maths on toast

ANNUAL REPORT 2015-16

OUR ACTIVITIES

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Maths on Toast: Our 2015-16 story

maths on toast

Maths on Toast is a charity with a vision that everyone loves maths, thinks it's achievable and 'for them'.

During 2015-16, the charity had **835** direct encounters with its audiences at creative, community maths events and engaged with an estimated **4027** people...

...crowdfunded and finalised a family maths game Number Rumbler, sold **904** copies and reached the finals of the Science Toy Award 2016...

...was part of a mathematical theatre production that reached exactly **1000** audience members – and supported museums to develop and deliver community maths activities.

835 DIRECT AUDIENCE ENCOUNTERS

4027 TOTAL ENGAGEMENTS

904 COPIES OF NUMBER RUMBLER SOLD

"I thought it was really fun"
- CHILD'S COMMENT

"It was an extremely popular event with numerous families asking in the days after the event when it would return"
- COMMUNITY CENTRE LEADER

"Brilliant"
- TEACHER

£28,837
INCOME 2014/15

£63,466
INCOME 2015/16

We are grateful to...

John Lyon's Charity
The Mercers Company
Man Charitable Trust
Supported by United St Saviour's Charity

THE NUMEROUS INDIVIDUALS who have supported us through donations, through spreading the word, and through buying our products.

SCHOOLS who hosted community maths events.

PROVIDERS OF PRO BONO SUPPORT: Cooley LLP, Sage One, Microsoft.

KEY PARTNERS, SUPPORTERS, PROMOTERS AND CLIENTS: particular mention to China Plate, One Tenth Human, Pancras Square Library, Docklands Settlement Community Centre, The Winch, London South East Maths Hub, National Numeracy, The Association of Teachers of Mathematics,The British Science Association, Kids in Museums, The School Run, Chalkdust, Primary Times, Bletchley Park Trust, Tower Bridge Experience, The Petrie Museum, Learning Works, Cambridge House, Autopress Education, Science Museum Group, Computers for Charities, UCL Volunteering Services, Reach Volunteers, STEMNet.

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From the Trustees

WOW, 2016. IT HAS SEEN MORE THAN ITS FAIR SHARE OF MOMENTOUS EVENTS. AND IN THIS YEAR OF RELENTLESS NEWS, BIG NUMBERS HAVE TAKEN CENTRE STAGE.

From confusion about how much money is given to the European Union, to misleading pre-vote polls, numbers have confused, confounded and outright frightened entire populations. In these circumstances, it is more important than ever that young people feel confident with maths and that they grow up with the ability to understand and question what numbers mean.

At the same time, as an organisation we have become more and more aware of the problem of maths anxiety. As most clearly identified by National Numeracy, it's still acceptable and common in the UK to say 'I can't do maths'. This negativity can pass down generations, and a campaign for positive attitudes to maths is at the heart of both National Numeracy's and our own work. But while for some 'I can't do maths' is a (societally damaging) slip of the tongue, for others it is an expression of real fear. A paper published in Frontiers in Psychology this year (Dowker et al 2016) brought together 60 years' research into the concept of 'maths anxiety' – a fear of maths that can block mathematical performance. It is in this field of academic research that we have found most clearly expressed the need for what we do. Maths anxiety is prevalent and can arise from a number of causes – our challenge is both to prevent its onset and to support people to overcome it.

Here at Maths on Toast we're always ready to rise to a challenge. We continue to provide children and their families with the very best and most positive kind of maths experiences, and our own momentous events of 2015/16 demonstrate that we are creating evermore opportunities for families to have fun doing maths together – as you'll see in later sections of this report.

In other news we have appointed a new trustee, Reena O'Neill, to the board with specific skills in marketing and digital to help us promote the great work we're doing and ensure it reaches as many people as possible. We've grown our team, with new funding enabling us increase number of days each week we can employ our CEO Alexandra Fitzsimmons and our event leader Francesca Piacentini.

"As most clearly identified by National Numeracy, it's still acceptable and common in the UK to say 'I can't do maths'. This negativity can pass down generations."

The times may be uncertain, but our purpose isn't, and nor are we. We're committed to building a generation of maths-confident young people by making maths fun for all the family.

SOPHIE SMITH, HOLLY MARSHALL, ALISON CLARK-WILSON, PAUL WILMOTT, REBECCA MCCAFFRY AND REENA O'NEILL
TRUSTEES

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From the Chief Executive

SO - OUR FOURTH YEAR. WHAT A WHIRLWIND. We've funded and printed a game, Number Rumbler, that's made it to the finals of the 2016 Science Toy Award. We've completed the co-development of a piece of maths-based theatre that's been performed in London, Manchester and Lancashire, and had been described as "the best school trip ever" by an audience member. We've run family maths events in Southwark for the first time, collaborated once more with the Education team at Bletchley Park, and kicked off a series of regular events in a borough that's welcomed us since 2014 – Camden.

We estimate that **4027** people have taken part in our activities, and we've worked directly with **835** of these people – who have told us, for example, that it was 'maths made fun' and that as a result of the events they plan to 'build maths into daily life more'.

Another feature of the year has been the number of individuals who have supported our work. Our crowdfunding campaign attracted **234** pledges, of amounts from a single pound to, in what became an overwhelmingly emotional moment for our team of crowdfunding volunteers, a thousand pounds.

Of course, individuals have not been our only funders. We are very proud to have received funding from Man Charitable Trust and John Lyon's Charity (who support our core work) and the Mercers' Company and United St Saviour's Charity (who have supported our work on particular projects).

JOHN LYON'S CHARITY

Man Charitable Trust

THE MERCERS' COMPANY

Supported by United St Saviour's Charity

And support doesn't only mean money. Our volunteers this year have run events, supported our crowdfunding campaign with words, images and energy, drafted reports, managed our Facebook page (where our posts got an impressive **601** 'reactions' during the year), and more. Our partners have offered us spaces, audiences and marketing opportunities.

The word is spreading. During the year, we were featured on the British Science Association blog and on UCL's Chalkdust magazine blog. Our work was described in a new book by Nina Simon, The Art of Relevance. And mentions in Primary Times and The School Run continue to draw people to our work.

Of course, we always want to do more. At our annual Strategy Day this year, staff and Trustees came up with a list of ambitions that it would probably take an organisation twice our size a decade to achieve. We have always had too many ideas. But what is new is our confidence in what we do. Three years ago, it felt brash to say out loud that 'We want everyone to love maths, to feel it is achievable and "for them." After four years of creating experiences for our audiences that we know make maths 'creative, social, human and enjoyable' – that ambition feels obvious.

So as an organisation, we are growing up. At four years, we are almost as old as our youngest visitors. And along with that increased confidence in our purpose, we're getting more professional and efficient. Accounting software. A new (to us) computer. One day, I hope our stock of Number Rumbler will be stored somewhere other than under my desk. We have plenty more growing up to do yet.

So what's ahead? We'll be having regular family maths activities at Pancras Square Library, in Camden, throughout the year. We will also be working with schools in the borough to ensure our activities are promoted to families that might not otherwise come to a family maths event. Number Rumbler will be available to buy and play at home, for as long as that first print run lasts.

Those are the definites. The quite-likelys include a six week tour of We're Stuck!, another print run and version of Number Rumbler, and a scale-up plan for our school event, Festival of Triangles. More broadly, our strategy for the next year or so is to build on what we have – seeking new partnerships to get our work to more people.

