Romodels

# TRUSTEES' ANNUAL REPORT

## 2025-26

For the year ended 5 April 2026



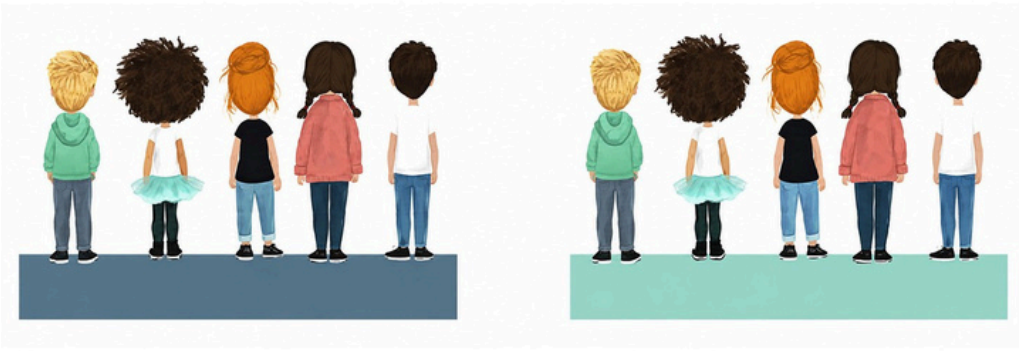

Registered Charity in England and Wales: 1197650

# OUR MISSION

Our mission is to open up a world of career possibilities for children across Wales through our bilingual online learning portal, where children discover diverse role models, experience real-life challenges and begin to believe “that could be me!”.







Without Romodels

With Romodels

Together, we can inspire the next generation of advocates, changemakers, creatives, engineers, entrepreneurs, inventors, leaders, scientists and trailblazers!

# CHARITABLE OBJECTS

Romodels was registered as a Charitable Incorporated Organisation on 25 January 2022. The object of the CIO for the public benefit is to advance the education of children in the UK, in particular but not exclusively, in the breadth of career opportunities, breaking down preconceived stereotypes, by providing diverse career role models; learning activities focused on developing a broad set of skills with the objective of strengthening self-belief and self-confidence; and resources for schools and parents to help support their child's learning.

The Trustees confirm that they have had regard to the Charity Commission's guidance on public benefit when reviewing the charity's aims and objectives and planning future activities.



# REFERENCE AND ADMINISTRATIVE DETAILS

Charity name: Romodels

Registered charity number: 1197650

Charity's principal address: 57 Talbot Street, Cardiff CF11 9BX

Trustees
Catriona Margaret Noble (Chair)
Sara Raquel da Silva Piteira
James Barrington Huw Darley
Zoe Antrobus (appointed 30 August 2026)

CEO
Laura Labonne

Independent Examiner
Harley Jones
N. T. Ellis Chartered Accountants

Bank
HSBC

Reporting period: 6 April 2025 to 5 April 2026

# WELCOME FROM OUR FOUNDER-CEO



Laura Labonne

"At Romodels, we believe a child's postcode should never limit their possibilities. This year, we grew our reach to 90 schools and over 15,000 learners aged 4-14 across Wales, helping more children discover careers they didn't know existed by introducing them to inspiring, diverse volunteers ('Romodels').

Every new school means more children discovering new possibilities. Every new volunteer Romodel who shares their story gives children someone to learn from and relate to.

And every new partnership helps us reach children early, before stereotypes start to shape what they believe is possible for their future.

To make this possible, Romodels has become stronger as a charity. We have diversified our funding base with thanks to support from a growing number of funders, built corporate partnerships, and introduced a tiered school subscription model. We have also grown our pool of education experts, bringing in diverse perspectives, invested in the user experience of our bilingual learning portal, and strengthened the systems behind the scenes to help us scale.

We are incredibly driven by the impact we achieve for children and teachers, and were proud to be recognised for our work as UK Education and Training StartUp of the Year.

As we look ahead, we know there's much more to do. We have bold plans to scale Romodels further, reaching more children, opening up more career possibilities, and ensuring that a child's background does not determine how big they can dream.

We are only scratching the surface. There are more Romodels with stories to share, more schools about to discover careers on their doorstep they never knew existed, and more children about to believe there's an exciting future ahead, for the very first time.

Thank you to our schools, volunteer Romodels and supporters for your help to make a difference for children across Wales. We look forward to our continued work together."



# CONTENTS


2025-26 ACHIEVEMENTS ..... PAGE 6

ACTIVITIES ..... PAGE 7

REACH ..... PAGE 13

IMPACT ..... PAGE 14

PARTNERSHIPS AND FINANCIAL REVIEW ..... PAGE 19

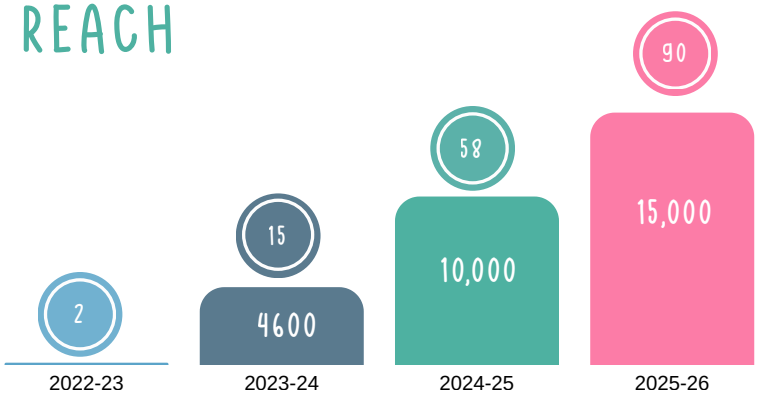
LOOKING AHEAD ..... PAGE 22

GOVERNANCE AND SUSTAINABILITY ..... PAGE 23




# 2025-26 ACHIEVEMENTS

## REACH




**90** schools now reaching over 15,000 learners aged 4-14 across Wales.

**167** One school used Romodels for 167 days last year from Reception to Year 6.

**35** volunteers gave their time to Romodels, including the people behind our 12 new Romodels.

## IMPACT

**85%** of teachers agreed “My learners have access to a wide range of role models and aspire to many different careers.”
Before Romodels: 10%. After Romodels: 85% (+75).

