

Pontardawe Arena Partnership t/a Glantawe Outdoor Education Academy October 2020

This is a statement of the current operational position of the Pontardawe Arena Partnership charity 1106812 and a Not for Profit Company Limited by Guarantee, 4435289

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Accomplishments this year

This year has been particularly challenging for the Glantawe Outdoor Education Academy (GOEA) programme due to the COVID19 pandemic and the financial difficulties that ensued. We have been focused over the past 5 years in providing a service that has produced measurable and positive outcomes recognised and valued by the educational community, and resulted in the achievement of around 75% of costs provided directly from schools. This was in line with our aspirations and ambition to become a recognised and vital component of the educational system, not just a “bolt on” provider.

Unfortunately, this changed in March when the COVID problem resulted in schools withdrawing as a result of the national lockdown, this being accompanied by all direct funding being withdrawn, with the exception of the CYNDD funding from Cwmtawe which covered one day/week for their pupils

We (GOEA) asked all practitioners to furlough until the position became clear, and bearing in mind our reliance on this precious resource, supported them financially during this time. As the governmental advice became clearer, we then took the decision to allow the practitioners back on site as they would be working outdoors, and in that time, all contributed positively to the upkeep and development of the site. The building was decorated inside and out, and the mural on the side of the building preserved and prepared for refurbishing.

We unfortunately lost a practitioner due to the uncertainty that COVID presented, but have gained another in his place.

In this time, we had been in receipt of new funding from the National Lottery People and Places with Sobell that means we have sufficient funding to take us through to 2021- we also had the Local Authority COVID grant for £10k which went some way to recovering our outlay in retaining the practitioners.

We re-negotiated our agreements with YGG, Cwmtawe and Alltwen, with schools starting back before end Summer term 2020. Godrergraig Primary also started in September, so at the time of writing we are again operating 5 days a week but back to funding around 85% of costs ourselves, which amounts to around £60k pa.

During the year we also accomplished:

1. Completion of our Roundhouse outdoor classroom
2. Planting of 10 apple trees in our orchard area
3. Planting of around 40 hardwood trees, including Beech, Hornbeam, Rowan, Copper Beech to increase diversity
4. Creation of wild flower meadow areas that produced a wide diversity of plants, and increased insect feeding areas.
5. Encouraged hedgerow growth and development
6. Removed trees affected by Ash dieback – this will continue over coming years, but we have hundreds of Ash saplings that have not shown and disease characteristics as yet.

7. We have developed a number of partnerships with organisations such as Plantlife who conducted a site survey that will contribute to evidencing the environmental importance of the site.
8. We have acquired additional funding for around 200 hedging and hardwood trees and bushes that will increase habitat diversity onsite – these are due in November and will be planted before year end.
9. We have run Forest School Training programmes for teachers onsite, and we have two practitioners who are currently achieving the Level 3 Forest School qualification.
10. We have hosted an Inset day for Ysgol Gynradd Cymraeg (YGG) which provided all teachers from that school with an insight into our methodologies, and how exposure to the natural environment positively affected both children and adults. This is an area we may develop.

Project description

Pontardawe Arena Partnership over the past five years has changed its strategic plan while remaining true to the original articles and principles of community benefit. There has been a far greater increase of focus on disengaged and disadvantaged members of the community and the Charity has added the trading name of “Glantawe Outdoor Education Academy” to the Charity Commission Website in order to more accurately describe activities.

The charity operates programmes within Glantawe Riverside Park:

1. For the benefit of the local community – the park facilities and building are maintained in good condition by local volunteers who have steadfastly improved the park from an overgrown and deteriorating parcel of land into the attractive leisure facility with open grassland and seating areas that it is today. The facility is continually being improved and maintained and funding has been raised for ground keeping equipment to maintain and continue to reclaim grassland for the enjoyment of local inhabitants. We operate a team of volunteer workers who are keenly maintaining the park, among which are disabled and mentally challenged individuals. The volunteers are managed by a volunteer therapist, who teaches country skills such as fence and hedge-laying.
2. For the benefit of the inhabitants of Neath Port Talbot - particularly for those disengaged and disadvantaged - by providing programmes that result in national qualifications that are achieved through contact with the natural environment in the park. We are tackling poverty, employment and well being at grass-root level, and have experienced many successes with the young people we serve. The hard and soft skills with qualifications we provide are not available otherwise and last our students all their lives. These qualifications are delivered by adult practitioners - who are self-employed directly as a result of the charity operating these programmes - and our aim is to encourage young people to return to us and become practitioners themselves. We are an Agored Cymru accredited Center for delivering qualifications, and have a quality manager to maintain our high

level of excellence in delivering qualifications.

Currently the charity's programmes are used by schools throughout Neath Port Talbot, and are in operation 5 – 7 days a week. The building facilities are open to the public at this time with the grounds open throughout the year. The Park is extensively used as a result of the work we have done, and the number of individual visitors has been calculated to have maintained at around 25000.

We are operating in three programme areas:

1. Voluntary Programmes for 18+ yrs people who are mentally disabled, ex-offenders, or otherwise disabled or disadvantaged where we provide work skills in a real working park within a nurturing environment and give support to get them into employment.

2. Programmes for all Secondary Schools in Neath Port Talbot where disengaged young people are engaged in a natural environment and provided with national qualifications outside the normal classroom - where they are not expected to get any.

3. Primary School Programmes where we have started to provide the same natural engagement strategy, as our research has found evidence of disengagement in children as young as six who are being segregated from normal classrooms and are in danger of being excluded from mainstream education. We have experienced quite marked positive behavioral changes with this demographic in a remarkably short time, leading us to be cautiously optimistic about working with these groups. Although we work with groups that have already been segregated (and labeled) by the current educational system our strategy must be to prevent this from happening and maintain the classroom integrity. We will be working with entire year groups from three Primary Schools in Pontardawe to maintain class integration across the range of pupils rather than the segregation approach generally taken.

Background

The Pontardawe Arena Partnership established in 2000 to benefit the local community within the Swansea Valley, particularly in areas of social and economic deprivation by all or any of the following means:

- (a) The advancement of education, training or retraining, particularly by utilising the positive effects of outdoor education within wilderness therapy methodologies among unemployed and disengaged people - thus providing enhanced self respect, confidence, valuable qualifications and work experience.
- (b) The creation of training and employment opportunities by the provision of workspace, buildings and/or land for use on favourable terms
- (c) The maintenance, improvement or provision of public

amenities:

- (d) The provision of recreational facilities for the public at large or those who by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances, have need of such facilities
- (e) By such other means as may from time to time be determined, subject to prior agreement of the Charity Commissioners for England and Wales

The Company is managed by a board of trustees, headed by the Chairman, the Chair is elected at the AGM and is in post supported by a committee elected from the membership. All are volunteers. The group abides by its Articles and Memorandum and maintains a web site (www.arenapontardawe.com). Trustees are responsible for ensuring Charity Commission rules are adhered to. Arena Pontardawe has a bank account in the name of the organisation as shown on its governing documents. Cheques must be signed by two out of three people who are not related. Staff salaries and related matters are handled on our behalf by K Tanner, Accountants. Neath.

