The Ogden Trust

making physics matter

Trustees' report and financial statements

for the year ended 31 August 2024

Contents

Cover photograph: Pupils investigate with a Phizzi Forces enquiry. Phizzi CPD is part of our School Partnerships programme.

Back cover photograph: Guests seated for our gala dinner celebrating 25 years of The Ogden Trust.

Welcome from Chair and Chief Executive

In 2024, we celebrated 25 years of The Ogden Trust – a significant milestone for our family charitable trust. We have taken time to reflect on some of our achievements, but we continue to look ahead to what still needs to be done as we work to make broader, deeper and more sustainable changes in physics education.

It was a joy to gather with so many of our teachers and education friends for our 25th anniversary conference this year. As well as a time to celebrate, the event provided a forum to build connections and share ideas, with valuable discussions and insight that will contribute to our plans and provisions for the future.

Looking to the future, this year we have started the process of reviewing and evaluating our five-year strategy so we will be ready to move into a new phase of programme development and delivery in 2026. We have been gathering feedback from across the sector and will continue with focus groups and workshops over the coming year as we progress and consolidate our thoughts.

We remain committed to enhancing the teaching and learning of physics, and we will continue to develop our programmes to make them accessible to those who find themselves most disenfranchised from physics and the opportunities it can bring.

We are looking forward to refining and evolving our strategic objectives so we can best deliver the practical actions most needed in a challenging physics education landscape.

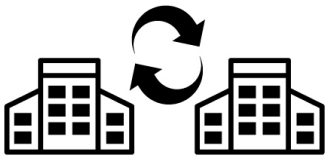
Cameron Ogden
Chair of Trustees

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 and engagement
- enrichment opportunities
- strong environments for physics learning

Support for teachers of physics to provide

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

Physics opportunities for all through

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

The Trust's strategy for 2021–26 has focused on enhancing 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 in areas that are most in need. Over the past year, we have been reflecting on the effectiveness of our current programmes to prepare for our upcoming strategic review.

Teaching and learning

Our current programmes of teacher support and continuing professional development (CPD) are growing, with provision and opportunities for teachers throughout their careers and across the key stages. In September 2023, as part of our strategic commitment to teacher development, the Trust officially established an in-house teaching and learning team to ensure the quality of the increasing portfolio of CPD programmes across the organisation.

A new advisory panel for professional development provides further strategic direction and guidance to inform and progress our CPD portfolio. The panel comprises experts in the teaching and learning of physics in primary and secondary

Principles of practice

Design

- Intended impact of the training / CPD is clear
- Target audience is defined and informs design
- The programme design and content are underpinned by robust evidence and expertise
- Programme activities, sequencing and narrative are deliberately designed to facilitate sustained changes to practice – activities may include opportunities for application, practice, reflection, collaboration and expert challenge
- Programmes are inclusive and accessible

Evaluation

- Secure, inclusive and non-threatening environment
- Supportive yet challenging
- Meaningful and relevant to classroom practice
- Opportunities to think like a teacher, rehearse, be actively engaged, adopt metacognitive approaches and explore misconceptions
- Time for professional reflection and collaboration
- Trainers make their pedagogical reasoning clear
- Contextualised

Implementation

- Effective processes are in place to ensure the CPD programme is delivered to a high standard
- Internal and external evaluation processes are used to review impact and inform ongoing improvements to the programme
- Consideration is given to addressing broader factors that may impede the effectiveness of the programmes and broader CPD offer – participant experience; value for money; staff time

education and in teacher education and professional development. They are informed by current thinking and research and bring valuable insights from the wider education community to the Ogden teaching and learning team.

The Ogden CPD programmes are developed around research-informed principles of practice. All our CPD provision follows established guiding frameworks to ensure that the programmes meet the needs of schools and teachers, and we use trusted sources to inform our content. This year we have formalised our core principles to ensure that our training is always delivered to the same standards with a clear purpose and structure. Our principles of practice were formally adopted as Trust policy in December 2023.

The Trust was named as a source of CPD in the EEF report **Improving Primary Science** (2023) which recommends that schools 'strengthen science teaching through effective professional development' and in June 2024, we were one of just four organisations selected (from 78 applicants) to work with the Education Endowment Foundation (EEF) on their intensive Working Through Others programme.

Executive leadership panel

In September 2023, we established and launched an executive leadership panel of experienced school leaders to advise on the challenges and demands faced by the key decision makers in schools, and to advocate for the Trust across their education networks. By collaborating with school leaders in this way we hope to further develop, communicate, and effectively deliver our range of programmes in schools.

As the headteacher of a large comprehensive school for over a decade, my staff and I were expertly guided through a range of Ogden Trust programmes which enabled us to become resilient in delivering high-quality physics learning experiences. Now, as part of the Trust's executive leadership advisory panel, I can join other senior colleagues in support of the drive to help school leaders address the ongoing challenge to recruit, train and retain teachers of physics. As the range of Ogden programmes on offer develops, we can help provide senior school and trust leaders with a relevant roadmap with which to navigate the difficult educational terrain. The Trust's team of dedicated and experienced professionals remains a reassuring constant, and I feel privileged to be associated with, and able to offer advice to, an organisation that continues to make such a difference.

John Sanderson
Former Headteacher, Chipping Campden School
Chair, The Ogden Trust Executive Leadership Panel

The executive leadership panel met with the Trustees and senior management of the Trust in July 2024.

Priority actions
We will review our strategy, launching an updated document in Autumn term 2025. As part of this process, we will gather feedback from across the sector and explore how we can maximise our impact.

As part of the EEF a Working Through Others programme, we will be leading and developing a project looking at the design of professional development programmes that support physics teaching, with a view to improving teaching and learning for those facing barriers in physics.

Securing engagement with school senior leadership and departmental leads will strengthen our communications and underpin our programme development; teacher advocates will help us to grow effectively and ensure the work of the Trust resonates with school communities.

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. Most of the programmes are open application and are available to many schools and teachers in England, meeting the criteria that they must benefit a sufficient section of the public.

Our achievements: 2023–24

121
partnerships

817
partnership events/activities

1,157
partnership schools (925 primary, 232 secondary)

Partnership events
207,505
participants

Science Talk
221
early years practitioners

Phizzi Electricity CPD
939
teachers from 804 schools

KS3 Physics CPD
199
teachers

Early career support
105
teachers

36
Teach Physics interns at 31 schools

608
SKPT module completions

55
Coastal Energy interns at 40 companies

32
outreach officers in our network

£158,763
awarded in 51 physics education grants

25th anniversary

Education has always been at the heart of the Trust and we have evolved from providing opportunities for individuals to our current physics focus which is centred around schools and teachers.

We have supported hundreds of young people with scholarships and bursaries in our 25-year history and have gone on to support many thousands more through our university outreach, teacher support and school partnership programmes. Our physics support for teachers continues to amplify our impact as we empower and enable them to best educate the next generation.

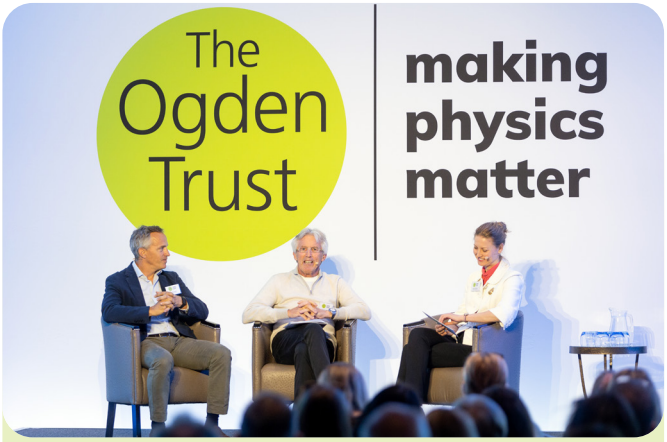
This year, we welcomed almost 300 teachers and education friends to our 25th anniversary physics forum and conference at The Belfry. We reflected on what has been achieved in the first 25 years of the Trust but also looked forward to what still needs to be done.

In our opening keynote, Evelyn Forde shared her journey into headship: "What an amazing gift it is to be a teacher. What a profound difference we can make on pupils' lives."

Celebrating 25 years of The Ogden Trust.

Delegates explore science and drama as part of our workshop series on creativity, community and family engagement.

Delegates chat and network during the conference.



Cameron and Sir Peter Ogden in conversation with fusion physicist Dr Melanie Windridge.

Guests are seated for the gala dinner celebrating 25 years of The Ogden Trust.

Delegates gather for the keynote sessions.

James de Winter shares his insight and expertise in the research strand of the workshop sessions.

Keynote speaker Professor Anu Ojha chats to delegates after sharing his insight into the importance of space science.

Sir Peter talks to delegates.

School partnerships

The Ogden School Partnerships programme works with schools from Early Years Foundation Stage (EYFS) through to the end of secondary education, working across the phases and addressing the transitions at each key stage. The overarching vision and ambition of the programme is to create sustainable improvement in physics education, making it more accessible and inspiring the next generation. Partnerships receive four years of funding with a further year of transition support to foster sustained partnership activity.

The partnership programme works with groups of local schools and with established networks through multi-academy trusts and federations. We currently support one regional partnership in Tameside which starts its fourth (and final full year) of Ogden funding in September 2024. We are continuing to evolve this place-based approach, with a view to applying the model in another area of significant need.

The partnerships collectively reported a total spend for 2023–24 of £172,258 across 121 partnerships, comprising 96 local clusters and 25 established collaborations, and including 1,219 schools. The place-based project in Tameside supported 79 schools (62 primary and 17 secondary provision) this year, meaning that more than three-quarters of schools in the Tameside Local Authority region are now actively involved in the partnership.