**82%** of teachers agreed “My learners believe that any career is possible in the future.”
Before Romodels: 29%. After Romodels: 82% (+53).

## ACTIVITIES

**12** We have featured 12 new Romodels on our bilingual learning portal to expand children’s access to innovative careers and broaden representation from communities across Wales from a space weather forecaster, to an anti-racism campaigner, and a property director who was homeless at 15 and is now responsible for 130,000 homes.

We have introduced a new doorstep approach, linking our Romodels directly to local schools to co-create authentic resources rooted in children's own communities, so even more learners can say "that could be me."

We have expanded into secondary schools with a new cluster approach, following pupils from Reception to Year 9, so inspiration grows with every step of a learner’s school journey.

## ORGANISATION

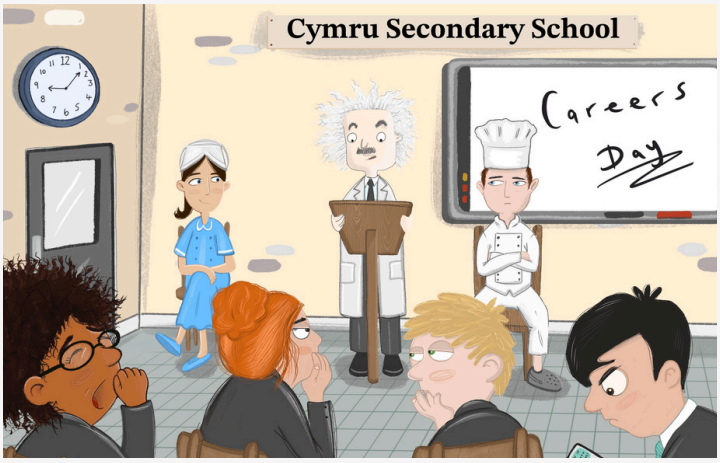
**x2** We've almost doubled our income to £200,109 and secured a multi-year partnership with Postcode Community Trust. Since the year end, we have also secured a multi-year partnership with Garfield Weston Foundation.

We have diversified our funding base significantly, partnering with more than two dozen trusts and foundations, securing new corporate partnerships, launching our school subscription model, and landing our first government partnership.

We have strengthened our core team, expanded our pool of education experts, giving us the capacity and expertise to reach more schools and learners.

# THE NEED FOR CHANGE FOR CHILDREN IN WALES

## THE CURRENT REALITY




**Stagnant Career Aspirations:**

- Career dreams have barely changed in 20 years while the world of work has transformed. (OECD Dream jobs)

**Stereotypes:**

- By age six, stereotypes around gender, ethnicity, neurodiversity, physical ability or location can already limit dreams. (Fawcett Society, MENCAP, MIT)

**Late Career Exploration:**

- Careers are introduced too late, in one-off events, and often focus on a narrow range of well-known roles led by people who don't look or sound like them. (BBC and Interviews)
- NEET rates in the UK are twice as high as in comparable economies, underlining how urgent early intervention is. (Milburn Review)

## THE ROMODELS DIFFERENCE

**Earlier Exposure:**

- From age 4–14, our Discover, Experience, Believe programme introduces children to future-focused careers that require innovation, creativity, and real-world problem-solving.

**Representation that Inspires:**

- Children see role models who look and sound like them, breaking down stereotypes.




**Real-World Learning:**

- Learners take on practical missions linked to each Romodel's work, and mini job descriptions connect the knowledge and skills they develop in their classrooms to exciting future careers.

# OUR EVIDENCE-INFORMED THREE-STAGE PROGRAMME

## OUR BILINGUAL LEARNING PORTAL

### Climate Change / Newid Hinsawdd

View All Resources / Gweld Yr Holl Adnoddau →



Why Climate Change? / Pam Newid Hinsawdd?



Flood Defence Team



Tîm Amddiffyn Rhag Llifogydd

### Food and Farming / Bwyd a Ffermio

View All Resources / Gweld Yr Holl Adnoddau →



Why Food and Farming



Food App Creator



Crëwr Apiau Bwyd

### The Sea / Y Môr

View All Resources / Gweld Yr Holl Adnoddau →



Why The Sea?/Pam Y Môr?



Sea to Plate



Sea to Plate (Sec)

**1 Discover**

Our programme themes reflect where the economy is heading, focusing on fast-growing sectors such as AI and digital technology, the green economy, sustainable innovation, health sciences, and the creative industries.
We use real-life storytelling in short, engaging videos to introduce learners to diverse people ('Romodels') in inspiring careers - helping them discover new paths that feel possible.

**2 Experience**

Each Romodel sets a mission linked to their role - for example, designing sustainable products, solving engineering problems, leading community campaigns - allowing learners to experience different futures through action.

**3 Believe**

Romodels supports this by using age-appropriate job descriptions that break down complex roles into skills children recognise - such as noticing patterns, staying curious, being a team player, or solving problems.

These job descriptions show learners that they are already on the path to becoming an inventor, ecologist, designer, or changemaker.

# OUTCOMES FOR LEARNERS, EDUCATORS AND SCHOOLS

## 1 Learners

- Raise aspirations by introducing children to a wider world of possibilities.
- Challenge stereotypes by showcasing diverse role models in different roles and industries.
- Build self-belief and confidence in their own potential.




Pictured: Flood defence engineers of the future

## 2 Teachers and School Leaders

- Provide engaging 21st century career resources that make it easy to bring real-world learning into lessons.
- Boost confidence in embedding career-related learning into the classroom throughout the school year.



Pictured: Pupils checking water quality

## 3 Schools

- Ensure a localised authentic curriculum that reflects the learners in the school and enables day to day exposure to careers throughout a learner's school journey.
- Enable schools to measure progress in raising aspirations and opening up career possibilities for their learners.