If you have worked with us this year – thank you for your contribution. Please read this document and feel proud. If you're new to us – then thank you for taking the time to understand what we do. When we started, many people couldn't imagine how we might go about making maths family and community fun. It's the people who have gathered together around this mission of ours who are making it increasingly real. You are very welcome to join us.

ALEXANDRA FITZSIMMONS
CHIEF EXECUTIVE

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Our Theory of Change

THE NEED

MATHS IS A CORE SCHOOL SUBJECT AND NUMERACY IS LINKED TO LIFE CHANCES [1]. OUR ECONOMY AND SOCIETY NEED MATHEMATICALLY LITERATE PEOPLE. YET NEGATIVE ATTITIDUES TO MATHS PREVAIL IN THE UK, FROM "I CAN'T DO MATHS" AS AN (IMITATED AND INHERITED) FACET OF IDENTITY TO MATHEMATICALLY DISABLING 'MATHS ANXIETY' [2].

VISION

WE WANT EVERYONE TO LOVE MATHS, TO THINK IT IS ACHIEVABLE AND 'FOR THEM'.

MISSION

TO MAKE MATHS A CREATIVE, ENJOYABLE, HUMAN, SOCIAL ACTIVITY FOR FAMILIES AND COMMUNITIES.

MODEL

WE RUN EVENTS, DEVELOP ACTIVITY AND PRODUCT IDEAS AND WORK IN PARTNERSHIP TO CREATE FUN, MEANINGFUL AND IMPACTFUL WAYS OF ENGAGING WITH MATHS.

People taking part in our activities will...

Enjoy doing maths together and be aware that it is maths that they are enjoying

Engage in mathematical activities, showing concentration, play and perserverence

Be supportive of others' mathematical learning

Increase their enthusiasm for maths, reduce any fear of it - and do more, afterwards

Have positive, shared family memories of mathematics

Increase their confidence in maths, seeing it as something they can do

Broaden their view of what and where maths is

Interact with a broad section of the community and become more aware of the opportunities maths opens up to them

(1) CARPENTIERI, J.D., LISTER, J. AND FRUMKIN, L., ADULT NUMERACY: A REVIEW OF RESEARCH. 2016.
(2) DOWKER, A., SARKAR, A. AND LOOI, C.Y. MATHEMATICS ANXIETY: WHAT HAVE WE LEARNED IN 60 YEARS? FRONTIERS IN PSYCHOLOGY. 2016;7:508.

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From Idea to Product: Our Family Maths Game

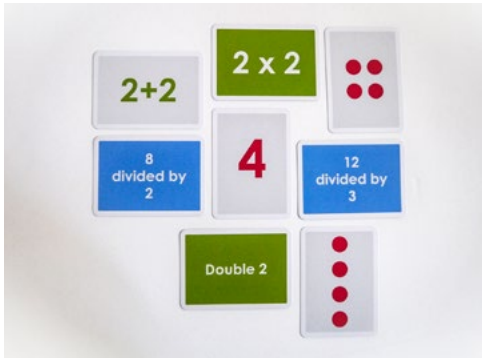
AT THE START OF THE 2015-16 YEAR WE HAD A GAME, NUMBER RUMBLER, WHICH WE THOUGHT HAD POTENTIAL.

By September 2016, we'd proved that right – we'd raised £7,581 through a crowdfunding campaign to cover print costs for 4000 copies, and we'd dispatched 904 of those copies to families, schools, and school suppliers. We were one of three Finalists in the Science Toy Awards, and the game's sales through our main channel, Amazon, were approaching 100 per month in the run-up to Christmas.

The final campaign moment

NUMBER RUMBLER IS A MATCHING GAME WHERE, FOR EXAMPLE:

6, 3x2, 2x3, 3+3 and **: : :**
are all **'MATCHES'**.



The four family in Number Rumbler

It can be played in a number of different ways – a quiet game, like '**PAIRS**', where cards are turned over and turned back if they do not 'match', or a noisier game, like '**SNAP**', played competitively and at speed. It can be used to devise any number of other games based on the principle of matching. Its educational value lies in the discussion and understanding it prompts about how a number can be represented in different ways. Because it can be played without time pressure, it can also reduce the nerves some children feel around times tables and support those with maths anxiety.

The finished product, now available to buy

Proudly a registered trademark

Impact of Numbler Rumbler on its Audiences

WE KNOW THAT NUMBER RUMBLER HAS BEEN PLAYED IN SCHOOLS AND IN HOMES AROUND THE COUNTRY (AND INDEED ABROAD).

Assuming that each pack has been used at least once, that's **904** games of Number Rumbler – an enormous increase on anything we would be able to achieve through our public events alone.

We were proud to be chosen as finalists in the Science Toy Award, another proof of the game's quality.

We look forward to collecting more systematic feedback during 2016-17 – understanding further both the game's impact and the barriers people might face to purchasing it.

Playing the matching game

We have had direct feedback from certain schools and individuals as well as reviews online. A few comments give the sense of these:

"[the game]… has been a success with two of our grandchildren aged 10 and 9. I started them off with all the cards face up and then told them to make as many pairs as they could. The 10 year old won – but not by much. I think the next stage might be memory."

GRANDPARENT

The game was also selected as **Andrew Jeffrey's Resource of the Month**, July 2016. Andrew Jeffrey is a primary maths consultant.

In his words:

"It really is great for developing fluency AND reasoning… Effectively it is SNAP but with 'is equivalent' rather than 'is identical' as the important criterion."

"One of the boys isn't quite five so we thought we'd start by sorting the cards into piles that represented the same number. This was great fun as they were able to play at their own level. We all loved the one with '6 or 9? You choose!' on it.

Then we had a go at playing 'Rumbled', one of the suggested games – it's a bit like 'Snap'. This didn't work so well – the adults were happy to hold back and let the boys have a chance to work out if the cards matched but an excited seven-year-old certainly wasn't going to be that kind to his little brother!

So we changed to trying the more leisurely 'Memory' (put the cards face down and take turns to find pairs showing the same number), but this time with just half the cards. Both boys are always so much better at remembering where particular cards are than I am when we play this kind of game so this worked much better, even if Grannie's brain did start 'feeling fizzy' as promised on the box.

The boys' mum is currently a primary school teaching assistant working with less able children. She could instantly see what a great resource this game could be in the classroom and was straight onto the website to find out more about Maths on Toast…

The boys will be back with us over Easter and I'm sure we'll be carrying on playing Number Rumbler! and inventing lots of new games. It's certainly a fun way to improve your sense of number."

MAGGIE MONTEATH, REVIEWING THE GAME FOR KIDS IN MUSEUMS

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Impact of the Crowd-Funding Campaign and Product for Maths On Toast

OUR CROWDFUNDING CAMPAIGN WAS ENORMOUSLY IMPORTANT FOR OUR DEVELOPMENT AS AN ORGANISATION.

Firstly, it increased our profile. The campaign was featured on the British Science Association (BSA) blog, in Primary Times and in UCL's Chalkdust magazine. It was tweeted about by people including Dame Athene Donald and organisations including the BSA and National Numeracy.