The Arena representatives attend meetings with the Local Authority, other Statutory Organisations, networking and seminar events. It has representatives on Local Authority forums, consultation groups, societies and associations, local and national, establishing a network throughout the community and region.

The charity originally was formed to support events and an all-weather arena in Pontardawe, but changing circumstances and the increasingly important need for more direct intervention in individuals well-being resulted in the current structure and mission.

Arena Pontardawe Partnership formed Glantawe Outdoor Education Academy to empower people to lead more successful and fulfilling lives than they may have without our intervention. We are accomplishing this is through outdoor education learning activities within our park using a team of practitioners and voluntary workers. We engage with individuals who are disadvantaged by circumstance, disability, and society or otherwise and inspire them to be better equipped for life and gain increased employability currency.

We are an Agored Cymru (AC) approved centre using OE as an engagement strategy that takes in those who are not suited to normal educational routes, and provide opportunities to gain qualifications and practical skills through contact with the natural environment - we dare to make education enjoyable and arguably significantly increase their future employment prospects, health and future well-being.

Further development could be to refer to other practical educational routes or to take more practical skills, for example land management, dry stone walling, hedge

laying or use of tooling such as chainsaws, brush cutters etc. All attract transferrable qualifications and skills.

We also encourage mentoring by more advanced students of newer entrants and provide opportunities for development beyond the academy through to higher education.

Overall aims and outcomes

1. To provide outdoor educational programmes for young people that will engage, address their individual needs, and facilitate their developmental process while giving opportunities to achieve nationally recognised Levels 2 qualifications. We are in discussions with Agored Cymru regarding suitable level 1 and 2 courses for year 2 students probably within their new Essential Skill Suite of courses. We currently have 6 (MA and BA) degree-standard volunteers and a further 2 being developed.
2. To provide opportunities for individuals to develop and become self-employed in outdoor education and deliver OE Programmes.
3. To allow persons who have taken part in programmes to return, develop and pass on their knowledge to others and become teachers themselves.
4. To develop volunteers in order to be able to deliver a quality and reliable product.
5. To investigate further opportunities primarily with Agored Cymru to engage and create educational programmes to meet changing needs.
6. To develop Park maintenance strategies and habitats for wildlife and plants that can be observed and appreciated.
7. To encourage development of a permanent presence within the Park so that it can be used as a true visitor centre for passing users, recognising the strategic importance of the location between the sea and mountains
8. To increase the attractiveness and facilities within the park, such as the provision of natural play areas, refurbishing of the car park area and replacement of the car-park bridge.
9. To create true sustainability in all areas and to be mindful of succession, in order to pass on ownership of the programmes to users whenever appropriate.

Needs and Characteristics of the people we help

The Welsh Index of Multiple Deprivation (WIMD) places Neath Port Talbot (NPT) at an approximate median line with regard to characteristics examined, but specifically highlighting LSOAs (Lower Layer Super Output Areas) in the most deprived 10% in Wales:

The current education system does not satisfy the needs of all in the area, with anecdotal significant dropout in Secondary and Tertiary education programmes. Absenteeism is high at 10% and 4.4% of 15 year olds do not achieving the Key Stage 4 Level 2 inclusive standard (WIMD). For NPT his results in 30.9% who have no qualifications or practical skill, who then arguably have poor employment prospects.

MALE mortality rates in Neath Port Talbot are the sixth highest in 348 council areas in England and Wales, and also has the eighth highest suicide rate of any local authority in England and Wales (ONS).

We would provide an appropriate alternative to the current educational model. This needs to provide practical skills, personal development and access to achievable qualifications within a framework that is acceptable and fun. This would significantly increase employability currency, leading in turn to richer and healthier lives.

How we determined need for this programme

We need to characterise the *primary* demographic we seek to aid as those who are either in danger of becoming, or are not in training education or employment - the category known popularly as NEET. The impact we will have must be directly proportional to the number of takers for the project, but we are confident in reaching around 50 - 80 participants, increasing incrementally to around 140 - our aim will be to prepare these participants for work and life and will judge our success on employment take-up.

We can evidence the need in a number of ways, firstly by the sheer numbers of organisations that want to work with us but mostly lack funding to do so and secondly through our underpinning research, which is from a number of sources that both define the NEET and potential NEET problem and identify Outdoor Education as a positive factor. These are:

1. Governmental and National Body Research
2. Local anecdotal research
3. Personal Masters research paper on disengagement
4. Discussions with Organisations both local and beyond.
5. Neath Port Talbot Local Government statistics
6. Direct Letters of Support.

1. Governmental and National Body Research

Welsh Government.(2011) Young People not in Education, Employment or Training. National Assembly for Wales: Paper number: 11/051 Available at: [http:// www.assemblywales.org/11-051.pdf](http://www.assemblywales.org/11-051.pdf)

Edcomms (2009) Attitudinal Barriers to Engaging Young People in Positive Activities. Research Report DCSF-RR140.

DCSF (2009) Positive Activities Qualitative Research with Young People. Research Report No DCSF-RR141, Solutions Research.

Astbury, R. and Knight, B. (2003) Fairbridge Research Project – Final Report, Available from <http://www.ces-vol.org.uk/index.cfm?format=440> [Accessed 20 April 2012].

Community First categorise Pontardawe as containing 21-30% Most deprived population (Community First Website).

Welsh Government, Youth Engagement and Progression Framework Implementation Plan (Decision Report), 26 July 2013

2. Local anecdotal research

We are in close contact with local organisations such as PCSO's, Chamber of Trade and consistently discuss problems with residents all of which echo the lack of suitable resource and facilities to tackle a perceived increase in anti-social behaviour in the area and beyond. We also attend local police meetings to discuss such current issues. Local Government financial cuts are seen as contributing to the existing and future lack of facilities. We are also praised over our initiatives to create meaningful and valuable learning initiatives and have letters of support from residents to support this. We have developed partnerships in particular with Western Bay Youth Justice and Early Intervention Service - Western Communities First Team, and Local schools such as Cwmtawe Community School where each expresses the overwhelming need for facilities such as those we can provide – at a low cost and local to the area. In this we are both innovative and accessible in our approach.

3. Personal Masters research paper on disengagement

My own research concentrated on reasons for disengagement and benefits of outdoor education, where I interviewed young people in Neath Port Talbot with regard to their own experiences with social disengagement and how their perceptions changed with both time and reflection of how Outdoor Education (OE) positively impacted on their lives.

4. Discussions with Organisations both local and beyond.

Some of the groups who have expressed an opinion on the positive effects of OE are: Alltwen Primary School, PATCH group – Pontardawe, Cwmtawe Community School, Duke of Edinburgh Award Providers, Neath Port Talbot Social Service, Swansea Social Service, Amman and Gwendraeth Valley Youth Groups, Ysgol Gyfun Ystalyfera, East Cluster Communities First Group Swansea, Port Talbot YMCA – Youth Group, Swansea Youth Offender Team – We are also in discussion with Denise Lewis, (Western Communities First team), Danielle Hackett and Mark Forde (Western Bay Youth Justice and Early Intervention Service), with meetings in progress and high expressions of interest in the project. It is also worth noting that we have addressed the possibility of conflict with existing projects, for example will not duplicate but actually compliment the ESF Projects – 'Cam Nesa' that targets NEETS and the ESF 'Cynnydd' project that targets individuals who are at risk of becoming NEET.

