

stormbreak CIO Annual Report

1st April 2025 - 31st March 2026

stormbreak®

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Stormbreak® CIO. A Charitable Incorporated Organisation registered in England and Wales.
Charity registration number 1182771

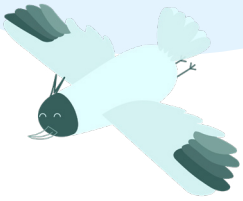
Annual Report and Unaudited Financial Statements For The Year Ended 31 March 2026.
Stormbreak CIO, Evolve, 3 Winchester Place, North St, Poole, Dorset, BH15 1NX

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Legal and Administrative Information

Patron:
Mr P Sinton-Hewitt

Trustees:
Mr N Cluley (Chair until 1st July 2026 then retired as Chair and Trustee)
Mr S Bolton (Trustee appointed 1st April 2025, Chair appointed 1st July 2026)
Ms E Nagen (Trustee appointed 1st April 2025)
Mr A Thurairaj (Trustee appointed 1st April 2025)
Mr K Spindler (Trustee appointed 1st April 2025)
Mr V Alexander (Retired as Trustee 1st April 2025)
Mr P Sinton-Hewitt (Retired as Trustee 1st April 2025)
Dr S Price
Dr K Healy
Mr A Morton
Mr K Walker





Charity Number: 1182771

Registered Office:
Evolve,
3 Winchester Place,
North St,
Poole,
BH15 1NX



Independent Examiner:
Olayinka Tomori ACA DChA.
Longmeade Consult Ltd,
The Old Rectory,
Springhead Road,
Northfleet,
Kent,
DA11 8HN

Banker:
Virgin Money,
154 - 158 Kensington High Street,
London,
W8 7RL

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Trustees' Report

The trustees present their annual report and financial statements for the year ended 31 March 2026.

The Trustees present their report with the financial statements of the Charity for the year ended 31 March 2026. The Trustees have adopted the provisions of Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (second edition effective 1 January 2019).

Stormbreak CIO is a Charitable Incorporated Organisation.

Objectives and activities

The objects of stormbreak CIO are:

i) To advance education by the provision of programmes and services for the physical and mental health of children and young people.

ii) To advance education in the provision of programmes and services for the physical and mental health of children and young people by the undertaking of research and publication of the useful results thereof.

The trustees have paid due regard to guidance issued by the Charity Commission in deciding what activities the charity should undertake.

Stormbreak's activities in relation to the objects include:

- Development and delivery of stormbreak mentally healthy movement approaches for trusted adults supporting children in education, health and social care
- Development of new resources and materials to support trusted adults and the children that surround them to improve their mental and physical wellbeing
- Development of partnerships with existing and new local, regional and national partners and stakeholders to promote, shape and improve children's emotional, mental and physical health
- Research to gather evidence and insight into the impact of stormbreak programmes on professional practise and children's health and wellbeing

The Trustees have paid due regard to guidance issued on Public Benefit by the Charity Commission in deciding what activities the charity should undertake.

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Setting the scene

The period of this Annual Report has continued to see stormbreak services in demand as we have grown our delivery across everything we do seeing more children and professionals implement stormbreak approaches. It continues to be a real privilege to learn from the many professionals in education, health and social care that stormbreak get to work together with to help children's mental, physical and emotional wellbeing. Collaboratively we seek to understand and share needs, priorities, differences and ways that we can collectively make a difference to the lives of young people. This year we've seen that primary schools in particular are increasingly challenged to meet constant, shifting and rising needs of children, their schools, and their wider communities. This takes its toll on teachers, mental health leads and pastoral care workers' well-being too. We continue to be encouraged by the lengths that our schools will go to to embed stormbreak approaches to movement for mental health. We were really encouraged by our work with colleagues in Dorset creating neuro-affirming environments in schools through the DFE funded Partnership for Inclusion in Neurodiversity (PINS) project we delivered. As a part of this we hosted a community of practice with primary school teachers, practitioners, and senior leaders and their ideas, energy and commitment shone brightly.

Yet at the same time we also have experienced sobering reminders that levels of children's mental health and emotional wellbeing are low. The Children's Commissioner, Dame Rachel De Souza, in her fifth annual report on Children's Mental Health Services (2026) cited that the number of children referred to mental health services in England has risen by 10% in a year to more than one million, or one in every 10, with anxiety being a main reason. This latest data is almost double the number in 2018-19. Whilst, at the same time, a report from Pro Bono Economics suggested that increasing universal mental health support and interventions tailored to different levels of need for the UK's young people could unlock £56bn in economic benefits.

The question now is not, 'why should we invest and support preventative and early intervention for children's mental health and well-being'? But, 'how can we justify not doing this for the health, well-being, happiness and benefit of our children and everyone'.



Dr Martin Yelling, September 2026



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Our Programmes

Mentally healthy movement every day for every child

The stormbreak approach is to raise awareness of how movement can be used to support and shape mental health, to give trusted adults the support they need to give children the tools and strategies to recognise, validate, change and regulate emotion and help them to make meaningful, impactful and sustainable change through creating a climate in which they can flourish.



movement improves children's wellbeing and provides vital opportunities for them to develop emotional and physical life skills

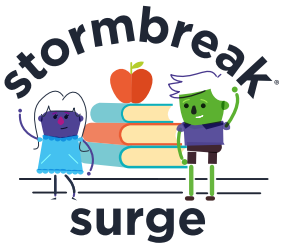
stormbreak believes that:

children are happier and healthier when they move more

children and their trusted adults are happier and healthier when they interact together through movement



We offer three key programmes Surge, Shine and Together and all our of programmes incorporate **'stormbreaks.'** A stormbreak is a short, psychologically informed movement-based activity developed and delivered by our experts in education and children's mental health. They are simple, fun and easy to understand and deliver. They are also accessible and inclusive, to ensure every child can participate.



Our preventative mentally healthy movement programme for primary schools.



Our digital referral early intervention programme offering step by step guided support pathways for specific issues/ challenges when emotional wellbeing difficulties emerging.



Our programme to tackle disadvantage by working with children in care, foster and adoption families, children in poverty and other underserved niche groups of children.

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Our approaches to supporting children's mental, emotional and physical wellbeing in primary education.

Stormbreak Surge

Mentally healthy movement for primary schools

Our sustainable and impactful whole-school approach to embedding mentally healthy movement every day for every child.

We train trusted adults in schools to embed the stormbreak approach. Stormbreak Surge offers a professional development programme for primary schools, supporting children's mental, physical, and emotional well-being. Surge is a whole-school prevention approach, empowering staff to implement Stormbreak sustainably for all children.

Our all time stormbreak Surge reach

Surge reach in primary schools across England & Wales:

394
Schools

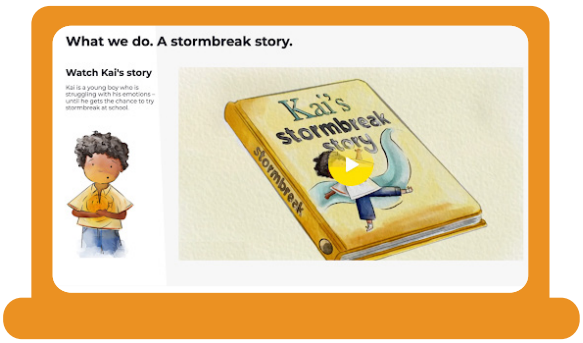
1,788
Trained school staff

75,424
Children

Kai's story

At stormbreak we've always been passionate about helping trusted adults, like teachers, parents, carers and support workers find ways to support the mental and physical health of children they live with, work with, care for and love. Over the years we've seen first hand the powerful stories of children and how stormbreak has shaped their lives. We wanted to try and capture that in a clear and compelling way to help people understand what we do. Together with creative agency Hamell we produced Kai's story. It's drawn from real life evidence and insight and from things children, families, teachers and carers have told us.

Watch Kai's Story >

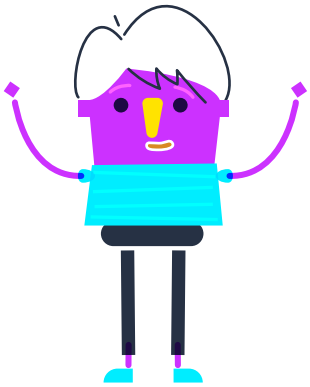




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Our work in the period April 2025 - March 2026

Surge is our sustainable and impactful whole-school approach to embedding mentally healthy movement every day for every child. We train trusted adults (teachers, pastoral workers, leaders) in primary schools to embed the stormbreak approach. Stormbreak Surge offers a professional development programme for primary schools, supporting children's mental, physical, and emotional well-being.

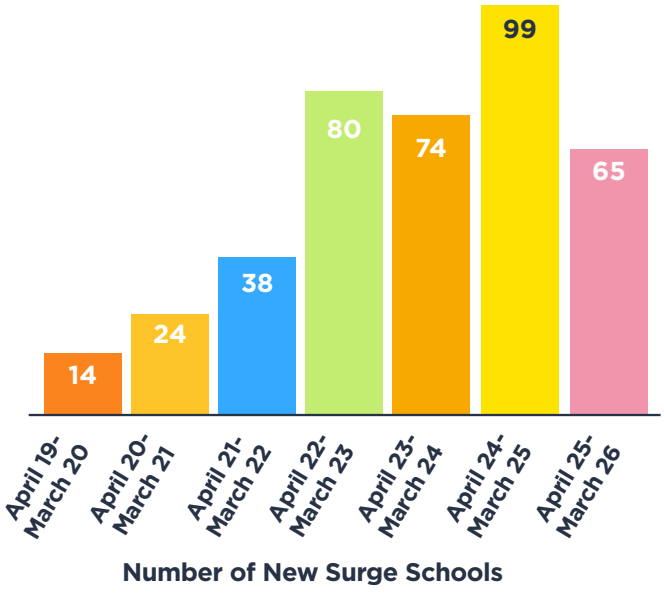


Our approach enables schools to focus on a gradual, consistent practice that we know helps develop a sustainable and inclusive strategy, where small changes make a big difference. Surge is now CPD accredited training through the CPD Certification Service. This means that Surge meets approved standards and quality benchmarks for professional training and learning.