Secondly, the campaign showed us that people really value what we are doing. 234 people backed the campaign – with contributions ranging from £1 to £1000. These supporters, including our largest donor, were from well beyond our immediate connections. That we reached these people is thanks to the efforts of the six volunteers who worked closely on the campaign for the month that it ran, the children we worked with to create the crowdfunding video, and to ten to twenty people who, unasked, became advocates for the campaign, directing their connections to the website.

The campaign finished on October 2nd 2015 and we dispatched the first games to families (just!) in time for Christmas. We went through the processes required to become an Amazon stockist, and started selling through Amazon in March. By September, we were being stocked by Autopress Education, Cambridge House and Power of 2, all education suppliers, as well as Bletchley Park shop.

Number Rumbler was also a prize in a competition organised by National Numeracy to 'design a number superhero' during Summer 2016. Over 800 children entered this competition – with entries showing a thoughtfulness about number.

With sales of Number Rumbler at around 100/month as we approach Christmas 2016, we believe the game has the potential not only to change understanding of number but to support us as an organisation. There is also clear demand for versions of the game for younger and older children.

With the pro-bono support of Cooley LLP, we have registered both Maths on Toast and Number Rumbler as trademarks. We have enough stock for about another year's sales – during which time, our next challenge is to work out how to scale up our production so the game can be sold and marketed more widely.

The badges for campaign supporters


The stock arrives


Packing up the games for our Christmas delivery

As well as all those mentioned above, thanks are due to the team who helped us develop the game in the first place: the children and adults of The Winch, Camden, and the team at Pancras Square Library – and also to John Lyon's Charity for funding the early development of the game.

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Camden and Beyond

MATHS ON TOAST STARTED WITH A COMMUNITY MATHS EVENT IN A POP-UP SHOP – AND THIS ANSWER TO THE QUESTION: "WHERE CAN I GO TO HAVE FUN DOING MATHS WITH MY CHILD?" HAS BEEN CENTRAL TO OUR WORK EVER SINCE.

This year we have for the first time become able to offer this sort of activity on a regular basis. In Camden, where we have been working since January 2014, John Lyon's Charity is funding a three-year programme of work. This will allow us to build long term relationships with local families, and through becoming a local 'fixture', to deepen our links to the community.

We have also taken our activity programme to new places. We attended a Family Learning Festival on Croydon, and (with the support of United St Saviour's Charity) ran a series of four events in Rotherhithe, demonstrating the scalability of our community maths programme.

Altogether, we counted **180** participants in our community maths activities – a number that will significantly increase as our work in Camden takes off next year.

ABOUT OUR COMMUNITY MATHS EVENTS

Our collection of community maths activities (which will expand as we work in Camden) consisted in 2015 of two themed collections. The Shape Parade combines three dimensional shape building, craft and colouring to explore different shapes while 'Number x Fun', includes number games, making and music - all related to multiplication.

The community maths events are led by our Event Leader, Francesca Piacentini, who manages a team of volunteers. Volunteers receive training not only in the delivery of specific activities, but in the overarching principles we have established for making family maths a success: from a friendly welcome, to how to support someone who is struggling or lacking in confidence.

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Impact of Our Events

"It was an extremely popular event with numerous parents asking in the days after the event when it would return. The feedback we got was that it was a fun event for families – not just their children."

-BEN NORTH, DOCKLANDS SETTLEMENT COMMUNITY CENTRE

The events in Rotherhithe, from which we gathered forty feedback forms, provide a good sample to demonstrate the value of our community maths activities this year. We evaluated the events against three outcomes:

1. **FAMILIES ENJOY THE ACTIVITIES, AND RECOGNISE THEM AS MATHS – BROADENING THEIR VIEW OF MATHS.**
2. **FAMILIES ENJOY SPENDING TIME TOGETHER, CREATING A SHARED POSITIVE MEMORY OF MATHS, BONDING, AND MIXING WITH OTHERS IN THE COMMUNITY.**
3. **FAMILIES FEEL MORE POSITIVE TOWARDS MATHS, WITH PARENTS GETTING NEW IDEAS FOR HOW TO SUPPORT CHILDREN'S MATHS. FAMILIES GO AWAY INTENDING TO CARRY OUT MORE FUN MATHS ACTIVITIES IN SOME WAY.**

1. FAMILIES ENJOY THE ACTIVITIES, AND RECOGNISE THEM AS MATHS – BROADENING THEIR VIEW OF MATHS

100% (40 people) of those completing feedback forms **said they had enjoyed the activities.** Many told us there was 'nothing' we could have done to improve the sessions:

'I think it was fun-with different activities - I don't know how it can be improved - it was great! Thank you'

In general, people recognised that the activities we provided (and which they enjoyed) were maths.

82% said they **were sure the activities were maths**, with only 18% who thought they weren't.

To give context to these comments, only **20%** of families told us that "We do maths/science stuff all the time, we love it" (sample size: **40**), with **32%** telling us that "We do a bit of maths and science, on and off" and the rest either saying "This is the first maths/science outing we've been on for years" or not commenting.

Numerous comments indicated that **people enjoyed the events:**

'Maths made fun'- PARENT 'I thought it was really fun'- CHILD

People stayed a long time. The longest dwell time given on feedbacks forms was two hours – but there were also people who stayed the duration.

People came back. A number of families attended multiple events.

We also asked people what they enjoyed the most. We got a good, varied response.

2. FAMILIES ENJOY SPENDING TIME TOGETHER, CREATING A SHARED POSITIVE MEMORY OF MATHS, BONDING, AND MIXING WITH OTHERS IN THE COMMUNITY

75% of adults filling in feedback forms said they **met new people and enjoyed spending time with others in the community**. One parent's favourite memory was **'Talking to other adults'**.

There was evidence of **good family memories**. When we asked for people's favourite memories of the day, a parent described how their child made 'a house with antennae from the straws'. One child drew a picture of a family in a house building shapes together.

We also attracted an audience with a **broad mix of ethnicities**, with a third of participating families stating an ethnicity identity that was neither 'white' nor 'white british', suggesting that our event was a good opportunity for community mixing. Our marketing was centred around work with local schools, who we found were happy to share information about these free events.

NEXT STEPS FOR OUR COMMUNITY MATHS EVENTS

Our new project in Camden will allow us to set up a monthly fun, family maths event, working with our existing partners in the borough, Pancras Square Library and UCL Volunteering Unit. We also plan to provide additional events that bring what we do to groups that might otherwise face barriers to attending, working with partners such as (for example) Camden's Family Learning Team. In our pre-launch phase we developed plans, partnerships and marketing material – and we have also re-assessed our evaluation processes so as to be able to report systematically on repeat visitors. We look forward to welcoming many more participants in 2016-17!

3. FAMILIES FEEL MORE POSITIVE TOWARDS MATHS, WITH PARENTS GETTING NEW IDEAS FOR HOW TO SUPPORT CHILDREN'S MATHS. FAMILIES GO AWAY INTENDING TO CARRY OUT MORE FUN MATHS ACTIVITIES IN SOME WAY.

95% of parents said they had '**got ideas for supporting children with maths'**.

86% of children who responded said the '**liked maths more**' after the event.

We asked parents what they intended to do as a result of the event.

86% (16 out of 22 commenters) said they **planned do more maths related activities**:

'Build maths into daily life'. 'More regular fun at home'. 'Do things at their pace and try to understand the basic ideas'. 'Show Nela some Escher pictures'.

We also have some evidence that these intentions were carried out. Several families reported that they had taken things they had made into school, and several families came to our events more than once.