Targeted recruitment and assessment of applications has increased the number of schools in the partnership programme with at or above national free school meal percentage, based on the forever6 measure by Gov.uk from forty-seven per cent in 2022–23 to sixty percent in 2023–24.

We know that time can be a limiting factor in establishing and maintaining a successful partnership and a time buy-out (limited funding for half a day a week off timetable

> The culture of physics for schools in our partnership has improved drastically. This year we hosted our second family learning event as a partnership, which was really successful. The event was fully booked – over 15 feeder schools were involved, and 60 families attended, with feedback asking for more! Community engagement has also been a real strength of our partnership. Attendance at this year's community stargazing was up fifty per cent and we would love to offer a community event each term to really build connections and momentum. Our masterclasses for secondary students are being refined as we go, but they have already proved to be really useful for mapping pathways and learning about opportunities. Our partnership CPD sessions for primary and secondary have been fantastic. The resources are being used across the Trust and the CPD has instilled more confidence in physics teaching.
>
> **Natasha Peachey**
> **Science Teacher, Lyndon School Summit Partnership (2022–)**

Everton McClymont, lead co-ordinator for the Lewisham Partnership since 2020 received an Institute of Physics Teachers of Physics award for 2024. The award acknowledged his outstanding teaching style, exceptional work with supporting local primary schools, exemplary work with pupils through extracurricular activities, and promotion of under-represented groups.

to lead the partnership) is offered to co-ordinators to help give them the capacity to build effective and sustainable partnerships. Twenty-five new partnerships started in September 2023 and 96 per cent (24/25) took the time buy out (91 per cent, 2023–2024; 82 per cent 2022–2023). An additional three time buy-outs were awarded for large partnerships which were arranged into smaller clusters.

Professional development

Continuing professional partnership development (CPD) is an important component of the partnership programme with CPD opportunities available for teachers from EYFS through to KS3. In the past year, primary and secondary CPD events reached 1,544 teachers.

EYFS Science Talk
Support communication and language through understanding the world

Phizzi CPD
A four-year cycle of primary science CPD


Electricity


Forces


Light & Sound


Earth & Space

KS3 Physics CPD
Physics input, collaborative planning and reflection


Forces


Waves


Electricity


Matter


Energy


Space

Two hundred and twenty-one early years practitioners in our first-year partnerships took part in their online **Science Talk** session in 2023–24. The programme supports practical hands-on activities in early year settings, developing communication and language skills through science enquiry. Science Talk is aligned to the EYFS framework, and embeds ideas and resources to support inclusion, accessibility, and diversity; ideas for continuous provision and links to careers are designed to inspire the youngest of learners. Each activity is linked to a picture book, with a book pack provided after completion of the training.

In the academic year 2023–24, 115 Phizzi Electricity CPD sessions were held for primary schools in our partnership programme, reaching 1,159 teachers from 753 schools. This means that 84 per cent of our eligible primary partnership schools took part. As part of our regional support, a Tameside CPD conference was also held, reaching a further 74 teachers from 51 schools. Overall, on a 1-10 scale, the evaluation for Phizzi this year showed a 3.15 point increase in confidence and subject knowledge and a 2.93 point rise in their working scientifically knowledge.

> Wonderful delivery and very knowledgeable and professional presentation... There are lots of immediate changes we can make at school as an impact of this training which will improve the breadth and depth of our curriculum offer.
>
> **Phizzi Electricity CPD**

This year, our accredited trainers have been piloting our Primary Science Capital Teaching Approach (PSCTA) CPD offer with 16 partnerships; 22 teachers from 21 schools have taken part in the first year of the programme, PSCTA Developing, and

our Teaching and Learning team have been finalising the content and structure for the second year of the programme, PSCTA Securing – the extension for schools who want to implement the approach more widely across their schools or multi-academy trusts.

The PSCTA programme is available through the Ogden Trust to partnerships in their third year. It equips teachers with the skills to critically reflect on their teaching practices and to deliver a social justice approach to teaching science. Some examples include tweaking teaching to personalise and localise lessons so that they reflect the experiences of the students in their classroom and learning how to better support student voice and agency. In 2024–25, we will be piloting the second year of the programme with a cohort of schools keen to roll out this approach across their schools.

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 resources are being used and how teaching and learning has improved. This new Phizzi component is still in pilot phase and being refined on an ongoing basis.

To ensure that progression continues from primary into secondary, partnerships can take part in KS3 Physics. This is now open to teachers and leaders of KS3 physics in the first and second year of an Ogden partnership. One hundred and seventeen schools took part in our KS3 CPD, with more than 200 teachers in year one partnerships completing sessions on the topics of forces, waves and electricity and more than 70 in year two partnerships completing sessions on matter, space and energy.

Partnership activities

Partnership funding helps to facilitate and enable physics-focused activities that support teacher development and build science capital and engagement. It was reported that a total of 817 partnership activities/events took place in 2023–24, with a total partnership spend of £172,258. These events reached 207,505 participants. The events include all partnership teacher development activities and enrichment. The main enrichment activities reported, include: ambassador schemes, extra-curricular clubs, physics fairs and inter-school competitions; trips to science centres and universities to engage students with physics in real-world contexts; and transition projects to encourage progression and build continuity in learning.

This year, following a review and teacher consultation, reporting was streamlined. To improve efficiency and the accuracy of the information provided, partnerships were asked to define their events as either enrichment or teaching and learning (CPD), with an additional category for family engagement. The Trust encourages family learning events as research has shown that parental (or primary caregiver) involvement has a positive impact on student engagement and performance in physics. Of all the reported activities, 38 per cent were categorised as enrichment, 31 per cent as family engagement and 30 per cent as teaching and learning.

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

> I can already see the children more engaged, and it has definitely enhanced the lessons.
>
> **PSCTA Securing participant**

to support those students who would otherwise be least able to participate due to their financial circumstances.

As well as giving students (and their accompanying teachers) a greater understanding of the particle physics involved in world-class research, trips to CERN showcase a range of careers connected to physics and students can use their experience to inform future education and career choices. In 2023–24, nine CERN trips took place with funding from the Trust; the funding supported approximately 93 pupil premium students to make the trip.

> The School Partnerships programme provides an amazing opportunity for schools to work together and collaborate in holding activities to inspire students in the field of physics. The funding has made this possible, especially in the current financial climate where school budgets are very tight. The students in our partnership have certainly benefitted this past year and we are very much looking forward to the next year.
>
> **Sally Chin**
> **Teacher of Science**
> **Queen Katharine Academy**
> **Peterborough Partnership (2023–)**

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 and investment in physics learning spaces and resources are integral parts of our partnership programme.

All second-year partnerships with more than one primary school can apply for funding 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.

Seven Phiz Labs opened this year, and 19 new grants were awarded for schools preparing to create their lab space. The total number of active Phiz Labs (in current partnerships) is 27. Recommendations from Ogden-funded PhD research looking to understand the impact of science laboratories in English primary schools will inform the development of this programme.

Our partnership with CLEAPSS has evolved this year and we now offer funding to secondary school physics technicians to cover the cost of CLEAPSS **technician** CPD and the associated travel costs – seventeen technicians successfully applied for funding in the past year.

Our pilot programme for **primary teaching assistants** in our southwest partnership schools concluded this year; in total, 47 teaching assistants from 18 different schools in the region took part in one or more of the six webinars. The project demonstrated that professional development support for teaching assistants is invaluable and can make a positive difference to removing barriers for pupils in the classroom. However, it also highlighted the challenges of trying to provide CPD for classroom assistants and the approach will be reviewed.

Stronger together

With leadership from local Ogden-funded secondary and primary leads, the **Tameside Regional Partnership** has evolved and strengthened, and more than three-quarters of schools in the Tameside Local Authority region are now actively involved.

The regional approach has had wide-reaching impact with resources and CPD available to schools from early years through to secondary; the partnership funding has created a funnel of active, engaged learners that are reaching secondary school with a higher level of science capital, physics engagement and fewer misconceptions. The formal training days and continuing peer-support at cluster meetings has helped to consolidate teacher professional development and build enthusiasm and confidence in the classroom from EYFS through to secondary.

> By including early years from the day they walk in, we're building those strong foundations, raising the profile of science and the love of it as well.
>
> **Primary Project Lead**

Professional development

Three rounds of KS2 Phizzi CPD have taken place, plus one EYFS Science Talk session and one KS3 Physics session, involving around 250 teachers representing almost all of the 80 schools actively involved in the partnership. A conservative estimate indicates that these ideas, learning and resources will have reached more than 15,600 individual learners across the schools, roughly half of the total KS1–4 state school population in Tameside.

Teachers' knowledge and understanding of the primary science curriculum has grown thanks to Phizzi CPD, which provides subject knowledge, teaching approaches, and resources and guidance for practical enquiries. Having the right equipment, knowing how to use it, and having enough kit so a whole class can participate in practical activities has been a key part of building confidence, enthusiasm and delivery across all year groups.

> What we've got out of the Phizzi training has been absolutely remarkable. Those resources are second to none.
>
> **Teacher, Hollingworth Primary School**

Secondary teachers have noticed that more incoming students are using similar, age-appropriate terminology and seem to have fewer misconceptions. Less time is required for recapping prior learning and quicker progress can be made through the KS3 curriculum; because such a large proportion of the primary schools in Tameside have taken part in the Ogden Phizzi CPD, there is now a continuity of teaching.