# OUR NEW ROMODELS

WE NOW FEATURE AN EVEN WIDER RANGE OF ROMODELS, FROM ACROSS WALES AND BEYOND, SO EVEN MORE CHILDREN CAN SAY "THAT COULD BE ME!".



**Levi Tyrell Johnson**
Performer
Cardiff



**Maire Gorman**
Space Weather Forecaster
Aberdeenshire



**Declan, Lee and Andre**
Flood Defence Team
RCT



**Tessa Clarke**
Food Sharing App Founder
Yorkshire



**Emily Jones**
Illustrator
Tyneside



**Helen Roberts**
Property Director
Cardiff



**Ashton Hewitt**
Anti-racism Campaigner
Newport



**Abi Reader**
Sustainable Farmer and NFU Cymru President
Vale of Glamorgan



**Nolan, Emily, Kristy, Ciaran, Dylan and Molly**
Sea to Plate
Pembs and Swansea



**Sam Langley-Swain**
Inclusive Publisher
Monmouthshire



**Sarah Denney-Jones**
Insurance Detective
Wrexham



**Ruth Callaway**
Marine Ecologist
Swansea

# SCHOOL CASE STUDY - BRINGING CLASSROOM LEARNING TO LIFE

Fairoak Primary School is working in partnership with Romodels to embed career inspiration across its concept-based curriculum, making learning authentic and connected to real life. With over 60% of pupils speaking English as an additional language (EAL), relatable and accessible role-model stories help create meaningful connections across the school's diverse community.

"Romodels aligns exceptionally well with our whole-school vision for learning, offering purposeful, authentic real-life missions that build skills for the future. Their cross-curricular nature enables rich learning experiences, helping pupils make meaningful connections in authentic contexts. As a diverse school community, it matters deeply to us that children see themselves reflected in the curriculum. The range of Romodels allows our multicultural learners to recognise themselves in the people and stories they encounter, fostering belonging, identity and aspiration, while broadening all learners' understanding of different cultures and perspectives for life in a diverse world."

Dani Hill, Curriculum, Teaching and Learning Leader



## YEAR 1



Saffron Rennison

Referee

## YEAR 2



Adam Root

Inventor

## YEAR 3



Sam Garrard

Marine Ecologist

## YEAR 4



Sam Carew

Green Trainer Designer

## YEAR 5



Levi Tyrell Johnson

Performer

## YEAR 6



Emily Jones

Illustrator

# PROGRAMME DEVELOPMENT INFORMED BY FEEDBACK

We are a national charity, but we have learned the importance of taking a place-based approach to developing our Romodels content and to working with schools.

## ON YOUR DOORSTEP

Every volunteer Romodel is connected to a place: the community they grew up in, live in, or that shaped their story. We work closely with local schools to bring those stories to life in ways that feel authentic and rooted in the community. Children discover careers and journeys of resilience from people connected to places they know, making "that could be me" feel possible.

For example: We partnered with schools in Newport, where Ashton Hewitt grew up, to co-create resources around his journey from Dragons rugby player to anti-racism advocate and Commonwealth Games board member. By sharing his own story, Ashton helps learners look beyond a job title, understand the whole person behind the career, and recognise that our experiences and identities can shape the paths we take.




Pictured: Ashton Hewitt's Belonging Board, created to explore identity, heritage, interests and what matters most to him.




Pictured: Pupil at St Andrew's Primary asking Ashton the questions that mattered most.

## CLUSTER COLLABORATION

We have worked with secondary schools and their feeder primaries, from Reception to Year 9, so inspiration builds throughout a child's school journey, with schools learning from each other along the way to bring Romodels to life in the way that works best for their learners.

For example: Across the Swansea cluster, learners explored STEM through our Marine Ecologist, with each school shaping the project around its own setting and age group. At the cluster event, learners brought their learning together through an interactive Science Fair, showcasing their projects and ideas to pupils, teachers and partner schools.



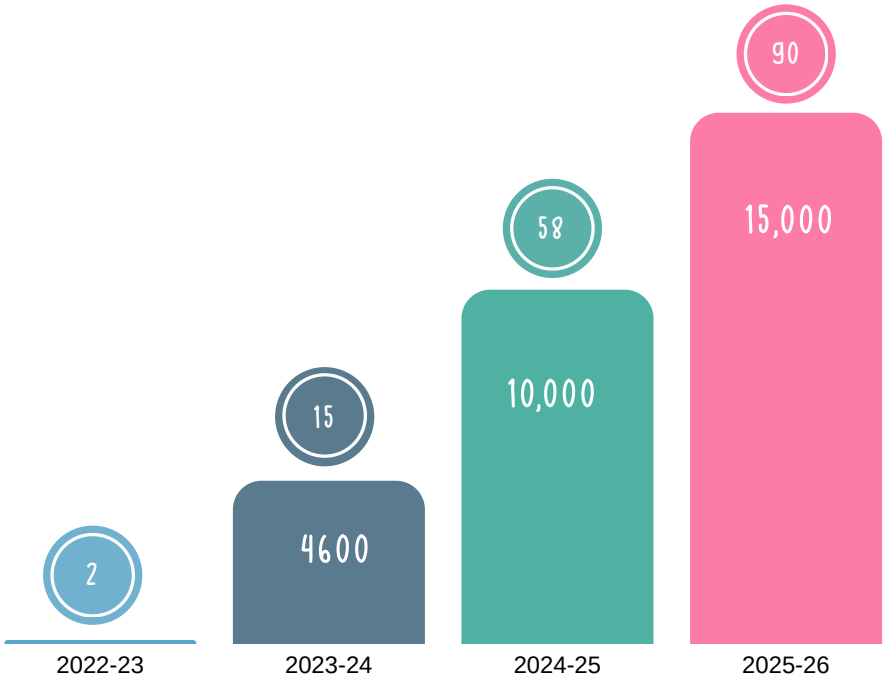
Pictured: Learners sharing their projects at the Swansea cluster Science Fair.



Pictured: Work from Year 1 (Blaenymaes Primary) - Year 7 (Bishop Gore School).

# REACH

90 schools now reaching over 15,000 learners aged 4-14 across Wales.