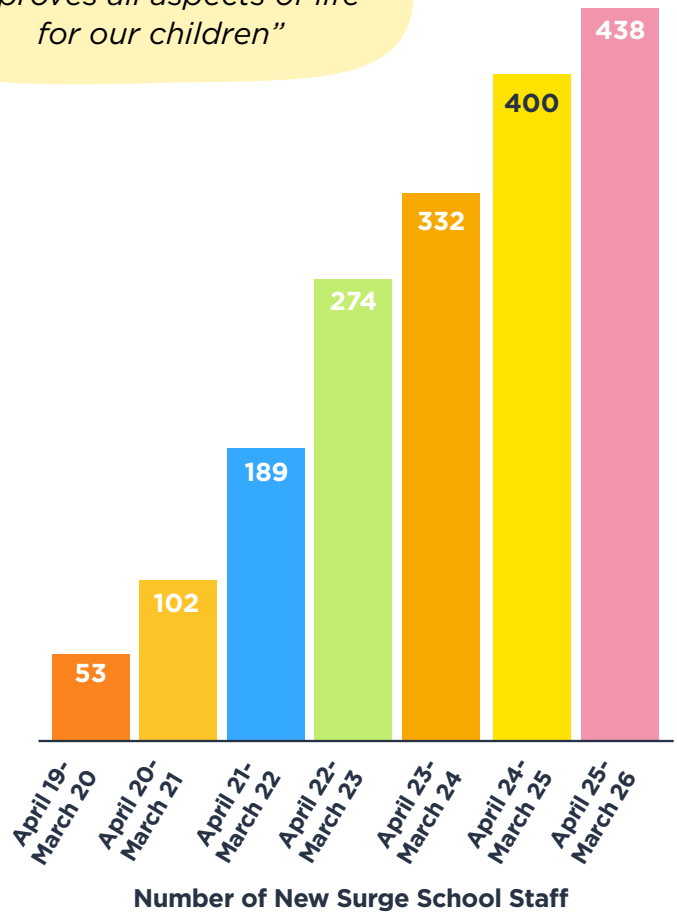
During a recent stormbreak learning sessions a Senior Leader in a stormbreak school said:

"Prioritising mental health improves all aspects of life for our children"

Stormbreak Surge growth



Number of New Surge Schools



Number of New Surge School Staff

As a result of stormbreak Surge training:

98%
of staff are confident to deliver stormbreaks.

92%
of staff are confident to show their colleagues how to deliver stormbreaks.

100%
of staff would recommend stormbreak to other schools.

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The stormbreaks schools delivered to meet the needs of children were:



Hope & optimism

18%

88,073



Relationships

23%

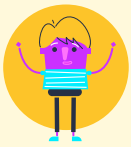
109,100



Resilience

24%

112,059



Self-care

18%

84,297



Self-worth

17%

82,381

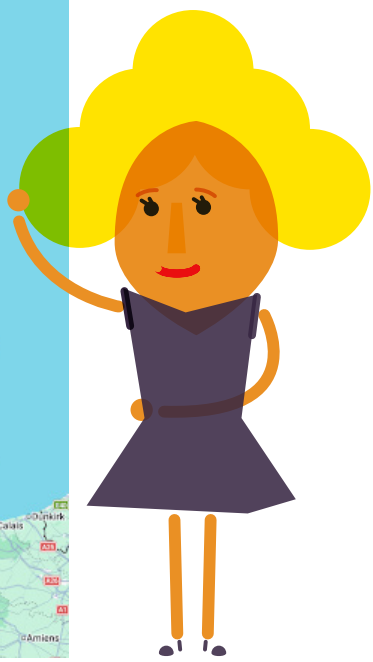
Our stormbreak primary schools map

School that has participated in our Surge programme

School registered with stormbreak to use our resources

Read Our Surge Insight & Impact Report 2020-2025 >







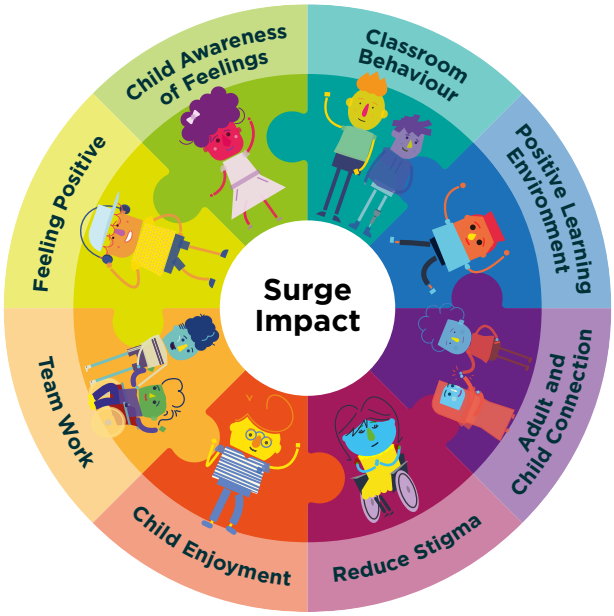
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Our Impact and Outcomes

Aligned with delivery and implementation of our stormbreak Surge approach we also continue to recognise the importance of developing and building evidence and insight. We do this to gather data on engagement and effectiveness, to continually reflect on and improve our delivery and support and also to generate meaningful impact so schools, teachers and children can see the difference stormbreak makes.

Research has found that the stormbreak Surge programme can lead to an increase in.*

1. **Children's mental health and wellbeing**
2. **Children's readiness for learning**
3. **Easier to manage classrooms**
4. **Connections between staff & children**
5. **Children's positivity about the school day**
6. **Children's coping strategies**



89% of Surge participants* agree participation in stormbreak helps to create a positive learning environment.

64% of Surge participants* agree that classrooms are easier to manage when children are taking part in stormbreak regularly.

90% of Surge participants* agree that stormbreak supports the connection between children and staff leading stormbreaks.

91% of Surge participants* agree that stormbreak is useful if children are having a challenging day socially or emotionally.

82% of children are more aware of their emotions and could identify how they felt.*

95% of Surge participants* agree that stormbreak has embedded movement for mental health into the life of their school.

*2025 cohort data

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Stormbreak Professionals Voices and Feedback

"One of the most important discoveries for us has been the realisation that movement amongst the children aids their learning."

"All staff recognise that every child benefits from movement and conversations about mental health and well-being. These conversations are not only for those children who have a diagnosis or SEND needs. These are universal benefits."

"Most of the children have developed coping strategies that they are using, and can articulate to others as positive strategies, since using stormbreak"

"We have embedded that mental health language is comfortable and part of every day across our school"

"Stormbreak has opened up opportunities for the children to talk about their experiences to relate them to certain emotions"

"The children have learnt to regulate their emotions and know its ok to have different emotions and articulate these"



supports children's wellbeing

fosters positive relationships

facilitates effective child-teacher relationships, especially when a child has a challenging day



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Teachers in primary schools across England and Wales have provided important evidence to demonstrate their perspectives that stormbreak:

90%
of staff said that stormbreak supported the relationship connection between children and teaching staff.

79%
of staff said conversations with children about feelings and their wellbeing was easier since starting stormbreak.

79%
of staff said children were more confident to talk about emotions, wellbeing and mental health since starting stormbreak.

98%
of staff said that children enjoy stormbreaks.

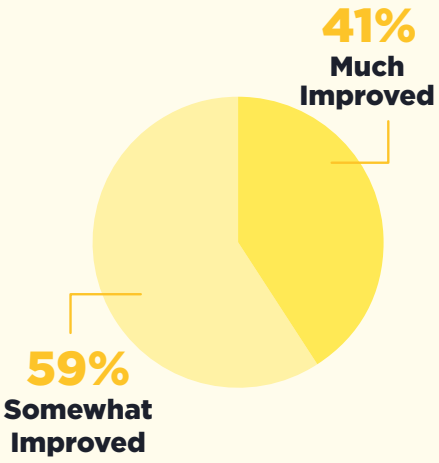
100%
of staff said that the whole school approach to wellbeing and mental health can be enhanced through stormbreak.

100%
of staff would recommend stormbreak for children who have social, emotional or behavioural challenges.

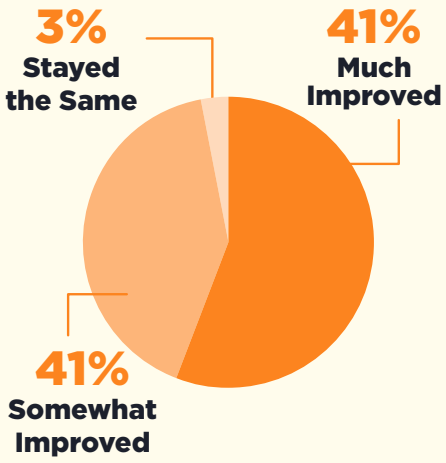
We also asked teachers/professionals to share with us their feedback on the impact of stormbreak on children's emotional wellbeing, emotional literacy and physical literacy. Teachers told us that children's wellbeing and literacy was much improved.

For children who have participated in stormbreak activities to what extent have they experienced an impact on:

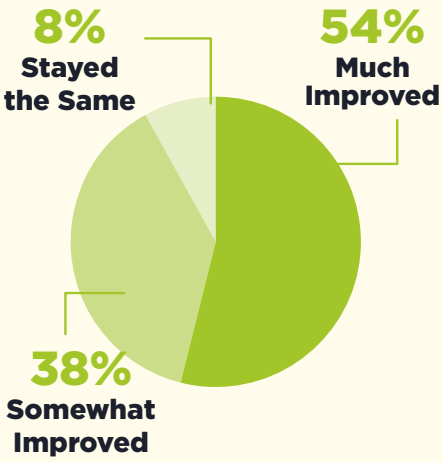
Their emotional wellbeing



Their emotional literacy



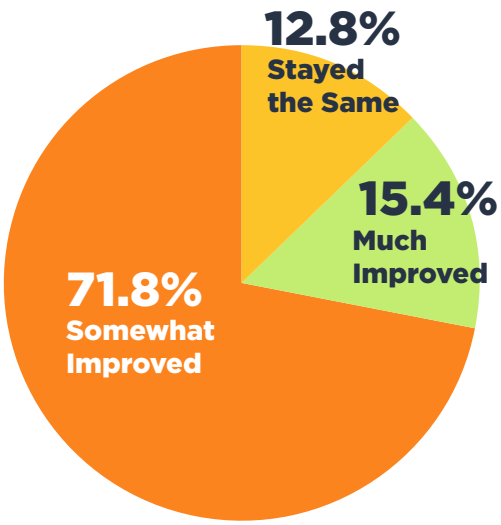
Their physical literacy



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To what extent do you think stormbreak has contributed to:

