



 **Share**
Learning • Living • Wellbeing

IMPACT REPORT
2020-2021

Welcome from our Chair and Chief Executive

It gives us great pleasure to welcome you to Share's 2021 Impact Report. As you'll see, although the pandemic and lockdowns were challenging on all levels, we rose to those challenges and focused on continuing to do the best that we could for our students and their families. This led to innovation, as we turned to technology to help us to connect with others; partnership, as we worked with others to meet the immediate crisis needs in the first lockdown; and a deep understanding of the impact of social isolation on our students, which led us to set up our now thriving befriending project.

We've grown our staff, trustee, and volunteer teams, and we've opened a permanent base in Lambeth. We're both incredibly proud of our wonderful people, without whose energy and commitment, none of this would have happened.

We also want to thank our funders and supporters, all of whom stepped up in response to the demands of the pandemic.

We're excited about the future for Share. In 2022 we'll be welcoming a new CEO as Annie steps down after 19 years. We are planning for the garden to be moved as part of the Springfield redevelopment. And we'll be gearing up to celebrating our 50th anniversary of being an established charity.

Thank you for being involved with Share, and enjoy reading these stories and reports.



A handwritten signature in black ink that reads "Kate Heaps".

Kate Heaps
Chair of Trustees



A handwritten signature in black ink that reads "Annie McDowall".

Annie McDowall
Chief Executive Officer



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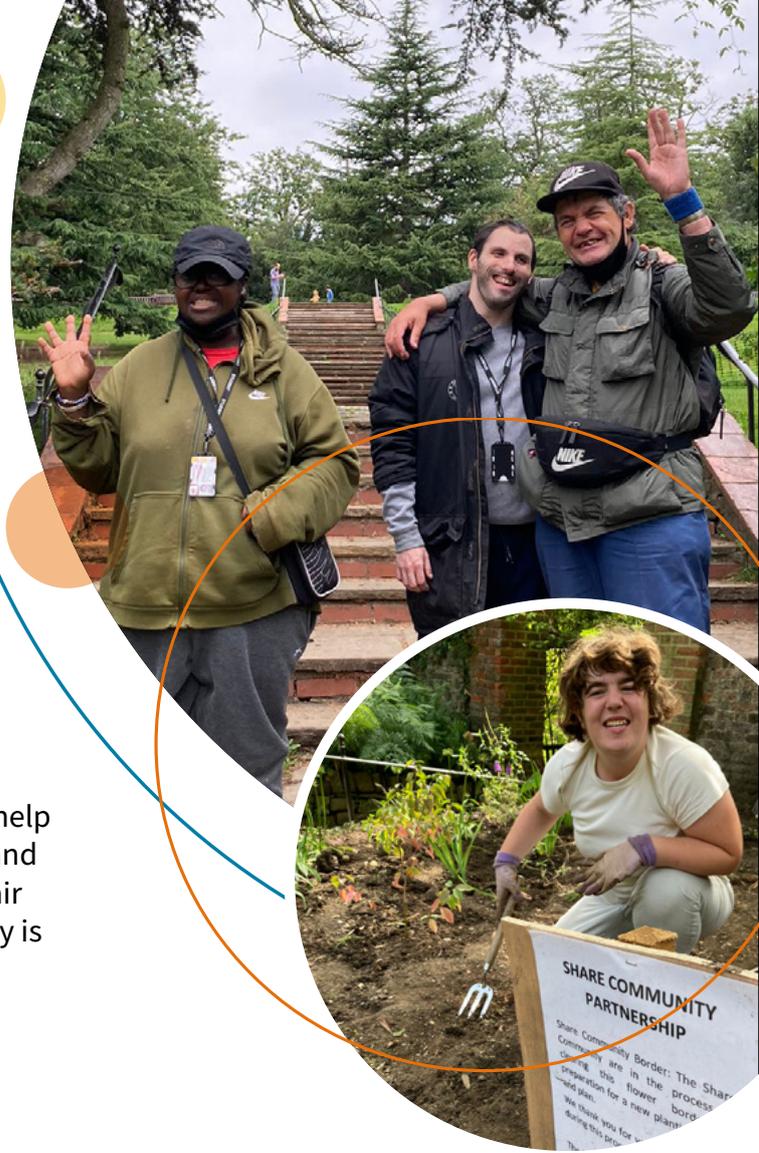
Who we are

Share Community is a leading provider of specialist training and support services for adults with learning disabilities, autism, physical disabilities, and mental health needs. For nearly 50 years our committed team has helped people enjoy more choice and independence, and live happier, healthier lives.

Why we exist

Many disabled people experience discrimination, stigma, exclusion, and loneliness. They often struggle to access healthcare, find employment, and enjoy a social life. We help people increase their independence, general wellbeing, and self-esteem. We believe that everybody has the right to fair treatment and we work towards a world in which diversity is valued and everyone is treated equally.

What we do



QUALIFICATIONS

We provide nationally recognised accredited and vocational training courses to meet a wide range of abilities in independent living skills, digital skills, basic skills, horticulture, and catering.