5. Neath Port Talbot (NPT) Local Government statistics

There is much documentation in NPT and in Wales generally supporting the need for our project, such as:

1. The ENGAGE programme in NPT which uses similar strategies to us but with less emphasis on engagement through outdoor interaction - last academic year saw a further reduction in the number of places available to young people due to budget restraints. All 25 places were filled by year 10 and 11 young people from schools across the county. All the young people who attended gained a nationally recognised qualification, with 8 year 11's gaining level 2 qualifications. The project was originally funded through ESF – but with the lack of funding need is apparently not being adequately met. (NPT Youth Engagement Strategy 2013-2023)
2. The annual NEETS figure based on destinations of year 11 leavers was 3.8% in 2014. Although this is a small reduction further investment and development is needed as NPT is currently the 4th worst performing authority in Wales. (CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD REPORT OF THE HEAD OF PARTICIPATION – C. MILLIS - 18th JUNE 2015)
3. Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people. (Ysgol Cymraeg Pontardawe - Strategic Equality Plan 2012 – 2016)

There is little direct evidence regarding the specific area of Pontardawe, but many indirect indicators such as Youth Engagement and Progression Framework Implementation Plan and media sources (Wales still has one of the lowest levels of employment in the UK - that accounts for 24.2% of 16-64 years olds. - ANALYSIS by Sarah Dickins, BBC Wales economics correspondent 14.10.15)

There is no direct organisation that looks after our type of organisation, but the responsibility lies with a number of bodies such as OEAP, (Outdoor Education Advisors' Panel, National Guidance for the management of outdoor learning, off-site visits and learning outside the classroom), The Adventure Activities Licensing Regulations 2004, Council for Learning Outside the Classroom, The Management of Health and Safety Regulations 1999, Health and Safety Executive, information on a range of health and safety issues.

Strategic Fit

This project is an integral component of the infrastructure complementing our Outdoor Education programmes that support social inclusion, poverty reduction, and economic development in the Pontardawe Area and surrounding communities by attacking problems at a base level. In addition the build will be completed using groups of disengaged young people who will gain national qualifications in addition to the benefits associated with Outdoor Education. Outdoor Education is recognised for promoting improved communication and language skills, physical development and stamina, self-confidence and self esteem building, independence, problem solving, new physical practical skills, social skills and knowledge of the natural environment.

This is recognised by The National Youth Work Strategy for Wales 2014 –2018 who single out the Duke of Edinburgh Award and John Muir Trust (both of which the Academy includes within programmes) as suitable outdoor education accreditation bodies who embed developmental programmes such as GOEA because they evidence skills in team working, decision making and communication skills.

Together with new qualifications that young people arguably otherwise would never have had, we are preparing the citizens of the future with robust positive employability prospects. Although we are committed to learner-led programmes where we will tailor events and qualifications to individuals, we have stated outcomes over the duration of our programmes for activities attended and qualifications gained.

We will help those young people and local inhabitants most deprived in rural Wales and those that have limited scope to change their circumstances. We believe that education in a nurturing environment is the key to founding good quality of life, and subsequently increase employability prospects. This can only contribute to strengthening the local economy within a more sustainable community (Welsh Government's Vibrant and Viable Places: New Regeneration Framework (March 2013) Past participants taking part in our programmes have been from backgrounds described to us as deprived - these are young people who have developed a suspicion of any authority figure, and have disengaged from education and normal social behaviour. Outdoor Education within a safe environment empowers young people to take risks and be more aware of possibilities and open to changing their circumstances. They develop a confidence in themselves and their futures. Our presence helps to develop the resilience and capability of rural communities so that they are better able to cope with and adapt of change' through the increased and more diverse cognitive development process experienced by the young people in their journey with us. We create awareness that everyone can develop high aspirations of life and believe they can achieve a better future.

We would also seek to raise finance to increase the size of the existing building - almost doubling the available area and incorporating a new inspirational space, which would include hay-bale walls and cob lining. This new centre will provide the focus for many community activities and remove current disincentives to hire – certainly the two areas will allow young people to learn in a conducive and inspirational atmosphere while it's ok to bring wet clothes and wellies inside in another.

We have a strong 10-year + plan for the “Glantawe Outdoor Education Academy” that has clear goals and targets realistic accomplishments. This build project is fundamental to our plan, and will inspire local young people and others to a brighter future. Our overall business strategies of facilitating distinctive Business Growth, & Specialisation of purpose, together with our ambition for long term success and a determination for increasing job creation closely mirror the Swansea Bay City Region Economic Regeneration Strategy 2013-2030.

Our park and the new build will increase growth in green tourism and leisure though the innovative and inspirational nature of our structure and educational project – for example National Cycle Trail 43 follows the edge of our park and our plans include the installation of a negative footprint energy system that will serve as a shining example for the Pontardawe Area and an inspiration to visitors. Once complete, the new build coupled with our outdoor education courses will be a beacon for natural tourism and generate new business for the community of Pontardawe. Being on the cycle trail, our facilities surrounded by beautiful parkland will provide reason for visitors (particularly cyclists) to come to the area – National Cycle Trail 43 connects Swansea and the sea to the Brecon Beacons and beyond – joining Route 46 at the Heads of the Valley Road.

Additionally, our large car park (100+ cars) will allow visitors to park and ride up the valley or down. We are also conveniently placed amid many running trails of different distances to satisfy the most adventurous runner where those activities can also be centred on the Park. We will explore the possibility of setting up walking, cycling, riding, fishing and jogging groups with volunteers in accordance with Neath Port Talbot County Borough Council (NPTCBC) RDP's Think Links, Think Rural, Thinks Sustainability – Final Report (December 2014). The Glantawe Outdoor Education Academy is situated on a previous industrial tinplate works – this new build project and activities above will serve to illustrate what is possible using vibrant regeneration strategies – again serving as a model and example to others.

This is an innovative community based project that:

Adds value to local identity, natural and cultural resources by engaging with young people and others who do not find mainstream education convenient or appropriate, by providing real and meaningful Innovative alternatives using the natural environments and inspirational venues away from their conventional and normal situations. Our partnerships allow us to provide our innovatory programmes, and allow us to fill a widening gap left by dwindling Local Governmental resources. The financial constraints being experienced by the Local authority (NPT) such as alternative curriculum provision, reduction in social services, reduction in DofE resource, reduction in available funding for organisations such as us, tourism etc., has left a void that is currently unable to be filled through governmental sources. Without organisations such as GOEA, these provisions for young people would remain unfulfilled. GOEA will fill a much-needed gap in these dwindling resources and provide a real and useful service for the young people who are the citizens of the future.

Certainly we are maximising the potential green economy of the Glantawe Riverside Park in which the Academy is based – our immediate plans also include the use of green energy to power the building, using solar energy coupled with a ground sourced heat pump to create a negative energy footprint. We could be exporting surplus energy, and will serve as an example for study and community replication.

Our philosophy of encouraging all to work, learn and play in the Academy as an enjoyable and satisfying experience pervades all aspects of our work. We will continue to promote the Academy as a rich and exciting place to join and form partnerships with. This includes local government, local businesses, youth groups, participants – all who come into contact with us. We will actively promote the local area and Wales as a whole as a brilliant place to live, work and play.