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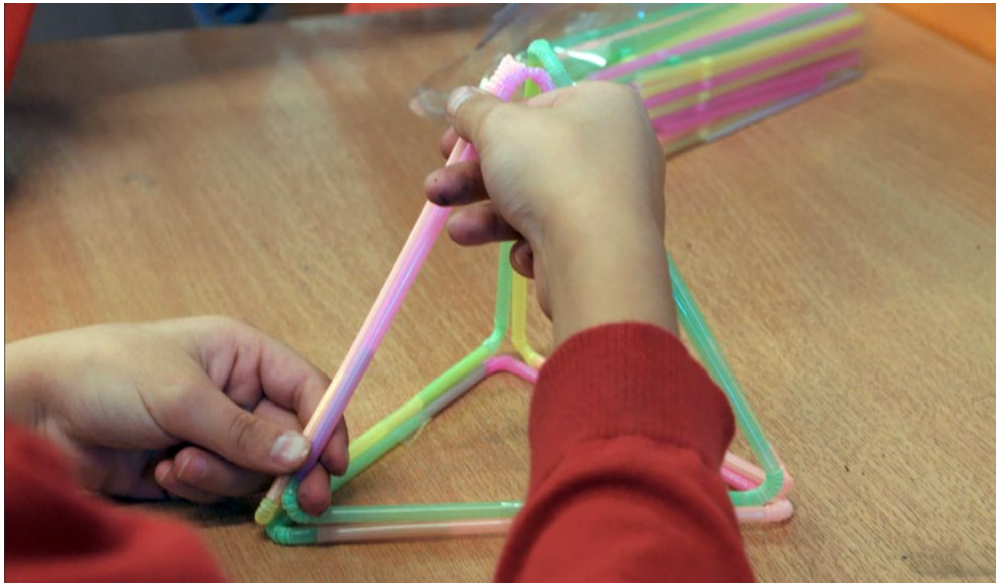
Festival of Triangles



A WEEK-LONG EVENT, FESTIVAL OF TRIANGLES INVOLVES A SERIES OF ACTIVITIES IN THE CLASSROOM, CULMINATING IN AN AFTER-SCHOOL OR WEEKEND COMMUNITY EVENT TO WHICH PARENTS AND CARERS ARE INVITED.

At the event, children's work is assembled into a giant mathematical structure, while parents and children can also carry out other creative maths activities. Food is provided, often made by a PTA.

We have delivered Festival of Triangles to four schools this year – a total of **1425** children. Averaged across the schools, the proportion of children eligible for Free School Meals was **21.6%**, well above the 14.3% national average (DfE, Schools, pupils and their characteristics, 2016).

It is always difficult to count the numbers attending a school's Festival of Triangles but all events were well attended, with full school halls – our cautious estimate is that **280** people attended the community events.

COMMENTS FROM TEACHERS

"Brilliant"

- **EMILY**, MATHS LEAD

"Making the tetrahedron! Wow"

- **LUCY**, CLASS TEACHER

"...how good it is to see what engagement and understanding there is ...Great idea"

- **LOUISE**, CLASS TEACHER

"Parents and children all engaged in the activities – good variety"

- **TEACHER, MATHS LEAD**

OUR EVALUATION SHOWED THAT, OF THE SAMPLE TAKEN....

92% **enjoyed the activities** (and 100% enjoyed or 'maybe' enjoyed them (sample: 37))

89% **agreed the activities were maths** (sample: 35)

55% **met and interacted with new people** (sample: 35) supporting the community value of the event.

WE VALUE OUR WORK WITH SCHOOLS FOR TWO MAIN REASONS. Firstly, families who face barriers to attending our public events will nonetheless have an established relationship with a school – as a place they are used to going, and an organisation that they trust. These families are more likely to come to an event held in school than to one of our public events. Secondly, our work with schools facilitates informal conversations between parents and staff about maths – away from the more formal environment of a parents' evening.

During 2015/16, we continued to deliver our community maths event, Festival of Triangles, in schools. We also delivered a series of workshops at teaching conferences, and in schools, sharing some of the principles behind our work with school staff – and understanding in return the challenges they faced around working with parents. In response to this experience, we have reconsidered our approach to working with schools. We have entered into a partnership with London SE Maths Hub that will mean we can deliver Festival of Triangles much more effectively and efficiently in future.

PROFESSIONAL DEVELOPMENTS FOR TEACHERS

Maths on Toast attended and presented at the Dyscalculia Conference hosted by Learning Works. Participants enjoyed the practical sessions which focused on techniques for engaging families with maths through creative resources.

We were also invited by National Numeracy to deliver a professional development session with schools in Hackney, bringing our knowledge of parental engagement to a wider project supporting in-school maths learning. Teachers participating received sets of resources to use with families. As an outcome of the session, one school ran a 'Your Life in Numbers' activity over the school holidays, asking children and families to collect images of particular numbers to bring back the following term.

In total our professional development sessions reached 23 teachers.

NEXT STEPS FOR OUR WORK WITH SCHOOLS - SE LONDON MATHS HUB PARTNERSHIP

We have now been running Festival of Triangles in schools for two years. Through this experience, we've learned about the huge creativity of schools – who have delivered the activities with so much energy and in so many subtly different ways that respond to their communities' needs and norms. We have also learned that the event is, in its present form, too complex to scale.

In June 2015 we entered into a partnership with SE London Maths Hub. Through this partnership, we will be working with a group of five schools, supporting teachers to deliver Festival of Triangles for themselves - and to capture and package up our learning so that we can develop a revised Festival of Triangles product that is simpler for us to deliver and makes the experience richer for participating teachers.

4.4 MATHEMATICS AND RESILIENCE THROUGH THEATRE

We're Stuck!

WE'RE STUCK! IS AN INTERACTIVE THEATRICAL ADVENTURE FOR CHILDREN AGED 8-11 AND THEIR ACCOMPANYING ADULTS.

At 70 minutes long, it takes audiences through six different spaces as they explore "Volcano Industries", a top-secret Artificial Intelligence research facility that develops cutting-edge robots controlled by neuron-computer hybrid systems. The audience are cast as "Professors", who have to help "Dr Dikita Dey", "Dr Bernard Fenugreek" and "Dr Ernest Volcano" overcome the evil plans of the head of the institute, "Dr Astrid Volcano". Crucially, the audience is also solving mathematical problems as they go along – and helping one character to overcome his own fear of maths.

The show was developed in 2013-14 as a partnership with the show's writer/director, Sarah Punshon, games developer Sophie Sampson, and a cast of performers. The aim was to develop something that would support mathematical resilience – making struggle and being stuck acceptable rather than disastrous.

During 2015-16, a new partner joined the team – theatre producer China Plate. With support from the Wellcome Trust and Arts Council England, China Plate's tour of the show reached exactly 1000 audience members in London, Manchester and Lancashire during three weeks over Easter 2016.

Maths on Toast remained involved with the show, and with funding from the Mercers' Company, we developed a set of resources that would extend the learning from the show through follow up activities. We worked with two Hackney primary schools, who tested ideas for what became a printed post-show activity book – the 'Recruitment Pack' – and set of four lesson plans, available online. We worked with 110 children during the development phase of this project.

