

**Report of the Trustees and**  
**Unaudited Financial Statements**  
**for the year ended 31 March 2025**  
**for**  
**Reading Community Learning Centre Ltd**

**READING COMMUNITY LEARNING CENTRE LTD**

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## **1. CHARITY INFORMATION**

### **Report of the Trustees for the Year Ended 31 March 2025**

The trustees, who are also directors of the charity for the purposes of the Companies Act 2006, present their report with the financial statements of the charity for the year ended 31 March 2025. The trustees have adopted the provisions of the Charities Statement of Recommended Practice (SORP) (FRS 102) 'Accounting and Reporting by Charities', effective 1 January 2019.

The Trustees have complied with the duty in section 17(5) of the Charities Act 2011 to have due regard to public benefit guidance.

### **Reference and administrative details**

Registered Company number  
06442616 (England and Wales)

Registered Charity number  
1123017

Registered office  
94 London Street  
Reading RG1 4SJ

### **Trustees**

Clare Furneaux  
Jennifer Theron  
Karen Rowland  
Katharine Sarah del Tufo - stepped down as Chair 3/3/25 but remains a trustee and is currently Acting Chair  
Lucy England  
Raya Mohamed  
Rosie Chambers  
Simran Aul  
Aydan Gasimova - 9/5/2024 resigned  
Parveen Brar - staff representative to the Board (ex officio) - 29/5/24 resigned  
Crystal Magotra - 15/4/24 appointed  
Donna Ma – 11/6/24 appointed as staff rep to the board (ex officio)  
Komal Komal – 11/7/24 appointed. Resigned 18/9/25  
Rajalakshmi Vengatesan – 15/7/24 appointed. Resigned 11/9/25  
Sally Rengui Jiang - 16/7/24 appointed  
Soha Kamaran – 19/9/24 appointed  
Jennifer Akua Ossei-Brainoo – 4/2/25 appointed. Resigned 24/9/25  
Lillian Rose Magero – 6/2/25 appointed  
Cecilia Garcia – 16/2/25 appointed  
Fatima Habib – 3/3/25 appointed as Chair and trustee. Resigned 24/10/25  
Shaheen Kausar – 19/3/25 appointed

### **Company Secretary**

Aisha Malik (CEO)

### **Independent Examiner**

Holy Brook Associates

## **2. STRUCTURE, GOVERNANCE AND MANAGEMENT**

The charity is a charitable company limited by guarantee, incorporated on 3 December 2007 and registered as a charity on 29 February 2008. It is governed by its Articles of Association.

The directors of the company are also the charity trustees. The Board is responsible for the strategic direction and policies of the charity. Day-to-day management is delegated to the CEO.

New trustees are recruited through an induction process involving meetings with the Chair and CEO, provision of information packs, and observation of Board meetings. The Board meets approximately every two months and from summer 2025 a fundraising subcommittee meets periodically to specifically discuss funding considerations.

The trustees have a risk management process which involves identifying and reviewing the risks faced by the charity. A risk register is maintained and reviewed regularly.

### **Board of Directors**

The Board of Directors, who also serve as charity trustees, provides strategic governance and brings a diverse range of skills in finance, HR and management. Meetings are held approximately every two months, with a mix of virtual and in-person sessions in 2024/25. The Board's work is supported by sub-groups focused on HR, learner engagement and fundraising, while operational management is delegated to the CEO.

In 2025, RCLC welcomed Fatima Habib as its new Chair. With over 30 years of cross-sector experience in governance and social justice, she is a passionate advocate for marginalised communities. Sadly, Fatima resigned as Chair and trustee on 24/10/25 but will continue to stay in touch with RCLC as a friend of the charity. The RCLC team and Board of Trustees, would like to express their heartfelt thanks to Fatima Habib for her dedication and leadership during her time as Chair. Though Fatima's resignation comes with sadness, RCLC would like to extend good health and wellbeing wishes to Fatima.

The organisation also extends its deepest gratitude to founding Chair Katharine Sarah Del Tufo, whose vision, dedication and compassion have been instrumental in shaping the charity's vital role in the Reading community, since its inception in 2007. Sarah stepped down as Chair in Dec 2024, after years of extraordinary service. RCLC would not be what it is today without her unwavering belief in the power of community, dignity, and hope. Sarah Del Tufo is currently the acting Chair until we can recruit a new Chair in 2026.

### **Members**

Reading Community Learning Centre is a membership organisation. There are currently 65 members, mainly longstanding supporters of the work of the Centre. Reading Community Learning Centre's Board is accountable to its members for the operation of the organisation in line with its stated objectives. Members receive a report on the Centre's work and progress at least annually, and they are eligible to vote at general meetings of the organisation.

### **Risk management**

The Directors have a responsibility to identify and review the risks to which the charity is exposed and to ensure that reasonable steps are taken to manage the finances effectively and guard against fraud. A number of measures and protocols have been established which aim to safeguard the finances of the Centre and to provide satisfactory systems in all areas of work which expose the charity to risk. The Board of Directors has continued to take a conservative approach to financial decisions during this year of the charity's life and has aimed to establish an appropriate reserve of funds as advised by the Charity Commission.

Since early March 2020, we have maintained a dedicated COVID-19 risk register and protocols, originally developed in response to the pandemic. While these measures are no longer actively required, we keep them in place as a precaution in case of future outbreaks. We continue to follow general health and safety practices, including the use of hand sanitiser and maintaining a clean environment. A full risk register is maintained, and any safeguarding concerns are reviewed at Board Meetings. All staff are regularly reminded of the operational risks and complete annual Safeguarding and Prevent Training.

### **3. OBJECTIVES AND ACTIVITIES**

The Centre's objectives are, for the benefit of the public in the Reading area:

1. The relief of poverty and the needs of those who are socially or economically disadvantaged, in particular women and children and those from minority ethnic communities. This is done, for example, by:
  - a. providing general education and training, including language skills and other basic skills, to advance them in life and/or assist them to adapt within a new community; and
  - b. providing or assisting them in the provision of facilities in the interests of social welfare for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, financial hardship or social circumstances with the objects of improving their conditions of life and relieving the effects of isolation.
2. To promote racial and religious harmony and raise awareness about, and to promote good relations between, persons of different racial and religious groups.
3. To advance the education of the public about issues relating to migrants, those seeking asylum and/or granted refugee status to help promote knowledge, mutual understanding and mutual and good relations between them.
4. To relieve financial hardship among people living or working in the Reading area by providing information, advice and support.