This open culture will certainly create and promote an environment that will engender creativity and freedom of thought, leading without doubt to people reaching their full potential and using their creativity in founding new ventures. Unfortunately, the valleys ethos seems to be that people expect to have available on their doorstep. This is fueled by the knowledge that previous generations had jobs closer to home in heavy industry or manufacturing. This knowledge has created the mentality that work should be available close to home hence creating a negative perception of travelling far to work. Despite there being jobs available in urban areas in the service industry, people are reluctant to travel to fulfil these opportunities. Neath Port Talbot County Borough Council (NPTCBC) RDP's Think Links, Think Rural, Thinks Sustainability – Final Report (December 2014). At GOEA we can significantly contribute to an individual's employment currency in order for there to be better paid jobs available, making travel more appealing and decreasing (at least) employment poverty.

Above all, our task is to allow all to reach their full potential by creating opportunities in play and education where trust and a safe environment can overcome many of the social barriers created by circumstance and adverse social or family situations.

Who has directly benefitted in the last year

6 - Adults who have received training and professional development to allow them to set up their own businesses within the park and deliver educational programmes

150 - Disengaged young people from local schools

1 - Youth Offending programme

3 - Disabled group from Pontardawe

These are included within the overall figures quoted above

Supporting Information Illustrating Need for the Project

GOEA also adds value to local identity, natural and cultural resources by engaging with young people and others who do not find mainstream education convenient or appropriate, by providing real and meaningful Innovative alternatives using the natural environments and inspirational venues away from their conventional and normal situations. Our partnerships allow us to provide our innovatory programmes, and allow us to fill a widening gap left by dwindling Local Governmental resources.

The financial constraints being experienced by the Local authority (NPT) such as

alternative curriculum provision, reduction in social services, reduction in DofE resource, reduction in available funding for organisations such as us, tourism etc., has left a void that is currently unable to be filled through governmental sources. Without organisations such as GOEA, these provisions for young people would remain unfulfilled. GOEA will fill a much-needed gap in these dwindling resources and provide a real and useful service for the young people who are the citizens of the future. Above all, our task is to allow all to reach their full potential by creating opportunities in play and education where trust and a safe environment can overcome many of the social barriers created by circumstance and adverse social or family situations.

How the programme benefits Social Opportunities / Economic Activity / The Environment / Heritage & Culture

This programme will impact on each of these criteria in a number of ways, and supports social inclusion, poverty reduction, and economic development in the Pontardawe Area and surrounding communities by attacking problems at a base level – Outdoor Education is recognised for promoting improved communication and language skills, physical development and stamina, self-confidence and self esteem building, independence, problem solving, new physical practical skills, social skills and knowledge of the natural environment. This is recognised by The National Youth Work Strategy for Wales 2014 –2018 who single out the Duke of Edinburgh Award and John Muir Trust (both of which the Academy includes within programmes) as suitable outdoor education accreditation bodies who embed developmental programmes such as GOEA because they evidence skills in team working, decision making and communication skills.

Together with new qualifications that young people arguably otherwise would never have had, we are preparing the citizens of the future with robust positive employability prospects. Although we are committed to learner-led programmes where we will tailor events and qualifications to individuals, we have stated outcomes over the duration of our programmes for activities attended and qualifications gained.

We will help those young people and local inhabitants most deprived in rural Wales and those that have limited scope to change their circumstances. We believe that education in a nurturing environment is the key to founding good quality of life, and subsequently increase employability prospects. This can only contribute to strengthening the local economy within a more sustainable community (Welsh Government's Vibrant and Viable Places: New Regeneration Framework (March 2013) Past participants taking part in our programmes have been from backgrounds described to us as deprived - these are young people who have developed a suspicion of any authority figure, and have disengaged from education and normal social behaviour. Outdoor Education within a safe environment empowers young people to take risks and be more aware of possibilities and open to changing their circumstances. They develop a confidence in themselves and their futures. Our presence helps to develop the resilience and capability of rural communities so that they are better able to cope with and adapt of change' through the increased and more diverse cognitive development process

experienced by the young people in their journey with us. We create awareness that everyone can develop high aspirations of life and believe they can achieve a better future.

The Glantawe Outdoor Education Academy is situated on a previous industrial tinplate works – this project and activities above will serve to illustrate what is possible using vibrant regeneration strategies – again serving as a model and example to others.

Unique Nature of Project

This project is unique both in the Locality of Pontardawe, the Swansea Valley and Neath Port Talbot. There are commercial companies that provide outdoor education facilities (eg Adventure Britain based in Seven Sisters, L&A in Port Talbot, Mountain and River Activities in Resolven and many other similar OE providers) but these are based on short burst adventurous activities, weekends, stag and hen parties etc., but do not address the long term interests or educational needs of participants, particularly those at risk or in danger of becoming at risk. We also provide Forest School activities that are mirrored with NPT Forest schools centred in Caswell, Swansea, but here again there is no embedding of any educational process or long term programmes similar to GOEA.

There is much research published on the benefits of Outdoor Education outside the classroom, for example, the Ofsted report “Learning outside the classroom How far should you go?” (October 2008) stated that “where there was provision for exciting, direct and relevant learning activities outside the classroom. Such hands-on activities led to improved outcomes for pupils and students, including better achievement, standards, motivation, personal development and behaviour. The survey also found examples of the positive effects of learning outside the classroom on young people who are hard to motivate. “

Schools do not provide sufficient opportunities for sufficiently robust “hands on” learning outside the classroom to take place, and are often at a loss for how to satisfy the needs of groups of young people in danger of becoming NEET.

Long term effects of Outdoor Education and natural activities are generally considered longer lasting than short-term activities, and arguably can draw comparisons with Summer camps which have contact time in weeks instead of months – Research published by Philliber Research Associates (2005) where over 5000 families took part in the survey found that there were significantly longer term positive benefits from prolonged contact compared to short term activities. This included increased confidence and self-esteem, improved social skills, independence and leadership qualities; they became more adventurous and willing to try new things.

At Glantawe Outdoor Education Academy, we will accommodate young people through long-term programmes that combine natural and inspirational settings with achievable educational goals tailored for the individual that will encourage these developmental processes. We allow each participant to gain what they are

able and achieve personal developmental levels that may not be possible without our intervention. We will complement the existing schooling system evidenced by the eagerness of Cwmtawe Community School and others to use our facilities, our unique nature can be evidenced by the interest and readiness of established organisations to use our future planned facilities – all have expressed interest and excitement in the overall project outcomes of gaining real work skills and ethos together with qualifications. This is not available in normal school curricula and will be a flagship project for Pontardawe, Cwmtawe Community School, the other groups of young people who will take part, and Neath Port Talbot in General.

Other Information

We have a proven track record of delivery of successful past project/community events.