LIFE SKILLS

We help people learn practical skills to help them navigate everyday life; like how to travel on public transport, go shopping, visit the doctor and dentist, eat healthily and exercise, and look after their mental health.



WORK

We prepare people for their first steps towards employment, helping them identify and work towards their employment goals, and we provide practical work experience in our catering and horticultural social enterprises.



PERSONAL DEVELOPMENT

We run programmes in art, music, creative writing, and wellbeing to help people express themselves, build their communication skills, and grow in confidence.



SUPPORT

We provide practical help and emotional support tailored to our students and their families, helping people progress in their home environments and reach their personal goals.



LEISURE

We recognise the importance of relaxing and having fun. We run a social inclusion project and a befriending scheme to help people get out and make friends, try new things, and be more included in their communities.



Responding to COVID-19

The pandemic profoundly affected those who provide and those who receive social care. Like many organisations we had to change the way we worked. Our sites initially closed and staff worked from home. People with learning disabilities were hit particularly hard by lockdown, dealing with a sudden change in routine and disruption to the usual services they relied on.

Despite the challenges, we worked tirelessly to support our students and their families and carers. We focused on looking after people's mental and physical wellbeing by mobilising a keyworking team to link them to support and advice services, and monitor safeguarding concerns. We developed a community meals service in partnership with other organisations in the area, delivering over 5,000 meals to local vulnerable people. Our teaching became virtual for a while and we helped people get online to keep learning and stay socially connected. And we provided outreach support, delivered home-learning packs, and created virtual social events.



Emerging stronger

As the year went on we evolved, using our resourcefulness to find innovative ways to address the needs of our students. And although there were challenges, there were also opportunities.

We've improved our services, changed existing programmes and developed new and exciting initiatives, all with the core aim of helping our students grow their confidence, social skills, and independence. It's clear that some of these changes have lasting benefits and we've built them into our longer term strategy.

COVID-19 has highlighted the health and social inequalities that many disabled people face. Studies have shown that 93% of people with learning disabilities or autism feel more isolated from society due to the pandemic (source: *Dimensions*). This has strengthened our resolve to work even harder to help people integrate more into their communities, and enjoy equal access to everything life has to offer.



Quality standards



We successfully maintained our *matrix Standard* assessment, a unique quality standard we've held since 2008. It assesses and measures advice and support services, which ultimately supports people in their choice of learning, work, and life goals. We were commended for how quickly we responded to the support needs of our beneficiaries and their families during the pandemic, our strong digital response, and our innovative approach to widen access and opportunities for people.



We were delighted to be awarded gold accreditation by *Investors in People* in early 2021, something that only 17% of accredited organisations achieve. It shows that Share is an organisation that understands the value of people, that we have robust policies in place, and that every single person working at Share takes ownership for making them come to life.



Share is a *National Autistic Society* accredited organisation, providing an autism-friendly accessible environment. We're currently working towards advanced autism accreditation to provide even better outcomes for our autistic students.

Our people

People are at the heart of everything we do, both those we support and those who deliver our services. We're proud of all our staff whose dedication and passion working with families, agencies and communities continue to create positive change and make things happen. And we're immensely thankful to our bank workers and inspirational volunteers who help us deliver our projects, and without whom we wouldn't be able to do what we do.



Our year in numbers

We provided training for 124 disabled people, which is down from 144 in 2020. Our target for the average number of full time equivalent (attending 3 days per week or more) students was set at 105. We ended the year with a total of 99 as we were unable to take on new students during lockdown.

English and Maths



10 students took part, their focus being to learn strategies to help them handle numbers and money with greater confidence in everyday living situations and scenarios.



Our vocational training projects lead to recognised qualifications, with the independent living and non-vocational programmes assessed through portfolio development.

Accredited units were unable to be completed and assessed due to the pandemic and learning was continued virtually where possible. There was a clear benefit for some students from their virtual experiences, gaining new skills and confidence within their own homes.

By September 2020 71% of students had returned to our sites in person and by the end of March 2020 this was at 77%. Barriers to returning remained for some people who were shielding and those who waited until they'd received both vaccinations.

Student needs profile



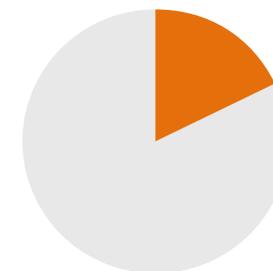
88%
Learning disability



46%
Autism or Asperger syndrome



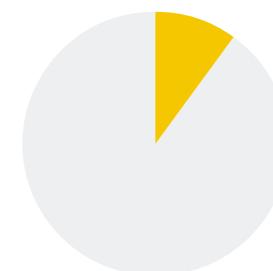
23%
Physical disability



18%
Mental health needs



14%
Down's syndrome



10%
Sensory needs



3%
ADHD

Independent living skills

16

students enrolled studying topics including:

- living in a diverse society
- environmental issues
- personal safety
- rights and responsibilities
- food safety
- cooking techniques
- household shopping and expenses



15 students took part in **Steps into Employment** classes to provide an introduction to work and prepare our students for the world of work, whether paid, voluntary or work experience.