The Board has referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the aims and objectives and in planning our future activities.

#### **Vision**

Marginalised ethnic minority women in Reading achieving their individual hopes and fulfilling their aspirations.

#### **Mission**

Reading Community Learning Centre:

- offers marginalised ethnic minority women opportunities for social, educational, integration, and volunteering activities;
- provides services that address barriers to learning;
- supports progression into further education, social and employment opportunities; and
- encourages these women to raise their issues and concerns and engage with agencies.

#### **Aims**

Reading Community Learning Centre aims to enable marginalised ethnic minority women to be skilled, confident active citizens who contribute to society.

#### **4. RCLC DELIVERY PROGRAMMES**

In furtherance of its charitable objectives, during the year the charity supported 595 learners through its core programme of courses and provided 2,344 information, advice and guidance (IAG) sessions.

#### **CORE PROGRAMMES RUN IN 2024/25**

In the academic year 2024/25, 595 (an increase of 17% since last year) women completed our core programmes, which, for the first time since the pandemic, were all taught face to face at RCLC.

##### Autumn 2024

- English Conversation Pre-Entry and Beginners
- English Conversation Improvers and Intermediate
- English Reading and Writing Beginners and Improvers
- Sewing Beginners, and Improvers
- Looking Good Feeling Good
- Beginners IT
- ESOL Skills for Health (for elderly ethnic minority women with long term health conditions)
- English for Everyday Maths
- Jelly Arts and RCLC All Roads Community Art Project
- Online Seated Yoga
- Wellbeing Course
- Afghan pre-entry conversation class

##### Spring 2025

- English Conversation Pre-Entry and Beginners
- English Conversation Improvers and Intermediate
- English Reading and Writing Beginners and Improvers
- Sewing Beginners, and Improvers
- Looking Good Feeling Good
- Beginners IT
- ESOL Skills for Health (for elderly ethnic minority women with long term health conditions)
- Online Seated Yoga
- Wellbeing Course
- Afghan pre-entry conversation class

##### Summer 2025

- English Conversation Pre-Entry and Beginners
- English Conversation Improvers
- English Reading and Writing Beginners
- Sewing Beginners, and Improvers
- Looking Good Feeling Good
- Afghan pre-entry conversation class
- Beginners IT
- ESOL Skills for Health (for elderly ethnic minority women with long term health conditions)
- Online Seated Yoga
- Wellbeing Course
- Gardening Workshops at the Museum for English Rural Life (MERL)

## LEARNER STATISTICS

### 595 learners enrolled on our core programme of courses at RCLC 2024/25

- 98% of our core programme learners have no UK qualifications or are at an entry level in ESOL.
- 14% of learners have a degree or higher from their home country.
- 91% of our learners are unemployed.
- 40% of our learners are on benefits (it is important to remember that 22% of our learners were asylum seekers and refugees who could not work and were ineligible to claim benefits due to their immigration status so in reality this percentage should be much higher).
- 17% of our learners are retired.
- 8% of our learners work part-time or full-time.
- 12% of our learners use the crèche, a lifeline for those who cannot afford childcare costs.
- 44% of our learners are aged 51 plus; 25% are aged 41-50; 21% are 31-40 and 10% are aged 19-30.
- 11% of our learners are refugees and 12% are asylum seekers (the asylum seeker figure is a reduction by 5% from last year, the refugee numbers are the same as last year), whilst 52% of the learners had not been living in the UK for more than 3 years (this is a decrease of 9% from last year).
- 22% of learners disclosed that they needed additional support. Of this 22%, 27% of the women declared they had physical disability affecting their mobility; 23% had other medical conditions; 22% had other medical disabilities; 9% were hearing impaired; whilst 9% had mental health difficulties. It must be noted that when new learners join RCLC they rarely complete this section due to stigma attached to certain health conditions.
- 2% of the learners progressed into full-time or part-time employment and 2% onto volunteering. These figures are the same as last year as the vast majority of our learners had no qualifications or experience of working in their home country, and more than half of our learners had not been living here for more than 3 years. It will therefore take them longer to progress onto volunteering or employment. This is also exacerbated by the fact that there are large sectors of the economy which were badly affected by the pandemic and the continued cost of living crisis is also making it harder for women to get into employment due to travel costs, low wages for the sectors they are seeking employment in and childcare costs.
- 72% of our learners progressed onto internal courses at RCLC.
- 12% of our learners progressed onto accredited courses with the WEA, Reading College or New Directions (last year 9% progressed onto external accredited courses) whilst 12% progressed onto other courses in the community.
- This year's learners came from an amazing 41 different countries with the majority from the following: 17% from Hong Kong, 14% from Afghanistan, 13% from India, 11% from Nepal, 11% from Pakistan, 5% from Ukraine, 3% from China, 2% from Sudan, 2% from Bangladesh and 2% from Kenya. Some of the other countries were- Turkey, Syria, Sri Lanka, Morocco, Libya, Japan, Eritrea, Albania, Algeria, Benin, Ghana, Guinea, Malaysia, Kuwait and Iran.
- Current learners speak 35 different languages with the majority speaking with the majority of learners speaking Urdu 13%, Nepali 11%, Cantonese 10%, Chinese 9%, Pashto 8%, Arabic 7%, Dari 6%, Hindi 5%, Punjabi 5%, Tamil 4% and Ukrainian 4%. Other languages include Yaruba, Turkish, Mandarin, Japanese, French, Bengali and Amharic.
- Our learners are mostly from the following wards; Katesgrove (16%), Abbey (14%), Battle (9%), Coley (9%), Park (8%), Redlands (8%) Whitley (6%), Tilehurst (5%), Church (4%), Caversham (4%), Southcote (3%), Emmer Green (2%), Maiden Erlegh (2%) and 2% from Hawkden.
- Data from the Indices of Deprivation 2019 showed the five most deprived areas in and around Reading are among the 10% most deprived areas nationally. These were located within Whitley; The Meadway in Tilehurst (RG30 4 postcodes); the Honey End Lane area of Tilehurst (RG30 3 postcodes); Norcot (RG30 1 - RG30 6 area) and the Northumberland Avenue area (RG27). This year 22% of our learners came from these specific areas.