This project has achieved a number of awards-

- 2018 – WCVA Wale Volunteer of the Year Award
- 2020 - Green Flag Award for our work in the Park and the local environment.
- 2019 - Green Flag Award for our work in the Park and the local environment.
- 2018 - Green Flag Award for our work in the Park and the local environment.
- 2017 - Green Flag Award for our work in the Park and the local environment.
- 2016 - Green Flag Award for our work in the Park and the local environment.
- 2015 - Green Flag Award for our work in the Park and the local environment.
- 2014 - Green Flag Award for our work in the Park and the local environment.
- 2013 - Trustee National winner of the prestigious WCVA 'Trustee of the Year' Award.
- 2013 - Green Flag Award for our work in the Park and the local environment.
- 2012 - Winners NPT 'Action for Wildlife'.
- 2012 - Highly Commended 'Green Business of the Year'.
- 2011 - Winners of the Neath Port Talbot 'Green Project of the Year'.
- 2011 - Highly Commended - 'Action for Wildlife' category.

As a result the current steering committee has developed and attracted individuals with a broad range of life and qualified skills that include but are not limited to teachers, managers, outdoor education professionals, behaviorists, local government officers, and land management specialists. This skills set will be continually critically examined to ensure best fit for the Project. The current steering committee is superbly qualified to manage the next phase of this critically important strategy and continues to display a strength and dedication to the Project that will maximise the chance of success.

We have forged strong partnerships with local organisations who have pledged and demonstrated support for the project, for example:-

Ysbrud Y Coed (Alun Wyn Apo Christi)
Remploy
Swansea University
RCTrainingWales

Trinity St Davids University Carmarthen,
Down To Earth, Murton
Forest Schools – NPT/Swansea
Hendrefelin School
Dwr-Y Felyn School
Llangatwg Community School
Llangiwg Primary School
Ysgol Gynradd Cymraeg Pontardawe
Alltwen Primary School
Cefn Coed psychiatric hospital
Employment Service
Cwmtawe Community School
The Duke of Edinburgh Award
West Glamorgan Local Group
Hope Rescue
Neath Port Talbot Social Services
Swansea Canal Society
Swansea Social Services
Amman and Gwendraeth Valley Youth Groups
Ysgol Gyfun Ystalyfera
East Cluster Communities First Group Swansea
Port Talbot YMCA – Youth Group
Youth Justice & Early Intervention Service
And others..

GOEA Delivers a wide range of programmes using Outdoor Education to NEET, disengaged (or in danger of becoming disengaged) groups of young people, schools, youth groups, disabled persons local communities and the general public. We will provide national qualifications and employability skills through outdoor educational (OE) programmes devised for disengaged and young persons that will fully prepare them for a fulfilling and valuable life and dare to make education an enjoyable process.

We foster and encourage opportunities for individuals to become skilled and confident as self-employed persons providing outdoor education and other programmes within the 25-acre park and woodland.

Creation of opportunities for individuals to return as facilitators/teachers and pass on skills and knowledge to new groups thus creating sustainability and passing project ownership to new generations.

Overall the strategy is one of social empowerment, to provide an environment and facility that will allow people to grow in self-respect, ability and confidence to not only become more rounded and valuable citizens in themselves but to inspire

others to follow in their footsteps, creating social pride and a more cohesive society.

We believe firmly in inspiring young people to value a socially connected vibrant, viable and sustainable community but we need the people, environment and structures that will facilitate this process.

We recognise that there is no organisation (charitable or commercial) in the Swansea Valley and Neath Port Talbot areas offering outdoor education courses with the expected long-term positive outcomes planned for the Academy. Our mission to increase skills and opportunities is again echoed in the Swansea Bay City Region Economic Regeneration Strategy 2013-2030, which also highlights the multiple areas of deprivation and poverty. Perhaps unsurprisingly the report also comes to the same conclusions as us in that any strategy must deliver growth for future generations.

We actively encourage volunteers to take part in GOEA activities, help create our learning community and be able to provide educational, skills development and self-employment opportunities for them to assist in their personal development and confidence. We also are mindful of the Neath Port Talbot Single Integrated Plan – 2013 – 2023 and would suggest that Outdoor Education is a growth market and together with associated benefits such as volunteer development and creation of employment potential conforms to the vision of a stronger and more prosperous economy. The Academy and surrounding parkland is certainly a key site for development as we will take this concept further - we are in discussions with Agored Cymru to provide pathways to higher education in future years with the progression to an academy providing full time education through Outdoor Education.

As an Academy, we also believe in the benefits of the Duke of Edinburgh Award programme, and have embarked on a course of action that will result in our being an independent provider for the Award – we have already successfully completed a pilot programme for the Bronze award, and have progressed on to Gold for 2017/18. This supported by the Neath Port Talbot Youth Development Officer.

Over the past three years we have gradually built up our knowledge and abilities, ensuring our practitioners have a standardised ability of project delivery within a methodology that embraces individual needs both academic and personal.

There are more than a few outcomes from OE programmes, some could be measured but the majority not. It is difficult to establish levels of cognitive development for example or how programmes affect later life. Research has revealed that participants often took many years to actually process and understand the positive impact of OE. There is arguably a relationship between the OE methodology, risk taking and cognitive development that would be perceived but almost impossible to measure. We generally do not have contact

with participants following our programmes, but perceptions are almost without exception positive during and on conclusion of programmes.

For example we had one participant from a Youth Offending Team who was described as being uncommunicative in the extreme – which did not help that individual with any mitigation of sentencing – following three sessions with us, “at final panel X was praised for completing the order successfully. X spoke very well and was a very different person from the first panel when X was withdrawn and did not speak. We feel that the Riverside programme was a positive engagement for her during a very difficult time in life. “

Indisputably young people enjoy this freedom from the classroom, which is perhaps close to a concept of play from their perspective? We can use this by bridging the gap from play/enjoyment/freedom to actually engaging with a formalised educational process.

One example I would use as evidence of engagement beyond what we recognise as the initial phase of group engagement and trust formation is a group we currently have a group of 20 young people that have been brought to us as “not at all interested in getting an education” – following the first 4 sessions at GOEA, all bar 1 have elected to join our programme and are working towards the Agored Cymru Essential Skills for Work and Life (ESfWL).

We have recently become an Agored Cymru Approved Centre and will be registering our first candidates in the coming week.

Demonstrating success past this point will be based on achievement as well as continued engagement – dropout rates so far have been close to nil, and we hope that this will continue. Demonstrating success in the future may not be so nebulous as we are entering the realms of pass/fail, attendance. Dropout rates etc., all of which we will use our past experience to minimise.

Outcomes

Outcomes can be broadly sectioned into subjective and objective. Outdoor education can produce a range of soft options that can be difficult to measure apart from a subjective comparison before and after the event. Each participant is the subject of an individual appraisal following each session, and each has a personal portfolio that charts their journey with the Academy.

Hard outcomes are simpler to measure and will be the results of academic achievement and employment. We will also evaluate each candidate and ensure they are aware of their progress, strengths and weakness in order that they are best informed to make career decisions.

Primary outcomes will be the empowerment of young people through outdoor education to gain national qualifications. However, our outcomes will pass beyond the hard outcomes of academic success - the particular benefits in this kind of group include improved communication and language skills, physical development and stamina, self-confidence and self esteem building,

independence, new physical practical skills, social skills and knowledge of the natural environment. This is arguably subjective, but will certainly form part of our evaluation process. Employment currency is a prime objective, and the attainment of employment or self-employment will certainly demonstrate success for the individual.

We can also further measure success indirectly, through direct feedback from clients such as: "Just an email to let you know that I have had some great feedback from some parents to say that the project has been having a very positive affect on their mood and behaviour. They are very happy when coming home from the project and excited about informing them of their day."