30

students attended art sessions.



25

students took part in music sessions.



24 students took part in **My Community and Me** sessions, a programme helping people learn how to integrate more in their communities.

Horticulture



The project worked with 103 students.

Many students who usually accessed other projects joined horticulture for therapeutic benefits. The garden site provided a valuable outdoor space where social distancing could be observed, boosting wellbeing and mental health at a time of great uncertainty. We've learnt that our garden space has great potential to have other projects operate within it, and for us to create cohesive links between projects, like combining art with nature.

Catering

The project worked with 26 students.

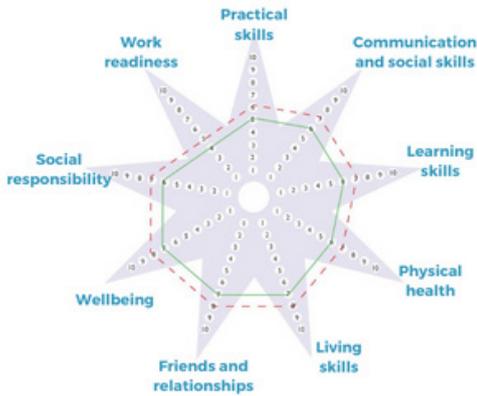
Catering were the first to trial using Zoom to provide training. This proved to be very successful, with students joining sessions and cooking fresh, healthy meals at home, often with their families.



Digital skills

35 students improved their skills in safe digital communication, use of Microsoft Office packages, use of digital technology such as iPads and mobile phones, recreational use of digital resources, and art and design.

Celebrating student progress



We're committed to every single person who comes to Share. With the right support and encouragement, people with learning disabilities can enjoy more independence and happiness in their lives. Our dedicated wellbeing team provide uniquely tailored support to the specific needs of each person to help them achieve their goals.

The Outcome Star is a tool we use for recording student success, challenges, and aspirations. We work one-to-one with students to assess and plot their understanding and skills across nine different areas. It allows students to visually see their progress towards independence, which helps them feel more motivated.

Despite the challenges of the pandemic, overall our student star evaluation showed an increase in five areas:

- practical skills
- communication and social skills
- friends and relationships
- social responsibility
- work readiness

A further three areas remained stable:

- learning skills
- wellbeing
- living skills

Given the sedentary nature of lockdown, one area, physical health, recorded a small drop of 1.6%, and we're working hard to build up our exercise programme.

John, making great friendships

Despite the huge challenges of the past year and a half, John's student star score went up in communication and social skills, living skills, and friends and relationships. He said, 'Talking to people makes me happy.'

John preferred not to use Zoom from his home during the pandemic, but enjoyed connecting with others over Zoom when visiting the Share garden. He said, 'I liked seeing people from Share [HQ] without having to go there.'

John has formed some great friendships over the past year with fellow students with whom he has things in common. Recently he's started to think about moving out of the family home, 'I could live on my own but I would need help.'

These friendships have helped give John the confidence to consider taking this exciting, yet nerve-racking step.



John (on the right), relaxing with his friend Luis

Promoting good mental health

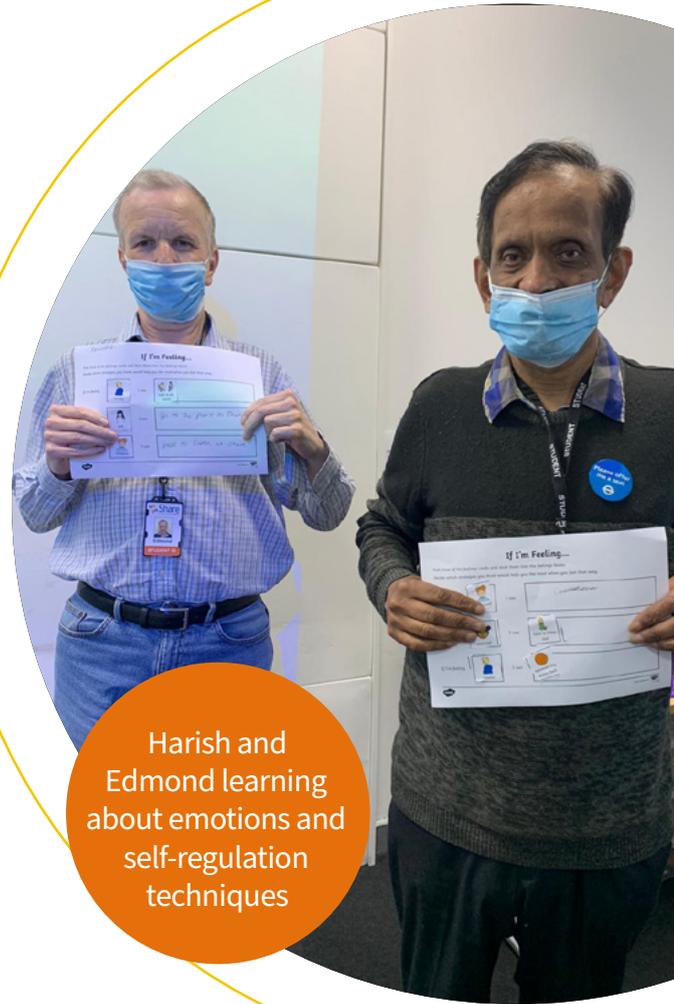
Evidence suggests that mental health problems may be higher for people with a learning disability and helping people look after their mental wellbeing has always been a priority at Share. The past year caused heightened anxiety, worry, and stress for many. We worked hard to help our students cope with the extra emotional strain and liaised with social workers where we had serious concerns about people's wellbeing.