> Pretty much every single primary school in the whole authority is getting the same CPD, they're doing the same experiments, with the same equipment. With almost every single child through my door in Year 7, I know what they've done. The big ideas at KS3 follow on perfectly from those in primary and if the students are covering them correctly in KS1 and 2 then the KS3 curriculum can be made more ambitious for the students.
>
> **Secondary Project Lead**

Resources

Participating schools have benefitted from significant investment in their teaching resources with the primary schools all receiving Phizzi resources and some successfully applying for additional resource funding too; one-off partnership grants have enabled secondary schools to replace broken and outdated equipment, helping schools to reinforce the primary learning by ensuring practical physics can be delivered with more hands-on investigations in smaller groups and allowing students to continue to develop their skills as active learners.

Building on the Ogden partnership momentum and enthusiasm, the Tameside Partnership has also successfully applied to external organisations for funding to buy equipment such as telescopes and binoculars for use at enrichment events and to fund an additional programme of student STEM ambassadors.

Enrichment

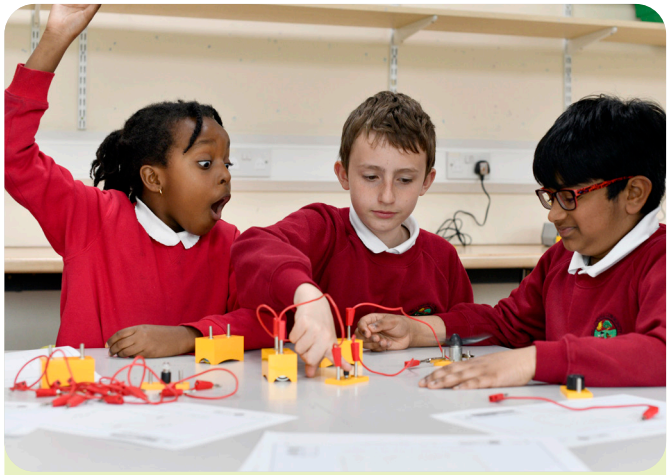
A comprehensive partnership programme of primary pupil enrichment has been developed, including STEM Space Clubs, Ogden science celebrations, Astro Camps, science ambassadors and Wow! assemblies delivered by the secondary partnership lead. Supported by Ogden bursaries, several schools have achieved the Primary Science Quality Mark accreditation, whilst others have completed the Space Education Quality Mark.

Tameside Phizzi CPD conference.

Family and community engagement events have taken place regularly, including stargazing nights, and science shows with high-profile presenters. Since 2022, these enrichment activities have reached over 14,000 children and their families. Additional funding has supported the set-up and delivery of a STEM Ambassadors scheme involving older students working with primary pupils within the partnership.

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 Tameside Regional Partnership to better understand impact of the Ogden investment.

> [Partnership schools] are all saying pupils are a lot more excited, they are a lot more engaged. The Wow assemblies really stirred up the biggest excitement around the subject. [When I set up my primary school science ambassador scheme] I was expecting three applications and I had seventeen!
>
> **Teacher, Our Lady of Carmel RC Primary School**



Pupils investigate circuits with the Phizzi electricity resources.

> I was always determined to give the children from my local area the greatest chance to go on to have a career in sectors that I knew would change their lives and the community for the better – the Ogden Trust was a perfect partner to help develop our existing offer and make this vision a reality.
>
> Our students now genuinely view themselves as scientists and want others to join them in their passion for the subject, regularly sharing science research and home projects at a class and whole school level... It is deeply satisfying, knowing that we are making a tangible difference in the lives of our students and the wider community.
>
> **David Gregory**
> **Year 5 Teacher, Newsham Primary**
> **Blyth Valley Partnership (2019–)**

Legacy partnerships

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.

At the end of their fifth year of funding, partnerships now transition into our Teacher Network which gives them access to additional support and opportunities. They receive reduced partnership funding to help support ongoing activities and shared events. In September 2023, 23 partnerships were still active in their legacy phase.

Priority actions

Significant activity in raising the Trust profile increased partnership expression of interest applications for September 2024, to around double the expected quota. More robust and clearly defined criteria will be introduced to make the selection process more transparent and fully accountable.

Priority areas for partnerships will be established each year using the government opportunity areas cross-referenced with IDACI and ONS data for levels of deprivation. The current level of physics and STEM engagement will also be factored in. This approach will help to ensure that funding can reach the areas with the most need.

Our partnership work with large multi-academy trusts will be formally evaluated to ensure the funding and support is most effective.

Teachers get involved with the workshop sessions at the physics forum and conference.

Teacher support

Our teacher support programme is helping 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.

We are working hard to ensure teachers feel secure in their physics knowledge and valued in their role – whether they are starting their teaching journey, find themselves teaching physics when it is not their specialism or are long-standing physics teachers with years of classroom experience.

Helping teachers to improve their physics subject knowledge and confidence is a central component of our teacher support; empowering teachers to deliver engaging physics lessons helps to positively change the physics learning landscape for students and will hopefully encourage teachers to remain in the profession. Our Subject Knowledge for Physics Teaching (SKPT) CPD and our early career provision are continuing to build momentum and are reaching more teachers each term.

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.

Teaching internships

Thirty-six **Teach Physics** interns completed placements at 31 schools in summer 2024: 8 per cent of these participants will be starting a PCGE in 2024 and a further 11 per cent indicated that they would definitely now do teacher training when they graduated. More than 40 per cent said that following their Teach Physics experience they were now more likely to enter teaching in the future, while all of the interns said they would recommend the programme.

Undergraduate university student	Teach Physics internships	4-5 week teaching placements in schools for university students
Pre-teacher training	Subject Knowledge Foundations for Teaching Physics	Six online sessions delivered in the summer term, for teachers about to start their training
Initial teacher education	IOP Scholar mentoring	12 online sessions of mentoring and support delivered to teachers over 2 years
Early career teacher year 1-2	Teaching Core Physics	Half termly online subject knowledge CPD and mentoring sessions
Early career teacher year 2-5	Developing Physics Specialism	Bespoke one-to-one mentoring for teachers teaching physics GCSE and/or A-level

I am now in my third year of teaching post-PGCE and I am teaching at the school where I did my Teach Physics placement. Although they don't remember me, some of the Year 7s that I observed and taught during my placement I now teach in my Year 11 classes!

Although teaching is definitely not without its challenges, especially as one of a very small number of physics teachers, I can still say I am very much enjoying helping people on a daily basis. One of the highlights has been hosting my own Teach Physics intern and providing them with the opportunities that I was afforded, in addition to helping them explore their own interests and how they relate to scientific communication, education and pedagogical theory.

Kara Morris
Head of Physics
The Henrietta Barnett School

Pre-teacher training

Subject Knowledge Foundations for Teaching Physics is the next step in our support programme for aspiring teachers. This online CPD supports non-physicists who are preparing to start their science teacher training; six sessions take place in the summer and cover the foundation knowledge needed to teach physics, helping students to embed and secure their physics understanding. There was a significant uplift in interest and participation in this year's programme: more than 130 people signed up (48: 2023) with an average of 62 attending each session (26: 2023); 47 of the students attended four or more sessions (21: 2023).

I think the most useful thing will turn out to have been the general wisdom about teaching that was shared throughout the course. It's been quite inspiring. It's also useful that the course gave us good strategies for teaching each topic, and resources to use … It's been nice to feel part of a community of aspiring physics teachers …

Subject Knowledge Foundations

Initial teacher training

Following feedback on the Foundations programme, a new series of webinars will be launched to offer more support for trainee science teachers. Underpinning Principles for Teaching Physics will provide a one-hour online session each half term and 50 participants from the Subject Knowledge Foundation sessions have already signed up.

In 2024, the Trust begun working with the Institute of Physics (IOP) to support the delivery of mentoring and CPD to the **IOP scholars** – trainee physics teachers who have been awarded funded having shown that they are passionate about physics and

In May 2024, the Trust held a celebration event for the IOP scholars. The day included a keynote speech from Richard Brock, King's College London, on critical reflection and when (or if) to use stories in physics teaching.

have the potential to become inspirational teachers. One hundred and twenty-three scholarships were awarded but engagement in the online mentoring sessions plateaued at about thirty-eight per cent, although a higher number utilised the resources and presentations that were available to them. Going forward, the Trust will be responsible for delivering all of the IOP scholar mentoring, and our approach will be revised to better facilitate participation.

> I signed up for the Ogden Early Career programme for two reasons: firstly, for the subject knowledge and secondly for the confidence, and it has without doubt helped me with both... I went from a point of properly hating the subject and now just have no fear about teaching physics; I really enjoy it! I find it fascinating and interesting and that comes through when I am teaching.
>
> My mentor made me feel like I was just scooped up – he was very accessible and open and available, and made it very easy for me to tap into the programme. He was so generous with his time and with his expert knowledge and he was really patient, which was fantastic for someone like me who struggled with some of the physics concepts.
>
> **Jo Beswick**
> **Science Teacher**
> **Great Marlow School**

Early career support

Thirty-nine teachers in their first or second year of teaching signed up for our **Teaching Core Physics** programme in September 2023; a further 16 joined the programme in January 2024. Teaching Core Physics provides online coaching/mentoring sessions each half term – although feedback is positive, maintaining participation levels is always challenging. Engagement peaked at 63 per cent for session one; across the six sessions, participation levels averaged out at 39 per cent. For teachers in their second to fifth year of teaching, with a significant physics timetable, we offer **Developing Physics Specialism**. Fifty teachers signed up for the programme this year, and 68 per cent demonstrated a medium to high level of engagement (medium 2–4 sessions during the year and high 5 or more sessions).