Postcode-based indices of deprivation provide only a broad picture and mask the true scale of poverty experienced by ethnic minority communities. Because data is aggregated across entire postcodes, within-area inequalities are averaged out, meaning people in temporary accommodation, hotels, or refuges (where 23% of RCLC learners live) are invisible in the statistics. When combined with the 22% of learners in officially recognised deprived areas, 45% of RCLC learners are from disadvantaged backgrounds, far higher than postcode data alone suggests. National research by the Joseph Rowntree Foundation and the Equality Trust confirms that postcode-level measures obscure ethnic disparities, underestimating poverty levels and resulting in the loss of vital funding. This masking effect means resources are misallocated, and the lived realities of ethnic minority communities remain hidden unless deprivation is measured using more granular, demographic-specific data.

### Refugee and asylum seeker figures

The statistics below give a breakdown of the number of refugees and asylum seekers who studies on the core programmes at RCLC and which country they came from over the academic year 2024/25.

Refugee country of origin	Total number in 2024/25
Afghanistan	30
Ukraine	22
Eritrea	5
Pakistan	4
Albania	2
Burma	1
China	1
Ivory Coast	1
Nigeria	1
Turkey	1
<b>Total</b>	<b>68</b>

Asylum seekers country of origin	Total number in 2024/25
Afghanistan	19
Pakistan	9
Sudan	8
Nigeria	4
Bangladesh	4
China	3
India	3
Malaysia	3
Eritrea	2
Iran	2
Kuwait	2
Columbia	1
Congo	1
Hong Kong	1
Molokai	1
Palestine	1
Syria	1
Ukraine	1
<b>Total</b>	<b>66</b>

## **Learner Progression**

- An incredible 100% of all our learners progressed on to either internal courses at RCLC, jobs, volunteering or external courses both accredited and non-accredited in the academic year 2024/25. This figure highlights the importance of the Centre as an important steppingstone in the journey for our learners to be able to aspire and grow their skills, confidence and become active participants of the community in which they live.
- 4% of the learners progressed into employment or volunteering. This figure is 1% lower than last year (5% for 2023/24), which is primarily due to the fact that 98% of our learners in 2024/25 had no qualifications and were at an Entry ESOL level.

## **ENRICHMENT ACTIVITIES**

### **Improving citizen engagement – learners engaging with agencies about issues that affect their lives**

Guest speakers are invited to the Centre so that women have the opportunity to engage and access important information in a safe and private environment. The guest speakers are broadly categorised into terms which are themed on women's health, accessing local services, or are linked to women's rights and safety. This year we ran the following sessions and trips over the three terms as part of our enrichment activities for learners at the Centre:

#### **Autumn 2024**

- 25 women attended the Chai and Chat session to learn about domestic abuse support.
- 15 learners joined a tea and culture workshop at the Museum of English Rural Life (MERL) with Dadima's Walks.
- 113 learners received information from outreach workers about uniforms, food, furniture, and benefit support.
- 60 women accessed mental health support information from Together Outreach.
- 13 women received free NHS health checks at the Centre.
- 25 women visited Reading Central Library as part of their enrichment activity.
- 7 women took part in the All Roads Community Art Project sharing crafts and migration stories.
- 30 women attended careers advice presentations from Adviza.
- 50 women joined the end of term celebration recognising achievements with shared food.

#### **Spring 2024**

- 158 learners received information from outreach workers on food, clothing, and household support charities.
- 12 women attended the Chai and Chat session.
- 50 women accessed advice information from CommuniCare, with 20 women receiving 1:1 sessions.
- 19 women attended a presentation from SmartWorks about interview and coaching support.
- 18 women joined the MERL and Dadima's Walks tea workshop.
- 25 women visited MERL for an ESOL enrichment activity.
- 17 women received free NHS health checks.
- 66 women took part in the spring term celebration with shared food.
- 13 women from ESOL Skills for Health visited Reading Urgent Care Centre for information.

#### **Summer 2024**

- 23 women attended the Chai and Chat jewellery and wellbeing workshop.
- 48 women accessed CommuniCare advice support, with 20 receiving 1:1 sessions.
- 157 learners received outreach information on food, clothing, and furniture support.
- 9 women joined a 5-week Chai and Chat Gardening course at MERL.
- 6 women received free NHS health checks.

- 17 women participated in a focus group on BAMER maternity experiences.
- 50 women attended Women's Wellbeing Day, which included yoga, massages, and 11 health checks.
- 18 women received a volunteering presentation from Reading Voluntary Action.
- 53 women accessed mental health service information from Together Outreach.
- 15 women visited Reading Museum for enrichment.
- 37 women received progression advice from New Directions College on interpreting and volunteering.
- 15 women attended New Directions College Open Day with their class.
- 90 learners celebrated at the summer picnic with certificates at MERL.

## **5. QUALITY ASSURANCE**

Following initial interviews to identify learning needs, the Centre records achievement, recruitment and retention to check that quality learning is taking place, and that it has met the learners' needs. Progression opportunities are discussed termly by tutors and information advice and guidance advisors.

As part of the quality assurance procedures, regular teaching observations are undertaken which monitor methods of delivery, assessment, management of diversity, and equal opportunities, e-learning contributions and learners' comments. All tutors and crèche staff are qualified and supervised. Observations for the academic year 2024/25 were undertaken in February, May and June 2025 by the Manager.

In addition to the observations undertaken by the CEO, New Directions observed a sample teaching session from the ESOL for Everyday Maths class which they funded. Each tutor also completes a course evaluation after every session.

