenses	2,326	713
Depreciation & loss on disposal of assets	1,340	4,180
Payroll and other fees	1,379	1,252
Accountancy fees	27,613	35,783
Subtotal	184,794	270,988
Governance costs		
Legal fees	15,845	-
Audit fees	12,620	6,200
Subtotal	28,465	6,200
Total	620,462	759,127

The 2022 audit fee is £8,000 net of VAT (2021: £7,350). The 2022 audit fee expense above also includes £3,020 of the 2021 audit fee, which was under accrued in the previous financial year.

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

11. Net expenditure

This is stated after charging:

	2022 £	2021 £
Depreciation of tangible fixed assets – owned by the charity	1,340	4,180
Auditor's remuneration – audit	8,000	7,350
Auditor's remuneration – non audit	-	-
Pension costs	17,181	21,729
Operating lease costs	85,134	135,181

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

Staff costs were as follows:

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

	2022	2021
Charitable activities	11	8

The numbers of employees whose emoluments during the year fell within each band of £10,000 from £60,000 upwards were as follows (the 2021 comparator is based on a 17-month period):

	2022	2021
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 2022, £2,086 was owed by the Trust in relation to the pension scheme (2021: £597).

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 (2021: £Nil). The total employment benefits, including employers NI of key management personnel over the year was £81,338 (2021: £112,400 over 17-month period).

13. Tangible fixed assets

	Computer equipment £	Total £
Cost		
At September 2021	13,633	13,633
Additions	9,654	9,654
Disposals	-	-
At 31 August 2022	23,287	23,287
Depreciation		
At 1 September 2021	11,385	11,385
Charge for the year	1,340	1,340
Additions	-	-
At 31 August 2022	12,725	12,725
Net book value		
At 31 August 2022	10,562	10,562
At 31 August 2021	2,248	2,248

14. Fixed asset investments

	Listed securities £	Cash held for investment purposes £	Total £
Market value			
At 1 September 2021	59,238,742	993,830	60,232,572
Additions	800,800		800,800
Disposals (proceeds £2,223,287, realised gain £290,284)	(1,933,003)	-	(1,933,003)
Other cash movements	-	(141,853)	(141,853)
Revaluations / currency gains	7,092,240	183,877	7,276,117
Investment management fees	(447,225)	-	(447,225)
At 31 August 2022	64,751,554	1,035,854	65,787,408
Historical cost	11,362,005	1,035,854	12,397,859

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.

15. Debtors

	2022 £	2021 £
Amounts due in more than 1 year:		
Rent deposit	19,410	19,410
Amounts due in less than 1 year:		
Trade debtors	32,260	126
Rebate of external management fees	11,000	10,712
Other debtors	31,007	32,628
Prepayments and accrued income	37,355	43,040
Total	131,032	105,916

16. Creditors: amounts falling due within one year

	2022 £	2021 £
Trade creditors	13,496	12,928
Other taxation and social security	12,606	15,981
Grants payable (note 8)	494,187	673,243
Bursaries and scholarships payable (note 9)	36,000	73,500
Other creditors	6,860	899
Accruals	58,115	47,488
Total	621,264	824,039

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

	2022 £	2021 £
Grants payable (note 8)	72,447	164,471
Bursaries and scholarships payable (note 9)	-	-
Total	72,447	164,471

18. Analysis of net assets between funds

Analysis of net assets between funds: current year

	Unrestricted £	Restricted £	Total £
Tangible fixed assets	10,562	-	10,562
Investments	65,787,408	-	65,787,408
Net current liabilities	(420,642)	(3,432)	(424,074)
Long-term liabilities	(72,447)	-	(72,447)
Total funds	65,304,881	(3,432)	65,301,449

Analysis of net assets between funds: prior period

	Unrestricted £	Restricted £	Total £
Tangible fixed assets	2,248	-	2,248
Investments	60,232,572	-	60,232,572
Net current liabilities	(590,254)	-	(590,254)
Long-term liabilities	(164,471)	-	(164,471)
Total funds	59,480,095	-	59,480,095

19. Reconciliation of cash

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

	2022 £	2021 £
Net income/(expenditure) for the year (as per Statement of Financial Activities)	5,821,354	18,794,264

Adjustments for:

(Gains)/losses on investments	(6,977,323)	(19,251,322)
Dividends and interest from investments	(479,237)	(370,667)
Depreciation	1,340	4,180
Loss on disposal of fixed assets	-	-
Increase in debtors	(25,116)	(7,559)
Decrease in creditors	(297,819)	(949,128)
Net cash used in operating activities	(1,956,801)	(1,780,232)

20. Analysis of cash and cash equivalents

	2022 £	2021 £
Cash in hand	66,158	127,869
Total cash and cash equivalents	66,158	127,869

21. Analysis of changes in net debt

	At 1 September 2021 £	Cash flows £	At 31 August 2022 £
Cash at bank and in hand	127,869	(61,711)	66,158

22. Statement of funds

Statement of funds: current year

	Balance at 1 September 2021 £	Income £	Expenditure £	Gains/ (Losses) £	Transfers £	Balance at 31 August 2022 £
General funds						
General funds	59,480,095	577,324	(2,318,938)	7,566,400	-	65,304,881
Restricted funds						
Energy Internships	-	1,688	(5,438)	-	-	(3,750)
STEM Enrichment Partnership	-	21,214	(20,896)	-	-	318
Total restricted funds	-	22,902	(26,334)	-	-	(3,432)
Total funds	59,480,095	600,226	(2,345,272)	7,566,400	-	65,301,449

The restricted funds for Energy Internships has a negative balance at year end because the internships have been committed this year, but the income will be recognised in the next financial year as the conditions for funds required the internships to be completed.

Statement of funds: prior period

	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)	-	-	-
		3,900	(3,900)			
Total funds	40,685,831	503,328	(2,336,219)	20,627,155	-	59,480,095

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.

STEM Enrichment Partnership – this fund supports science, technology, engineering and mathematics (STEM) subjects within UK schools, improving the quality of teaching and inspiring young people to pursue a STEM-related career.

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.

23. Operating lease commitments

At 31 August 2022, the total of the charity’s future minimum lease payments under non-cancellable operating leases was:

Land and buildings

	2022 £	2021 £
Amounts payable		
Within 1 year	12,940	77,640
Between 1 and 5 years	-	12,940
Total	12,940	90,580

24. Related party transactions

During the year, grants totalling £75,000 (2021: £nil) were paid to Shine: Support and Help in Education. Cameron Ogden is a Trustee of this organisation.

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

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