Our annual early career festival offers our programme participants the chance to meet in person with their peers and mentors. Sixty-three early career and trainee teachers attended the two-day event in Oxford in August 2024 – enjoying inspirational professional development sessions, keynote presentations and a tour of the world-class Rutherford Appleton Laboratory.

"Very helpful tips and ideas during the sessions on how to develop my teaching in the classroom."

We continue to work with the Primary Science Teaching Trust (PSTT) to deliver the **Primary Science Enhancement Award** (PSEA) to early career teachers in primary schools in our networks. The award was developed by PSTT for student teachers to increase their experience and understanding of teaching and learning in primary science during their initial teacher training, but the

Trust is now delivering it as part of our early career support, helping teachers to consolidate and build on their science leadership potential. Although we only have a small cohort each year, the impact is positive.

> The PSEA has exposed me to a wealth of knowledge, industry best practices, and innovative approaches. This has enriched my understanding and broadened my perspective, making me more informed and adaptable in a dynamic work environment.
>
> **Samuel Taylor**
> **Early Career Primary Teacher**
> **St Mary's Catholic Primary School**

Subject knowledge

The Trust has been contracted to develop and deliver Subject Knowledge for Physics Teaching (SKPT) CPD since April 2022. The delivery is part of a national Science CPD Partnership which is funded by the Department for Education and led by STEM Learning. In 2023, the SKPT contract was extended to 31 August 2024 (and subsequently to April 2025).

With the ongoing challenges of teacher recruitment and retention, increasing numbers of teachers are having to teach KS3/4 physics without a physics specialism; SKPT is helping to support them, developing subject knowledge, pedagogy and addressing misconceptions. This blended learning CPD is an important part of our Teacher Support programme and our efforts to ensure that teachers have the knowledge, skills and confidence to deliver inspiring and engaging classroom physics.

Although recruitment to SKPT remains challenging, uptake this year has improved significantly and there have been nearly 1,000 (997) bookings made across the year. Our first residential SKPT programme was oversubscribed with additional capacity added to help meet demand. Out of the six modules available, electricity, energy and forces have attracted the most teachers. There has been overwhelmingly positive feedback for the programme and there have been 608 successful module completions this year; work pressures and release time from school are significant barriers to attendance and completion.

> I have loved doing SKPT – learning new practicals and new demonstrations that I can use to help improve students' understanding. I am more confident in identifying and tackling any misconceptions and my knowledge has improved so I can relate the subject to pupils' lives and interests helping to better engage them in lessons. In our recent pupil voice, the pupils said that they are loving physics and applying it to their lives. I now absolutely see myself as a physics teacher. I am loving teaching physics this year and the pupils are loving my enthusiasm for the subject.
>
> **Myron Clarke**
> **Teacher of Science**
> **High Tunstall College of Science**

SKPT

Teacher fellowships

Senior teacher fellowships (STF) are awarded to teachers who have demonstrated exceptional commitment to physics education and are designed to give more experienced teachers professional development opportunities outside of the classroom, that will reinvigorate their teaching and hopefully encourage them to stay in the profession.

As part of the fellowship, teachers plan and implement a physics education project. The teachers are offered guidance and mentoring throughout their fellowship and become part of a supportive community of practice. Fifteen teacher fellowship awards were made for 2023–24.

> Being a senior fellow has given me the time and flexibility to explore truly innovative and exciting projects. We rarely get this time as teachers and the opportunity for me to work internationally with the team at PhET is a highlight of my career so far. The balance of stellar professional development, independence, and autonomy, is a true highlight of the fellowship.
>
> **Jed Marshall**
> **Physics Teacher**
> **Alexandra Park School**

More than 60 workshops have been delivered as a result of this year's STF projects; 16 activity packs have been produced and downloaded more than 700 times. Our STF projects have reached more than 2,130 students and a further 50 families over the course of this past year; more than 400 teachers and trainee teachers have taken part in STF project-related activities and events.

Teacher network

Our teacher network currently has more than 1,450 members (including current partnership teachers) and offers regular professional development opportunities to people who have previously been involved in Ogden programmes.

In December 2023, 15 secondary physics teachers took part in a fully funded visit to the Culham Centre for Fusion Energy and we subsequently collaborated with UKAEA to run the first fusion teacher conference in Summer 2024. Both events enabled secondary teachers to gain insight into the groundbreaking field of fusion physics and how it can be brought to the classroom and the curriculum. The fusion conference was open to all teachers associated with Culham; 29 teachers took part in the event of which 18 were from our teacher network.

Fusion conference

> The fusion teacher conference was one of the best CPD events I've attended. It provided fascinating insights into fusion energy through expert presentations from UKAEA and industry professionals, paired with engaging classroom activities from The Ogden Trust. Since attending, I've gained confidence in teaching A-level and KS4 nuclear physics, using the UKAEA-provided equipment to enrich lessons and connect studies to real-world applications and career paths. This conference has greatly enhanced both my teaching and my students' engagement with the subject.
>
> **Diarmuid McGowan**
> **Head of Physics, St Mary's Catholic School**

This year, we held our first series of six teacher network webinars targeted at secondary and primary teachers. Sessions were held after school in an effort to improve attendance and accessibility with topics aimed at enhancing teaching and learning in physics. Overall, 59 people (31 primary and 28 secondary) attended across the six sessions, which were all very well-received; next year we plan to host more webinars and hope to reach a wider audience.

Teachers in the network can apply for a limited number of education research opportunities to help them build knowledge for themselves and the wider education sector. The Trust is currently funding two teachers to complete an education master's with a further two awards made for 2024.

> I love my job as a physics teacher, and I'm glad that the Ogden Trust teacher network has been supportive through this time. I have found the online webinars for professional development to be incredibly helpful, especially the webinar about PhET simulations which I have been able to implement into my own teaching.
>
> **Cameron Gilmour**
> **Head of Physics, The Boswells School**
> **(Teach Physics intern 2021)**

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 extra-curricular physics activities. Our collection of resources is being updated to better reflect the curriculum requirements, substantive and disciplinary knowledge and the latest education research. Collectively, our resources have been downloaded more than 10,000 times over the past 12 months (September 2023–August 2024). This is a significant uplift on last year (where downloads were estimated to be in the region of 8,000) and can be attributed to increased social media activity to promote them. The top five resource downloads are all from our working scientifically series which is consistently popular.

Priority actions

To ensure teachers have continued access to free subject specific CPD programmes we are working to establish subject knowledge provision for out of field teachers as a mainstay of our teacher support offering, building on the momentum we have been able to create since we first started our SKPT delivery.

We will continue to grow and evolve our teacher support programmes so that a larger proportion of early career teachers can access the subject specific physics support they need to secure and enhance their teaching journey.

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 or other barriers. We are supporting opportunities for universities and employers to engage with young people, taking physics beyond the classroom and giving an insight into the real-world application of science.

University engagement

Our outreach officer network is the central thread of our university engagement work. It is open to all physics outreach practitioners at universities in Great Britain. We currently have 32 members enrolled in the network, which meets regularly throughout the year; it provides access to training and funding opportunities, and shares practice and ideas. Leadership of the network is being devolved to a membership committee so that priorities can be determined and managed by the group.

The annual Ogden outreach meeting brings our network together to reflect on the challenges and achievements of the past year, and to share ideas and best practice. This year, the meeting dovetailed with our Ogden outreach awards. Four main awards were presented for 2024 in recognition of outstanding contributions to physics outreach.

The Moon Palace
© Charles Emerson, Heather Peak and Ivan Morison

Sustained Contribution
Professor Helen Mason, University of Cambridge

Partnering with Student Ambassadors
Safe Space (University of York and the Lightyear Foundation)

Partnering with Schools
Stargoal (Catchgate Primary School, Education Durham, Durham women's football team and Durham University)

Engaging with Communities
My Place, My Science (African Families in the UK and Oxford University)

A further 16 awards were made to individual undergraduate and postgraduate student ambassadors.

This year the Trust also announced a collaborative funding award for Moon Palace – a mobile observatory that merges art and science, and engages diverse audiences through celestial exploration, innovative outreach, and creative collisions. The programme, which is led by the University of Leeds, also empowers student ambassadors with interdisciplinary skills, fostering their growth as communicators and leaders. The Moon Palace project will be developing training resources looking at how to incorporate arts projects and methodologies into physics outreach, allowing the valuable lessons learnt from their project to be shared and replicated more widely in the future.

This year, the Trust has been part of the planning and delivery team for the Interact Symposium, which is run every two years and led by a consortium of the Science and Technology Facilities Council (STFC), the Institute of Physics, The Ogden Trust, the Royal Astronomical Society and SEPnet. Interact 2024 was attended by 180 people involved in public engagement from across the physical sciences in the UK. Twenty-six sessions were held throughout the day with more than 60 speakers contributing.

Recruitment for a third cohort of the Ogden/STFC funded programme in **Leadership for Outreach and Public Engagement** has also taken place this summer, with 16 people accepted onto the programme from a total of 28 applicants. The course continues to support our 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.

A report funded by The Ogden Trust and the STFC reviewing public engagement with physics and engineering in REF2021 has also been completed over the past year (reporting in September 2024)[i]. Almost half (77/169 or 46 per cent) of the physics impact case studies produced for REF 2021 mention public engagement activity although the role of evaluation is an area that could be developed, particularly with the increasing emphasis on rigour in REF 2029.

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 local education providers in East Anglia, Barrow, Blyth and Ulverston, who each have a Coastal Energy College Champion. The internships are only available to students in partner colleges.