We collaborated with groups like *Talk Wandsworth* and set up virtual sessions for students we identified would benefit most. This gave people the chance to talk through difficult topics and receive professional support and advice.



'I believe in making yourself happy, doing the right thing. If there is something you are looking forward to, you go for it. You don't want to go for the bad things, you want to go for the good things that make you happy. That is what life is about.'

Angela, said during a session with *Talk Wandsworth*



Harish and Edmond learning about emotions and self-regulation techniques



During the pandemic, we developed a new course to help people understand and cope with the negative impact of change and uncertainty. This proved incredibly valuable during a difficult time, helping people build resilience and stay positive.

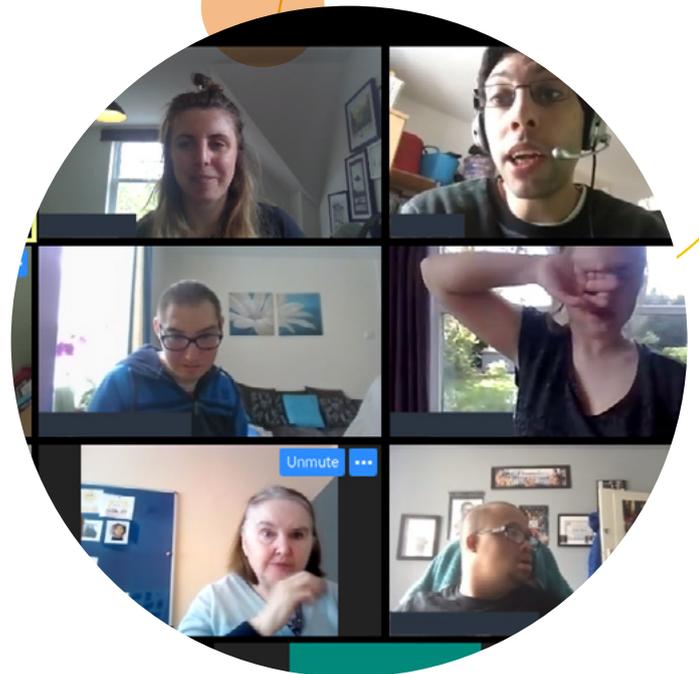
Now an established programme, *Health and Wellbeing* teaches students how to identify negative

feelings, and then look at different ways to calm down if you feel anxious, like using breathing techniques. Students learn about different tips and tools to stay well and look after their physical and mental health. We're continuously developing the course to help people adapt and grow their resilience.

Digital inclusion for all

During lockdown, the majority of our students joined learning sessions remotely using Zoom. With support from the *Lambeth Digital Inclusion Fund* we helped many students and their families become equipped at home with online technology for the first time, enabling them to communicate with others, and access services and entertainment. This helped them keep in touch with their peers and familiar Share staff, giving much-needed social contact, structure, and a chance to develop and practise their digital skills.

We also developed relationships with external organisations, working to deliver virtual workshops and create collaborative learning spaces. And although it was a welcome relief to meet up in person again, we've realised we can enhance the learning experience by integrating online learning, and bringing people together when they can't physically be there. So we've invested in technology and all our teaching spaces are now equipped with large screens and other enhanced audio-visual equipment to support blended learning.