**We prioritise schools where learners might not see these careers on their doorstep**, those ranked highest on the Welsh Index of Multiple Deprivation (WIMD), significantly above the national average for free school meals (FSM), or with a high percentage of pupils where English is an additional language (EAL).

## LOOKING AHEAD

We plan to expand our reach in North and Mid Wales, as well as deepening our collaboration with clusters in inner cities and former industrial heartlands.



Rhos Y Fedwen Primary
Decile 1 of WIMD

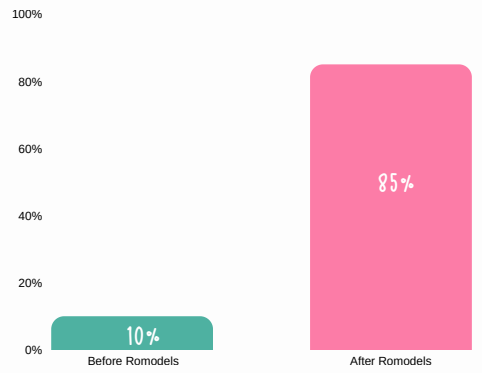
Ysgol Gymunedol Trimsaran
40.9% FSM

Kitchener Primary
79.7% EAL

# LEARNER OUTCOMES

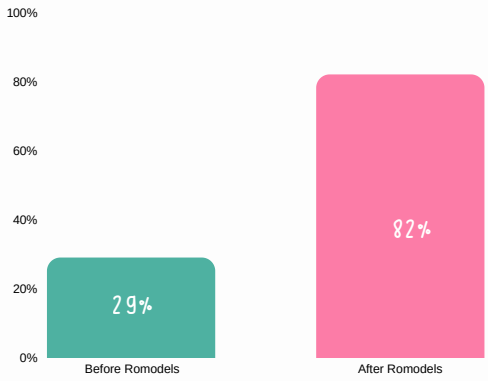
## We are changing the careers children see as possible...

Teachers agree with the statement: "My learners have access to a wide range of role models and aspire to many different careers."



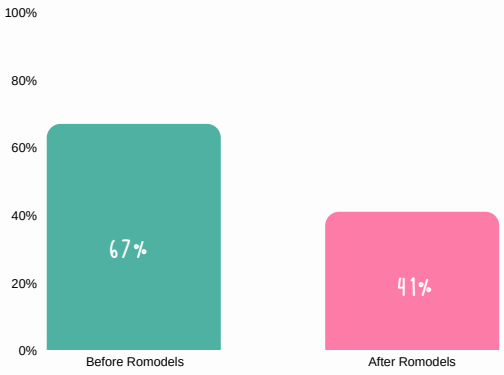

## ...raising aspirations around possibilities.

Teachers agree with the statement: "My learners believe that any career is possible in the future."



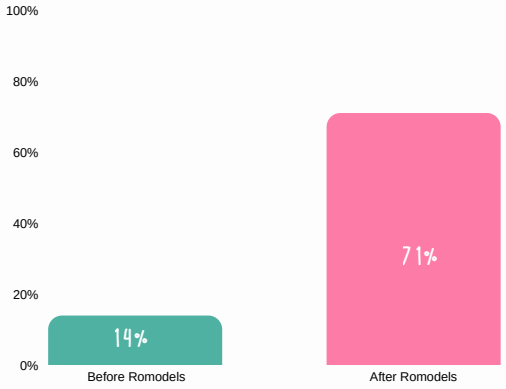

## ... breaking down stereotypes.

Teachers identified with the issue: "My learners hold stereotypical beliefs about certain careers."




## ... and helping them build the goals to reach their career dreams.

Teachers agree with the statement: "My learners can set realistic goals for what they want to be in the future and believe they can reach them."



# REFLECTIONS FROM LEARNERS



BRYN BACH PRIMARY SCHOOL

"I learned that you can still do a job that you love, even if you can't do the job that you first wanted to do. Saffron the Referee seems very happy."
Year 5 Pupil

"I loved learning about Evie the underwater gardener. I didn't know you could garden under the sea, that's so cool!"
Year 2 Pupil



GWMCLYDACH PRIMARY SCHOOL



YSGOL GYMRAEG BRO EIRWG

"I was very excited to meet a real space weather forecaster online. I also enjoyed building our moon shelter and testing it in a storm. It was so much fun!"
Year 3 Pupil

# THE IMPACT TEACHERS SEE IN THEIR CLASSROOMS

## BROADENS HORIZONS

"Romodels provides a rich array of resources that help pupils explore a wide range of career opportunities, many of which they may never have considered. Romodels offers a hands-on, engaging approach to career education. It encourages learners to challenge stereotypes, discover diverse and innovative career paths, and connect their learning to real-world possibilities. This approach reflects the heart of our school ethos where we nurture ambition, resilience, and self-belief."

Linsey Owens, Headteacher, Cwmclydach Primary School, RCT (39.8% FSM)

## BUILDS CONFIDENCE FOR FUTURE INNOVATIVE ROLES



Pictured: Learners interviewing SEA Dragons Esports team.

"Partnering with Romodels has been incredibly valuable in helping us bring Esports to life for our learners in a meaningful and inclusive way. Through the missions and videos, pupils are able to see beyond gaming and gain a wider understanding of the careers, skills and opportunities that exist within the esports industry, while building their own confidence, teamwork and digital skills."

Adam Speight, Head of IT, Mary Immaculate High School, Cardiff (39.6% FSM)

## CELEBRATES DIFFERENT IDENTITIES



Pictured: Learners interviewing Sam, our inclusive Book publisher.

"Identity is one of our school values, and we're passionate about celebrating our pupils' and families' identities. When pupils see Romodels who share their characteristics being promoted and celebrated, it builds self-worth, pride and ambition."

Jen Holder, Language Literacy and Communication Lead Kitchener Primary, Cardiff (79.7% EAL)

## UNLOCKS AUTHENTIC LEARNING OPPORTUNITIES

"I'm really impressed with this fantastic resource. It has successfully embedded careers in a purposeful and engaging way. The children have thoroughly enjoyed this aspect of their learning, and it has clearly enriched their overall experience. What stands out most is how the resource has unlocked several areas of the curriculum by providing meaningful, authentic, real-life contexts."