### **LEARNER FEEDBACK AND OUTCOMES – THE DIFFERENCE OUR WORK MAKES**

#### **RCLC Learner Evaluation Forms Feedback**

At the end of each course every learner completes a learner evaluation form. The statistics below outline the learners' feedback from their classes over the academic year 2024/25:

- 84% of learners felt their learning experience had been excellent whilst 16% said it was good.
- 76% said that the course level and content was excellent whilst the remaining 22% said it was good.
- 82% said that the way the course was taught was excellent whilst 17% said it was good.
- 83% said that the information and support which they received was excellent whilst 16% said it was good.
- 99% said that they felt they had improved their confidence and language skills.
- 98% felt that their health had improved since coming to the classes.
- 100% said that they would like to do more courses, volunteering or get a job after finishing their classes at RCLC.
- 97% said that they had made new friends since coming to the Centre.
- 97% said that they now knew who to go to, to ask for help and support.
- 99% said that they felt happier since coming to the Centre to learn.
- 99% said that they had learnt new skills.
- 98% said they felt they were now more confident to go out and do other activities since joining the classes.
- 98% said that they felt more independent in their everyday lives.

#### **RCLC Learner Interview 2025 summary**

##### **RCLC Learner Feedback 2025**

These interviews covering the 13 core classes were completed at the end of the summer term by volunteers and staff, interviewing in 5 languages. The interviews represent around 27% of the learners that term, and 9.6% of the learners for the year. The findings mainly reflect those of previous years.

##### **Reasons for coming to UK and feelings about Reading**

Some families were economic migrants, who were coming for improved living conditions, for better education for children, and/or to join husbands or families. However, many learners had escaped from extremely dangerous countries such as Afghanistan. Whilst some learners were new to the UK, coming as refugees or asylum seekers or on spouse visas, some learners had lived here for a long time but had not been able to learn English, mainly because of multi-generational family caring responsibilities, or lack of knowledge of the Centre's existence. Almost all those interviewed liked living in Reading, mentioning how central and close everything was, with some identifying the good schools and transport. Many, especially those granted asylum, mentioned the

high cost of housing. A number mentioned that people are kind and helpful and its multicultural nature is valued.

### **Why Learners Join the Centre**

The main reason for attending RCLC is to learn English. Without language, everyday tasks such as shopping, buses, school meetings, or GP visits felt overwhelming. Many women described relying on family for translation, which created dependency and frustration. For others, joining was about regaining confidence, meeting people, or preparing for volunteering or work. Often, family members, support workers, or friends encouraged them to come, highlighting RCLC's reputation as a trusted community space. Most women arrive at the Centre with very little English language, even if they had worked in their countries of origin, or lived in UK for years, and sought an opportunity to learn. As girls, some of the women had never gone to school in their countries of origin and others had completed Primary School studies. Most faced isolation, stress, boredom and loneliness and others specifically mentioned mental health issues.

### **Experience at RCLC**

Learners consistently describe RCLC as welcoming and safe for women. The atmosphere is friendly, inclusive, and supportive. Tutors, often mentioned by name, are praised for patience and kindness, sometimes even described as "like sisters." For women facing health issues, resettlement stress, or past trauma, this safe environment is vital. Classes are highly valued. English courses form the backbone, but learners also appreciate the variety: wellbeing, sewing, and IT. These classes don't just build skills, they also offer relaxation, routine, and the chance to share learning with family. There was universal praise for the quality and style of the teaching, and the friendliness, kindness and supportiveness of other learners, tutors and volunteers. A number of learners really valued the diversity of learners from many countries. The free courses are really important to many learners. The creche is really valued.

Although satisfaction is high, learners suggested a few improvements, especially frequent or longer classes, especially in IT and English.

Most learners first found out about the Centre through a friend who introduced them to the outreach/ support workers, or the administrator, though some were referred by other agencies, like Job Centre Plus or the RVA Social Prescribers. Sometimes family members went online and found out what was available. After visiting the Centre and their needs being assessed, learners had often to wait to get on language courses. The choice of classes was often not what was originally requested as that class (mainly English language or sewing) was full. They were helped to choose an alternative and their names put down for next or the following terms class.

### **Impact on Learners 'Lives**

The difference RCLC makes is striking.

- **Language Development:** Learners feel more able to manage daily life—whether asking for directions, visiting doctors, or communicating with schools. Even small progress brings pride and independence.
- **Confidence and Independence:** Many describe a shift from fear and isolation to courage, resilience and self-reliance. Women who once stayed indoors now travel alone, speak up at school meetings, or attend community events.
- **Social and Emotional Wellbeing:** Attending classes reduces loneliness and homesickness. Long-term friendships across different cultures form quickly, and the Centre provides structure and purpose. Learners often describe feeling "happier" and "less scared" and more connected by building stronger social networks and improved wellbeing and mental health, feel able to ask for help if needed
- **Practical Benefits:** Beyond learning, RCLC helps with accessing health and other services, benefits, and paperwork. This support makes UK systems less intimidating.
- **Family Benefits:** Women can now read to children, help with homework, or engage more fully in family life, changes they see as empowering. Overall, the Centre's impact is holistic: skills, wellbeing, and social belonging all improve.

**Key Themes** Several clear patterns run through the feedback:

- Language is a gateway to independence, confidence, and integration.
- Community and belonging are just as important as formal learning and support its development

- Holistic support matters: learners appreciate both educational and practical help.
- Staff are central; teachers and staff are consistently praised for their skills and kindness.
- Transformation is real; learners describe moving from dependency and isolation to confidence, connection, and hope.

### **Overall Reflections**

RCLC (Reading Community Learning Centre) is valued far beyond its classes. For learners, particularly refugee women, it provides language skills, confidence, friendship, and a safe place to belong. The Centre helps women navigate daily life in the UK, overcome isolation, and build hope for the future. The journey learners describe is powerful. Before RCLC, many felt stuck, isolated at home, unable to communicate, and dependent on others. Through classes, encouragement, and community, they gain the language, confidence, and friendships that make independent life possible. RCLC acts as a bridge: into the local community, into independence, and sometimes toward employment or volunteering. Above all, learners see RCLC as a place of kindness, safety, and opportunity. Their strongest wish is simple: that the Centre continues, expands, and remains accessible to all who need it.