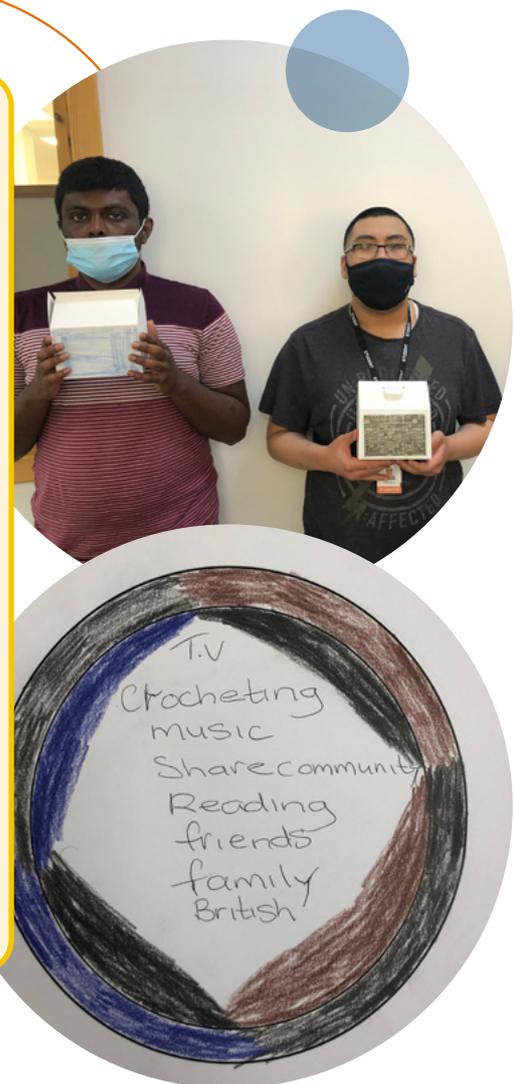


Accessible online learning with The National Archives



We worked with the outreach team at *The National Archives* and *Wandsworth Heritage Service* to design a learning programme that would work online. The result was engaging virtual learning that made history come alive. Our students explored identity with the history of Royal Seals, and looked at drawings and photos of homes throughout history to consider what makes a house a home.

The sessions allowed our students to express themselves as they created their own interpretations of historical themes and documents. This shows how, with expert facilitation, online workshops can make material accessible and relevant, helping stimulate our students' imagination and creativity.



Tackling loneliness

A recent survey by disability charity, *Sense*, found that almost two-thirds (61%) of disabled people report feeling chronically lonely, rising to 70% of young disabled people.

Even before the pandemic, loneliness disproportionately affected disabled people and this rose dramatically when COVID-19 took hold. We witnessed many of our students struggling with isolation, which affected their mental and physical health. Confined to their homes for long periods of time meant people weren't getting much exercise or social contact. Determined to tackle the issue, we launched an outreach and befriending service. We reached out to those in most need, going for a walk in the park or just having a chat.

The benefits were clear to see, forming friendships and getting a bit of exercise in the process really lifts the spirits. Thanks to funding from *The London Community Foundation*, the service is now established and thriving. We've recruited and trained nearly 30 volunteer befrienders who are then matched with student members according to their interests and personalities. They usually meet weekly to get out and do whatever it is they enjoy, playing football, going shopping, or grabbing a coffee.



Michael and Rory, a befriending story

Michael meets up with volunteer befriender Rory once a week. Connecting over a shared love of cycling, they meet regularly to ride around Michael's local park and have a chat.

This helps Michael's mental health and encourages him to communicate in a relaxed, safe space. Both he and his befriender gain from the experience, getting some exercise in the process.

Michael said, 'I like cycling around Battersea Park, it's nice. I like looking at the swans and cygnets.'

Volunteer Rory said, 'My favourite thing about being a befriender is being able to positively impact on someone's life.'

Michael's family said, 'When he's been cycling Michael feels very happy. His moods are much more improved.'



34

people benefitted from the service

280

hours of befriending

Having fun

Go Anywhere, Do Anything is our social inclusion project that helps people enjoy leisure and recreational activities. When physical trips out weren't allowed during lockdown, staff worked hard to deliver high-quality experiences virtually. The team also reached out to similar organisations like *Heart 'n Soul*, *Gig Buddies*, *Club Soda* and *Croydon Mencap*, who all support people with learning disabilities, collaborating with them to provide fun inclusive experiences.

Virtual trips included discos, fancy dress parties, museum and stadium tours, club nights, DIY comedy and more. Zoom actually made the project accessible for our harder to reach members, people who even before COVID-19 found it difficult to get out socially.

Now that real-world trips are happening again, the project continues to grow. We're developing a new initiative, '*I Choose My Friends*,' to enable people to explore and nurture new friendships to help them feel more included and valued. And we've welcomed new people to the project, all keen to get out and enjoy themselves.



Fatima's family noticed that joining virtual trips helped her build independence and communication skills. She learnt more about exploring emotion; after each session she described the experience in detail to her family, opening up and being more expressive. It gave her space to have some time for herself, 'I really enjoy it, every trip was brilliant.'





24

volunteers



48

people supported to go out and have fun



279.5

volunteer hours donated



75

virtual trips run

“ The thing is with fun, it goes so quickly! It was good to practise new train routes. My favourite moment was to be with everyone and get to socialise. ”

Lucy Ann

“ It’s a lovely feeling to know you’ve helped someone achieve their personal goals, or just have a fun day out. ”

Volunteer

Expanding into Lambeth

Our aim is to reach out and support our growing cohort of students in Lambeth. In 2020 we launched a satellite service at *We Are 336*, an accessible disability hub in Brixton, where we run our services for three days a week. This allows our Lambeth-based students to access training and support in their local area, which proved especially helpful during lockdown by negating the need to travel far.

We currently teach digital life skills, art, employability, and a new course getting people out in the community. *Get Out and About* helps independent travellers go out and explore their local areas. They learn how to stay safe in public, develop long-term independence and the know-how to access public services and amenities on their own.