Mathew Oliver, Headteacher, Brynbach Primary, Blaenau Gwent (WIMD 10% most deprived areas in Wales)

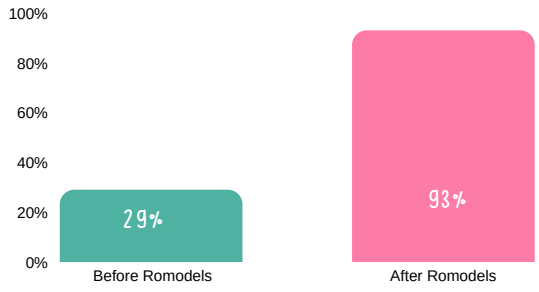
# SCHOOL CASE STUDY - IMPACT REPORTING

St Gwladys is one of our changemaker schools, choosing to use Romodels for 167 days in the past school year to open up a world of career possibilities right on their pupils' doorstep. The school sits in Bargoed, one of only 22 local areas that have experienced intergenerational poverty that has stayed stubbornly unchanged for the past 20 years. Its teachers have raised aspirations and broken cycles, giving every child a reason to believe something different is possible. We are pleased to share an insight into the impact for this particular school below.

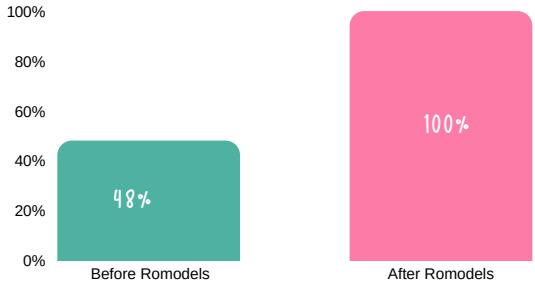
> "The children absolutely love Romodels, and I think it's fantastic because it introduces them to so many different jobs that we wouldn't have talked about before. We always used to talk about doctors, nurses and those more familiar careers, but now children are discovering jobs we have never even heard of."
>
> Sian Langford, Deputy Head, St Gwladys Primary, Bargoed



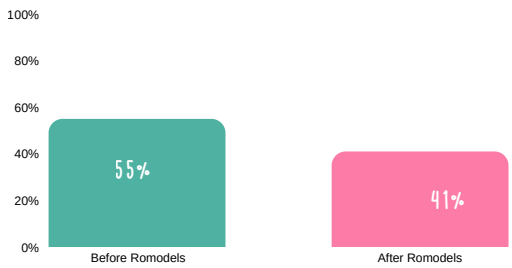

"My learners have access to a wide range of role models and aspire to many different careers."



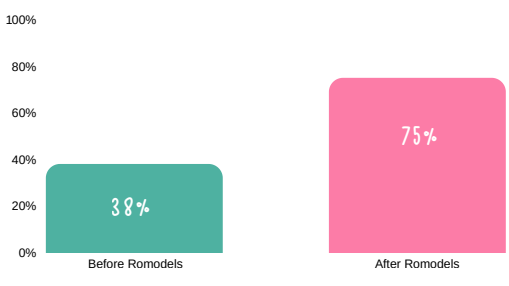

"My learners believe that any career is possible in the future."




"My learners hold stereotypical beliefs about certain careers."

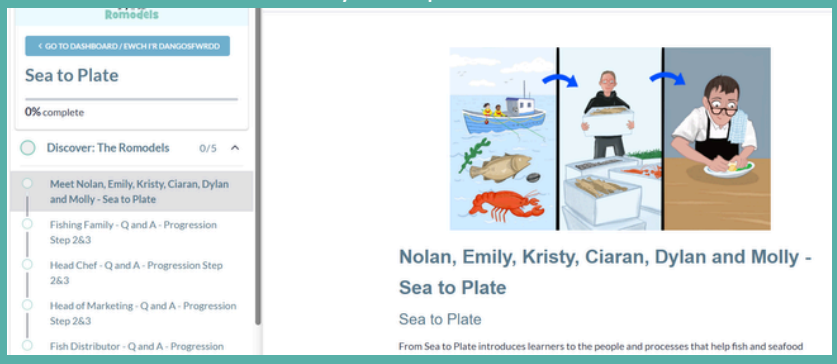



"My learners can set realistic goals for what they want to be in the future and believe they can reach them."



# SCHOOL CASE STUDY - COLLABORATIVE PLACE-BASED LEARNING

Through the Sea to Plate Romodels project, Penyrheol Comprehensive and Penyrheol Primary worked together to create a shared careers learning experience. Learners in primary and Year 7 and 8 learners in secondary took part.




Learners from both schools explored the journey from sea to plate, discovering roles across fishing, food distribution, hospitality and sustainable food production. Through real-life Romodels, pupils saw how these careers connect to sustainability, local communities and the wider economy, while discovering opportunities within the blue economy right on their doorstep.

"Meeting local professionals across the sector has helped pupils discover the range of career opportunities within the blue economy, many right on their doorstep, while understanding how different industries work together to create sustainable food systems.

Beyond knowledge, the project has strengthened key skills such as critical thinking, problem solving, communication and teamwork, inspiring learners to consider future career pathways while understanding the importance of sustainability, responsible food production and healthy lifestyles."