Behaviour



"More mutually respectful relationships have developed"

"Children have improved self-regulation skills"

"Children can talk about their emotions and discuss choices they make"

"Children are able to verbalise feelings and improve relationships and resilience"

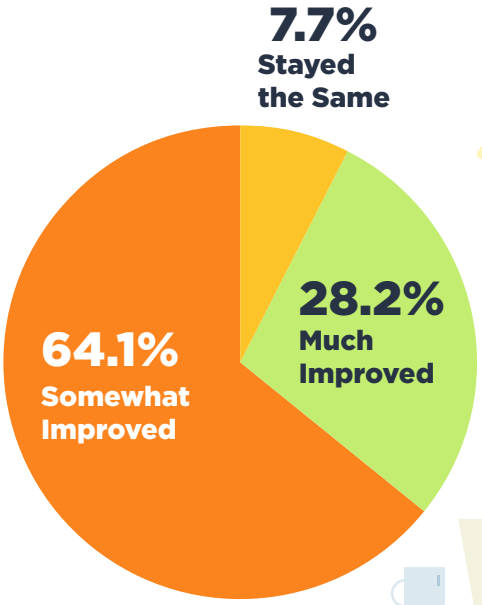
"Stormbreak has helped to calm the children"

"Stormbreaks have been useful at catching children before their behaviour worsens"

"We use stormbreak language across the whole school, which is impacting hugely on behaviour and regulation"

To what extent do you think stormbreak has contributed to:

Readiness for learning

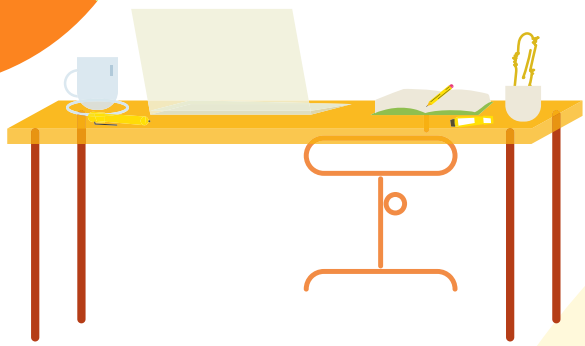


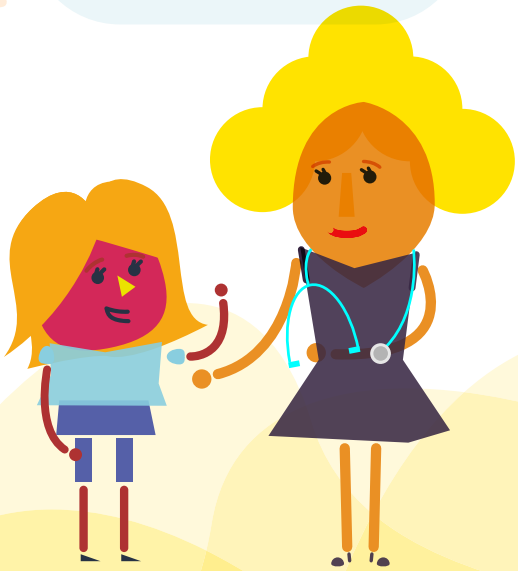
"Moving helps the children to focus"

"Those who struggle in mainstream look forward to and rely on the opportunity to stormbreak"

"Children are generally in a good place to start their learning after completing a stormbreak"

"We do a stormbreak after lunch and it helps the mood if lunch has been fractious"





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Stormbreak SEND and Alternative Provision



As a strategic priority this year saw stormbreak strive to continue to improve our inclusivity and accessibility with a particular focus on children with Special Educational Needs and Disabilities (SEND) and Alternative Provision.

Watch this testimonial video from an Alternative Provision School in North Devon >

SEND Project

Children with SEND are significantly more likely to experience mental health challenges, yet they can also face additional barriers to accessing appropriate support. These include communication difficulties, social isolation and a lack of provision that is tailored to their individual needs (Children and Young People's Mental Health Coalition, June 2023).

There are now more than 1.6 million pupils with SEND in the UK, an increase of 101,000 in the past year. For 22.3% of pupils receiving SEND support, their primary area of need is social, emotional and mental health (Special Educational Needs in England, ***GOV.UK***, July 2024). Research also indicates that children with a learning difference are six times more likely to develop a mental health issue during their lifetime than children without one (Emerson and Hatton, 2007).



Our response

At stormbreak, we believe every child should have the opportunity to develop the emotional tools they need to navigate life's challenges. This year, we strengthened our commitment to children with SEND by working alongside SEND specialists, children and young people, practitioners, schools and local SEND stakeholders to co-produce a suite of accessible, SEND-specific resources.

The project resulted in **five new activity videos**, alongside adaptations to existing stormbreak activities. Designed to be more accessible and engaging for children with a range of needs, the resources support the development of **resilience, emotional regulation and emotional awareness**.

By working directly with the people who understand SEND best, we have developed resources that are more responsive to children's diverse experiences and needs. This work represents an important step towards ensuring that every child can access meaningful opportunities to explore their emotional wellbeing, regardless of their individual needs or circumstances.

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These resources are intended for use by trusted adults in mainstream primary and special school settings, helping them support the emotional wellbeing of pupils both now and across future cohorts. By providing accessible, tailored approaches, our aim is to help ensure that children with SEND have meaningful opportunities to understand and manage their emotions and develop the skills they need to thrive.

SEND Guide



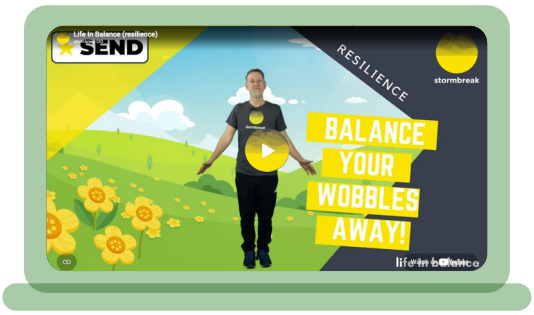
Download here >

SEND Activity Cards



Download here >

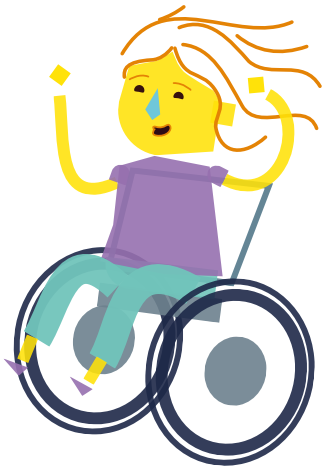
Click on the links below to find out more about the resources.

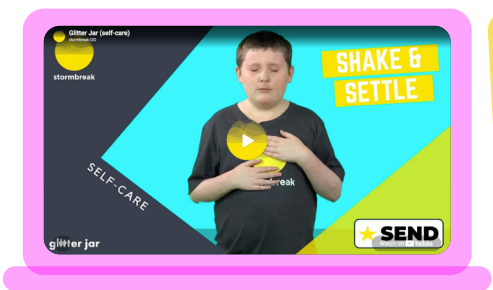


Life in Balance >



Copy Cats >





Glitter Jar >



Move to the Seasons >



Compliment Collection >

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Stormbreak Shine

Our approaches to supporting children's mental, emotional and physical wellbeing in primary education and health care settings.

Stormbreak Shine has been developed to support the needs of children who are beginning to experience difficulties with their emotional wellbeing, specifically;

- the child who doesn't meet specialist thresholds,
- the child whose carers and surrounding trusted adults need more help, and,
- the child who, if doesn't get help now, may need more specialist support in the future

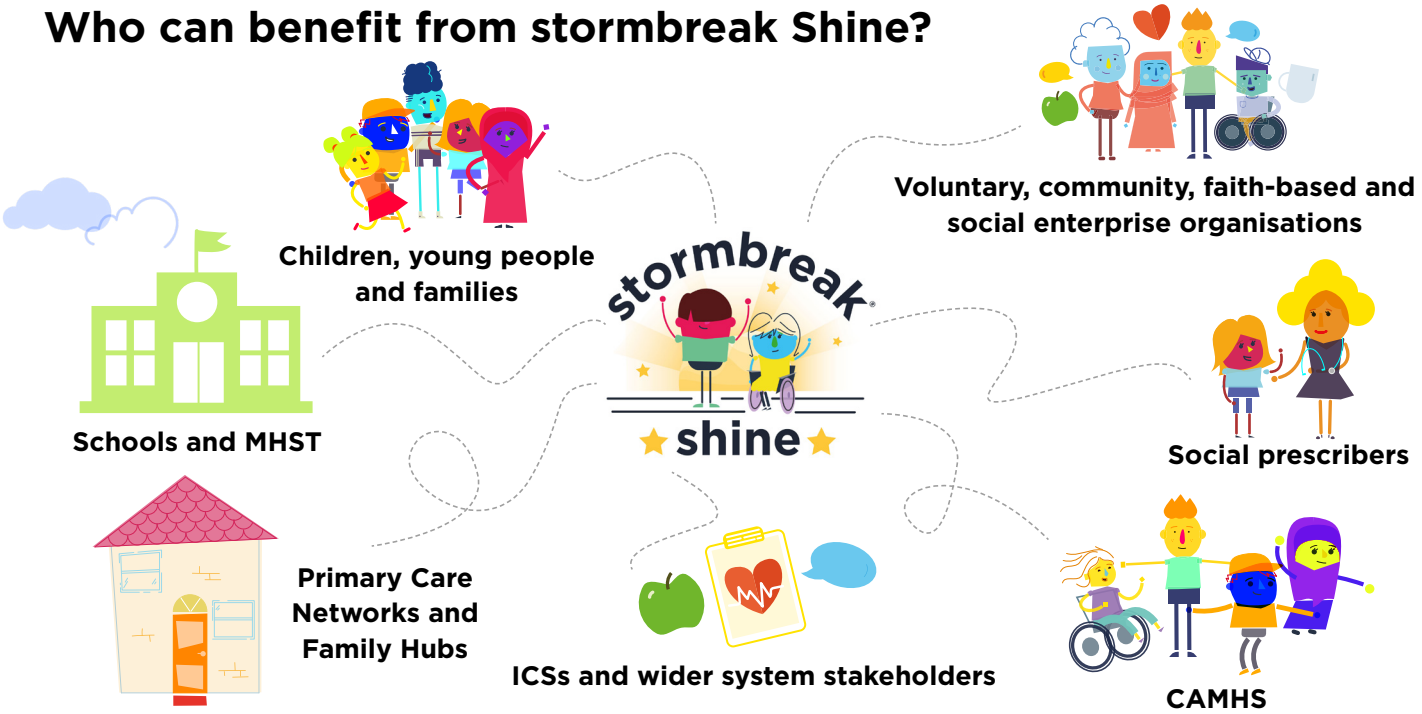
Shine offers a targeted programme approach to support children's socio-emotional development through mentally healthy movement.