## 6. REMOVING BARRIERS TO LEARNING

### Information Advice and Guidance (IAG)

To achieve its strategic objective of removing barriers to learning, RCLC provides essential, hands-on support that addresses the complex challenges faced by its learners, many of whom are refugees, asylum seekers, or survivors of trauma who experience isolation and are daunted by navigating a new society. This critical work, intensified by the Cost-of-Living Crisis, goes beyond simple referrals and includes translating, form filling, making appointments, and acting as an advocate to help women access vital services such as benefits, housing, food parcels, and healthcare. Furthermore, RCLC offers direct mental health support through its referral partners, operates a weekly benefits surgery in partnership with CommuniCare, and provides signposting to specialist services, all of which are crucial for breaking down isolation, building confidence, and enabling women and their families to integrate into the community and begin their learning journey.

Over the academic year 2024/25 RCLC has referred learners and non- learners to the following organisations:

- 80 women to CommuniCare
- 28 women to RCLC
- 16 women to New Directions College
- 14 women to Museum of English Rural Life
- 10 women to NHS Health Check Service
- 10 women to The Cowshed
- 8 women to Together Outreach
- 7 women to Refugee Support Group (RSG)
- 6 women to Project Salama
- 5 women to SmartWorks
- 4 women to Adviza
- 4 women to Job Centre Plus
- 3 women to Readifood
- 3 women to Reading Borough Council
- 3 women to Mustard Tree
- 2 women to Berkshire Women's Aid
- 2 women to the GP
- 2 women to Launchpad
- 2 women to Talking Therapies
- 2 women to Utulivu
- 2 women to Wycliffe Church
- 1 woman to Alliance for Cohesion and Racial Equality (ACRE)
- 1 woman to Citizen Advice Reading (CAR)
- 1 woman to CRUSE Bereavement
- 1 woman to RVA Social Prescribing
- 1 woman to RBC Social Services

The largest number of referrals were made to CommuniCare (37%) highlighting the extra support women need in accessing benefits and housing advice due to their language barrier.

A total of 2,344 information, advice and guidance sessions for women were carried out at the Centre over the academic year 2024/25, this is a huge increase of 65% primarily due to the fact that we had an extra outreach worker in addition to an extra outreach volunteer to deliver support to meet an increase in demand. Out of these women 28% of these were not current or previous RCLC learners and had been referred to us from friends, neighbours or other organisations and our partners.

New learners mostly come to the centre through word of mouth from a friend, relative, previous learner, a relative or through RCLC outreach work. Refugee Support Group has been our largest referrer this year referring 89 women over the academic year 2024/25 to RCLC (this is an increase of 31% from last year). Other referrals to RCLC over the academic year are listed below:

- 89 women were referred by Refugee Support Group (RSG)
- 83 women were referred by RVA Social Prescribers
- 40 women were referred by Job Centre Plus
- 67 women were referred by the Pakistani Community Centre (PCC)
- 39 women were referred by RBC Adult Care and Social Services
- 21 women were referred by Care 4 Calais
- 10 women were referred by Berkshire Women's Aid
- 9 women were referred by CommuniCare
- 7 women were referred by WEA
- 7 women were referred by New Directions College
- 4 women were referred by Ground Work
- 4 women were referred by Citizen Advice Reading (CAR)
- 3 women were referred by Reading Borough Council
- 2 women were referred by local schools
- 1 woman was referred by the DWP
- 1 woman referred herself from the website

## **Crèche**

The Centre provides a vital crèche service for children aged 4 months to 4 years, many of whom are refugees, asylum seekers, or have had limited social interaction. Staffed by a trained and caring team, the crèche focuses on developing English language skills, social confidence, and school readiness through educational play, while also offering informal parenting support. In the 2024/25 academic year, 83 children benefited from this service.

Parent evaluations of the crèche were overwhelmingly positive. All parents (100%) reported that their children were happy, had learned new things, and were safe in the crèche's care. Furthermore, 100% of parents rated the service as either excellent (56%) or good (44%), and all felt well-informed about their child's development, with 70% rating the communication as excellent and 30% as good.



## **7. MAINTENANCE OF THE CENTRE**

The Centre is maintained to a high standard to provide a safe and comfortable learning environment. This includes regular updates to IT equipment and security software, alongside essential annual safety checks for fire alarms, electrical systems, emergency lighting, and heating. All staff, volunteers, and learners receive thorough inductions covering health and safety, safeguarding, and emergency procedures at the start of each term.

To accommodate record-high learner numbers, internal space has been reconfigured. The vacated top floor is now used for additional classes and has been repurposed to house staff outreach offices and dedicated space for partner organisations, CommuniCare and Together Outreach, to hold their weekly support surgeries. The accessible ground floor room is now available for hire to New Directions College.

Finally, the trustees would like to extend their sincere gratitude to our landlord for their supportive and collaborative approach. Their agreement to a temporary rent holiday and a reduced rate of £9,000 per quarter for the coming year provides essential financial stability and is deeply appreciated as the charity navigates rising costs and increasing demand for its services.

### **Egnyte and RCLC**

In Summer 2025, the incredible staff of Egnyte gave up their time and energy on one of the hottest days of the year in August, to paint our classrooms on the 1<sup>st</sup> floor. The enthusiastic, strong team of 7 led by Ali (Senior Workplace Experience Manager), rolled up their sleeves and freshened up the centre to make it bright and welcoming. Their enthusiasm and commitment to giving back to the community have truly made a difference and has enabled the charity to use the funding which they would have spent on labour and materials on providing free classes for migrant, refugee and asylum-seeking women. RCLC would like to say a big thank you to everyone who participated in this wonderful initiative and to Connect Reading for introducing us to Egnyte.

## **8. STAFFING**

The charity employs a dedicated team to deliver its charitable objectives. During the year, the staffing structure evolved to enhance operational resilience and strategic development.

A long-serving outreach worker, Shaheen Kausar, retired after 15 years of dedicated service and subsequently rejoined the organisation as both a volunteer and a Trustee, bringing valuable experience to the Board. To meet increasing demand, two new part-time outreach workers were appointed in January 2025, one of which was funded by a National Lottery grant.

The teaching team consists of seven sessional tutors delivering a range of courses, including ESOL, sewing, IT and wellbeing. The crèche is staffed by three workers, ensuring vital childcare support for learners.