This year, 55 (48: 2023) students were placed at 40 (30: 2023) host organisations. Feedback indicates that the programme is having a positive impact on the sector and that the companies involved can see its value: each of the host companies agreed or strongly agreed that they would encourage other companies to take part in the Coastal Energy programme. Interns gain work-place experience with meaningful project work and over 80 per cent of this year's interns say that the placement helped them to improve their communication skills.

Priority actions

We want to increase member participation in the outreach officer network, embedding the devolved membership-led model so that meetings, content and support can be evolved to best meet the needs of the network.

We will be exploring opportunities to make the internship programmes more efficient and sustainable in our current partner regions.

> The past 20 days have been both challenging and rewarding. Our primary task was to create engaging activities to promote careers in schools, and it's been fantastic to see our project evolve into something that could truly make a difference for students in the region. Adapting and refining our plans along the way has been a valuable learning experience, pushing us to think creatively and work collaboratively.
>
> **2024 Coastal Energy intern**

Grants

In line with our strategy to increase the uptake of physics at post-16, particularly for under-represented groups, 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 2023, 51 grants have been awarded to the value of £158,763.

Although 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 2024, the Trust was the lead sponsor of the Rochdale Science Extravaganza, which reached more than 3,000 people. The event offered a spectacular showcase into the wonders of the universe and the crucial role of science and creativity in our everyday lives. It brought together education, research, business, community and faith groups in the planning and delivery of the festival, which reinforced the message that STEM can be for everyone.

> We are a school in a deprived area of Norfolk and our science budget does not extend to buying all the equipment the students need to successfully carry out practical work. With our grant we were able to buy more powerpacks which means more students can complete practicals at the same time, and a new ripple tank which has already been used at both GCSE and A-level and has greatly improved the students' understanding of waves.
>
> Other new equipment made possible by the grant has greatly improved the range of activities our A-level students can carry out and we have seen our highest uptake of A-level physics students this year.
>
> **Dr Lindsay Barrett**
> **Second in Science**
> **The Thetford Academy**

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

Making Physics Matter

Research and communications

We are continuing our efforts to raise our profile in the physics education arena, although recent brand tracker surveys (Teacher Tapp) taken over the past 12 months suggest the Trust is still relatively unknown in the sector compared to other providers. However, programme applications and participation have increased which suggests that we are broadening our reach and impact.

This year, as part of our activities to mark the 25th anniversary of the Trust, we commissioned a small research project with current undergraduates to gather insight into their experiences of physics teaching at school. We wanted to understand how teachers influence student journeys into higher education and the subjects they chose to study, and why young people choose not to study physics after the age of 16.

Results summary

- Physics was rated as one of the best taught subjects at A-level, and one of those rated most likely to contribute to good career and academic prospects.
- 42 per cent of those who chose not to continuephysics at A-level cited a lack of enjoyment at GCSE as the main reason, followed by 24 per cent who said it was poor teaching.

The survey results offer a very specific snapshot of current undergraduates, and the results have been published in our **Insights and experiences of school physics** report[ii]. The findings resonate with our commitment to teacher support and professional development: if students are to continue studying physics beyond GCSE, teachers – especially the growing number having to teach the subject when it is not their main specialism – must be given up-to-date resources and the professional support that will allow them to deliver lessons that engage and inspire learners.

As school budget constraints and teacher shortages continue to impact education, we are working proactively to engage with school leaders so that they are well-informed about The Ogden Trust and the free programmes of support that we offer. We are focusing our participation – as presenters or exhibitors – at national education conferences that are best placed to help us reach our priority areas and target audiences; this year we attended 14 conferences.

This year we have expanded our social media presence to build our profile on two of the emerging channels, BlueSky and Threads, and our communities on these new spaces are slowly building. Despite continuing uncertainty over X, we are still gathering some new followers (who seem to be people and not bots); our numbers reached 5,700 this year and people are still active on the channel[iii]. Facebook numbers have stabilised in the region of 1,700. Over the past year, our followers on LinkedIn have more than doubled and at the end of August 2024 had reached 1,325.

Traffic to our website has increased; in the second half of the year (March–August) the number of users, sessions and page views had all increased on the same period in 2023.

Period	Users	Sessions	Page views
2023	14,737	22,967	53,435
2024	15,780	24,960	56,756

Priority actions

We will work to build our profile in education media and at events so than more teachers can benefit from accessing our programmes and resources.

We will continue to develop our use of social media to feed into a broader digital communications strategy and explore the effectiveness of new channels.

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.

The charitable objects of the Trust (updated in 2022) 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. Our equity, diversity and inclusion strategy was developed with guidance from our advisory panel who continue to help us monitor development and delivery of our approach. Time is prioritised across our teams to reinforce learning, awareness and understanding in this area.

A staff wellbeing committee continues to inform office policy and procedures and a trained mental health first aider is available within the team; staff can also access an employee assistance programme which provides a range of free, confidential support for any issues staff may be experiencing at work or in their personal life.

Financial summary

Key financial performance indicators

The Trust makes a significant financial investment in direct programme support each year, primarily professional development activities for teachers, with a number of programmes including funding. In addition, smaller grants (typically less than £5,000) are awarded each year outside of our programmes to support schools, colleges and other organisations who wish to carry out projects or activities that support the teaching and learning of physics. Total charitable expenditure in 2023–24 was £3,767,868, a moderate increase from £3,266,970 in 2023-24. Of this expenditure, £2,762,652 was spent directly on physics education activities. Spend has increased across all of the programme areas with the exception of SKPT; the School Partnerships programme still constitutes the biggest single area of spend.

The investment gain in this period has maintained the portfolio within 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

Expenditure by programme

September 2023 – August 2024

- School Partnerships
- Teacher Support
- Ogden Outreach Officers
- Teach Physics internships
- Grants and bursaries
- Other physics activities
- Subject Knowledge for Physics Teaching

Expenditure by type

September 2023 – August 2024

- Direct costs
- Grant funding
- Support and governance

policies and place reliance on the investment managers to monitor and advise on necessary investment changes and suitable asset allocation.

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 per cent; and this year we have seen good growth on investment.

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 £72,366,641 (2023: £64,335,730), which exceeds the target parameters and therefore provides room for growth in our programmes.

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.

Threats to cyber security are an ongoing consideration and remain on our register of risk, with measures in place to mitigate against loss of funds or data caused by a cyber security breach.

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.
Cyber security breach	The Trust has achieved Cyber Essentials Plus accreditation, meaning systems are in place to help counter any cyber breaches or fraud; in addition, the Trust has cyber security insurance in place.
Programme participants behaving in an inappropriate fashion	Programme participants are in contact with the Trust throughout the duration of their programme 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.
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.

[i] www.publicengagement.ac.uk/resources/reports-and-reviews/reviewing-public-engagement-physics-and-engineering-ref2021

[ii] www.ogdentrust.com/about-us/publications-and-research/insights-and-experiences-of-school-physics/

[iii] A report from Teacher Tapp this year revealed that although there has been a significant decline in the number of teachers using X in relation to their work, more than a third of secondary teachers were still on X when the report data was gathered. https://teachertapp.co.uk/app/uploads/2024/07/7-Types-Of-Teachers-On-Social Media-2024.pdf

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 17 February 2025 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 2024 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 2024 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 charity'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

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' annual report.

We have nothing to report in respect of the following matters in relation to which the Charities Act 2011 requires us to report to you if, in our opinion:

- sufficient accounting records have not been kept;
- the financial statements are not in agreement with the accounting records and returns; or
- we have not obtained all the information and explanations necessary for the purposes of 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

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 deci-sions 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.

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 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 ap-propriateness 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 the 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's trustees as a body, for our audit work, for this report, or for the opinions we have formed.

Goldwins

Goldwins Limited
Chartered Accountants
Statutory Auditor
75 Maygrove Road
West Hampstead
London NW6 2EG

Date: 17 February 2025

Goldwins Limited is eligible for appointment as auditor of the charity by virtue of its eligibility for appointment as auditor of a company under section 1212 of the Companies Act 2006

Statement of financial activities for the year ended 31 August 2024

	Note	Unrestricted funds 2024 £	Restricted funds 2024 £	Total funds 2024 £	Total funds 2023 £
Income from:					
Donations	2	-	23,758	23,758	58,651
Charitable activities	3	191,599	-	191,599	212,588
Investments	4	570,782	-	570,782	525,189
Other income	5	577	-	577	-
Total income		**762,958**	**23,758**	**786,716**	**796,428**
Expenditure on:					
Raising funds	6	374,571	-	374,571	372,709
Charitable activities	7	3,372,619	20,678	3,393,297	2,894,261
Total expenditure		**3,747,190**	**20,678**	**3,767,868**	**3,266,970**
Net (expenditure)/ income before investment gains		**(2,984,232)**	**3,080**	**(2,981,152)**	**(2,470,542)**
Net gains on investments	13	11,011,928	-	11,011,928	1,541,074
Net income/ (expenditure)		**8,027,696**	**3,080**	**8,030,776**	**(929,468)**
Net movement in funds		**8,027,696**	**3,080**	**8,030,776**	**(929,468)**
Reconciliation of funds:					
Total funds brought forward		64,359,861	12,120	64,371,981	65,301,449
Total funds carried forward	20	72,387,557	15,200	72,402,757	64,371,981

The notes on pages 36 to 60 form part of these financial statements.