Finally, clients gaining employment and/or increased well-being as a result of our programmes is perhaps the final evidence of success.

Why are we well placed to deliver outcomes?

To deliver the sort of programmes we have described then critical criteria need to be satisfied. The environment needs to be as far removed from a normal classroom as possible, and learning needs to be presented in a way that is both acceptable and relevant to each person.

We are well placed within our mixed environments where we have proven to be able to deliver learning events that are effective for the individual. We are also well-experienced outdoor education professionals who have in depth experience of delivering learning and other experiences outside the classroom.

More importantly, we have an ethos that allows each learner to develop at their own speed in their chosen direction guided by personal abilities. We believe that given a chance all can be valued members of society.

Complementary strategies

This project will complement existing strategies as shown elsewhere in this report as an innovative community based project that:

Adds value to local identity, natural and cultural resources by engaging with young people and others who do not find mainstream education convenient or appropriate, by providing real and meaningful Innovative alternatives using the natural environments and inspirational venues away from their conventional and normal situations. The financial constraints being experienced by the Local authority (NPT) has left a void that is currently unable to be filled through governmental sources. Without organisations such as GOEA, these provisions for young people would remain unfulfilled. GOEA will fill a much-needed gap in these dwindling resources and provide a real and useful service for the young people who are the citizens of the future.

The open culture at GOEA creates and promote an environment that will engender creativity and freedom of thought, leading without doubt to people reaching their

full potential and using their creativity in founding new ventures.

Despite there being jobs available in urban areas in the service industry, people are reluctant to travel to fulfill these opportunities. At GOEA we can significantly contribute to an individual's employment currency in order for there to be better paid jobs available, making travel more appealing and decreasing employment poverty.

Access to Services

We provide an expanding requirement for volunteers from the community, which will be satisfied as the project becomes more widely known. We do not preclude anyone at any level in the GOEA project and will provide the opportunity to become skilled and qualified in their chosen direction – increasing employability currency where we can, or just encouraging the ability to live more fulfilling and healthier active outdoor lifestyles. We will conform to the **Welsh Government Volunteering Policy - August 2015** in helping people fulfil their potential no matter what their background or circumstance. We will publicise this requirement and opportunities at the Academy through local, press, word of mouth, Volunteering Wales Website, NPTCVS and volunteering champions. We will develop a suitable infrastructure which will conform in accordance to the **Welsh Government Volunteering Policy** recommendations.

In all cases we will encourage volunteers, participants and others to take an active part in the activities of the Academy in accordance with their own needs and developmental choices. We anticipate that voluntary involvement will increase significantly as local knowledge of our activities grows – this will encourage healthier lifestyles and decreased isolation through increased activity and higher levels of self-fulfilment experienced through group and individual achievement. This arguably will lead to greater sense of ownership and pride – which is something we have already witnessed through engagement with local young people who visit the park. **Welsh Government Think Links, Think Rural, Think Sustainability** - Final Report (December 2014) suggests that young people perceive a lack of tourist centre/hub, something apart from the Pontardawe Youth Club. When asked what kinds of attractions they would like, the most popular suggestion made was for places to eat and drink as a tourism attraction. This was closely followed by opportunities for indoor attractions and walking and cycling trails. At GOEA within the Glantawe Riverside Park, we are able to provide solutions to most of these problems as our facilities become sufficiently robust. We can only provide such benefits such as these through providing inspirational environments, people and places to form learning communities – the new build project and subsequent capabilities will form such a critical component in regenerating not only places but also people's minds - making our community a more vibrant and inclusive place.

In line with the **Welsh Government Vibrant and Viable Places New Regeneration Framework** (11 March 2013) we intrinsically link regeneration, attitudes, success and well-being with the skills and capacities of individuals, families and communities. Our partnership with Cwmtawe Community School will engender engagement with under 16 pupils and our partnerships with Youth Offending Teams, Youth groups and the community, opportunities to offer life-

changing programmes leading to a local culture with higher aspirations and a belief in a better future. For others, we will create a skilled and confident existing and future workforce that will become a product of outdoor education mixed with qualifications and the life experience embedded in our programmes.

Fuel Poverty

At GOEA we understand that cost of fuel poverty is a primary demotivational factor here in Wales, which can lead to the downward spiral that accepts unemployment as a normal component of life.

We are unable to influence the hardware of providing fuel for heating, lighting and vehicles, but through our programmes can certainly increase positive attitudes, self-respect with practical and academic skills that enhance employability prospects. We encourage individuals to take responsibility for their actions – or inactivity – to take charge of their lives, increasing their income and life skills to become valued members of society.

Whereas we do not directly provide direct “nuts and bolts” support to individuals, we believe that this process is far more valuable as it confronts some of the basic causes of fuel poverty, such as unemployment, demotivation and lack of qualification.

In-work poverty

The report **Monitoring poverty and social exclusion in Wales 2015** By Adam Tinson and Tom MacInnes, funded by the Rowntree Foundation (September 2015) Claims that an average of 700,000 people were in poverty in Wales in the three years to 2013/14, equivalent to 23 per cent of the population. Compared with ten years earlier, there are more people of working age (particularly young adults) in poverty and fewer children and pensioners. Poverty has risen in working families and fallen in workless families. The Summer Budget 2015 has not provided much aid for younger adults in that the new national living wage (NLW) does not apply to those under 25, and there were housing benefit cuts for those aged 18 to 21. This is on top of other areas of public policy, such as sanctioning, which disproportionately affect young people.

The Welsh Government **Tackling Poverty Action Plan - Annual Report 2015** states that young people who are not in education, employment or training (NEET) between the ages of 16 and 24 years are more likely to be living in poverty. These then with young people who are in danger of becoming NEET are arguably a priority to reduce in work poverty. This demographic is a primary focus of our programmes, as it directly impacts prosperity and future prospects by tackling the base cause of the reasons for their not being in employment education or training.

There is little doubt that anyone who takes part in our long-term courses will derive personal developmental benefits as described earlier in this document. The embedding of educational qualifications with personal development will arguably result in an individual who is more valuable to an employer.

This principle will also include adults, especially those who are volunteers – we can offer education and training to become practitioners and deliverers of

'Outdoor' alternative curriculum provision whilst also learning skills and creating pathways appropriate for the 'Green Economy'. Currently, we perceive through anecdotal evidence that the outdoor activities are perceived as "play" activities, whereas outdoor education in fact offers some real career prospects – the Wales government website

<http://gov.wales/newsroom/tourism/2014/140512outdoor-tourism-survey/?lang=en>

Claims that Welsh Government figures show that outdoor activity tourism in Wales is worth £481 million to the economy and supports 8,243 Welsh jobs. The **Economic Impact of Outdoor Activity Tourism in Wales Final Report** From Visit Wales (March 2014) states that Wales is perceived as a good destination for a variety of outdoor activities and abilities. 54% of visitors staying overnight revealed that they would not have made their visit to Wales if they were not taking part in the activity. Our pathways to further employment include educating all persons to the possibility of alternative pathways to employment – which may be more appropriate under many circumstances.