Shine can be used as a digital referral tool for trusted adults to use with young children who may need extra help managing emotions and behaviours.

Digital pathways are assigned to a child and their trusted adult to complete together at home, in school or other spaces.

A pathway mobilises mentally healthy movement and activities (or tasks) to help children **recognise** their emotions, **respond** to their feelings, and develop self-**regulation** strategies, that can support their socio-emotional development.

Who can benefit from stormbreak Shine?



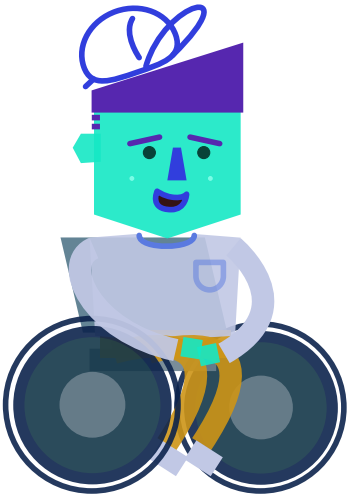
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Stormbreak Shine support pathways

- **Be Calm;** Supporting early emerging anxiety
- **Be Connected;** Building positive relationships
- **Be Focussed;** Supporting attention needs
- **Be Strengthened;** Developing helpful coping skills
- **Be Understood;** Supporting communication
- **Be Enough;** Improving self worth
- **Be Present;** Promoting self care
- **Be Hopeful;** Developing optimism
- **Be Resilient;** Building better resilience

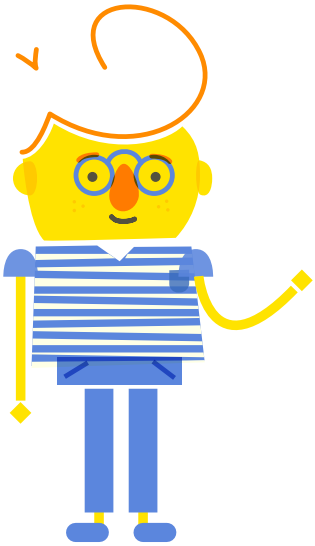


Our work in the period April 2025 - March 2026



While data suggests that the most serious consequences of children and young people's mental health challenges are reducing, as evidenced by a decline in hospital admissions for self-injurious behaviours, it also highlights a growing need for preventative support. The number of pupils identified with Social, Emotional and Mental Health (SEMH) needs continues to rise, increasing by 4% across England (Department for Health and Social Care, 2025 data)

More than 1.8 million children have Special Educational Needs (SEN), with SEMH identified as the primary need for 23.6% of pupils receiving SEN Support (Department for Education, 2026). This demonstrates a significant and growing need for educational settings to provide effective SEMH support.

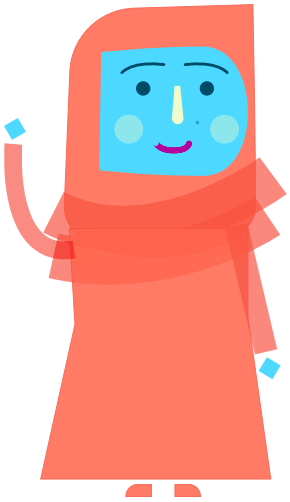


The prevalence of SEN also increases throughout primary education, reaching a peak of 17.7% among 10-year-olds before gradually declining during secondary education. These trends indicate a substantial opportunity to improve outcomes through early intervention and targeted support for primary-aged children with SEMH needs (Department for Education, 2026).

During 2025/26, the Shine team has undertaken key development work to strengthen the effectiveness and sustainability of the Shine pathways and Support Program. This has included developments to enhance pathway monitoring and implementation support, enabling schools to embed Shine more effectively. A Community of Practice model has also been designed to sustain engagement and build confidence in supporting children with neurodiversity, SEN and SEMH needs.

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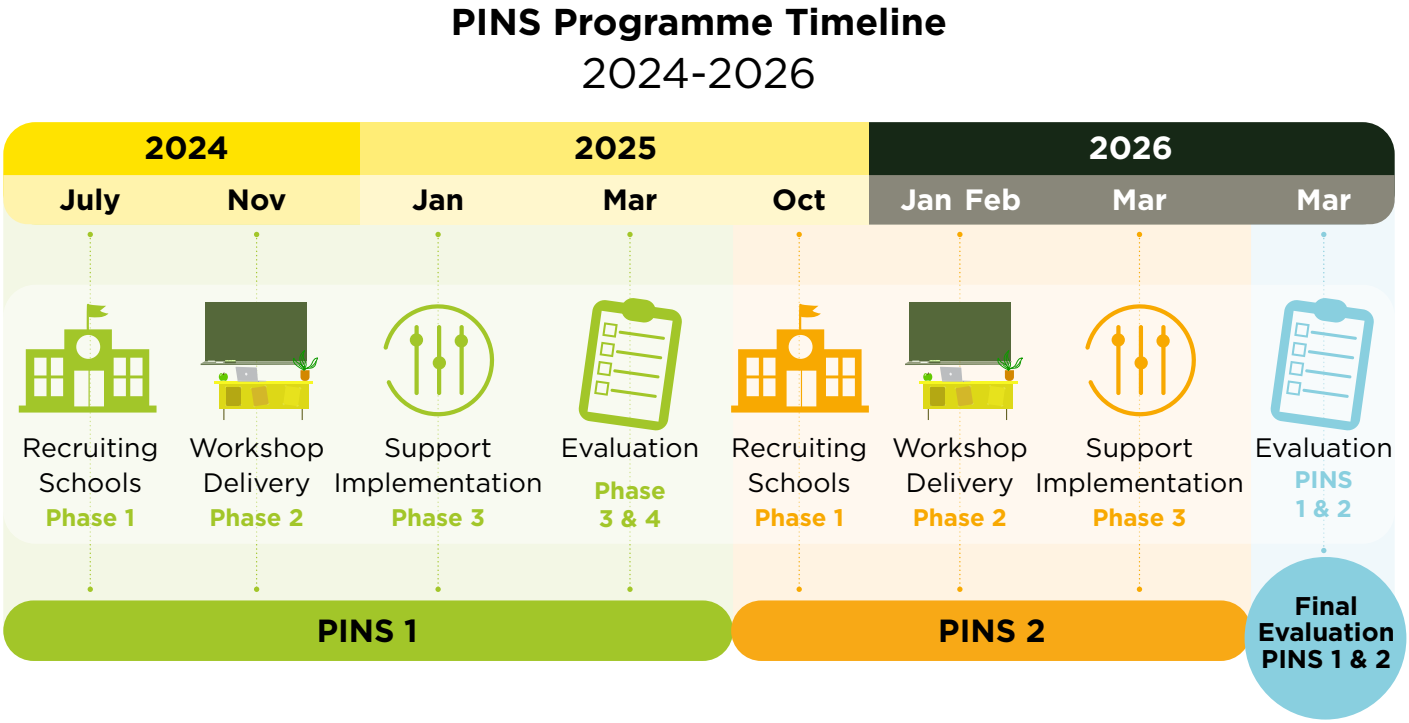
Throughout the year, the team has continued its work with schools across Bedfordshire and Merton, focusing on understanding how schools engage with Shine and identifying practical solutions to improve long-term participation and reduce attrition. In Dorset, the Shine Support Programme was offered to all schools involved in the Partnership for Inclusion of Neurodiversity in Schools (PINS) project, alongside an invitation to participate in the PINS Community of Practice facilitated by the Stormbreak Shine team.



The team has also pioneered Stormbreak's place-based model in Westminster, laying the foundations for implementation ahead of its launch in Spring 2026.

Across all cohorts, the Shine Support Programme model and content have remained consistent throughout the year. Maintaining consistency provides a stronger evidence base for understanding the conditions that best support successful implementation and sustained engagement with Shine, helping to inform future programme development and scale-up.

NHS Dorset PINS Delivery timeline



Our Impact and Outcomes

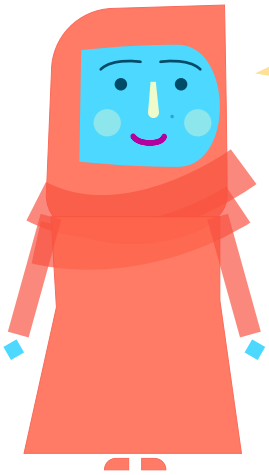
An integral feature of the stormbreak Shine implementation is that our insight and evidence gathering is integrated into the delivery of the approach. We track engagement of organisations, professionals and children taking part as well as gather data and feedback from surveys integrated into our digital platform.

Emerging data from stormbreak Shine engagement is demonstrating the ways in which trusted adult and child's participation in Shine pathways is supporting wellbeing and reducing other emotional difficulties.

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Main Outcomes

Children showed...



Improved wellbeing

65% of children showed an improvement in wellbeing

18% maintained their wellbeing



Improved emotional regulation skills

48% of children showed improved reappraisal skills

59% improved suppression skills



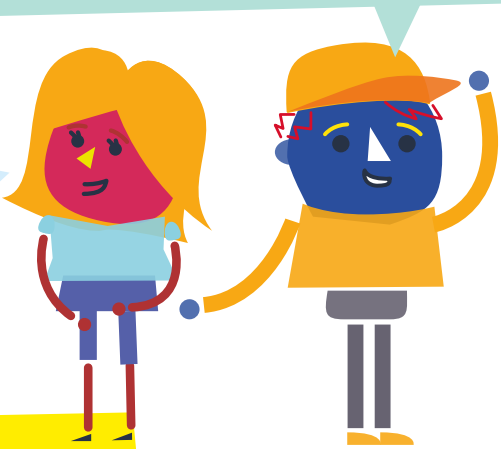
A reduction in emotional problems

59% of children had a reduction in emotional problems

Improved prosocial skills

70% of children experienced an improvement in their prosocial skills.