"Really great performers and ideas. Such a fantastic experience using a space socleverly. The actors were fantastic and so committed to their roles. Really fabulous production"

- PARENT

"Best school trip ever"

- YEAR 4 PUPIL

"It carried an important message about it being acceptable and beneficial to get things wrong, a concept which they often struggle with"

- PARENT

"The problems were so cleverly introduced it was incredibly fun and funny"

- PARENT

Photo: Arnim Friess

We're Stuck!: Impact of the Show

"We really enjoyed the show - it was very ingenious to go into all those different spaces for unexpected challenges and happenings - and of course I loved the message about maths! Many congratulations to everyone involved."

- ANNE HAWORTH, CHAIR OF GENERAL COUNCIL, ASSOCIATION OF TEACHERS OF MATHEMATICS

THE AIMS FOR THE SHOW INCLUDED PROVOKING DISCUSSION, BUILDING CONFIDENCE AND PERHAPS EVEN CHANGING BELIEFS AROUND MATHS, LEARNING AND THE BRAIN.

The show was evaluated through conversations with audience members and a survery sent by email after the show. **96%** of our survey respondents (sample size: 28) identified that there was maths in the show. Although there was disagreement within the responses about exactly which elements were mathematical, this nonetheless indicates a very strong general sense that the show was about maths – and given that this same group also enjoyed the show, a connection forged or supported between maths and enjoyment.

Comments also supported that we were representing maths in a positive light.

"They were all really engaged, a lot of them don't really like maths, there are about 5 in the class that really love it but today I noticed how they were all engaged"

TEACHER, VERBAL COMMENT

"They had a great time and it helped consolidate their current understanding in a fun and practical way"

PARENT, POST-SHOW SURVEY

Photo: Arnim Friess

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We're Stuck!: Impact of the Show

Photo: Arnim Friess

We were particularly pleased to note a comment about maths as diverse, as well as useful:

"...Time will tell I suppose, but the kids loved the vitality of the show and seemed to engage well with the concept that Maths could be fun and useful to solve problems. And that it's diverse."

PARENT, POST SHOW SURVEY

One comment shows we influenced aspirations. One girl was inspired to explore electronics – a field where maths is valuable, and not a field traditionally marketed to girls –by the show:

"Lola loved guessing the door code and using coordinates. But the most important thing was it opened her eyes to computers, robots and electronics. She now wants an electronic set!"

PARENT, POST SHOW SURVEY

In our survey, we also asked our audience: "In all honesty, do you think the show had any impact on yours or your children's confidence or enthusiasm when it comes to maths?". and we had 18 positive answers. Discussion ranged from straightforward enjoyment:

"Both my kids (aged 11 & 8) really enjoyed the show and were enthused to talk about the maths and problem solving on the way home..."

PARENT, POST SHOW SURVEY

...to the supportive nature of the interaction:

"Being at a stage where she is beginning to feel confident that she can do maths her confidence was greatly reinforced by the interactions in the show."

PARENT, POST SHOW SURVEY

People carried on playing our games after the show.

"We played the guess the number game all the way home... loved it. We have sent the information to our maths teacher friends in Australia! Thanks for a great show."

PARENT, POST SHOW SURVEY

We're Stuck!: Impact of the Show

One child was so motivated by the show that her parents identified she had afterwards made significant progress in maths:

"Yes. Definitely. She spotted the problem solving, and thought that the people were 'cool' and 'fun' improving her perception of maths. She has voluntarily sought and completed a daily maths task since the visit, and passed her 'times machine' to enter the school 'super group' after being stuck on the same level for a few months."

PARENT, POST SHOW SURVEY

We saw particularly strong evidence that attitudes to making mistakes and to being stuck were influenced by the show. Parents and children emerging from the show consistently commented that they liked the show's messaging around making mistakes:

"I liked the idea that you have to make mistakes to learn."

PARENT, POST SHOW SURVEY

"specially in maths I don't always succeed at first so often I have to try two or three times"

CHILD, VERBAL COMMENT

...and this was supported by our survey:

"Hopefully - the message about having to keep trying / trial and error / not giving up the first time you get something wrong is important (my youngest -aged 7 -struggles with this at the moment as she doesn't like making mistakes)."

PARENT, POST SHOW SURVEY

"It carried an important message about it being acceptable and beneficial to get things wrong, a concept which they often struggle with..."

PARENT, POST SHOW SURVEY

"Yes because you could shout out any answers you thought it was and you didn't have to care about getting the answers wrong' (Elise)"

PARENT, POST SHOW SURVEY

One child, asked whether any part of the show would help with maths, described one of the problem-solving scenes, with appreciation of the level of challenge:

"The part when we had to figure out what was the right one to turn off the lasers.... if we are doing something in maths it's often easier"

CHILD, VERBAL COMMENT

Diversity data for the shows was complex and varied across different venues, but there is evidence that the shows reached a broad audience.

Photo: Arnim Friess

We're Stuck!: Impact of the Recruitment Pack

MATHS ON TOAST DEVELOPED ADDITIONAL RESOURCES SO AS TO INCREASE THE SHOW'S IMPACT ON AUDIENCES. THE ONLINE LESSON PLANS AND 'RECRUITMENT PACK' (AN A5 ACTIVITY BOOK) WERE DESIGNED TO:

+ Increase children's enthusiasm for hard problems
+ Support parents and teachers to praise struggle
+ Give people who are inspired by the show a way to use that energy and take the inspiration further
+ Give people who see the show an extra way to remember it and remember the messages from it, particularly about how struggling is good for your brain.

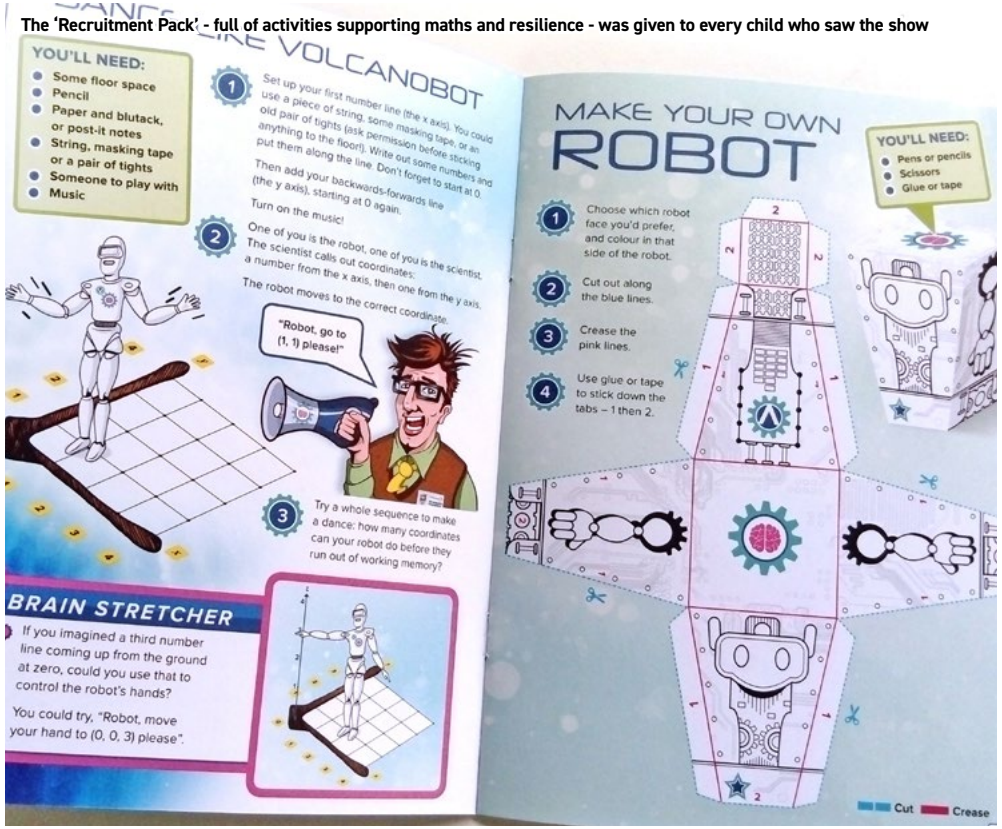
We evaluated these outcomes through conversations and feedback forms during the development phase, and evaluated the final piece through conversations with schools and families after showings, and an activity within the 'Recruitment Pack' that could be sent back to us.