Perhaps a third opportunity to reduce in work poverty could come from providing opportunities within the Academy, both as volunteers or practitioners - we currently offer the opportunity for young people to return following completion of a programme and be trained as facilitators in their own right. We can offer teacher-training opportunities for suitable candidates and aim on passing ownership of the project back to the community at every opportunity. Previous similar projects held over a 12-year period with a Duke of Edinburgh Award programme bear out these statements, and there are many examples of young people whose horizons have been widened through outdoor education and past on through life to become doctors, teachers and in one case a university lecturer. Of course it could be argued that this would have happened anyway, but having witnessed the developmental process personally, I would maintain that we at least gave them a helping nudge in the right direction.

We would claim that individuals passing through GOEA programmes will certainly gain more employment currency, achieve wider perspective on life and create better opportunities to be better placed to succeed in the job market

Digital Inclusion

Although GOEA can be perceived as a practical outdoor process, embedded in our recording and evidential systems is the use of computer equipment. We assist students with the basic writing and data entry skills where appropriate, and provide laptops and free wi-fi for students to enter their assessment evidence.

Company registration number: 04435289

PONTARDAWE ARENA

Unaudited financial statements

5 April 2020

PONTARDAWE ARENA

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PONTARDAWE ARENA

Directors and other information

Directors	Mr John Jones Julie Clapham Mr R H M Clapham
Company number	04435289
Registered office	1 Bryn Celyn Pontardawe Swansea SA8 4LG
Accountant	R J Tanner Gellimarch Farm Cadoxton Neath SA10 8AF

PONTARDAWE ARENA

**Directors report
Year ended 5 April 2020**

The directors present their report and the unaudited financial statements of the company for the year ended 5 April 2020.

Directors

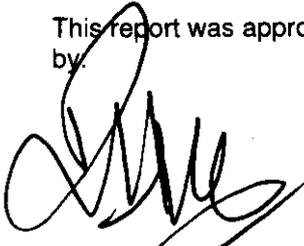
The directors who served the company during the year were as follows:

Mr John Jones
Julie Clapham
Mr R H M Clapham

Small company provisions

This report has been prepared in accordance with the provisions applicable to companies entitled to the small companies exemption.

This report was approved by the board of directors on 11 September 2020 and signed on behalf of the board by.

A handwritten signature in black ink, appearing to be 'RHM Clapham', written over a horizontal line.

Mr R H M Clapham
Director

PONTARDAWE ARENA

**Statement of income and retained earnings
Year ended 5 April 2020**

	Note	2020 £	2019 £
Turnover		63,767	79,280
Cost of sales		(49,434)	(54,617)
Gross profit		<u>14,333</u>	<u>24,663</u>
Administrative expenses		(13,666)	(20,310)
Operating profit		<u>667</u>	<u>4,353</u>
Profit before taxation	5	667	4,353
Tax on profit		-	-
Profit for the financial year and total comprehensive income		<u><u>667</u></u>	<u><u>4,353</u></u>
Retained earnings at the start of the year		<u>58,346</u>	<u>53,993</u>
Retained earnings at the end of the year		<u><u>59,013</u></u>	<u><u>58,346</u></u>

All the activities of the company are from continuing operations.

The notes on pages 6 to 9 form part of these financial statements.

PONTARDAWE ARENA

Statement of financial position 5 April 2020

	Note	2020 £	£	2019 £	£
Fixed assets					
Tangible assets	6	16,132		16,206	
			16,132		16,206
Current assets					
Debtors	7	4,000		125	
Cash at bank and in hand		41,502		51,612	
		45,502		51,737	
Creditors: amounts falling due within one year	8	(2,621)		(9,597)	
Net current assets			42,881		42,140
Total assets less current liabilities			59,013		58,346
Net assets			59,013		58,346
Capital and reserves					
Profit and loss account			59,013		58,346
Shareholders funds			59,013		58,346

Cash in hand at bank comprises of Protected Funds of £39,000 and the remaining balance of £6,502 as trading funds

For the year ending 5 April 2020 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Directors responsibilities:

- The members have not required the company to obtain an audit of its financial statements for the year in question in accordance with section 476;
- The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of financial statements.

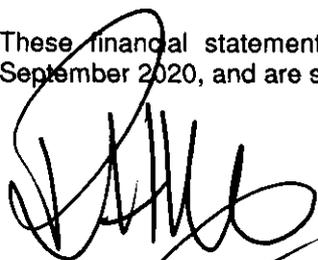
These financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime and in accordance with Section 1A of FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'.

The notes on pages 6 to 9 form part of these financial statements.

PONTARDAWE ARENA

Statement of financial position (continued)
5 April 2020

These financial statements were approved by the board of directors and authorised for issue on 11 September 2020, and are signed on behalf of the board by:

A handwritten signature in black ink, appearing to read 'R H M Clapham', written over a circular stamp or seal.

Mr R H M Clapham
Director

Company registration number: 04435289

The notes on pages 6 to 9 form part of these financial statements.

PONTARDAWE ARENA

Notes to the financial statements Year ended 5 April 2020

1. General information

The company is a private company limited by shares, registered in United Kingdom. The address of the registered office is 1 Bryn Celyn, Pontardawe, Swansea, SA8 4LG.

2. Statement of compliance

These financial statements have been prepared in compliance with the provisions of FRS 102, Section 1A, 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'. The Triennial review 2017 amendments to the standard have been early adopted.

3. Accounting policies

Basis of preparation

The financial statements have been prepared on the historical cost basis, as modified by the revaluation of certain financial assets and liabilities and investment properties measured at fair value through profit or loss.

The financial statements are prepared in sterling, which is the functional currency of the entity.

Turnover

Turnover is measured at the fair value of the consideration received or receivable for goods supplied and services rendered, net of discounts and Value Added Tax.

Revenue from the sale of goods is recognised when the significant risks and rewards of ownership have transferred to the buyer (usually on despatch of the goods); the amount of revenue can be measured reliably; it is probable that the associated economic benefits will flow to the entity; and the costs incurred or to be incurred in respect of the transactions can be measured reliably.

Taxation

The taxation expense represents the aggregate amount of current and deferred tax recognised in the reporting period. Tax is recognised in the statement of comprehensive income, except to the extent that it relates to items recognised in other comprehensive income or directly in capital and reserves. In this case, tax is recognised in other comprehensive income or directly in capital and reserves, respectively.

Current tax is recognised on taxable profit for the current and past periods. Current tax is measured at the amounts of tax expected to pay or recover using the tax rates and laws that have been enacted or substantively enacted at the reporting date.

Deferred tax is recognised in respect of all timing differences at the reporting date. Unrelieved tax losses and other deferred tax assets are recognised to the extent that it is probable that they will be recovered against the reversal of deferred tax liabilities or other future taxable profits. Deferred tax is measured using the tax rates and laws that have been enacted or substantively enacted by the reporting date that are expected to apply to the reversal of the timing difference.

PONTARDAWE ARENA

Notes to the financial statements (continued) Year ended 5 April 2020

Tangible assets

Tangible assets are initially recorded at cost, and are subsequently stated at cost less any accumulated depreciation and impairment losses.

Any tangible assets carried at revalued amounts are recorded at the fair value at the date of revaluation less any subsequent accumulated depreciation and subsequent accumulated impairment losses.