Natalie Finney, Head of Careers, Penyrheol Comprehensive

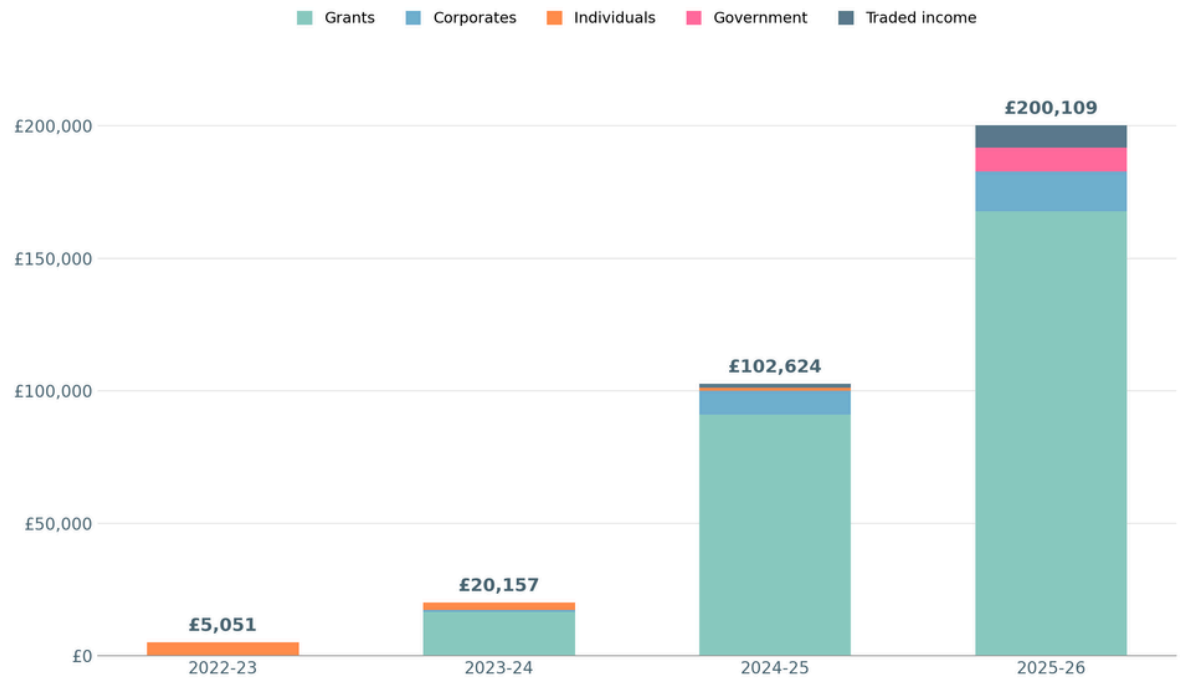




# WE WOULD LIKE TO THANK OUR SUPPORTERS FOR THEIR AMAZING PARTNERSHIP

# A STRONGER, MORE RESILIENT FUNDING BASE

## INCOME PER YEAR BY TYPE (£)




In the last financial year (2025/26), we secured income of £200,109, almost double our income from 2024-25 of £102,624, allowing us to support more schools across Wales and reach even more learners.

- We have over two dozen partnerships, reducing our reliance on any one source.
- We have also developed a multi-year partnership with the Postcode Community Trust and, since the year end, with the Garfield Weston Foundation.
- We have expanded our revenue from corporates and schools, and secured our first government contract with the Welsh Government's Coastal Capacity fund.

Our expenditure was £156,944. We made a surplus due to securing restricted grants towards the planned development of new Romodels (we carried forward restricted funds of £72,482); funds are drawn down as each new Romodel is researched, filmed and built into the Learning Portal, so the balance reflects planned work in progress.

# FINANCIAL REVIEW

## Income

In 2025-26, total income was £200,109 (2024-25: £102,624):

- Grants: £167,647 (83.8%) from trusts and foundations.
- Corporates: £15,000 (7.5%) from corporate partnerships.
- Government: £9,000 (4.5%) from the Coastal Capacity Fund.
- Traded income: £8,462 (4.2%) from school subscriptions.

## Expenditure

In 2025-26, total expenditure was £156,944(2024-25: £62,385):

- £148,996 (94.9%) spent on direct charitable activities.
- £7,948 (5.1%) spent on support costs (fundraising, finance, accounting and insurance, equipment, and social media and marketing).

We had a surplus of £43,165, the majority of which (£35,781) is restricted funds for the next financial year. Figures are rounded to the nearest pound.

## Reserves Policy

Romodels recognises the importance of holding adequate reserves to ensure financial stability, manage risk, and continue delivering our charitable aims during periods of uncertainty. The Board of Trustees reviews the reserves level regularly, taking into account the nature of our work, potential risks, and future plans.

Our aim is to hold unrestricted reserves equivalent to three months of annual operating costs by the end of the 2026-27 financial year, which we believe provides an appropriate buffer while allowing us to use funds effectively to achieve impact. We are committed to managing reserves in line with legal and regulatory requirements and ensuring transparency in our financial reporting.

At the end of the 2025-26 financial year, Romodels held £18,063 in unrestricted free reserves (up from £13,499 in 2024-25), equivalent to around 1.4 months of running costs, alongside £72,482 in restricted funds committed to project delivery. Our reserves policy aims to build unrestricted reserves to three months of operating costs, equivalent to £34,572 in line with our 2026/27 budget. We will close this gap by growing unrestricted income, including through school subscriptions and other educational resources, as well as corporate partnerships.

Going concern:

The Trustees have assessed the current and projected financial position of the charity and are satisfied that there are no material uncertainties that cast doubt on the charity's ability to continue as a going concern. Romodels has a clear strategic plan, confirmed funding for core activities, and prudent financial management processes in place. Based on this, the Trustees have a reasonable expectation that the charity has adequate resources to continue operating for the foreseeable future.

# STRATEGIC PRIORITIES FOR 2026-27



## 01 | ROMODELS WHERE THEY MATTER MOST

We will:

- increase the number of schools we work with across Wales, with a specific focus on communities identified through the Welsh Index of Multiple Deprivation.
- work with schools to identify inspiring role models from their own local communities and co-create authentic resources that bring their stories into the classroom.



## 02 | GROWING POSSIBILITIES AND REPRESENTATION

We will:

- feature 12 new Romodels, in response to school demand and exploring new themes, for example, money, green futures, technology and AI, health and innovation, democracy and human rights.
- broaden representation to include Romodels with a wider range of lived experiences, including those with disabilities and those who are neurodiverse.
- refresh our existing Romodels content to keep it relevant, engaging and inspiring.