The recruitment pack was well received. We saw families sitting down with it after the show. In school groups, many children immediately opened it up and started looking through it, even though in one case they had been told to put it away.

"I'll definitely use those, we're doing coordinates next term so they look great"

TEACHER, VERBAL COMMENT

The 'Recruitment Pack' included an activity that children could send to us when complete. We received 38 responses back. In the activity, we asked children what activity in the 'Recruitment Pack' they had found hardest, how long they'd spent trying to do it, and what they find most useful to do when stuck on a problem. The time frames in the answers were especially interesting, with children declaring that they had spent as long as 2 weeks on a problem. Other answers included 5 days 7 hours, 1 day 1 minute, and 2 hours and 23 minutes. Only seven children gave time spans less than an hour.



The 'Recruitment Pack' - full of activities supporting maths and resilience - was given to every child who saw the show

At the very least, this shows a pride in spending a lot of time on a problem, indicating a value for perseverance and struggle. Suggestions for what to do when stuck included: **'let my brain and heart tell me what to do', 'try different methods', 'calm down and do it later', 'try and try again'** – a range of approaches and a clear awareness of the emotional side of struggle.

This open discussion of struggle and being stuck shows, we believe, that those who saw the show were really taking on board the messages about how struggling is good for your brain.

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Museum Partnerships

WE CONTINUE TO WORK DIRECTLY WITH MUSEUMS AND THIS YEAR WE RAN EVENTS AT THE PETRIE MUSEUM AND AT BLETCHLEY PARK AND DEVELOPED OUR WORK WITH THE TOWER BRIDGE EXPERIENCE, REACHING A FURTHER 375 PEOPLE.

PETRIE MUSEUM

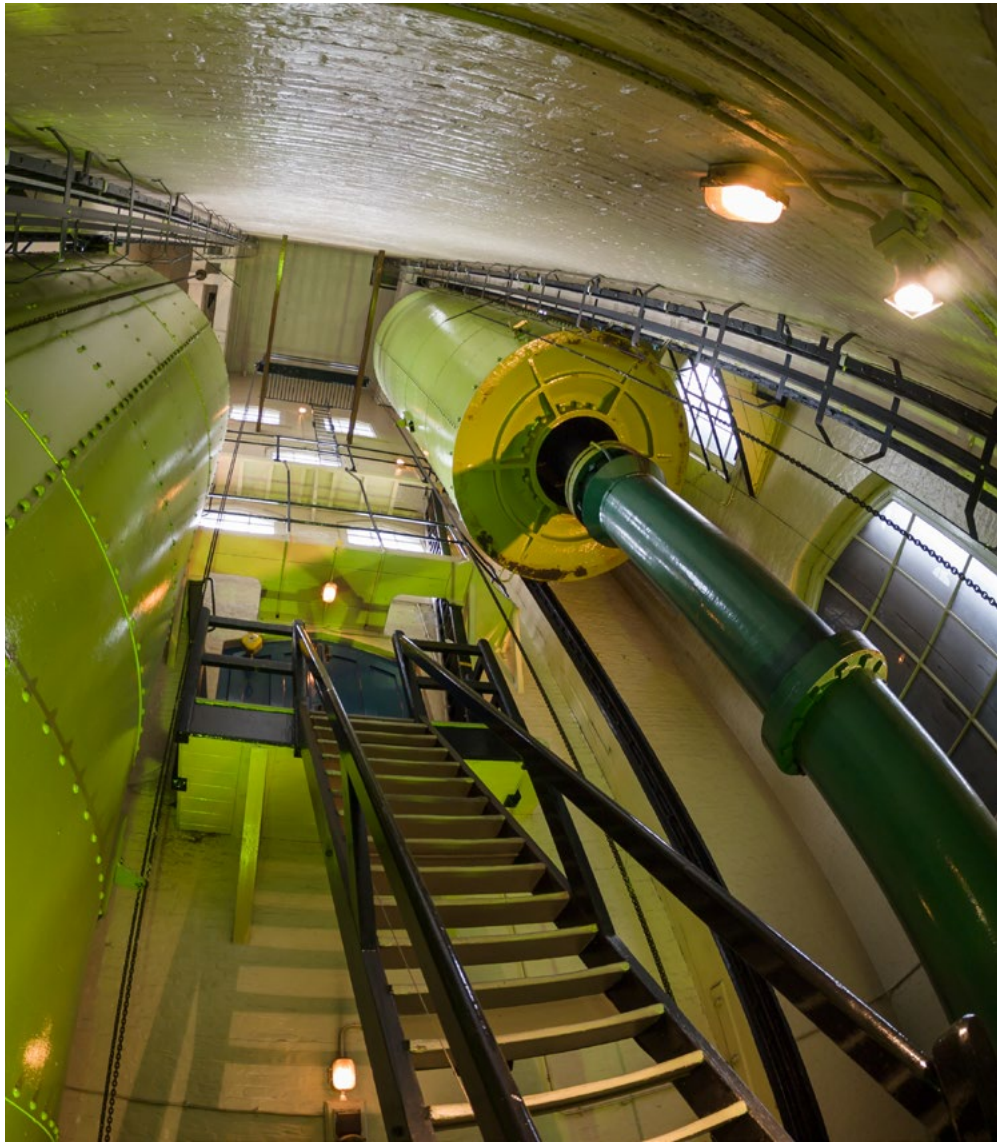
At the Petrie Museum, University College London, we developed a set of activities exploring the idea of time.

TOWER BRIDGE

At Tower Bridge, children compared their own weights to the weight of the bridge. After the September session **Natalie Cain**, **Education Officer**, **Tower Bridge Experience**, commented as follows:

"We got in touch with Maths on Toast because we wanted to explore some of the maths behind Tower Bridge as part of our monthly family learning activities. We knew there was lots there and through working with Maths on Toast we came up with several different activities, from building the Bridge's towers out of lollipop sticks, and spotting the shapes that are strongest along the way, to estimating the weight that's lifted every time the bridge is raised (and comparing our own bodyweight).

300 family visitors had a go at the activities and a good time was had by all! We were really pleased that we were able to give our families a great day out doing maths at Tower Bridge."



BLETCHLEY PARK

The events at Bletchley Park built on those carried out in Autumn 2014. Three events – 'The Shape Parade'. 'Codes and Conundrums' and 'It's a Numbers Game' - were each run twice. The events could be pre-booked on the Bletchley Park website and many dates sold out far in advance. At Bletchley Park we carried out a systematic evaluation of the activities – identifying positive responses and learning very similar to that seen at our community events.