An increase in the carrying amount of an asset as a result of a revaluation, is recognised in other comprehensive income and accumulated in capital and reserves, except to the extent it reverses a revaluation decrease of the same asset previously recognised in profit or loss. A decrease in the carrying amount of an asset as a result of revaluation is recognised in other comprehensive income to the extent of any previously recognised revaluation increase accumulated in capital and reserves in respect of that asset. Where a revaluation decrease exceeds the accumulated revaluation gains accumulated in capital and reserves in respect of that asset, the excess shall be recognised in profit or loss.

Depreciation

Depreciation is calculated so as to write off the cost or valuation of an asset, less its residual value, over the useful economic life of that asset as follows:

If there is an indication that there has been a significant change in depreciation rate, useful life or residual value of tangible assets, the depreciation is revised prospectively to reflect the new estimates.

Impairment

A review for indicators of impairment is carried out at each reporting date, with the recoverable amount being estimated where such indicators exist. Where the carrying value exceeds the recoverable amount, the asset is impaired accordingly. Prior impairments are also reviewed for possible reversal at each reporting date.

When it is not possible to estimate the recoverable amount of an individual asset, an estimate is made of the recoverable amount of the cash-generating unit to which the asset belongs. The cash-generating unit is the smallest identifiable group of assets that includes the asset and generates cash inflows that are largely independent of the cash inflows from other assets or groups of assets.

PONTARDAWE ARENA

Notes to the financial statements (continued) Year ended 5 April 2020

Financial Instruments

A financial asset or a financial liability is recognised only when the company becomes a party to the contractual provisions of the instrument.

Basic financial instruments are initially recognised at the transaction price, unless the arrangement constitutes a financing transaction, where it is recognised at the present value of the future payments discounted at a market rate of interest for a similar debt instrument.

Debt instruments are subsequently measured at amortised cost.

Where investments in non-convertible preference shares and non-puttable ordinary shares or preference shares are publicly traded or their fair value can otherwise be measured reliably, the investment is subsequently measured at fair value with changes in fair value recognised in profit or loss. All other such investments are subsequently measured at cost less impairment.

Other financial instruments, including derivatives, are initially recognised at fair value, unless payment for an asset is deferred beyond normal business terms or financed at a rate of interest that is not a market rate, in which case the asset is measured at the present value of the future payments discounted at a market rate of interest for a similar debt instrument.

Other financial instruments are subsequently measured at fair value, with any changes recognised in profit or loss, with the exception of hedging instruments in a designated hedging relationship.

Financial assets that are measured at cost or amortised cost are reviewed for objective evidence of impairment at the end of each reporting date. If there is objective evidence of impairment, an impairment loss is recognised in profit or loss immediately.

For all equity instruments regardless of significance, and other financial assets that are individually significant, these are assessed individually for impairment. Other financial assets are either assessed individually or grouped on the basis of similar credit risk characteristics.

Any reversals of impairment are recognised in profit or loss immediately, to the extent that the reversal does not result in a carrying amount of the financial asset that exceeds what the carrying amount would have been had the impairment not previously been recognised.

4. Employee numbers

The average number of persons employed by the company during the year amounted to Nil (2019: Nil).

5. Profit before taxation

Profit before taxation is stated after charging/(crediting):

	2020	2019
	£	£
Depreciation of tangible assets	3,892	3,191

PONTARDAWE ARENA

Notes to the financial statements (continued) Year ended 5 April 2020

6. Tangible assets

	Plant and machinery	Fixtures, fittings and equipment	Total
	£	£	£
Cost			
At 6 April 2019	14,975	15,542	30,517
Additions	3,818	-	3,818
At 5 April 2020	<u>18,793</u>	<u>15,542</u>	<u>34,335</u>
Depreciation			
At 6 April 2019	8,531	5,780	14,311
Charge for the year	2,916	976	3,892
At 5 April 2020	<u>11,447</u>	<u>6,756</u>	<u>18,203</u>
Carrying amount			
At 5 April 2020	<u>7,346</u>	<u>8,786</u>	<u>16,132</u>
At 5 April 2019	<u>6,444</u>	<u>9,762</u>	<u>16,206</u>

7. Debtors

	2020	2019
	£	£
Trade debtors	4,000	125
	<u>4,000</u>	<u>125</u>

8. Creditors: amounts falling due within one year

	2020	2019
	£	£
Trade creditors	1,901	3,001
Other creditors	720	6,596
	<u>2,621</u>	<u>9,597</u>

9. Controlling party

John Jones, Julie Clapham and Robert Clapham are directors

PONTARDAWE ARENA

The following pages do not form part of the statutory accounts.

PONTARDAWE ARENA

Detailed income statement Year ended 5 April 2020

	2020 £	2019 £
Turnover		
Grants	19,150	27,750
NPT Grant	28,814	40,001
Hire	15,803	11,529
	<u>63,767</u>	<u>79,280</u>
Cost of sales		
Freeland contractors	(49,434)	(54,617)
	<u>(49,434)</u>	<u>(54,617)</u>
Gross profit	<u>14,333</u>	<u>24,663</u>
Gross profit percentage	22.5%	31.1%
Overheads		
Administrative expenses	(13,666)	(20,310)
	<u>(13,666)</u>	<u>(20,310)</u>
Operating profit	667	4,353
Operating profit percentage	1.0%	5.5%
Profit before taxation	<u>667</u>	<u>4,353</u>

PONTARDAWE ARENA

Detailed income statement (continued) Year ended 5 April 2020

	2020	2019
	£	£
Overheads		
Administrative expenses		
Staff training	(848)	(743)
Insurance	(2,482)	(2,304)
Light and heat	(519)	(1,263)
Cleaning	(48)	(32)
Repairs and maintenance	(2)	(7,332)
Printing, postage and stationery	(291)	(603)
Advertising	(8)	(48)
Telephone	(993)	(880)
Companies House fees	(13)	-
Motor expenses	(374)	(97)
Legal and professional	(12)	(46)
Consultancy fees	(2,500)	(1,649)
Accountancy fees	(720)	(720)
General expenses	(196)	(579)
Subscriptions	(768)	(823)
Depreciation of tangible assets	(3,892)	(3,191)
	<u>(13,666)</u>	<u>(20,310)</u>



Section A

Independent Examiner's Report

Report to the trustees/ members of

PONTARDAWE ARENA

On accounts for the year ended

05 APRIL 2020

Charity no (if any)

1106812

Set out on pages

1 - 9

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 05/04/2020

Responsibilities and basis of report

As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

[The charity's gross income exceeded £250,000 and I am qualified to undertake the examination by being a qualified member of [insert name of applicable listed body]]. Delete [] if not applicable.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than that disclosed below*) which gives me cause to believe that in, any material respect:

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

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

* Please delete the words in the brackets if they do not apply.

Signed:

[Signature]

Date:

06/12/2020

Name:

DAVID HLUW THOMAS

Relevant professional qualification(s) or body

MEMBER OF THE ASSOCIATION OF ACCOUNTANCY TECHNICIANS

(if any):

B.Sc.

Address:

38 DERWEN ROAD, ALLTWEN,
PONTARDAWE, SWANSEA
SA8 3AU

Section B

Disclosure

Only complete if the examiner needs to highlight material matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

Give here brief details of any items that the examiner wishes to disclose.

[Empty box for disclosure details]