Checking out the local leisure centre

Exploring the library

Volunteering at a local café

Investing in our teaching environment

We redesigned the spaces at our Clapham Junction headquarters in response to COVID-19. The aim was to make sure all teaching spaces had lots of fresh air with plenty of windows. After a big declutter and extensive redecoration, we merged our smaller staff areas into one large open-plan space in the centre of the building. This created more teaching spaces around the outside of the building, all with improved natural light. The classrooms are colour-coded to help students easily find where they need to be and a new ventilation system keeps the air clean and safe.

The new layout gave us space to create a staff hub – a welcoming, open-plan space for staff to work in and share ideas. It has the added benefit of modelling a working environment to students, helping them understand what an effective office workspace looks and feels like.

We've also fully refurbished our catering facilities thanks to funding from *The Wolfson Foundation* and *The Clothworkers' Foundation*. This provides a more efficient teaching kitchen with first-rate facilities, helping our students to perform at their best.



Driving employability

Lockdown temporarily paused our employability programme, but we soon resumed our work helping to get disabled people ready for work, whether paid or voluntary. Our *Steps into Employment* course runs at both Brixton and Clapham Junction, helping people identify the skills needed for different jobs, and learn how to search and apply for work. Our job coach also provides one-to-one coaching to help students find work experience and volunteer opportunities in the community. We're developing new partnerships, working with *Choice Support* and Wandsworth's *WorkRight* scheme to deliver GROW – an employability course focusing on soft skills, exploring behaviours and communication in the workplace.

Some of our students have been involved in community volunteering, helping at charity shops and working to improve local green spaces like the Rookery Gardens in Streatham.



Peter – growing in confidence

Despite Peter's accomplished gardening skills, he lacked the confidence to take the leap and look for employment. Peter recently enjoyed volunteering as part of a group of Share students at the Streatham Rookery Gardens. With the support of Share's job coach, he started volunteering there independently. His confidence grew and he found a paid job that interested him on a nationwide job board and applied for it. Our job coach gave Peter a few interview pointers and he attended his first ever interview for a paid role. Although Peter didn't get the job this time, he's confidently continuing his search looking for the right role.

A garden for all seasons

Our two-and-a-half-acre site in Tooting is a much-loved open space where people can enjoy the therapeutic benefits of nature. This has been especially beneficial in recent times when many people felt anxious and uncertain. As well as running our usual horticultural training programmes, we've used the garden for other initiatives, including a community art exhibition, an employability training scheme, and to run art and wellbeing sessions.



Keeping active

We encourage physical activity wherever we can in our daily programmes, whether virtually or in person. We worked with *Movement Works* who deliver a programme designed specifically for people with autism. In early 2021, we celebrated our 600th session with *Disability Sports Coach*, an organisation providing popular inclusive exercise and dance sessions. Our outreach and befriending programme helps people to get out, going for walks, playing football or cycling. And we make sure we visit our local green spaces when we can to take a turn on the outdoor exercise equipment.



Working with families

Many parents and carers faced extra pressures with little respite from caring responsibilities during lockdown. We invested in family support, raising money with help from *The National Lottery Community Fund* to recruit dedicated staff to connect more with students at home.

Now fully up and running, our Family Liaison team works closely with families and carers to help them support those they care for. We signpost and refer people to other agencies like social services, advice and advocacy services, provide health and vaccination information, and offer a supportive ear when needed.

Regular parent and carer forums give an open platform for people to talk to us about our work, both in terms of what's working well and what we can improve on. We also invite expert speakers from a range of agencies to talk directly about key developments and issues in social care, allowing people to raise any concerns, ask questions and generally support one another.



What parents and carers had to say

“ Share is a brilliant place for young people to work and socialise and gain skills for the future. ”

“ We feel very fortunate that she is able to attend this high-quality service. ”

“ The support that my daughter received during the lockdown has been 100%. The team has been inclusive and supportive in regards to my daughter’s learning and the team have been very flexible with their delivery of skills. ”

“ Share gives students the opportunity to harness their skills and nurture their natural talents and abilities. ”



Staying safe and healthy

Throughout the pandemic, we adopted the safest practices possible to minimise the risk of COVID-19. We continue to use face masks when walking around our sites or when in close contact with people, and our staff follow a rigorous testing regime.

People with learning disabilities have been disproportionately affected by COVID-19. Data suggests that they are up to six times more likely to die from the virus (source: *Public Health England*). This makes vaccination especially important; however busy vaccination centres can be stressful for people with learning disabilities and autism. We collaborated with *NHS Wandsworth* and a local GP practice to run accessible vaccination clinics for students and their parents and carers. Using our immersive learning space, we created a tranquil atmosphere with projected images and calm music. We ran interactive Zoom sessions beforehand to prepare people and encourage them to ask questions and talk about the vaccination process.

This meant that many people who were anxious about attending a traditional clinic environment were able to get their jabs in a stress-free space.



Making vaccinations more accessible

Brandon's fear of needles made getting the coronavirus vaccine difficult.

To minimise the stress, Brandon attended our sensory vaccination clinic. There was a calm and soothing atmosphere and a local GP and friendly nurses chatted to Brandon and his mum Sandra to put them at ease. Brandon had his jab, followed by the second one weeks later.