Balance sheet as at 31 August 2024

	Note	31 August 2024 £	31 August 2023 £
Fixed assets			
Tangible assets	12	20,916	24,131
Investments	13	72,862,480	64,567,182
Total fixed assets		**72,883,396**	**64,591,313**
Current assets			
Debtors	14	131,144	171,953
Cash at bank and in hand		46,615	195,233
		177,759	**367,186**
Creditors: amounts falling due within one year	15	(571,188)	(478,313)
Net current liabilities		**(393,429)**	**(111,127)**
Total assets less current liabilities		**72,489,967**	**64,480,186**
Creditors: amounts falling due after more than one year	16	(87,210)	(108,205)
Net assets		**72,402,757**	**64,371,981**
Charity funds			
Unrestricted funds	20	**72,387,557**	**64,359,861**
Restricted funds	20	**15,200**	**12,120**
Total funds		**72,402,757**	**64,371,981**

The notes on pages 36 to 60 form part of these financial statements.

The financial statements were approved by the Trustees on 17 February 2025 and signed on their behalf, by:

Cameron Ogden
Trustee

Statement of cash flows for the year ended 31 August 2024

	Note	2024 £	2023 £
Cash flows from operating activities			
Net cash used in operating activities	17	**(4,011,846)**	**(3,397,771)**
Cash flows from investing activities			
Dividends, interests and rents from investments		570,782	525,189
Purchase of property, plant and equipment		(5,376)	(19,481)
Proceeds from sale of investments		3,297,272	3,198,423
Proceeds from sale of property, plant and equipment		550	-
Purchase of investments		-	(177,285)
Net cash provided by investing activities		**3,863,228**	**3,526,846**
Change in cash and cash equivalents in the year		**(148,618)**	**129,075**
Cash and cash equivalents at the beginning of the year		195,233	66,158
Cash and cash equivalents at the end of the year		**46,615**	**195,233**

The notes on pages 36 to 60 form part of these financial statements.

Notes to the financial statements for the year ended 31 August 2024

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 Trust 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 Trust 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 Trust and have a reasonable expectation that the Trust 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 Trust 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 Trust; 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 Trust and include management carried out at the principal office. Governance costs are those incurred in connection with administration of the Trust 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 Trust's listed investments.

All resources expended are inclusive of irrecoverable VAT.

1.6 Financial instruments

The Trust 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 Trust 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 Trust operates a defined contribution pension scheme, and the pension charge represents the amounts payable by the Trust 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 2024 £	Restricted funds 2024 £	Total funds 2024 £	Total funds 2023 £
Donations	-	10,425	**10,425**	41,568
Grants	-	13,333	**13,333**	17,083
	-	**23,758**	**23,758**	**58,651**

In 2023, £720 was unrestricted and £57,931 was restricted.

3. Income from charitable activities

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total funds 2024 £	Total funds 2023 £
Science CPD programme (STEM Learning Ltd)	182,070	-	**182,070**	**212,588**
IOP scholarships support	9,529	-	**9,529**	-
	191,599	-	**191,599**	**212,588**

4. Investment income

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total funds 2024 £	Total funds 2023 £
Income from listed investments	555,921	-	555,921	519,878
Interest on bank fixed deposits	14,861	-	14,861	5,311
	570,782	**-**	**570,782**	**525,189**

In 2023, all investment income was unrestricted.

5. Other income

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total funds 2024 £	Total funds 2023 £
Sale of furniture and IT equipment	550	**-**	550	-
Cashback	27	**-**	27	-
	577	-	**577**	-

6. Investment management costs

	Unrestricted funds 2024 £	Total funds 2024 £	Total funds 2023 £
Investment manager's fees	562,488	562,488	553,859
Investment management fee rebate	(187,917)	(187,917)	(181,150)
	374,571	**374,571**	**372,709**

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 2023 all expenditure on investment management costs was unrestricted.

7. Analysis of expenditure

Analysis of expenditure: current year

	Direct costs 2024 £	Grant funding of activities (note 8) 2024 £	Support & governance costs (note 9) 2024 £	Total 2024 £	Total 2023 £
School Partnerships	764,904	441,029	586,688	1,792,621	1,592,331
Teacher Support	124,985	138,869	203,774	467,628	413,378
Ogden Outreach Officers	57,433	19,924	99,791	177,148	124,145
Teach Physics internships	2,371	54,290	33,229	89,890	79,001
Grants	14,845	153,191	16,667	184,703	155,720
Bursaries and scholarships	-	-	-	-	(30,389)
Other physics activities	286,548	43,138	99,791	429,477	199,560
Subject Knowledge for Physics Teaching (SKPT)	176,264	-	-	176,264	228,906
	1,427,350	**850,441**	**1,039,940**	**3,317,731**	**2,762,652**
Other charitable purposes	2,250	65,035	8,281	75,566	131,609
All charitable activities	**1,429,600**	**915,476**	**1,048,221**	**3,393,297**	**2,894,261**
2023	1,263,871	824,297	806,093	2,894,261	

In 2023, charitable activities expenditure amounting to £42,379 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 £415,606.

8. Grants payable

	2024 £	2023 £
Grants to institutions:		
Primary schools	279,497	231,270
Secondary schools	325,468	335,320
Universities	28,929	71,459
Organisations	167,047	78,575
Subtotal	**800,941**	**716,624**
Grants to individuals	114,535	107,673
Total	**915,476**	**824,297**

337 grants were awarded in 2024, compared with 275 grants in 2023.

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

Primary schools	2024 £	2023 £
Abbey Village Primary School	3,550	5,500
Aldwyn Primary School	-	425
Ashton Gate Primary School	500	-
Avonmore Primary School	(1,000)	1,000
Bath and Wells Multi Academy Trust	7,500	6,000
Belgrave St Bartholomew's Academy	2,500	-
Bignold Primary School	250	325
Blowers Green Primary	1,070	-
Bramford Primary School	2,500	-
Briar Hill Infant School	5,290	250
Brook Lodge Primary School	1,900	5,500
Chard Preparatory School	2,500	5,500
Charlton Primary School	2,500	5,000
Chestnuts Primary School	1,930	1,980
City of London Academy	2,000	-
Cleveland Coast	3,400	-
Combe St Nicholas Church of England Primary School	2,500	-
Copley Primary School	1,000	2,000
Court de Wyck Church School	9,727	-
Cutcombe Church of England First School	250	-
Daven Primary School	250	250
De Beauvoir Primary School	5,000	-
Denbigh Primary School	2,500	2,500
Ditchingham Primary Academy	1,900	-
DRET Quay Academy	1,000	4,500

Primary schools (continued)	2024 £	2023 £
Durham Gilesgate Primary School	1,000	800
Easton Church of England Academy	463	-
Errington Primary School	-	5,500
Essex Primary School	4,770	2,500
Falmouth Primary Academy	2,500	5,000
Ferndale Primary and Nursery School	830	2,230
Gayton Primary School	-	1,000
Great Hollands Primary School	2,500	-
Greenmount Primary School	2,000	-
Greenway Primary School	6,904	6,770
Greet Primary School	5,500	-
Greswell Primary School and Nursery	-	150
Grimley & Holt Primary School	2,500	5,000
Gurnard Primary School	250	-
Hazeldene School	2,500	2,500
Hempshill Hall Primary School	2,500	5,500
Hertford St Andrew Church of England Primary School	-	250
Higher Lane Primary School	5,000	-
Hollingworth Primary School	5,150	425
Holy Family RC School	(2,500)	2,500
Holy Trinity Primary School	4,500	-
Holycroft Primary School	7,500	-
Hopwood Primary School	250	250
Hurst Knoll St James Primary School	150	-
Kates Hill Primary School	-	5,500
Kernow Learning	1,000	2,500
Kessingland Church of England Primary Academy	2,500	5,500
Kings Ash Academy	1,000	2,500
Kingsland Church of England Primary School	-	250
Ledbury Primary School	250	250
Lickhill Primary School	5,500	-
Little Sutton Primary School	250	250
Livingstone Primary And Nursery School	150	-
Lunt's Heath Primary School	-	1,000
Maiden Erlegh Trust	2,500	-
Medina Primary School	-	2,500
Millbrook Primary And Nursery School	150	-
Milnrow Parish Church of England Primary School	250	-
Milton St John's Church of England Primary School	-	150
Monk Fryston Church of England Primary School	5,000	-

Primary schools (continued)	2024 £	2023 £
Montem Primary School	-	3,747
Morgans Primary School	2,500	-
Mount Pleasant Junior School	-	3,150
Mylor Bridge School	-	200
New York Primary School	1,000	-
Okehampton Primary School	-	1,000
Ormiston Cliff Park Primary Academy	2,500	-
Oundle Church of England Primary School	-	2,230
Our Lady and Saint Kenelm Primary School	250	500
Our Lady of Mount Carmel First School	250	-
Our Lady of Mount Carmel Roman Catholic Primary School	3,500	150
Our Lady of Walsingham Roman Catholic Primary School	250	250
Outwood Primary Academy Lofthouse Gate	14,000	-
Oval Learning Cluster	2,500	2,500
Parochial CE Primary School	-	150
Pearl Hyde Primary School	2,500	-
Pluckley Church of England Primary School	16,000	16,000
Princes Risborough Primary School	2,500	-
Red Oak Primary School	1,000	2,500
Richard Taylor Church of England Primary School	600	1,950
Rivers MAT	-	4,985
Rockingham Junior and Infant School	2,500	2,500
Rushton Church of England Primary School	-	(1,000)
Rustington Community Primary School	10,000	-
Sandfield Close Primary School	2,500	5,500
Sandon Primary Academy	2,500	5,500
Sherford Vale Primary School	-	(649)
Silver Springs Primary Academy	150	6,000
Somerleyton Primary School	250	250
Springbank Primary School	-	(1,800)
St Agnes Church of England Primary School	1,000	500
St Alphege Junior School	-	250
St Andrew's and St Mark's Junior School	-	102
St Augustine's Catholic High School and Sixth Form Centre	-	4,450
St Catherine's Prep School	720	-
St Christopher's Catholic Primary School	250	2,500
St Clare's Catholic Primary School	-	2,500
St Clements Church of England Primary	(1,500)	-
St Edward's Catholic Academy	1,000	2,500
St George's Church of England Primary School	150	150