The Staff

ALEXANDRA FITZSIMMONS
CEO AND FOUNDER

Alexandra studied maths at the University of Cambridge. Since then, she has spent almost a decade working in museums and creative media – for example, working directly with visitors on family activities at the V&A, and as an international exhibition design consultant.

When not running Maths on Toast, Alexandra teaches Museum Studies as part of the MSc Science Communication at Imperial College London. Alexandra is also a Fellow of the School for Social Entrepreneurs.

FRANCESCA PIACENTINI
EVENT LEADER

Francesca started her professional life as a primary school teacher and has taught both in the UK and abroad. She developed her expertise in family learning through volunteering with a number of museums, including the Charles Dickens Museum and the Museum of Brands. She now leads family maths events for Maths on Toast, as part of a portfolio of education work in community and heritage settings.

The Trustees

DR ALISON CLARK-WILSON is a former secondary school mathematics teacher who now works as a Principal Research Associate within UCL Institute of Education. Alison is a Trustee of the Association of Teachers of Mathematics and a Fellow of the Institute of Mathematics and its Applications. She currently serves as an elected member of the Executive Committee for the British Society for the Learning of Mathematics.

REBECCA MCCAFFRY is a Fellow of the Chartered Institute of Management Accountants, where she leads their public sector research programme. She has a particular interest in helping finance professionals work more effectively with their non-financial colleagues.

HOLLY MARSHALL is an experienced people and budget manager. She works for a Central London Council, where her specialisms include social housing and systems thinking. Her previous work tackling overcrowding in council tenancies resulted in what is now nationally recognized as a good practice approach to this area of work. Holly also has an interest in American literature and two cats.

REENA O'NEILL is a Web Account Manager at Fat Beehive, a creative website design agency specialising in charity and social enterprise web design, where she is responsible for managing relationships with 140 clients. A Management graduate, Reena has also previously managed marketing and communications activity in nonprofits.

SOPHIE SMITH is a freelance arts and heritage professional, who has recently founded a small press. Sophie has previously worked for Arts Council England, for the Story Museum in Oxford, and for international design consultancy Event Communications. Sophie also writes poetry and speaks Chinese.

DR PAUL WILMOTT studied mathematics at St Catherine's College, Oxford, where he also received his DPhil. He has written several textbooks on the mathematics of derivatives and risk management and is the publisher of a popular finance website and a bimonthly magazine.

Maths on Toast's Trustees are (from L-R) Dr Paul Wilmott, Sophie Smith, Holly Marshall, Reena O'Neill, Dr Alison Clark-Wilson and Rebecca McCaffry.

We are also fortunate to work with a large number of skilled volunteers who support our work in a wide range of ways. Thanks to **Anna Carnegie** for managing our Facebook page, to **Gemma Mann** for research behind the scenes, and to **Simon Opie** and **Claudia Zwirn** for strategic input. Thanks to **Sam Rendell**, **Eoin Lernihan**, **Yannis Similides**, **Baoyan Zhang** and **Anees Baig** for support with delivering our events. Thanks to **Ricky Simmonds** for designing this report. And thanks to **Hana Ayoob** and **Elspeth Houlding** for their work on our crowdfunding campaign.

Thanks to all those who have advocated for and supported us in less formal ways throughout the year.

Thanks to the teams at **UCL Volunteering Services, Reach Volunteering** and at **STEMNet** for supporting us in recruiting our volunteers.

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Introduction to the Accounts

REGISTERED CHARITY NAME	Maths on Toast
REGISTERED CHARITY NUMBER	1151486
COMPANY REGISTRATION NUMBER	08196529
REGISTERED OFFICE	Top Floor, 1 Bermondsey Square, London SE1 3UN
TRUSTEES	Ms Reena O'Neill (appointed 30 June 2016); Dr A. Clark-Wilson; Ms H. Marshall; Ms S. Smith; Dr P. Wilmott; Ms R. McCaffry
BANKERS	The Co-operative Bank plc, PO Box 101, 1 Balloon Street, Manchester, M60 4EP

STRUCTURE, GOVERNANCE AND MANAGEMENT

Maths on Toast is a charity and a company limited by guarantee, registered as a charity in England and Wales on 2 April 2013 and incorporated on 30 August 2012. The company was established under a Memorandum of Association and is governed under its Articles of Association, which established the Objects and Powers of the charity. In the event of the charity being wound up, members are required to contribute an amount not exceeding £1.

The members are charity trustees for the purposes of charity law and under the company's Articles are known as the Trustees. The Trustees meet several times a year and in all cases give their time voluntarily, receiving no remuneration or other benefits except re-imbursement of reasonable out-of-pocket expenses actually incurred in running the charity. Under the Articles, a third of the Trustees retire each year and can be re-appointed. During the year, Dr. Alison Clark-Wilson retired and was re-appointed.

New Trustees are appointed when it is felt by the existing Trustee board that additional expertise would be beneficial. During the year, Ms Reena O'Neill was appointed. Trustees are recruited through local networks within the mathematics, local voluntary and social enterprise communities, and by advertising via appropriate channels. New Trustees are given a full introduction to the purposes, activities and policies of Maths on Toast.

OBJECTIVES AND ACTIVITIES

The charity's purpose, as set out in the Objects contained within the Articles of Association, is "to advance the education of the public in mathematics, in particular, but not exclusively, through exhibitions, installations and learning activities." Details of how the charity delivers its educational objectives are set out in the preceding pages.

RESPONSIBILITIES OF THE TRUSTEES

The Trustees (who are also the directors of Maths on Toast for the purposes of company law) 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).

Company law 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 charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company 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 UK 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 charitable company 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 charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. The Trustees are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

This report has been prepared in accordance with the special provisions relating to companies subject to the small companies regime within Part 15 of the Companies Act 2006. It was approvedby the Board on 23 February 2017 and signed on its behalf.

HOLLY MARSHALL
TRUSTEE

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Statement of Financial Activities 1 September 2015 to 31 August 2016

			2015/2016			2014/2015
		Notes	Unrestricted Funds £	Restricted Funds £	Total Funds £	Total Funds £
Income from:	Grants	2	11,000	23,380	34,380	17,315
	Donations	2	1,451	6,068	7,519	2030
	Charitable activities	3	16,240	5,055	21,295	8,094
	Investment income		0	-	0	12
	Rent		252	-	252	1386
Total income:			**28,943**	**34,503**	**63,446**	**28,837**
Expenditure on:	Raising funds		18	890	907	1,250
	Charitable activities - educational events	4	11,338	15,907	27,245	23,568
	Charitable activities - Number Rumbler	4	0	3,569	3,569	-
	Support costs	4	5349	0	5,349	4,942
	Governance costs	6	13	-	13	13
Total expenditure:			**16,718**	**20,366**	**37,083**	**29,773**
Net income/expenditure:			**12,225**	**14,137**	**26,363**	**(936)**
Transfers between funds:						
	Contribution to Camden project		(196)	196	0	-
Net movement in funds			12,029	14,333	26,363	(936)
Reconciliation of funds						
	Total funds brought forward		9,946	508	10,454	11,390
	Total funds carried forward		**21,975**	**14,841**	**36,817**	**10,454**

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Balance Sheet as at 31 August 2016

		Notes		31 August 2016	31 August 2015
				£	£
Assets and Liabilities					
Fixed Assets					
	Trademarks			340	340
			Total fixed assets	340	340
Current Assets					
	Stock	7		5199	832
	Computer equipment			280	-
	Debtors	8		4,468	525
	Cash at bank and in hand			26,955	9,722
			Total current assets	**36,902**	**11,078**
Current Liabilities					
	Creditors	9		425	964
Net current assets				36,477	10,114
Total assets less current liabilities				**36,817**	**10,454**
Charity Funds					
	Restricted income funds	10		14,841	508
	Unrestricted income funds	11		21,975	9,946
Total charity funds				**36,817**	**10,454**

The notes on pages 29 to 31 form part of these financial statements.