11% of children maintained their preexisting prosocial skills



A reduction in symptoms that are associated with ADHD

42% of children reduced inattention symptoms

39% reduced hyperactivity and impulsivity symptoms



A reduction in symptoms that are associated with anxiety

57% of children showed a reduction in anxiety. Leading to a total of

94% of children with normalised anxiety

There were statistically significant differences in children's socio-emotional outcomes between the start and end of their engagement in the Shine pathways.

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Stormbreak Shine pathway engagement

In the period for 2025/26 we saw the following stormbreak Shine pathway engagement:

Pathways assigned = 887
Representing the number of times a child(ren)'s emerging need has been recognised and the Shine pathway offered as early support.

Total number of children impacted by the pathways is **1,031**

Total number

Pathways started = 463
Starting a pathway represents needs being addressed.

Steps completed = 10,698
Representing the total number of therapeutic moments delivered to children using Shine pathways.

Stages completed = 1,387
Representing the total number of therapeutic sessions delivered to children using Shine pathways.



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Our approaches to supporting children's mental, emotional and physical wellbeing in foster, adoption services and with care experienced children.

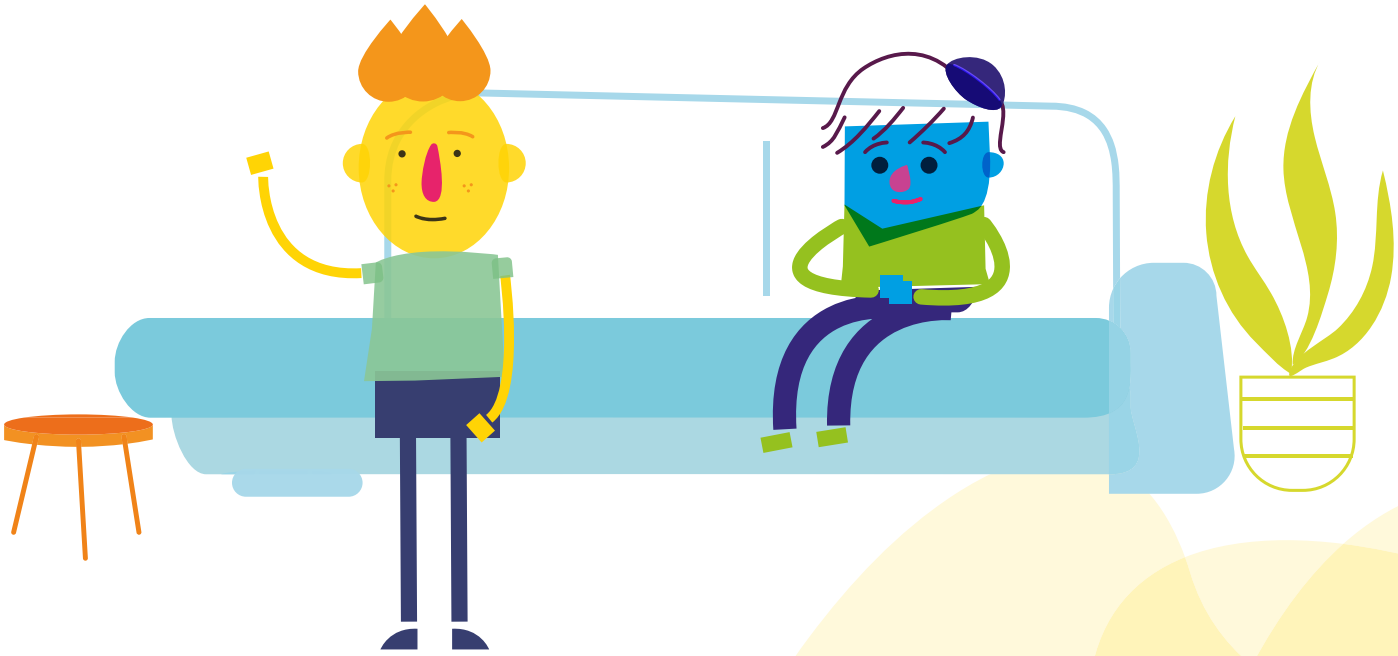
Stormbreak Together

At stormbreak we are committed to working with and for children and families who experience challenge, disadvantage and inequality. Much of this work has seen us focus on building purposeful partnerships with foster carers, social workers and Children's Services to help them support children in their care.

Stormbreak Together is our approach for families, parents and carers, trusted adults and organisations that provide support for children in the community. It aims to provide parents and carers with support and strategies to help them and their children to develop their confidence to use movement to support their children's physical and mental wellbeing and cultivate happy, safe, valued environments for children to thrive.

Many of the children that come into foster care present with complex needs, have experienced trauma, childhood adversity and multiple losses. Support and intervention for this can be limited or significantly delayed due to placement stability and limited resources available. Children and foster care families need support and strategies to help them and the children they care for articulate and regulate their feelings.

Children in care are much more likely to experience mental health problems than young people in the general population (Kirby et al, 2025). Early life experiences, such as abuse, neglect, parental drug-use or violence are likely to play a major part in this. So too could the instability that children are necessarily at risk of experiencing. Supporting children's mental health is essential to help them learn to cope with some of these difficult experiences and build resilience, to promote their opportunities to bounce back from adverse experiences.



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Unaddressed mental health needs are seen as a key driver for the poorer outcomes we see in care-experienced adults, such as unemployment, homelessness and contact with the criminal justice system (Murray et al., 2020). Many young people in care have unstable lives.

Over a two-year period up to March 2024, 23% of children looked after experienced high placement instability (three or more placements).
(Department of Education, 2025)

Stormbreak Together is delivered as a 6-week trauma-informed approach for parents and carers, providing them with knowledge, practical tools, skills and language to support the mental health of their children. The approach builds skills of resilience, self-care, emotional literacy, and connection through structured sessions and practical movement activities, aligning with the principles of PACE (Playfulness, Acceptance, Curiosity, Empathy) and Dyadic Developmental Psychotherapy (DDP) (Hughes & Baylin, 2012).

Carers are shown how to use the stormbreak approach, using movement alongside their child and creating opportunities to talk about emotional wellbeing. As well as giving children tools to use as they move through childhood generally, carers can use activities to prepare for challenging situations typical in a fostering setting, such as anticipating or returning from family time visits, meeting new professionals, or starting at a new school or club. Stormbreaks can also be carefully chosen by carers 'in the moment', when a child is heightened or withdrawn - to prevent emotional escalation or to connect when a child is reluctant to engage. The activities and associated language help children learn to recognise how they are feeling, to respond appropriately and to regulate their emotions.



Head **Heart** **Hands**

The Together approach provides carers with a practical tool to use in the home, when the social worker has left and the door is closed. Along with education around attachment, adverse childhood experiences and trauma, and a focus on the importance of relationships and connection between adult and child, the stormbreak approach is the hands on application of emotional wellbeing support, delivered through the vehicle of movement.

Together plays a crucial role in supporting children's emotional wellbeing, demonstrated through the meaningful change it has created for over 400 beneficiaries—children, carers and professionals—across 15 different counties. Below are the findings from this work, highlighting the important and positive emerging themes.

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Our work in the period April 2025 - March 2026

During this period we continued our work with delivery of five new Together cohorts of carers in four different counties: Hampshire, Bristol, Wiltshire and Berkshire. This was a mixture of local authorities and independent fostering agencies, and also featured a mix of mainstream foster carers, connected and kinship carers and mockingbird carers, responsible for a further team of fostering families within their locality. Our work made an impact on **257 beneficiaries** including the carers attending the course, their partners, their foster children and their birth children.



Our Impact and Outcomes

Across recent cohorts,

81% of carers reported improved relationships with their child.

97% said the resources helped them support mental health and emotional regulation at home.

Families consistently showed increases in emotional literacy, connection, and confidence in managing big feelings.

Improvement in childrens' wellbeing

Increase in childrens' resilience

Improvement in carers' wellbeing

Improvement in carer/child relationship

By the end of the Together programme, over half of participants' children were now able to:

Manage their feelings more easily



Talk about their feelings more easily



Bounce back more easily after challenges

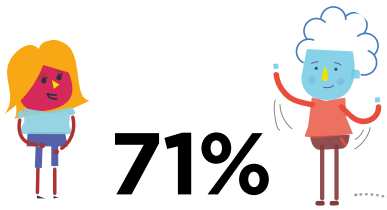
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Carer retention

To date, our evaluation has shown that carers who attend the Together sessions:

- Feel supported, experience improvements in their relationships with their child and 'feel benefit from receiving support, reporting lower stress and reinforced confidence to continue fostering.

- Indeed, research suggests that the variables most strongly associated with the success or failure of foster care are the characteristics of the foster child and the foster carer/child relationship (Bernedo, García-Martín, Salas & Fuentes, 2016).



71%

of carers said stormbreak improved the relationship with their child

71%

of carers said the stormbreak approach provided them with support at a critical moment in their family life



Carer Retention:
Research* shows that carers who feel supported, who experience better relationships with the child, and who receive training/ supervision report lower stress and greater intention to continue fostering.



87%

of carers said the sessions and ongoing support provided a key form of social support to their family





82%

of carers said the sessions would be useful for implementing stormbreak into practice

We asked carers to describe their dreams and aspirations for their children through their engagement with Together. The majority of parents' dreams and aspirations focused on supporting their children to manage their emotions.

73%

of parents had made steps towards achieving these goals by the end of the sessions.





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Placement Stability

Although placement stability is difficult to evidence due to inconsistent national data, research consistently shows that improving children's emotional wellbeing leads to more stable placements. The Together approach strengthens emotional wellbeing and facilitates an understanding of the importance of recognising, responding and regulating the management of feelings amongst children and carers. Therefore, the Together approach promotes placement stability by empowering families to develop the essential skills, confidence and capability, through movement, to support their children's physical and mental wellbeing.





89%

of carers said the stormbreak approach supported them with mainstreaming conversations about positive wellbeing

76%

of carers said stormbreak improved the wellbeing of their children

Placement Stability: Studies* emphasise social-emotional competencies in carers and in children as protective factors associated with placement stability.



76%

of carers said stormbreak improved their own wellbeing

75%

of carers said stormbreak led to an increase in their child's resilience



"I'm feeling like I am able to change the path that a child is going on before it could be a problem."

Foster Carer in Wiltshire

"My child wanted to talk but didn't know how to express herself, with stormbreak she is free to move and talk"

Kinship Carer in Dorset





"I feel that I'm thinking about using stormbreak as I go through my daily life, not just with young people."