A significant development was the approval from the National Lottery to repurpose funding from a Business Development Manager role to a new Centre Manager post. This key appointment, currently underway, is a strategic priority to strengthen leadership, mitigate key person risk and provide essential succession planning. This will allow the CEO to focus on income diversification, partnership development and long-term strategy, thereby improving the charity's financial resilience.

### **Volunteers**

Volunteers are central to the success of our work, providing vital support and enabling us to extend our services. In the 2024/25 academic year, we were supported by 19 volunteers who undertook a variety of roles, including 5 classroom assistants, 3 admin/reception helpers, 5 translators, and 1 outreach volunteer. This dedicated group included both long-standing supporters, like retired teacher Rita Parr who returned after a brief hiatus, and new members such as three University of Reading students who provided invaluable translation and administrative support.

The contribution of our volunteers is deeply appreciated. Their dedication and hard work have a significant impact, greatly enriching our community and directly helping RCLC achieve its goals. Their willingness to contribute their time and skills is invaluable to our organisation.

## 9. FINANCIAL REVIEW

We have reported a small surplus of £7,000 for 2024/25; this is an improvement on our 2023/24 deficit, which was £27,000. In 2024/25, we received significant funds from National Lottery (£102,000, which included a 10% variance on our original grant amount) and Reading Borough Council (£71,000 across multiple contracts), while maintaining tight control over our expenditure.

Income for 2024/25 was £244,000, which is significantly higher than the £198,000 raised in 2023/24. We have seen income increase for a number of years now. However, it has been necessary to raise more funds each year as demand for our services has increased significantly in recent years. We are always looking for new ways to raise funds and diversify our income.

Having come to the end of our National Lottery funding, and with our Closing the Gap contracts with Reading Borough Council ending in October 2025, we have been working hard on applying for new sources of funding. While the fundraising environment remains extremely challenging and competitive, we are pleased to report recent successes in securing a grant from Postcode Lottery and winning two new Closing the Gap 2 contracts with Reading Borough Council, which will provide us with valuable regular income from autumn 2025. In addition to this, we expect to soon welcome a new Centre Manager, who will free up our CEO's time, allowing her to focus on strategic matters, including fundraising. The Treasurer and Fundraising Subcommittee also provide fundraising support.

While we are working hard to bring in income, we endeavour to keep our costs as low as we reasonably can. Despite this, we saw costs increase to £237,000 in 2024/25, compared with £225,000 in 2023/24. Most significantly, staff pay has increased due to pay increases being awarded where appropriate, e.g. in line with National Living Wage levels and to ensure the pay we offer is fair and competitive. The rent for our town centre premises is high, but the learners need to be able to reach the Centre using one bus or walking, as many of them need to pick up their children from school after classes. We continue look for shared, less expensive premises.

Income and expenditure figures are monitored monthly against the annual budget and reviewed by the Board at each meeting. We produce detailed cash flow forecasts every month, as we are aware of the importance of closely monitoring our financial position. When contracts are due for review, every effort is made to ensure services are purchased from the most cost-effective source.

### **Reading Borough Council – Closing the Gap**

From November 2022, we have undertaken two streams of contract work for Reading Borough Council under the Closing the Gap initiative. This has themes of supporting people to get out and stay out of poverty; build resilience, independence and wellbeing; connect people to support; and focus on individual and community strengths. This funding will run until the end of October 2025.

We are pleased to have secured new work under Closing the Gap 2 from November 2025, which will run for at least three years. This money will continue to provide a valuable base, as it makes a substantial contribution towards our costs.

### **National Lottery**

Funding from National Lottery started in December 2022 and was to continue for two years, although we have agreed an extension for some of this funding. The funding contributed towards the costs of the Centre's rent, utilities and existing staff. In addition to this, the funds originally provided for an additional part time Community Outreach Worker, a part time Business Development Manager and a Strategic Consultant.

Due to challenges experienced in recruiting a suitable Business Development Manager, we agreed with Lottery that we would repurpose the funds for this position and the Strategic Consultant. We will instead use this funding for the new Centre Manager position. We expect these funds to last into 2026.

### **Other Income**

The Centre received other income in the form of room hires and regular donations. We also continue to charge learners a small enrolment fee for each course and for the use of places in the crèche.

Other sources of income received during 2024/25 included:

- Reading Borough Council Household Support Fund – towards Pre-Entry English and Beginners IT classes
- Reading Borough Council – funds towards specific classes for Afghan women
- Reading Borough Council Small Grants – towards creche worker salaries
- Reading University Community Engagement Fund – towards Beginners IT classes
- Reading University – CareWell Research Project
- ICB Funded Community Wellness Outreach Project in Partnership with RVA and MEET PEET (Community Health Checks) towards health checks and related outreach work
- Berkshire Community Foundation – towards rent, tutor pay and creche worker pay
- The Multiply Project (funded by Reading Borough Council and New Directions) – funds for Everyday Maths courses
- Berkshire Nurses and Relief in Sickness Trust (BNRST) – towards Wellbeing classes
- Anton Jurgens – towards Beginners English Conversation classes
- Garfield Weston, Gerald Palmer Eling Trust, Cumber Family Trust, Shanly Foundation, Marsh Charitable Trust and Rotary Club (Santa Fun Run) – unrestricted funds
- Rental income from New Directions College

As in previous years, other funding applications were made but were unsuccessful.

### **Reserves Policy**

The Board has examined the Charity Commission's requirements for reserves in the light of the main risks to the organisation. Originally, the Board had established a policy whereby the unrestricted funds not committed or invested in tangible assets would be held to cover three months' running costs, which with the current rent and salary levels now requires an amount of £59,000 to be held. We have been able to reach this level in the General Reserve.

Funds were previously also held in designated reserves. However, this has been reviewed given our current proportion of restricted funds. At 31 March 2024, the majority of funds held were unrestricted, meaning that it felt prudent to hold designated reserves for premises and staffing. At 31 March 2025, however, the majority of our funds held were restricted and many of these are for premises and staffing costs. As a result, we no longer hold designated reserves at 31 March 2025.

**Report of the Trustees and**  
**Unaudited Financial Statements**  
**for the year ended 31 March 2025**  
**for**  
**Reading Community Learning Centre Ltd**

Report of the trustees, incorporating a strategic report, approved by order of the Board of Trustees, as the company directors on 11/11/25 and signed on the Board's behalf by:

A handwritten signature in black ink, appearing to read 'K. Sarah Del Tufo'.