## 03 | COLLABORATE. LEARN. DEEPEN IMPACT.

We will:

- work more closely with schools to strengthen the quality and impact of Romodels, for example, by introducing termly peer learning sessions and increasing mentoring support from experienced education leaders.
- increase opportunities for learner voices to be heard and shape our work.
- provide impact reports for each Romodels school.



## 04 | DIVERSE FUNDING LASTING IMPACT

We will:

- continue to diversify and strengthen our income streams, including growing school subscriptions, expanding partnerships with trusts, foundations and businesses.
- recruit additional trustees to strengthen the expertise of our Board in priority areas, including technology and finance.

# GOVERNANCE AND SUSTAINABILITY

## Organisational Structure

Romodels is a Charitable Incorporated Organisation, governed by its constitution. A Board of Trustees is responsible for strategic oversight, compliance and financial stewardship. Day to day operations are led by the Founder and CEO. We also work with freelance specialists for content delivery and other core services. The charity works closely with volunteer Romodels, schools, partners and pro bono advisors to co-create and deliver its educational programmes.

## Board of Trustees

Trustees are appointed for a fixed term. Apart from the first charity trustees, every trustee is appointed for a term of three years by a resolution passed at a properly convened meeting of the trustees. In selecting trustees, the Board considers the skills, knowledge and experience needed for the effective administration of the CIO.

Since the year end, we have welcomed Zoe Antrobus as a new trustee.

## Risk Management

Romodels maintains a proactive approach to risk management, with regular review of financial, operational, and reputational risks by the Board of Trustees.

## Environmental Sustainability

Romodels opens up career possibilities for learners through our bilingual learning platform. Because our core delivery is digital, we avoid much of the travel and physical resources that in-person programmes rely on. We keep our organisation small and largely remote, reducing office energy use and commuting.

Our content also helps learners engage directly with environmental issues. Themes include climate change, plastic pollution, the sea and food and farming. Learners meet Romodels in flood defence, marine ecology, sustainable farming and carbon neutral design, and discover green economy careers on their doorstep.

# GOVERNANCE AND SUSTAINABILITY

## Equity, Diversity and Inclusion

You can't be what you don't see. Our approach to equity, diversity and inclusion is rooted in listening. Learners, teachers, volunteer Romodels and community members share their lived experiences, and these voices shape which Romodels we feature and how their stories are told. This keeps our content grounded in real lives and avoids a top-down or tokenistic approach to diversity.

Our content is co-created with learners, supported by teachers and shaped in partnership with Romodels and local communities. We deliberately showcase Romodels from a wide range of backgrounds and pathways, including people who have taken non-traditional routes. Our real-life missions are designed to be accessible for learners with different strengths, interests and learning needs, and our bilingual platform supports linguistic inclusion. Our Founder's lived experience of neurodiversity shapes how we design our materials, including visual clarity, inclusive language and alternative formats. We are also supported by advisors in EDI.

We prioritise partnering with schools ranked highest on the Welsh Index of Multiple Deprivation, or with high levels of free school meals or English as an additional language. Romodels has an equal opportunities policy in place.

In 2026-27, we will broaden representation further to include Romodels with disabilities and those who are neurodiverse.

## Data

We handle all data in line with UK GDPR, under a data protection policy reviewed by the Board of Trustees. Teachers, not learners, log in to the Learning Portal directly, so we hold minimal personal data about children. We are recruiting additional trustees with technology expertise to strengthen our oversight as we grow.

## Safeguarding

Romodels has a formal safeguarding policy, developed with specialist advice from WCVA's Safeguarding Lead. It is reviewed annually by the Board of Trustees and available on our website at www.romodels.org/safeguarding-policy. In line with this policy, disclosure checks are carried out when appropriate.

# DECLARATION

The trustees declare that they have approved the trustees' report above. Signed on behalf of the charity's trustees.



Catriona Margaret Noble
Chair of Trustees
29/10/2026

Together, we're opening up a world of career possibilities, helping learners believe "that could be me!"