Sandra described the clinic as 'amazing'. She said, 'After all these years of Brandon being terrified of needles and tests, this has worked. I am so thankful to Share and the NHS... Due to this wonderful clinic set up in soothing surroundings, he had his jab with no problems. I am so happy knowing he has protection. I am going to have [the jab] now too.'



A time for self-expression

Living through a pandemic has been unsettling and fraught with anxiety at times and it's important that people are able to express their thoughts and feelings. We recognise the need for reflection. Using creativity through the arts and music allows us to hear and really listen to the experiences of others.



We worked with the *Giant Dolls' House Project*, an international collaborative arts project aimed at making people aware of the importance of a home and community, and to celebrate a united diversity. Participants made a dolls' house in a shoebox. What began as a lockdown project for two students, grew into an enjoyable and powerful way for the entire arts group to express what lockdown meant for them. With the support of the project we published a beautiful 60 page booklet featuring all our students' designs.



Our art students produced a stunning collection of art pieces for a community art exhibition, as part of the *Wandsworth Arts Fringe*. Artwork was displayed in a marquee at the Share garden. The director of the *Wandsworth Arts Fringe* personally visited the show and was hugely impressed with the creativity on display. We're already building on this for the future, working on a sustainable fashion and upcycling project.

We're always seeking new and creative ways to help people communicate. Created during lockdown, the Share newspaper is written by students, for students. It's a great way for people to develop their reading and writing skills whilst taking ownership of a project, giving a sense of pride and achievement. The newspaper is published with support in an accessible, easy-read format featuring opinions, recipes, lifestyle tips, comments, and more. This gives our students an outlet to express themselves and show what they can achieve.



Our music programme continues to encourage communication and self expression in non-verbal ways. As well as providing a safe space for students to play instruments and explore musicianship, the group take trips out. The class were delighted to attend a special relaxed performance by the *London Symphony Orchestra* to make classical music accessible for all. Our students practised navigating the transport system and enjoyed a picnic lunch in the park. Edmond said he'd had 'one of the best days ever'!



Looking ahead

We're using the knowledge we've gained and the partnerships we've forged over the past year to focus our strategy moving forward.

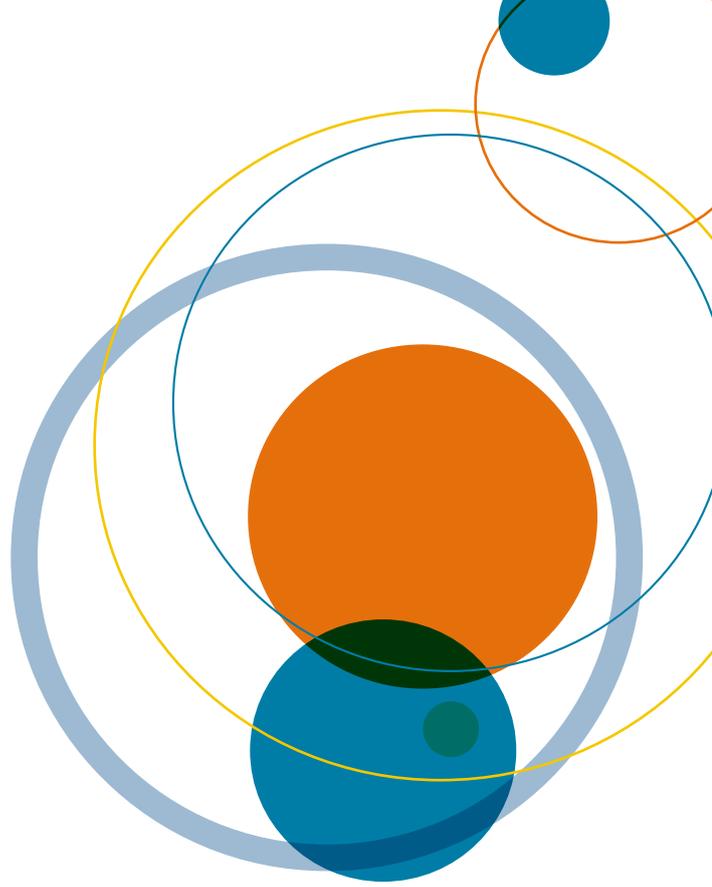
We put those we support at the centre of what we do. We want our students and their families to have a voice in how we evolve, so we'll keep listening to what they say, and make sure we're guided by their needs.

We have exciting plans for growth. We want to provide more services in Lambeth and we're developing a new home-cooking skills course, giving people essential life skills by teaching them about food safety and how to prepare nutritious meals at home.

We're busy planning for a complete redevelopment of the site at Springfield University Hospital, looking to drive our social enterprise *Share Nurseries* forward and develop our training programmes further.

To tackle isolation, we'll keep exploring new ways to encourage friendships and help people connect more in their communities. And we'll keep growing projects like *Get Out and About* and support people to be more confident and independent, not just when they're at Share, but when they go about their daily lives.