Katharine Sarah Del Tufo (Acting Chair of the Board of Trustees)



**CHARITY COMMISSION  
FOR ENGLAND AND WALES**

## Independent examiner's report on the accounts

<b>Report to the trustees/ members of</b>	Reading Community Learning Centre		
<b>On accounts for the year ended</b>	31 <sup>st</sup> March 2025	<b>Charity no</b>	1123017
<b>Set out on pages</b>	1-2		

**Respective responsibilities of trustees and examiner** The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 (the Charities Act) and that an independent examination is needed.

It is my responsibility to:

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


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

**Independent  
examiner's statement**

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

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

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

**Signed:**

**Date:**

12/11/25

**Name:**

Rachel Eden

**Relevant professional  
qualification(s) or body  
(if any):**

FCMA (Chartered Institute of Management Accountants)

**Address:**

Holy Brook Associates, Curious Lounge, 1st Floor, Pinnacle Building,

Tudor Road, Reading, England,

RG1 1NH

NONE

**Unaudited Financial Statements**  
**for the year ended 31 March 2025**  
**for**  
**Reading Community Learning Centre Ltd**



**Statement of Financial Activities**  
**(Incorporating an Income and Expenditure Account)**  
**for the year ended 31 March 2025**

	Note	Unrestricted Funds £	Restricted Funds £	2025 Total Funds £	2024 Total Funds £
<b>INCOME FROM</b>					
<b>Charitable activities</b>	2				
Grants – Core programme		15,000	206,445	221,445	180,236
Courses		4,905	-	4,905	4,010
<b>Total charitable activities</b>		<b>19,905</b>	<b>206,445</b>	<b>226,350</b>	<b>184,246</b>
Donations and legacies		6,299	-	6,299	5,652
Other income	3	11,525	-	11,525	7,711
<b>Total income</b>		<b>37,729</b>	<b>206,445</b>	<b>244,175</b>	<b>197,609</b>
<b>EXPENDITURE ON</b>					
<b>Charitable activities</b>					
Building costs		29,914	45,218	75,132	68,427
Office costs		5,242	1,239	6,481	6,999
Programme costs		16,911	32,070	48,981	54,202
Staffing		14,052	91,849	105,901	94,976
Independent examination		504	-	504	504
<b>Total expenditure</b>		<b>66,622</b>	<b>170,376</b>	<b>236,999</b>	<b>225,107</b>
<b>NET INCOME/(EXPENDITURE)</b>		<b>(28,893)</b>	<b>36,069</b>	<b>7,176</b>	<b>(27,498)</b>
<b>RECONCILIATION OF FUNDS</b>					
<b>Total funds brought forward</b>		<b>96,297</b>	<b>45,971</b>	<b>142,268</b>	<b>169,767</b>
<b>Movements between restricted and unrestricted funds</b>		2,545	(2,545)	-	-
<b>TOTAL FUNDS CARRIED FORWARD</b>		<b>69,949</b>	<b>79,496</b>	<b>149,444</b>	<b>142,268</b>

**Balance Sheet**  
**at 31 March 2025**

	Note	Unrestricted Funds £	Restricted Funds £	2025 Total Funds £	2024 Total Funds £
<b>FIXED ASSETS</b>					
Tangible assets	8	4,292	-	4,292	3,871
<b>CURRENT ASSETS</b>					
Debtors	9	3,394	13,233	16,628	11,799
Cash at bank		72,478	75,725	148,203	174,419
<b>Total current assets</b>		<b>75,873</b>	<b>88,958</b>	<b>164,831</b>	<b>186,218</b>
<b>CREDITORS</b>					
Amounts falling due within one year	10	(10,217)	(9,463)	(19,680)	(47,823)
<b>NET CURRENT ASSETS</b>		65,655	79,495	145,151	138,396
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>		69,948	79,495	149,443	142,267
<b>NET ASSETS</b>		<b>69,948</b>	<b>79,495</b>	<b>149,443</b>	<b>142,267</b>
<b>FUNDS</b>	12				
Unrestricted funds				69,949	96,297
Restricted funds				79,495	45,971
<b>TOTAL FUNDS</b>				<b>149,444</b>	<b>142,268</b>

**Balance Sheet**  
**at 31 March 2025 – continued**

The charitable company is entitled to exemption from audit under section 477 of the Companies Act 2006 for the year ended 31 March 2025.

The members have not required the company to obtain an audit of its financial statements for the year ended 31 March 2025 in accordance with section 476 of the Companies Act 2006.

The directors acknowledge their responsibility for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of accounts.

These financial statements have been prepared in accordance with the provisions applicable to charitable companies subject to the small companies' regime.

The financial statements were approved by the Board of Trustees on 11/11/25 and were signed on its behalf by:

A handwritten signature in black ink, appearing to read 'K. Sarah Del Tufo'.

Katharine Sarah Del Tufo (Acting Chair of the Board of Trustees)

**Notes to the Financial Statements**  
**for the Year Ended 31 March 2025**

## **1. ACCOUNTING POLICIES**

### **Basis of preparing the financial statements**

The financial statements of the charitable company, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP FRS 102 (second edition) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Companies Act 2006. The financial statements have been prepared under the historical cost convention. The charity has taken advantage of the disclosure exemptions applicable to smaller charities.

### **Pension costs and other post-retirement benefits**

The charitable company operates a defined contribution pension scheme. Contributions payable to the charitable company's pension scheme are charged to the Statement of Financial Activities in the period to which they relate.

### **Going concern**

The board of trustees considers that the use of the going concern basis of accounting is appropriate because there are no material uncertainties relating to events or conditions that may cast significant doubt on the ability of the charity to continue as a going concern.

### **Income**

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received, and the amount can be measured reliably.

### **Expenditure**

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

### **Tangible fixed assets**

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life. In the year of acquisition, depreciation is recorded based on the number of months the asset is in service.

Improvements to property	Straight line over 1 year
Furniture, fixtures & fittings	25% reducing balance
Computer equipment	33% of cost

### **Taxation**

The charity is exempt from corporation tax on its charitable activities.