The 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 Trustees acknowledge their responsibility for:

(i) ensuring that the company keeps proper accounting records which comply with section 386 of the Companies Act 2006; and

(ii) preparing accounts which give a true and fair view of the state of the affairs of the company as at the end of the financial period and of its profit or loss for the financial period in accordance with the requirements of section 396 of the Companies Act 2006, and which otherwise comply with the requirements of this Act relating to accounts, so far as applicable to the company.

These financial statements have been prepared in accordance with the special provisions relating to companies subject to the small companies regime within Part 15 of the Companies Act 2006 and with the Financial Reporting Standard for Smaller Entities (effective January 2015).

The financial statements on pages 27 to 31 were approved by the Trustees on 23 February 2017 and are signed on its behalf.

REBECCA MCCAFFRY FGMA CGMA
TRUSTEE

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Notes to the Financial Statements

1. Accounting policies

The financial statements have been prepared under the historical cost convention and in accordance with the Statement of Recommended Practice applicable to charities preparing accounts in accordance with the Financial Reporting Standard for Smaller Entities (the FRSSE) (effective January 2015), the Charities (Accounts and Reports) Regulations 2008, the Companies Act 2006 and the Charities Act 2011.

Income

Income is recognised in the period to which it relates. Income is deferred if received in advance and recognised when appropriate.

Donations

Donations are accounted for on a receivable basis.

Grants

Revenue grants are credited as incoming resources when they are receivable provided conditions for receipt have been complied with, unless they relate to a specified future period or project, in which case they are deferred within restricted funds.

Fund accounting

Unrestricted funds are donations, grants and other incoming resources received or generated for expenditure on the general objectives of the Charity.

Restricted funds are donations, grants and other incoming resources received or generated for expenditure for specific purposes.

Resources expended

Expenditure, including website and media development costs, is recognised when incurred on an accruals basis.

To comply with the FRSSE SORP and to improve transparency, prior year expenditure on raising funds is now stated separately in the Statement of Financial Activities.

Website and media development costs

Website and media development costs are recognised on an accruals basis and are not capitalised.

Stock

Stock is valued at the lower of cost and net realisable value, after making due allowance for obsolete and slow moving items.

Corporation tax

Due to the charitable nature of the activities undertaken by Maths on Toast, no corporation tax is payable on surpluses.

Reserves policy

The charity's financial reserves policy is to maintain sufficient reserves for six months of operations.

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Notes to the Financial Statements

2. Voluntary Income

	2015/2016			2014/2015		
	Unrestricted funds	Restricted funds	Total	Unrestricted funds	Restricted funds	Total
	£	£	£	£	£	£
Grants receivable						
London Borough of Camden	-	-	-	-	200	200
The Ernest Cook Trust	-	-	-	-	1,450	1,450
Arts Council England	-	-	-	-	450	450
Man Charitable Trust	11,000	-	11,000	10,000	-	10,000
John Lyon's Charity	-	13,000	13,000	-	5,000	5,000
United St. Saviour's Charity	-	1,210	1,210	-	215	215
The Mercers' Company	-	9,170	9,170	-	-	-
Total grants receivable	11,000	23,380	34,380	10,000	7,315	17,315
Donations receivable						
Private donations	760	460	1,220	853	775	1,628
Gift Aid	690	-	690	215	188	403
Crowdfunder	-	5608	5,608			
Total donations receivable	1,451	6,068	7,519	1,068	963	2,030
Total voluntary income	12,451	29,448	41,899	11,068	8,278	19,345

3. Incoming resources from charitable activities

	2015/2016		
	Unrestricted funds	Restricted funds	Total funds
	£	£	£
Workshop events	12,590	-	12,590
Consultancy	3,650	-	3,650
Number Rumbler	-	5,055	5,055
	16,240	**5,055**	**21,295**

4. Costs of charitable activities by fund type

	2015/2016		
	Unrestricted funds	Restricted funds	Total funds
	£	£	£
Provision of workshop events & materials	9,071	6,737	15,808
Number Rumbler	-	3,569	3,569
Research & development	2,267	9,170	11,437
Marketing	885	-	885
Website	216	-	216
Office costs	4,248	-	4,248
	16,687	**19,476**	**36,163**

5. Staffing costs

	2015/2016
	£
Employee salaries (0.25 FTE until May, then 0.5 FTE)	21,210
Employer's NI	69
	21,279

No employee receives emoluments in excess of £60,000.

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Notes to the Financial Statements

6. Governance costs

	2015/2016		
	Unrestricted funds £	Restricted funds £	Total funds £
Companies House webfiling	13	-	13
	13	**-**	**13**

7. Stock

	31/8/2016 £	31/8/2015 £
Festival of Triangles kit	854	722
Number Rumbler	4197	36
Event materials	98	116
Marketing/office materials	50	53
	5199	**927**

8. Debtors

	31/8/2016 £	31/8/2015 £
Trade debtors	3665	-
Grants receivable	-	415
Other debtors	803	110
	4468	**525**

9. Creditors

	31/8/2016 £	31/8/2015 £
Staff salaries	-	759
Staff overtime	-	187
Staff expenses	33	19
Royalties	392	-
	425	**964**

10. Restricted income funds

	Camden	The Ernest Cook Trust	John Lyons	United St. Saviours	The Mercers' Company	Donations	Number Rumbler	Total
	£	£	£	£	£	£	£	£
At 31 August 2015	(196)	704	-	0	-	-	0	508
Incoming resources	-	0	13,000	1,210	9,170	5,055	6,068	34,503
Outgoing resources	-	704	2,103	1,210	8,984	1,297	6,068	20,366
Transfer from unrestricted funds	196	-	-	-	-	-	-	196
At 31 August 2016	**0**	**0**	**10,897**	**0**	**186**	**3,758**	**0**	**14,841**

11. Unrestricted income funds

	General £
At 31 August 2015	9,946
Incoming resources	28,943
Outgoing resources	16,718
Transfer to restricted funds	196
At 31 August 2016	**21,975**

12. Analysis of net assets between funds

	Net current assets £	Total £
Restricted income funds	14,841	14,841
Unrestricted income funds	21,975	21,975
	36,817	**36,817**

13. Company limited by guarantee

Maths on Toast is a company limited by guarantee and does not have a share capital. Every member of the company undertakes to contribute such amount as required not exceeding £1 to the assets of the company in the event of its being wound up while he or she is a member, or within one year after he or she ceases to be a member.

maths on toast

ANNUAL REPORT 2015-16

If you would like to know more, please get in touch:

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Find us on **Facebook**, or follow us on **twitter @mathsontoast**

Donate online through Virgin Money Giving

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Registered company no. 08196529.
Registered address: Top Floor, 1 Bermondsey Square, London SE1 3UN.

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