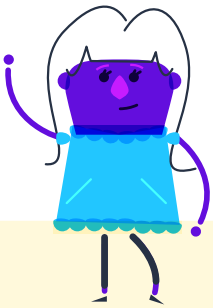
Foster Carer in Wiltshire



"I wish we had received this training sooner; I believe this would have prevented a placement breakdown".

Foster Carer in Hampshire

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Why this work is important

The Together programme addresses a critical need within the foster-care system: supporting the emotional wellbeing of children and the carers who look after them. Research shows that emotional wellbeing is strongly linked to placement stability, yet national data on placement stability remains inconsistent and difficult to track. What we do know is that instability significantly increases the likelihood of behavioural difficulties, mental-health challenges and poorer long-term outcomes for children. Strengthening emotional literacy, nurturing relationships, and trauma-informed responses therefore plays a vital role in reducing future disruption. Together provides this foundation by equipping children, carers and professionals with relational skills, regulation strategies and shared emotional language—factors repeatedly identified as protective for stability.

How the system can benefit



Together strengthens the system around the child through partnership working, whole-family approaches and carer-focused support. By engaging carers and professionals together, the approach helps build shared understanding and reinforces consistency across the home, school and services. Organisations benefit from improved engagement in other support offers, as participating carers frequently report feeling more confident, better connected, and more valued. This is essential in a context where foster-carer retention is declining nationally and many carers report burnout or lack of support. By enhancing emotional wellbeing and relational capacity, Together contributes to stronger placement foundations, better stability and a more sustainable network of carers.

As a result of our work, sharing how systems benefit is now a key factor in how we talk about stormbreak Together, moving from the ‘delivery of programmes to carers’ to ‘embedding an approach for families’ and in doing so seeing stormbreak Together as a preventative investment that can reduce the likelihood, frequency or severity of placement disruption. Stormbreak Together helps local authorities move from reactive crisis management to proactive placement support. It strengthens the relational and emotional foundations that make placements more likely to succeed.

1. Individual impact:
Children are better able to regulate emotions, carers feel more confident, and relationships improve.

2. Service impact:
Placements are better supported, carers feel less isolated, and local teams have a practical tool to reduce escalation.

3. System and financial impact:
Even a small reduction in placement breakdowns, carer attrition or escalation into higher-cost placements could create significant avoided cost and improve long-term sustainability.

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In addition to our direct work with foster carers, kinship and connected carers, the Together Team continue to work collaboratively with children in care to capture youth voice and build and develop our content. We were invited to partner with children's charity, Coram Voice, to capture the voices of young people with care experience, along with their carers and professional team, to inform the content of a report commissioned by the Local Government Association.

This report was published in September 2025 entitled ***Improving Physical Activity Opportunities for Care Experienced Children and Young People*** and the Together team were invited to celebrate this work at a reception at 10 Downing Street hosted by the Prime Minister.





Our work was also featured in an edition of Foster Talk, the online magazine, a quarterly publication that supports over 40,000 foster and kinship carers.

Case Study: Supporting emotional expression after a difficult school day

A carer shared an experience that highlighted the impact of suppressed emotions and the importance of creating space for children to process their feelings safely.

During the school day, the child experienced a moment where she felt she had been laughed at by peers. Rather than expressing her distress at the time, she masked her emotions throughout the day, holding onto the hurt and discomfort she felt from early morning onwards.

By the time she returned home, the accumulation of these unprocessed feelings became overwhelming. The child "exploded," displaying intense behaviour including throwing objects, kicking, and, in a moment of dysregulation, throwing the family cat down the stairs. This incident reflected not the initial trigger itself, but the prolonged effort of containing her emotions without support.

Once the situation had de-escalated, the carer was able to reconnect with the child and gently explore what had happened. Through calm conversation, they validated her experience, acknowledging how difficult it must have been to carry those feelings throughout the day. The carer used reassuring language such as "it's okay to feel like this," helping the child to understand that her emotions were valid, even if her actions were not.

This moment of reflection created an opportunity for emotional learning. It allowed the child to begin linking her feelings with her behaviour and to recognise the importance of expressing emotions earlier, rather than suppressing them. For the carer, it reinforced the value of patience, empathy, and providing a safe space for open dialogue after moments of heightened emotion.

This case illustrates how, with support and understanding, challenging incidents can become meaningful opportunities to build emotional awareness and strengthen the relationship between carer and child.

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Our Supporters

During the year 2025/26 we received the following support for stormbreak:

Gift in kind

- Volunteer workforce - estimated time 165 days
- Hamell for all their support in developing fundraising communications

Financial

We would like to thank all those who have supported stormbreak throughout 25/26 including:-

- Active Devon
- Active Dorset
- Alex Timpson Trust
- The Alice Ellen Cooper-Dean Charitable Foundation
- BBC Children in Need
- Charlotte Bonham Carter Charitable Trust
- Cherries Foundation
- Coram
- The Dulverton Trust
- The Harper Trust
- Henry Smith Foundation
- Focus Foundation
- BUCKS Leap
- The Kristina Martin Charitable Trust
- London Community Foundation
- Milton Keynes Community Foundation
- The Moondance Foundation
- MJB Charitable Trust
- Newby Trust
- NHS Dorset
- The Rayne Foundation
- Talbot Village Trust
- Valentine Trust
- Westminster Foundation



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Financial Review

Stormbreak reported total income of £493,413 during the year (24/25: £408,974), with growth in both grants and contract income, and a small decrease in donations.

Grant income increased by £75,902 to £350,025 (24/25: £274,123), from 17 grant funders (24/25: 17).

Contract income increased by £11,200 to £135,423 (24/25: £ 124,223) and was almost twice the level of two years ago. Donation income fell from £10,628 to £7,909.

Expenditure increased by £18,770 to £447,247 (24/25: £428,477), with £17,442 of the increase attributable to programme and delivery costs, with modest increases in support and fundraising costs.

Overall stormbreak reported a surplus of £46,166 in the year, compared with a deficit of £19,503 in 24/25.

Total reserves increased to £335,533 (24/25: £289,367) with unrestricted reserves of £178,477 and restricted reserves of 157,056 at 31 March 2026 (24/25: £216,122 and £73,245 respectively), and free reserves of £176,124 after excluding fixed assets (24/25: £211,315).

Reserves Policy

It is the policy of the charity that free reserves should be maintained at a level equivalent to between three and six month's expenditure (equivalent to £125,000 - £250,000 based on the 26/27 budget). At 4.2 months of expenditure, free reserves of £176,124 are close to the middle of this range, and is reasonable given the increasingly competitive and uncertain fundraising environment and tough commissioning landscape.

The Trustees consider that reserves at this level will ensure that, in the event of potential gaps in funding or a significant drop in funding, they will be able to continue the charity's current activities while consideration is given to ways in which additional funds may be raised. The Trustees have assessed the major risks to which the charity is exposed, and are satisfied that systems are in place to mitigate exposure to the major risks.



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Stormbreak: Our future plans

Stormbreak will continue to strive to improve the mental, physical and emotional wellbeing of children through a preventative, early intervention approach. Our ambition is to deliver positive outcomes for all children, with additional focus on those who need us more and those who need us most.

To achieve greater reach and impact, our strategy balances continuity with innovation across three interconnected priorities: **People**, **Places** and **Priorities**.



People are at the heart of our approach. We will enable, equip and empower trusted adults who live with, work with and care for children across education, health and social care. By providing accessible training, practical resources and ongoing support, we will build confidence, knowledge and skills that embed the stormbreak approach sustainably. We will also strengthen our digital offer, widen participation through collaboration and co-design, and foster an engaged stormbreak community.



Places recognise that lasting change happens within communities. We will deepen our work in established locations while expanding into new areas, particularly those experiencing deprivation and health inequalities. Through our place-based model, we will work alongside local partners to understand systems, build relationships and co-design solutions that respond to local needs. This approach will ensure services are embedded, sustainable and capable of achieving national reach.



Priorities focus on innovation and continuous improvement. While remaining committed to supporting primary-aged children, we will explore opportunities to extend our impact through new approaches and earlier intervention. We will increase access to preventative support, develop and test innovative models, amplify the voices of children and young people through participation and young ambassador opportunities, and strengthen how we measure engagement, learning and impact.





Together, these priorities will enable stormbreak to expand its reach, deepen its impact and create healthier, happier children through mentally healthy movement, ensuring every child has the opportunity to thrive.

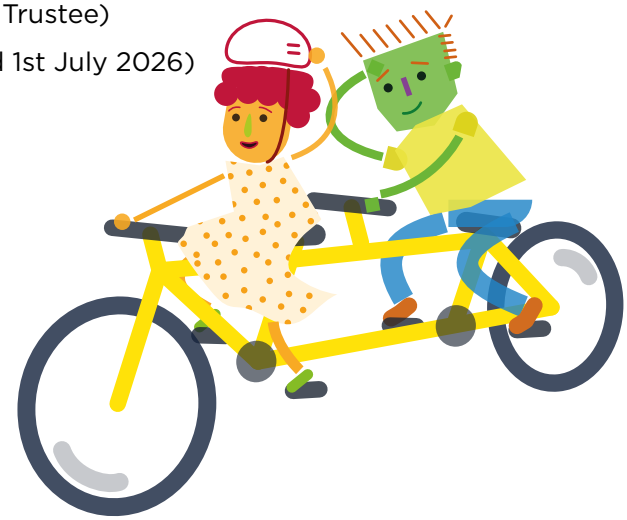
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Structure, governance and management

Stormbreak CIO is a Charitable Incorporated Organisation, registered with the UK Charity Commission with charity number 1182771 on 3 April 2019. Stormbreak is a Foundation CIO, meaning that its members are the same as its Trustees. Stormbreak's governing document is based on the Foundation model constitution published by the Charity Commission. It was last amended on 14 April 2020. There must be a minimum number of 3 Trustees and a maximum of 12 at any one time. New Trustees are appointed for a term of 3 years by resolution at a meeting of the Trustees, and can re-appointed for a maximum of 2 further terms. In appointing Trustees, regard must be had to the skills, knowledge and experience needed for the effective administration of stormbreak. New Trustees are provided with an induction process including the provision of a copy of stormbreak's governing document and its latest Annual Report and Accounts.