We're emerging stronger from the pandemic. We remain committed to our performance goals, working smarter and harder to provide high-quality services and ensure the best possible outcomes for our students.



Thank you to all our supporters

- *Awards for All*
- *Centre 4 Learning*
- *City Bridge Trust*
- *The Clothworkers' Foundation*
- *The Drapers' Company*
- *The Finnis Scott Foundation*
- *Garfield Weston Foundation*
- *The Henry Smith Charity*
- *The Ian Karten Charitable Trust*
- *London Borough of Lambeth*
- *London Borough of Wandsworth*
- *London Catalyst*
- *The London Community Foundation*
- *The Mercers' Company*
- *The National Lottery Community Fund*
- *The Peter and Teresa Harris Charitable Trust*
- *Mind*
- *R & H Trust*
- *The Screwfix Foundation*
- *SDS London*
- *The Souter Charitable Trust*
- *Thomas J Horne Memorial Trust*
- *The Wimbledon Foundation*
- *The Wolfson Foundation*

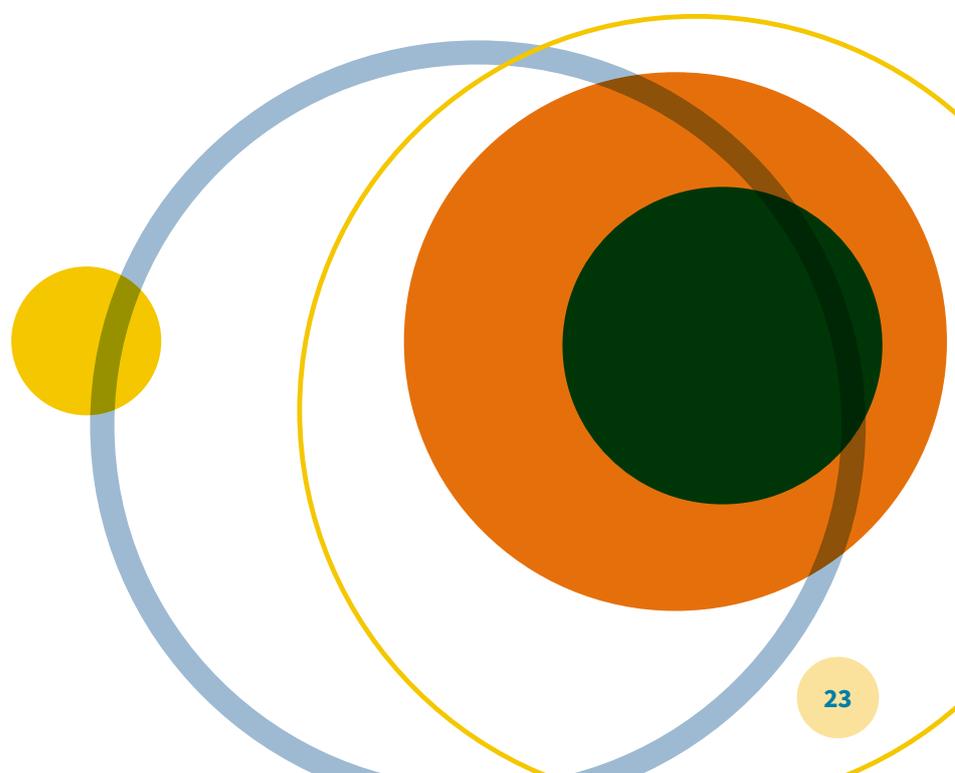
Financial review 2020-2021

| INCOME | | EXPENDITURE | |
|----------------------|----------------------|------------------------------|--------------------|
| Spot purchase | 976,144 69.5% | Independent living skills | 858,963 68% |
| Grants and donations | 357,725 25.5% | Horticulture training | 365,349 29% |
| Social enterprise | 15,553 1.1% | Marketing & fundraising cost | 31,435 3% |
| Other income | 54,288 3.9% | | |
| Total | 1,403,710 | Total | 1,255,747 |

| FINANCIAL PERFORMANCE DURING THE LAST 5 YEARS | | | |
|---|-----------|-------------|-----------------|
| | Income | Expenditure | Surplus/Deficit |
| 2016-2017 | 973,051 | 934,498 | 38,553 |
| 2017-2018 | 1,090,628 | 1,015,730 | 74,898 |
| 2018-2019 | 1,184,859 | 1,121,461 | 63,398 |
| 2019-2020 | 1,255,569 | 1,151,712 | 103,857 |
| 2020-2021 | 1,403,710 | 1,255,747 | 147,963 |

The Charity's income was £1,403,710 in the year ended 31 March 2021, compared to £1,255,569 in 2020. The total expenditure was £1,255,747 in the year ended 31 March 2021, compared to £1,151,712 in 2019/20. The net result was therefore a surplus of £147,963 during 2020/21 of which £47,921 was restricted and £100,042 unrestricted, compared to an unrestricted surplus of £103,858 in 2019/20.

The Charity held unrestricted funds of £1,328,033 at the year end, of which £910,358 is tied up in fixed assets (inclusive of the loan and mortgage secured against the Share building).





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