Primary schools (continued)	2024 £	2023 £
St George's Primary School	2,200	5,500
St John and St James Church of England Primary School	-	5,000
St John's Primary and Nursery School	1,000	-
St Joseph's Catholic Primary School	7,500	6,150
St Laurence's Catholic Primary School	2,500	2,500
St Leonard's Primary School	600	-
St Maria Goretti Catholic Academy	-	(2,000)
St Matthew's Catholic Primary School	600	1,650
St Pauls Church of England Primary School	300	1,505
St Peter's Church of England Primary School	-	425
St Peters Catholic Primary School	-	150
St Peter's Elwick Church of England Primary School	650	1,170
St Peters Junior School	5,000	5,500
St Stephen Churchtown Academy	-	1,000
Stella Maris Catholic Primary School	-	2,500
Streatham Wells Primary School	1,000	2,500
Summerfields Primary	5,500	-
Summerhill Academy	7,000	-
Summerhill Primary Academy	4,000	-
Sutton in Craven CP School	1,000	2,150
Sylvester Primary Academy	10,000	-
The Redstart Primary School	5,000	5,000
Trinity Primary Academy	(250)	250
Trumpington Park Primary School	2,500	-
Walford Nursery and Primary School	250	250
Walton Priory Middle School	1,870	1,750
Waterside Primary School	300	(1,500)
Westminster Primary Academy	723	-
Whitecote Primary School	1,000	-
Willenhall Community Primary School	-	5,000
Willow Brook Primary Academy	8,400	6,750
Woodham Academy	2,500	5,500
Woodton Primary School	5,000	-
Wybourn Community Primary School	1,000	2,500
Yew Tree Primary School	150	-
Total	**279,497**	**231,270**

Secondary schools	2024 £	2023 £
Abraham Moss Community School	-	2,500
Alder Community High school	4,250	2,200
Alexandra Park School	-	8,493
Alperton Community school	400	-
Alsop High School	5,500	-
Ark Schools	-	2,000
Arrow Vale Academy	1,000	-
Ashlyns School	157	-
Ashton Community Science College	(751)	9,614
Bedlington Academy	2,500	-
Beechen Cliff School	200	-
Benenden School	-	2,500
Better Futures Multi Academy Trust	1,300	-
Bideford College	-	(706)
Bishop Barrington Academy	(1,396)	11,831
Bishop Fox's School	1,000	-
Blackpool Aspire Academy	(1,000)	1,000
Blackpool Sixth Form College	-	1,000
Bonus Pastor Catholic College	1,000	2,500
Boston Endeavour Academy	500	-
Brighouse High School	-	1,150
Brixton Learning Collaborative	-	184
Burlington Danes Academy	-	13,005
Burnley College	1,785	-
Cabot Learning Federation	7,000	-
Cambourne Village College	12,933	16,581
Castle Rock School	2,000	-
Castle View Academy	-	(231)
Central Foundation Boys School	-	1,800
Chelsea Academy	-	1,700
Cheltenham Bournside	2,500	-
Chiltern Learning Trust	1,000	-
Chilton Academy	6,965	12,000
Chipping Campden School	4,570	-
Christopher Whitehead Language College and Sixth Form	-	3,000
Churchill Community College	-	6,805
City of London Academy Highbury Grove	-	1,450
City of London Academy Highgate Hill	3,500	-
Cleeve School	2,500	1,000
Consett Academy	500	2,750

Secondary schools (continued)	2024 £	2023 £
Co-op Academy Manchester	320	-
Dagenham Park Church of England School	-	500
Dane Court Grammar School	-	13,729
Deer Park Secondary	5,100	-
Didsbury High School	1,000	1,750
Diss High School	500	-
Durham Sixth Form Centre	3,000	-
East Norfolk Sixth Form College	2,000	-
Eastbury Community School	600	-
Egglescliffe School	-	1,128
Elizabeth Garrett Anderson School	1,050	-
Elton High School	7,118	-
Enfield County School for Girls	1,500	-
Excalibur Academies Trust	100	-
Exeter School	250	-
Fortsimere School	1,000	500
Framingham Earl High School	5,500	-
Great Western Academy	-	5,500
Hadley Learning Community	2,500	2,500
Haggerston School	-	750
Helston Community College	1,000	1,750
Hills Road Sixth Form College	5,907	5,230
Hodgson Academy	12,236	11,611
Hove Park School	5,500	-
Island Academy, Antigua	35	25,000
Ivybridge Community College	12,236	-
Jesmond Park Academy	250	(1,671)
Kents Hill Park Secondary	2,400	-
King Edward VI Five Ways School	13,220	-
King Edward VI Grammar School, Louth	-	10,432
King Edward VII Academy	1,000	2,500
Kings Norton Girls School	750	-
Kingsbridge Community College	1,250	4,496
Kingsley Academy	2,000	-
Liverpool College Independent School	-	100
Longridge Towers School	1,000	2,500
Longsands Academy	1,000	1,465
Lyndon School	5,000	5,000
Maiden Erlegh School	5,000	5,000
Malcolm Arnold Academy	-	3,900

Secondary schools (continued)	2024 £	2023 £
MAT	-	500
Matthew Moss High School	1,000	-
Merchant's Academy	-	2,002
Minsthorpe Community College	-	2,258
Newquay Tretherras	-	6,802
Noel-Baker Academy	5,500	-
North East Futures UTC	-	4,970
North East Learning Trust	1,000	1,000
North Tyneside Learning Trust	20,000	16,000
Northampton International Academy	2,000	2,000
Nunnery Wood High School	-	(1,400)
Ormiston Academies Trust	-	2,500
Ormiston Sir Stanley Matthews Academy	5,000	3,500
Our Lady's Roman Catholic High School	1,450	5,500
Oxford Spires Academy	1,750	-
Parmiter's School	-	750
Pegasus Academy (Holly Hall School)	4,756	-
Pendleton Sixth Form College	-	1,000
Presdales School Academy Trust	2,500	5,500
Queen Elizabeth's High School	2,500	5,500
Queen Katharine Academy	5,500	-
Redruth School	8,000	-
Reigate School	850	-
Rosebery School	151	-
Sharples School	-	(400)
Skipton Girls' High School	-	5,000
Spires Academy	-	1,000
St John Fisher Catholic College	625	11,611
St Marylebone Church of England School	-	(440)
Stokesley School	5,500	-
Stratton Upper School	12,000	10,000
Tapton School	1,000	2,000
The Academy at Shotton Hall	(3,000)	-
The Arnewood School	12,236	-
The Aspire Academy, Worcester	5,500	-
The Charter School East Dulwich	1,000	-
The Cotswold School	2,500	5,500
The Grangefield Academy	-	1,500
The Jo Richardson Community School	100	-
The Kingfisher Church of England Academy	463	-

Secondary schools (continued)	2024 £	2023 £
The King's School (Grantham)	1,000	2,500
The Kingsbrook School	2,500	5,500
The Mountbatten School	8,000	-
The North Halifax Grammar School	5,500	-
The Oldershaw School	2,500	-
The Priory Academy LSST (Lincoln)	3,670	5,000
The Priory School Hitchin	8,661	-
The Thetford Academy	2,970	-
The University of Birmingham School	7,053	6,631
The Victory Academy	5,000	-
The Whitby High School	1,000	2,450
Tring School	81	-
Trinity High School and 6th Form College	1,000	-
Truro School	-	(2,149)
Urmston Grammar School	-	(205)
Vista Academy Littleport	1,200	-
Wardle Academy	-	1,700
Wellington School	100	11,269
West Kirby Grammar School	-	675
Wildern School	4,645	-
William Farr School	7,472	-
Wyvern Academy	2,000	-
Total	**325,468**	**335,320**

Universities	2024 £	2023 £
Durham University	-	20,275
Harvard Business School	-	28,664
Keele University	-	(2,678)
King's College London	4,830	1,460
Manchester Metropolitan University	18,000	-
Newcastle University	-	(3,000)
Royal Holloway University of London	-	25
Sheffield Hallam University	250	250
The Open University	(290)	290
University of Birmingham	250	-
University of Bristol	2,500	2,400
University of Cambridge	3,389	9,584
University of Chester	-	2,250
University of Leeds	-	5,000

Universities (continued)	2024 £	2023 £
University of Lincoln	-	(87)
University of Liverpool	-	5,000
University of Manchester	-	7,550
University of Sheffield	-	(5,123)
University of York	-	(401)
Total	**28,929**	**71,459**

Organisations	2024 £	2023 £
47F Grantham RAFAC	535	-
4wardFutures	3,640	-
Action Against Cancer	25,000	-
ARC and You	4,923	4,495
Association for Science and Discovery Centres	2,500	-
Bolton Playing for Success	-	5,000
Cambridge Hands-On Science (CHaOS)	4,000	-
Cambridge Science Centre	-	5,000
Community Academies Trust	158	-
Discovering42 CIC	-	9,764
Founders4Schools	-	4,000
HMDT Music	-	4,500
Institute of Physics	15,000	-
KCL Womxn in Physics	375	-
Lightyear Foundation	5,000	-
Links to a Life	(4,900)	-
Living Paintings Trust	3,500	3,500
Maple Medical PRU	450	-
National Science and Media Museum	-	5,000
Physics Partners	3,250	-
Real Photography CIC	-	5,000
Rochdale Rockets	18,984	-
Rochdale Science Initiative C.I.C	10,000	10,000
Royal Trinity Hospice	-	(5,000)
SATRO	3,950	-
Science and Industry Museum	2,500	-
South of Tyne and Wearside Deaf Children's Society	3,362	-
Special Boat Service Association	15,000	-
Sports 4 Change CIC	5,000	-
St Mary's Ukrainian School Limited	4,820	-