The Trustees, who served during the year and up to the date of signature of the financial statements were:

Mr N Cluley (Chair until 1st July 2026 then retired as Chair and Trustee)
Mr S Bolton (Trustee appointed 1st April 2025, Chair appointed 1st July 2026)
Ms E Nagen (Trustee appointed 1st April 2025)
Mr A Thurairaj (Trustee appointed 1st April 2025)
Mr K Spindler (Trustee appointed 1st April 2025)
Mr V Alexander (Retired as Trustee 1st April 2025)
Mr P Sinton-Hewitt (Retired as Trustee 1st April 2025)
Dr S Price
Dr K Healy
Mr A Morton
Mr K Walker



Stormbreak recognises that a diverse, skilled and committed Board of Trustees is essential for the effective governance and management of the Charity. As the Charity's operations develop and expand, the trustees will monitor the skills represented on the Board and consider recruiting additional expertise as required. All members of the Board of Trustees give their time voluntarily and receive no benefits from the charity. Any expenses claimed from the Charity are set out in the notes to these financial statements. None of the trustees has any beneficial interest in the charity. All of the trustees are members of the charity.

The Trustees' report was approved by the Board of Trustees.



Mr Simon Bolton
Chair of Trustees
Dated: 28th September 2026

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Core Operations Team

Dr Martin Yelling - Chief Executive Officer
Anji Andrews - Coach and Community Manager
Kate Bone - Director of Coaching and Development
Mike Clemson - Digital and Technical Officer
Victoria Stamp - Director of Emotional and Mental Wellbeing
Darryl Walsh - Director of Education
Judy Willits - Co-founder and Strategic Operations
Sophia Woollard - Programme Manager
Claire Hannah Russell - Research and Impact Officer
Emma Dowinton - Together Programme Manager
Joanne Davies - Trusts & Income Generation Manager



Trustees' responsibilities statement

The Trustees are responsible for preparing the Trustees' Annual 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 judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation

The Trustees are responsible for keeping proper accounting records that 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 applicable Charity (Accounts and Reports) Regulations and with the Constitution. 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.

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Independent Examiner's Report

to the Trustees of stormbreak CIO

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 March 2026 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and related notes.

Respective Responsibilities of Trustees and Examiners

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 ("the Charities Act") and that an independent examination is needed. The charity's gross income exceeded £250,000 and I am qualified to undertake the examination by being a qualified member of the Institute of Chartered Accountants in England and Wales.

It is my responsibility to:

- examine the accounts under section 145 of the Charities Act,
- to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- to state whether particular matters have come to my attention

Basis of Independent Examiner's Statement

My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair' view and the report is limited to those matters set out in the statement below.

Independent Examiner's Statement

In connection with my examination, no material matters have come to my attention which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Olayinka Tomori ACA DChA
Longmeade Consult Ltd

Dated: 28th September 2026



The Old Rectory
Springhead Road
Northfleet
DA11 8HN

STORMBREAK CIO

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 MARCH 2026

INCOME AND EXPENDITURE	Notes	Unrestricted funds £	Restricted funds £	Total 2026 £	Tota1 2025 £
Income and endowments from:					
Donations and legacies	2	33,909	324,025	357,934	284,751
Charitable activities	3	135,423	-	135,423	124,223
Bank interest receivable		56	-	56	-
Total Income		169,388	324,025	493,413	408,974
Expenditure on:	4				
Raising funds		47,787	13,867	61,654	61,074
Charitable activities		159,246	226,347	385,593	367,403
Total Expenditure		207,033	240,214	447,247	428,477
Net movement in funds		(37,645)	83,811	46,166	(19,503)
Total funds brought forward		216,122	73,245	289,367	308,870
Total funds carried forward		178,477	157,056	335,533	289,367

The comparative Statement of Financial Activities for the year ended 31 March 2025 is included in Note 13.

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

All the charity's activities are classified as continuing.

The accompanying notes form an integral part of these financial statements.

STORMBREAK CIO

BALANCE SHEET

AS AT 31 MARCH 2026

	Notes	2026 £	2026 £	2025 £	2025 £
Fixed Assets					
Tangible assets	7		2,353		4,807
Current Assets					
Debtors	8	6,205		9,369	
Cash at bank and in hand		331,461		283,072	
		337,666		292,441	
Creditors: amounts falling due within one year	9	(4,486)		(7,881)	
Net Current Assets			333,180		284,560
Total Assets less Current Liabilities			335,533		289,367
Funds:					
Restricted funds	11		157,056		73,245
Unrestricted funds			178,477		216,122
TOTAL FUNDS			335,533		289,367

The financial statements were approved by the board and authorised for issue on 28th September 2026 and signed on its behalf by:



.....

Mr S Bolton
Chair of Trustees

The accompanying notes form an integral part of these financial statements.

STATEMENT OF CASH FLOWS

AS AT 31 MARCH 2026

	31 March 2026 £	31 March 2025 £
Cash provided by operating activities	48,389	(1,288)
Investing activities		
Purchase of tangible fixed assets	-	(1,649)
Net cash used in investing activities	-	(1,649)
(Decrease)/increase in cash and cash equivalents in the year	48,389	(2,937)
Cash and cash equivalents at the beginning of the year	283,072	286,009
Total cash and cash equivalents at year end	331,461	283,072

Analysis of Cash and Cash Equivalents	**2026 £**	**2025 £**
Cash at bank and in hand	331,461	283,072

Analysis of changes in net funds	**At 1 April 2025 £**	**Cash flows £**	**Other non-cash changes £**	**At 31 March 2026 £**
Cash	283,072	48,389	-	331,461

Reconciliation of net movement in funds to net cash inflow from Operating Activities

	2026 £	2025 £
Net movement in funds	46,166	(19,503)
Depreciation	2,454	2,130
Decrease in debtors	3,164	20,365
(Decrease)/increase in creditors	(3,395)	(4,280)
Net cash provided by/(used in) operating activities	48,389	(1,288)

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NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2026

1. ACCOUNTING POLICIES

1.1. Basis of accounting

The financial statements of the charitable company, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (second edition effective 1 January 2019)', the Charities Act 2011. The financial statements have been prepared under the historical cost convention.

The Trustees consider there are no material uncertainties about the Charity's ability to continue as a going concern. The Trustees have made this assessment in respect of a period of one year from the date of approval of these accounts. The financial statements have therefore been prepared on a going concern basis.

1.2. Fund accounting

Unrestricted funds are available for use at the discretion of the Trustees in furtherance of the general objectives of the charity. Designated funds are unrestricted funds earmarked by the Trustees for particular purposes.

Designated funds are unrestricted funds which have been earmarked for a particular purpose, within the objects of the charity by the Trustees.

Restricted funds are subjected to restrictions on their expenditure imposed by the donor. The purposes and uses of the restricted funds are set out in the notes to the accounts.

1.3. Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Income from grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received, and the amount can be measured reliably and is not deferred.

1.4. Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

Support costs are those functions that assist the work of the charity but do not directly undertake charitable activities. Governance costs are those support costs incurred to meet the statutory and constitutional requirements of the charity.

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1. ACCOUNTING POLICIES (continued)

1.5. Pension schemes

The charity operates a defined Contribution Pension Scheme for its employees. The pension costs charged in the financial statements represent the contribution payable by the charity during the year.

1.6. Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Computers - 25% Straight line

1.7. Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

1.8. Donated office costs

Office space donated is measured at fair value, it is recognised as income with a corresponding cost.

2. DONATIONS AND LEGACIES

	Unrestricted	Restricted	2026	2025
	£	£	£	£
Donations and gifts	7,909	-	7,909	10,628
Grants received	26,000	324,025	350,025	274,123
	33,909	324,025	357,934	284,751

	Unrestricted	Restricted	2025
	£	£	£
Donations and gifts	10,628	-	10,628
Grants received	46,340	227,783	274,123
	56,968	227,783	284,751

Details of the movement in restricted funds are shown in note 11.

3. INCOME FROM CHARITABLE ACTIVITIES

	Unrestricted Funds	Restricted Funds	2026	2025
	£	£	£	£
Services provided under contract	135,423	-	135,423	124,223

In 2025, total income from Services provided under contract were £124,223, all of which was unrestricted.

4. EXPENDITURE

	Staff costs	Delivery-related costs	Freelance & consultancy costs	Office & admin costs	Other costs	Governance costs	2026	2025
	£	£	£	£	£	£	£	£
Raising funds								
Fundraising - general	17,285	-	38,052	-	-	-	55,337	54,889
Support costs	-	-	-	2,505	3,488	324	6,317	6,185
	17,285	-	38,052	2,505	3,488	324	61,654	61,074
Charitable activities:								
Programmes & activities	241,742	90,789	17,265	-	-	-	349,796	332,354
Support costs	-	-	-	14,197	19,764	1,836	35,797	35,049
	241,742	90,789	17,265	14,197	19,764	1,836	385,593	367,403
Total	259,027	90,789	55,317	16,702	23,252	2,160	447,247	428,477

Net income/(expenditure) is stated after charging:

	2026	2025
Independent Examiner's fees (excluding VAT)	1,150	1,100
Independent Examiner – for other services (excluding VAT)	750	700
Depreciation	2,454	2,130

	Staff costs	Delivery-related costs	Freelance & consultancy costs	Office & admin costs	Other costs	Governance costs	2026
	£	£	£	£	£	£	£
Raising funds							
Fundraising - general	16,980	-	37,762	-	147	-	54,889
Support costs	-	-	-	2,539	2,981	665	6,185
	16,980	-	37,762	2,539	3,128	665	61,074
Charitable activities:							
Programmes & activities	213,437	99,393	17,875	1,649	-	-	332,354
Support costs	-	-	-	14,389	16,895	3,765	35,049
	213,437	99,393	17,875	16,038	16,895	3,765	367,403
Total	230,417	99,393	55,637	18,577	20,023	4,430	428,477

5. STAFF COSTS

	2026	2025
	£	£
Wages and salaries	234,458	209,752
Social security costs	19,409	16,101
Pension costs	5,160	4,564
	259,027	230,417

5. STAFF COSTS (continued)

No employee received emoluments of more than £60,000 in the year (2025: Nil)
Key management personnel received total employee benefits of £173,730 in the year (2025: £169,053).

The average monthly employee headcount during the year was as follows:

	2026 Number	2025 Number
Total	7	6

6. TRUSTEES

None of the Trustees (or any persons connected with them) received any reimbursement of expenses, remuneration or benefits from the charity during the year (2025: nil).