# Romodels

Registered Charity Number: 1197650

Contact Details: Laura Labonne (Founder-CEO) at Laura@romodels.org

Charity's principal address: 57 Talbot Street, Cardiff CF11 9BX

| Romodels | 1197650 |
|---|---|

## Receipts and payments accounts

| For the period from | 06/04/2025 | To | 05/04/2026 |
|---|---|---|---|

## Section A Receipts and payments

| | Unrestricted funds | Restricted funds | Endowment funds | Total funds | Last year |
|---|---|---|---|---|---|
| | to the nearest £ | to the nearest £ | to the nearest £ | to the nearest £ | to the nearest £ |
| **A1 Receipts** | | | | | |
| **Grants, Trusts and Foundations** | | | | - | |
| Bupa Community Grant | | 200 | | | |
| Comic Relief Organisational Grant | | 3,407 | | | |
| Margarte and Gwendoline Charity | | 2,000 | | | |
| Thomas Howells Fund For North Wales | | 10,000 | | | |
| Unltd | | 13,750 | | | |
| Chrimes | | 1,500 | - | | |
| The Fore | | 29,250 | - | | |
| Ardonagh Charitable Trust | | 5,000 | | | |
| Moondance | | 30,000 | | | |
| Criseren | | 5,040 | | | |
| United Way - Costco | | 1,500 | | | |
| Greggs foundation | | 3,000 | | | |
| WCVA- Newid | | 3,000 | | | |
| | | | | | |
| Postcode Lottery | 25,000 | | | | |
| Society of Holy Child | 20,000 | | | | |
| Forvis Mazar Foundation | 5,000 | | | | |
| Principality | 10,000 | | | | |
| Total Grants, Trusts and Foundations | | | | 167,647 | 90,964 |
| **Government** | | | | | |
| Coastal Capacity Fund | | 9,000 | | | |
| Total Government | | | | 9,000 | |
| **Corporates and strategic partnerships** | | | | | |
| Fexco | | 5,000 | | | |
| NFU Mutual | | 10,000 | - | 15,000 | |
| Total Corporate and Strategic Partnerships | | | | | 9,000 |
| **Individual Giving** | | | | | |
| Total Individual Giving | | - | - | - | 1,160 |
| **Traded income** | | - | - | - | - |
| Schools – Changemakers | 2,750 | | | | |
| Schools- Pioneers | 5,712 | | | | |
| Total Traded Income | | - | - | 8,462 | 1,500 |
| ***Sub total*** *(Gross income for AR)* | 68,462 | 131,647 | - | 200,109 | 102,624 |
| **A2 Asset and investment sales, (see table).** | | | | | |
| | - | - | - | - | |
| | - | - | - | - | - |
| ***Sub total*** | - | - | - | - | - |
| ***Total receipts*** | 68,462 | 131,647 | - | 200,109 | 102,624 |
| **A3 Payments** | | | | | |
| 5000 Direct Costs | - | - | - | | |
| 5100 Staff Costs | 36,869 | 42,384 | - | | 26,400 |
| 5101 Strategic Consultancy | | 6,089 | | | |
| 5102 UX user experience | 225 | 15,761 | | | |
| 5200 Technology Costs | 3,555 | 2,366 | - | | 7,951 |
| 5300 New Romodel Content Creation Costs | 5,453 | 12,171 | - | | 7,145 |
| 5400 New Teacher Professional Development Resources Creation Costs | 258 | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 5500 Professional Review of Educational Resources by experienced teachers | 2,834 | 4,291 | - | | 1,270 |
| 5600 Translation Costs | 4,814 | 4,746 | - | | 5,394 |
| 5700 Illustration Costs | 500 | 945 | - | | 1,450 |
| 5800 Professional Podcaster | | 2,375 | - | | 3,725 |
| 5900 Outreach Costs | 2,345 | 1,015 | - | | 2,035 |
| **Total for 5000 Direct Costs** | | | - | 148,996 | |
| 7000 Support Costs | | | - | - | |
| 7200 Office Costs | | | - | | 626 |
| 7300 Finance, Accounting and Insurance | 1,597 | 24 | - | | 557 |
| 7400 Fundraising Costs | 2,400 | 2,460 | - | | 2,546 |
| 7500 Social Media and Marketing | 227 | 297 | - | - | 2,574 |
| 7600 Equipment costs | | 942 | - | | 713 |
| **Total for 7000 Support Costs** | | | - | 7,948 | |
| | - | - | - | - | - |
| ***Sub total*** | 61,077 | 95,867 | - | 156,944 | 62,385 |
| **A4 Asset and investment purchases, (see table)** | | | | | |
| | - | - | - | - | |
| | - | - | - | - | |
| ***Sub total*** | - | - | - | - | - |
| ***Total payments*** | 61,077 | 95,867 | - | 156,944 | 62,385 |
| ***Net of receipts/(payments)*** | 7,385 | 35,780 | - | 43,165 | 40,239 |
| **A5 Transfers between funds** | - | - | - | - | - |
| **A6 Cash funds last year end** | | - | - | 47,379 | 7,140 |
| ***Cash funds this year end*** | 7,385 | 35,780 | - | 90,544 | 47,379 |

## Section B Statement of assets and liabilities at the end of the period

| Categories | Details | Unrestricted funds to nearest £ | Restricted funds to nearest £ | Endowment funds to nearest £ |
|---|---|---|---|---|
| **B1 Cash funds** | | 18,063 | 72,482 | - |
| | | - | - | - |
| | | - | - | - |
| | ***Total cash funds*** | 18,063 | 72,482 | - |
| | (agree balances with receipts and payments account(s)) | Agreement Error | Agreement Error | OK |

| | Details | Unrestricted funds to nearest £ | Restricted funds to nearest £ | Endowment funds to nearest £ |
|---|---|---|---|---|
| **B2 Other monetary assets** | | - | - | - |
| | | - | - | - |
| | | - | - | - |
| | | - | - | - |
| | | - | - | - |
| | | - | - | - |

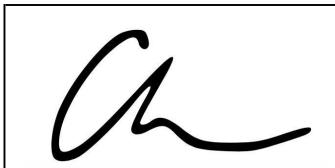
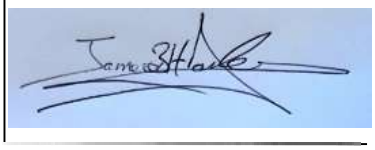
| | Details | Fund to which asset belongs | Cost (optional) | Current value (optional) |
|---|---|---|---|---|
| **B3 Investment assets** | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |

| | Details | Fund to which asset belongs | Cost (optional) | Current value (optional) |
|---|---|---|---|---|
| **B4 Assets retained for the charity's own use** | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |
| | | | - | - |

| | Details | Fund to which liability relates | Amount due (optional) | When due (optional) |
|---|---|---|---|---|
| **B5 Liabilities** | | | - | |
| | | | - | |
| | | | - | |
| | | | - | |
| | | | - | |

Signed by one or two trustees on behalf of all the trustees

Signature _____ Print Name Date of approval

| | | | |
|---|---|---|---|
| Trustee |  | Catriona Noble | 15/07/2026 |
| Trustee |  | James Darley | 15/07/2026 |

CHARITY COMMISSION FOR ENGLAND AND WALES

# Independent examiner's report on the accounts

## Section A Independent Examiner's Report

| | | | |
|---|---|---|---|
| **Report to the trustees/ members of** | Charity Name<br>Romodels | | |
| **On accounts for the year ended** | 05/04/2026 | **Charity no (if any)** | 1197650 |
| **Set out on pages** | (remember to include the page numbers of additional sheets) | | |

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 05/04/2026.

**Responsibilities and basis of report**

As the charity trustees of the Trust, 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 the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

**Independent examiner's statement**

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination which gives me cause to believe that in, any material respect:

- accounting records were not kept in accordance with section 130 of the Act or
- the accounts do not accord with the accounting records

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn 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:** | H. Jones | **Date:** | 19/7/26 |
| **Name:** | Harley Jones | | |
| **Relevant professional qualification(s) or body (if any):** | ICAEW | | |
| **Address:** | 2 Risca Road, Newport, NP20 4JW | | |

## Section B Disclosure

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