Organisations	2024 £	2023 £
Starlight Children's Foundation	25,000	-
Success4All CIO	-	5,000
Teachometer	-	(1,624)
The Blackett Lab Family	5,000	5,000
The Clement James Centre	5,000	5,000
The Maternity Teacher Paternity Teacher Project	-	1,970
The Social Mobility Foundation	2,500	-
Toranj Tuition	-	5,000
Turtle Key Arts	-	4,970
Wiltshire Music Centre	2,500	2,000
Total	**167,047**	**78,575**
Grants to individuals	114,535	107,673
Grand total	**915,476**	**824,297**

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

	2024 £	2023 £
Grant commitments at 1 September 2023	459,797	566,634
Commitments made in the period net of grants released	915,476	858,797
Grants paid during the period	(869,113)	(965,634)
Total	**506,160**	**459,797**

Grant commitments at 31 August 2024 are payable as follows:

	2024 £	2023 £
Within one year (included with note 15)	418,950	351,592
After more than one year (included with note 16)	87,210	108,205
Total	**506,160**	**459,797**

9. Support costs

	Total 2024 £	Total 2023 £
Staffing costs		
Wages, salaries and medical insurance	676,179	485,923
National insurance	66,897	44,154
Pension costs	35,863	24,917
Recruitment costs	2,104	4,601
Staff training and development	16,580	11,945
Consultancy costs	20,357	39,683
Subtotal	**817,980**	**611,223**
Office costs		
Office rental and costs	154,806	125,113
Printing, postage and stationery	885	1,611
Web and digital	1,842	6,379
Publications and promotional materials	19,130	9,701
Travel expenses	11,997	7,363
Depreciation and loss on disposal of assets	8,591	5,912
Payroll and other fees	1,876	1,297
Accountancy fees	22,654	26,483
Subtotal	**221,781**	**183,859**
Governance costs		
Legal fees	960	2,636
Audit fees	7,500	7,500
Trustee expenses		875
Subtotal	**8,460**	**11,011**
Total	**1,048,221**	**806,093**

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

10. Net expenditure

This is stated after charging:

	2024 £	2023 £
Depreciation of tangible fixed assets: owned by the Trust	8,591	5,912
Auditor's remuneration – audit	6,250	6,250
Pension costs	35,863	24,917
Operating lease costs	78,786	76,523

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

Staff costs were as follows:

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

	2024	2023
Charitable activities	21	16

The numbers of employees whose emoluments during the year fell within each band of £10,000 from £60,000 upwards were as follows:

	2024	2023
In the band £70,000 – £80,000	-	1
In the band £80,000 – £90,000	1	-

As at 31 August 2024, no balance was owed by the Trust in relation to the pension scheme (2023: £1,195).

No trustees received reimbursement of expenses or benefits in the year (2023: £nil).

The key management personnel of the Trust comprise the Trustees and Chief Executive. The Trustees all give their time and expertise without any kind of remuneration or other benefit in kind (2023: £nil). The total employment benefits, including employers NI of key management personnel over the year was £97,255 (2023: £93,793).

12. Tangible fixed assets

	Computer equipment £	Total £
Cost		
At 1 September 2023	42,768	42,768
Additions	5,376	5,376
At 31 August 2024	**48,144**	**48,144**
Depreciation		
At 1 September 2023	18,637	18,637
Charge for the year	8,591	8,591
At 31 August 2024	**27,228**	**27,228**
Net book value		
At 31 August 2024	**20,916**	**20,916**
At 31 August 2023	24,131	24,131

13. Fixed asset investments

	Listed securities £	Cash held for investment purposes £	Total £
Market value			
At 1 September 2023	62,902,024	1,665,158	64,567,182
Disposals (proceeds £3,297,272, realised gain £362,520)	(2,934,752)	-	(2,934,752)
Other cash movements	-	1,139,829	1,139,829
Revaluations / currency gains	10,736,013	(86,605)	10,649,408
Investment management fees	(559,187)	-	(559,187)
At 31 August 2024	**70,144,098**	**2,718,382**	**72,862,480**
Historical cost	**23,072,901**	**2,718,382**	**25,791,283**

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 Trust manages the investment portfolio themselves and regularly consults with market professionals on its investment strategy. The Trust 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 Trust has invested in a number of unit trusts in order to protect the Trust'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 Trust 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 Trust has no material investment holdings in markets subject to exchange controls or trading restrictions.

14. Debtors

	2024 £	2023 £
Amounts due in more than 1 year:		
Rent deposit	19,410	19,410
Amounts due in less than 1 year:		
Trade debtors	13,818	12,000
Rebate of external management fees	16,000	13,000
Other debtors	23,890	29,891
Prepayments and accrued income	58,026	97,652
Total	**131,144**	**171,953**

15. Creditors: amounts falling due within one year

	2024 £	2023 £
Trade creditors	52,745	19,506
Other taxation and social security	20,337	17,252
Grants payable (note 8)	418,950	351,592
Other creditors	1,971	7,129
Accruals	77,185	82,834
Total	**571,188**	**478,313**

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

	2024 £	2023 £
Grants payable (note 8)	87,210	108,205
Total	**87,210**	**108,205**

17. Reconciliation of cash

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

	2024 £	2023 £
Net income/(expenditure) for the year (as per Statement of Financial Activities)	8,030,776	(929,468)
Adjustments for:		
Gains on investments	(11,592,570)	(1,800,912)
Dividends and interest from investments	(570,782)	(525,189)
Depreciation	8,591	5,912
Profit on disposal of fixed assets	(550)	-
Decrease lincrease) in debtors	40,809	(40,921)
Increase/(decrease) in creditors	71,880	(107,193)
Net cash used in operating activities	**(4,011,846)**	**(3,397,771)**

18. Analysis of cash and cash equivalents

	2024 £	2023 £
Cash in hand	46,615	195,233
Total cash and cash equivalents	**46,615**	**195,233**

19. Analysis of changes in net debt

	At 1 September 2023 £	Cash flows £	At 31 August 2024 £
Cash at bank and in hand	195,233	(148,618)	46,615

20. Statement of funds

Statement of funds: current year

	Balance at 1 September 2023 £	Income £	Expenditure £	Gains/ (Losses) £	Transfers £	Balance at 31 August 2024 £
General funds						
General fund	64,359,861	762,958	(3,747,190)	11,011,928	-	72,387,557
Restricted funds						
Energy Internships	-	10,425	(10,425)	-	-	-
STEM Enrichment Partnership	5,453	-	(5,453)	-	-	-
British Science Association Student Ambassadors	6,667	13,333	(4,800)	-	-	15,200
Total restricted funds	**12,120**	**23,758**	**(20,678)**	-	-	**15,200**
Total funds	**64,371,981**	**786,716**	**(3,767,868)**	**11,011,928**	**-**	**72,402,757**

Statement of funds: prior year

	Balance at 1 September 2022 £	Income £	Expenditure £	Gains/ (Losses) £	Transfers £	Balance at 31 August 2023 £
General funds						
General fund	65,304,881	738,497	(3,224,591)	1,541,074	-	64,359,861
Total unrestricted funds	**65,304,881**	**738,497**	**(3,224,591)**	**1,541,074**	**-**	**64,359,861**
Restricted funds						
Energy Internships	(3,750)	30,470	(26,720)	-	-	-
STEM Enrichment Partnership	318	10,416	(5,281)	-	-	5,453
Spacelink Learning Foundation	-	10,378	(10,378)	-	-	-
British Science Association Student Ambassadors	-	6,667	-	-	-	6,667
Total restricted funds	**(3,432)**	**57,931**	**(42,379)**	-	-	**12,120**
Total funds	**65,301,449**	**796,428**	**(3,266,970)**	**1,541,074**	**-**	**64,371,981**

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) Clubs and space activities within UK schools, improving the quality of teaching and inspiring young people to pursue a STEM-related career.

Spacelink Learning Foundation – this fund is to be spent on space education activities in the Northeast.

British Science Association Student Ambassadors – this fund is to support a project in the Northeast, including mentoring of younger students, running of CREST clubs and achievement of CREST awards.

21. Analysis of net assets between funds

Analysis of net assets between funds: current year

	Unrestricted £	Restricted £	Total £
Tangible fixed assets	20,916	-	20,916
Investments	72,862,480	-	72,862,480
Net current liabilities	(408,629)	15,200	(393,429)
Long-term liabilities	(87,210)	-	(87,210)
Total funds	**72,387,557**	**15,200**	**72,402,757**

Analysis of net assets between funds: prior periods

	Unrestricted £	Restricted £	Total £
Tangible fixed assets	24,131	-	24,131
Investments	64,567,182	-	64,567,182
Net current liabilities	(123,247)	12,120	(111,127)
Long-term liabilities	(108,205)	-	(108,205)
Total funds	**64,359,861**	**12,120**	**64,371,981**

22. Commitments

The charity did not have any operating lease or capital commitments at the year end.

23. Related party transactions

There were no related party transactions during the financial year (2023: £nil).

Reference and administrative details

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

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1037570

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