7. TANGIBLE FIXED ASSETS

	Computers £	Total £
Cost		
At 1 April 2025	15,071	15,071
Additions	-	-
At 31 March 2026	15,071	15,071
Depreciation		
At 1 April 2025	10,264	10,264
Charge for the year	2,454	2,454
At 31 March 2026	12,718	12,718
Net book value		
At 31 March 2026	2,353	2,353
At 31 March 2025	4,807	4,807

8. DEBTORS

	2026 £	2025 £
Trade debtors	6,205	6,524
Prepayments and accrued income	-	2,845
	6,205	9,369

9. CREDITORS: amounts falling due within one year

	2026 £	2025 £
Taxes and social security costs	-	-
Trade creditors	1,009	4,637
Other creditors and accruals	3,477	3,244
	4,486	7,881

10. PENSIONS AND OTHER POST-RETIREMENT BENEFIT COMMITMENTS

The charity operates a defined contribution pension scheme. The assets of the scheme are held separately from those of the charity in an independently administered fund. The pension costs charge represents contributions payable by the charity to the fund and amounted to £5,160 (2025: £4,564). Contributions payable at the year-end was £0 (2025: £0).

11. RESTRICTED FUNDS

	At 1 April 2025 £	Income £	Expenditure £	Transfers and gains £	At 31 March 2026 £
Alex Timson	-	2,000	-	-	2,000
The Alice Ellen Cooper-Dean Charitable Foundation	5,000	5,000	(8,000)	-	2,000
BBC Children in Need	21,433	66,666	(70,674)	-	17,425
Bonham Carter Foundation	-	4,000	(4,000)	-	-
Cherries Community Fund (AFC Bournemouth)	1,384	650	(2,034)	-	-
Dorset Council Chesil Local Alliance Group (LAG)	2,991	-	(2,991)	-	-
Focus Foundation	4,315	12,866	(4,315)	-	12,866
Harpur Trust	-	8,403	(8,403)	-	-
Henry Smith Foundation	7,506	65,640	(66,773)	-	6,373
London Community Foundation	-	10,000	(175)	-	9,825
Milton Keynes Community Fund		3,000	(3,000)		-
MJB Charitable Trust	-	10,000	(2,600)	-	7,400
The Moondance Foundation	750	53,800	(3,880)	-	50,670
The Rayne Foundation	14,816	20,000	(29,419)	-	5,397
St James's Place Charitable Foundation	9,104	-	(9,104)	-	-
SW London Integrated Care Board (ICB)	5,946	-	(5,946)	-	-
The Dulverton Trust	-	35,000	(3,400)	-	31,600
Talbot Village Trust	-	12,000	(11,408)	-	592
Westminster Foundation	-	15,000	(4,092)	-	10,908
	73,245	324,025	(240,214)	-	157,056

Restricted funds received during the year were for the following purposes:

Fund	2026	Purpose
Alex Timson	2,000	Together Programme - schools project
Alice Ellen Cooper-Dean Charitable Foundation	5,000	SEND project
BBC Children in Need	66,667	Staffing costs, research and evaluation, ongoing development of the digital platform
Bonham Carter Foundation	4,000	Surge Programme (Hampshire)
Cherries Community Fund (AFC Bournemouth)	650	Development and production of football moves
Focus Foundation	12,866	Surge Programme
Harpur Trust	8,403	Shine early intervention programme (Luton)
Henry Smith Foundation	65,640	Together Programme - looked after children
London Community Foundation	10,000	Shine early intervention programme
Milton Keynes Community Fund	3,000	Surge Light - distance learning programme
MJB Charitable Trust	10,000	Surge Programme (Hampshire)
The Moondance Foundation	53,800	Surge programme (Wales)
The Rayne Foundation	20,000	Together Programme - looked after children
The Dulverton Trust	35,000	Together Programme - looked after children
Talbot Village Trust	12,000	Resources for children with special educational needs and disabilities (SEND)
Westminster Foundation	15,000	Shine early intervention programme (Westminster)

Comparative Information for the preceding period - Year Ended 31 March 2025

	At 1 April 2024 £	Income £	Expenditure £	Transfers and gains £	At 31 March 2025 £
BBC Children in Need	27,099	-	(27,099)	-	-
Peter Harrison Foundation	20,000	-	(20,000)	-	-
The Maureen and Derek Morton Fund	10,000	-	(10,000)	-	-
MJB Charitable Trust	10,000	-	(10,000)	-	-
Talbot Village Trust	6,042	-	(6,042)	-	-
The Oli Leigh Trust	6,000		(6,000)	-	-
Gateshead Council	3,278	-	(3,278)	-	-
Henry Smith Foundation	-	60,000	(52,494)	-	7,506
BBC Children in Need	-	33,333	(11,900)	-	21,433
Active Berkshire	-	24,950	(24,950)	-	-
The Moondance Foundation	-	24,000	(23,250)	-	750
The Rayne Foundation	-	20,000	(5,184)	-	14,816
Dorset Council Chesil Local Alliance Group (LAG)	-	18,000	(15,009)	-	2,991
Focus Foundation	-	10,000	(5,685)	-	4,315
London Community Foundation	-	10,000	(10,000)	-	-
St James's Place Charitable Foundation	-	10,000	(896)	-	9,104
SW London Integrated Care Board (ICB)	-	10,000	(4,054)	-	5,946
The Alice Ellen Cooper-Dean Charitable Foundation	-	5,000	-	-	5,000
Cherries Community Fund (AFC Bournemouth)	-	2,500	(1,116)	-	1,384
	82,419	227,783	(236,957)	-	73,245

Restricted funds received during the preceding year were for the following purposes:

Fund	2025	Purpose
Henry Smith Foundation	60,000	Together Programme - looked after children
BBC Children in Need	33,333	Staffing costs, research and evaluation, ongoing development of the digital platform
Active Berkshire	24,950	Stormbreak Families Together Programme
The Moondance Foundation	24,000	Surge programme (Wales)
The Rayne Foundation	20,000	Together Programme - looked after children
Dorset Council Chesil Local Alliance Group (LAG)	18,000	Surge and Shine early intervention programme
Focus Foundation	10,000	Surge Programme
London Community Foundation	10,000	Shine early intervention programme
St James's Place Charitable Foundation	10,000	Together Programme - looked after children
SW London Integrated Care Board (ICB)	10,000	Shine early intervention programme
The Alice Ellen Cooper-Dean Charitable Foundation	5,000	SEND project
Cherries Community Fund (AFC Bournemouth)	2,500	Development and production of football moves
	227,783	

12. ANALYSIS OF NET ASSETS BETWEEN FUNDS

	Unrestricted funds	Restricted funds	Total funds
	£	£	£
Fund balances at 31 March 2026 as represented by:			
Tangible fixed assets	2,353	-	2,353
Current assets/(liabilities)	176,124	157,056	333,180
	178,477	157,056	335,533

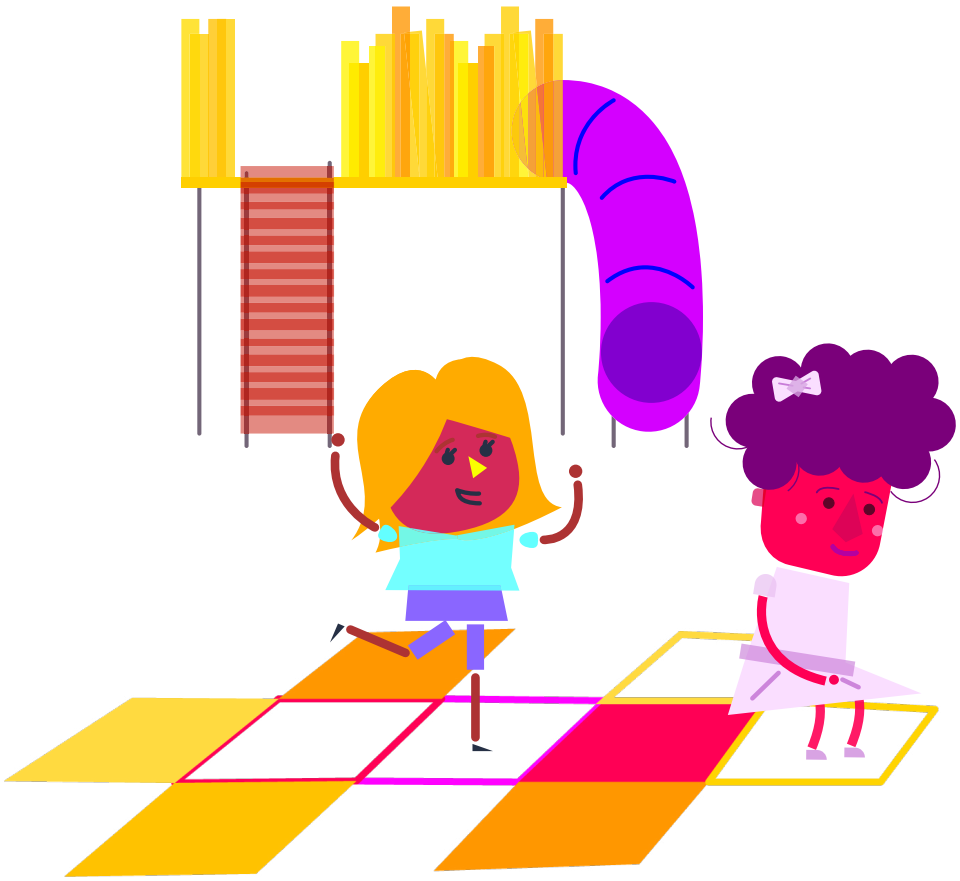
ANALYSIS OF NET ASSETS BETWEEN FUNDS Prior year - 2025

	Unrestricted funds	Restricted funds	Total funds
	£	£	£
Fund balances at 31 March 2025 as represented by:			
Tangible fixed assets	4,807	-	4,807
Current assets/(liabilities)	211,315	73,245	284,560
	216,122	73,245	289,367

13. COMPARATIVE STATEMENT OF FINANCIAL ACTIVITIES (2025)

INCOME AND EXPENDITURE	Unrestricted funds £	Restricted funds £	Total 2025 £
Income and endowments from:			
Donations and legacies	56,968	227,783	284,751
Charitable activities	124,223	-	124,223
Total Income	181,191	227,783	408,974
Expenditure on:			
Raising funds	37,696	23,378	61,074
Charitable activities	153,824	213,579	367,403
Total Expenditure	191,520	236,957	428,477
Net movement in funds	(10,329)	(9,174)	(19,503)
Total funds brought forward	226,451	82,419	308,870
Total funds carried forward	216,122	73,245	289,367

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