**Notes to the Financial Statements**  
**for the Year Ended 31 March 2025 – continued**

**1. ACCOUNTING POLICIES (continued)****Fund accounting**

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the board of trustees. Designated funds are unrestricted funds which have been allocated by the Board for particular purposes.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes. Further explanation of the nature and purpose of each fund is included in the notes.

**Hire purchase and leasing commitments**

Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight-line basis over the period of the lease.

**2. INCOME FROM CHARITABLE ACTIVITIES**

		<b>2025</b>	<b>2024</b>
		<b>£</b>	<b>£</b>
Grants	Core programme	219,429	180,236
Grants	Research projects	2,016	-
Registration fees	Courses	4,905	4,010
		<b>226,350</b>	<b>184,246</b>

Grants received, included in the above, are as follows:

	<b>2025</b>	<b>2024</b>
	<b>£</b>	<b>£</b>
Reading Borough Council	60,376	40,000
New Directions (NLDC)	-	6,000
Multiply Project (RBC and NLDC)	10,977	5,607
WEA branch donation	-	5,000
Garfield Weston	10,000	10,000
National Lottery	101,719	108,629
Rotary - Santa Fun Run	-	2,500
Gerald Palmer Eling Trust	-	2,500
Berkshire Community Foundation	5,000	-
Marsh Charitable Trust	500	-
Shanly Foundation	3,000	-
Anton Jurgens Charitable Trust	3,000	-
BNRST donation	1,500	-
Cumber Family Trust	1,500	-
Reading University - Community Engagement Fund	6,898	-
RVA - Community Wellness Outreach project	14,960	-
Carewell Research Project	2,016	-
	<b>221,445</b>	<b>180,236</b>

**Notes to the Financial Statements**  
**for the Year Ended 31 March 2025 – continued**

**3. OTHER INCOME**

	2025	2024
	£	£
Room and facilities hire	5,834	5,581
Gain on disposal of laptops	-	30
Befriending work	500	-
Interest income	5,191	2,100
	<u>11,525</u>	<u>7,711</u>

**4. NET INCOME/(EXPENDITURE)**

Net income / (expenditure) is slated after charging / (crediting):

	2025	2024
	£	£
Depreciation – owned assets	2,807	2,860
Other operating leases	792	759
Accounts and independent examination	504	504
	<u>4,103</u>	<u>4,123</u>

**5. TRUSTEES' REMUNERATION AND BENEFITS**

During the year to 31 March 2025, two of the trustees were paid for work they did outside of their trustee duties. None of the trustees were paid for their trustee duties.

Simran Aul received £795 (£795 2023/24) for teaching online seated exercises classes during the year. These costs were funded by Reading Borough Council "Closing the Gap" Outcome 2.

During the year to 31 March 2024, Raya Mohamed was paid £496 for working in the creche during the year. This was to provide cover for regular creche staff. This was funded by Reading Borough Council "Closing the Gap" Outcome 1 and Garfield Weston.

**Trustees' expenses**

Simran Aul was reimbursed a total of £171 during the year ended 31 March 2025 (£140 2023/24). These expenses cover her monthly Zoom subscriptions, which are required for her to teach online seated exercise classes. These costs were funded by Reading Borough Council "Closing the Gap" Outcome 2.

**Notes to the Financial Statements**  
**for the Year Ended 31 March 2025 – continued**

**6. STAFF COSTS**

	<b>2025</b>	<b>2024</b>
	<b>£</b>	<b>£</b>
Wages and salaries	147,238	145,688
Social security costs	3,180	3,403
Other pension costs	2,844	3,090
	<u><b>153,261</b></u>	<u><b>152,181</b></u>

The average number of employees during the year was as follows:

	<b>2025</b>	<b>2024</b>
Crèche	3	3
Tutor	6.5	7
Outreach and Support Worker	2	2
CEO	1	1
Business Development Manager	0.5	-
Administrator	1	1
	<u><b>14</b></u>	<u><b>14</b></u>

No member of staff was paid more than £60,000 in the year.

**Key management personnel**

The charity considers its key management personnel to comprise the trustees and Aisha Malik, the CEO.

**7. FUNDING FROM DCLG CONTROLLING MIGRATION**

During the year 2020/21, the charity received a grant of £38,340 from DCLG Controlling Migration and also had carried forward grant of £45,252 from 2019/20. Some of this funding was used towards the running costs of the Centre during 2020/21, however it was clear that there would be an underspend of this grant. It was confirmed in August 2020 that the remaining grant could be transferred to unrestricted funds and used towards the running costs of the Centre.

£48,000 of the DCLG underspend was put in a designated reserve titled "DCLG (2022-24)" and this reserve was used towards the Centre's running costs for years 2022/23 and 2023/24. As at 31 March 2024, this reserve was fully spent.

**Notes to the Financial Statements**  
**for the Year Ended 31 March 2025 – continued**

**8. TANGIBLE FIXED ASSETS**

	Improvements to property £	Furniture, fixtures & fittings £	Computer & other equipment £	Totals £
<b>COST</b>				
At 1 April 2024	9,224	5,010	12,576	26,810
Additions	-	638	2,590	3,228
Disposals	-	-	-	-
<b>At 31 March 2025</b>	<b>9,224</b>	<b>5,648</b>	<b>15,166</b>	<b>30,038</b>
<b>DEPRECIATION</b>				
At 1 April 2024	9,224	3,892	9,823	22,939
Disposals	-	-	-	-
Charge for year	-	385	2,422	2,807
<b>At 31 March 2025</b>	<b>9,224</b>	<b>4,277</b>	<b>12,244</b>	<b>25,746</b>
<b>NET BOOK VALUE</b>				
<b>At 31 March 2025</b>	<b>-</b>	<b>1,371</b>	<b>2,921</b>	<b>4,292</b>
<b>At 31 March 2024</b>	<b>-</b>	<b>1,118</b>	<b>2,753</b>	<b>3,871</b>

**9. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR**

	2025 £	2024 £
Trade debtors	5,277	456
Prepayments	11,350	11,343
	<b>16,628</b>	<b>11,799</b>

**10. CREDITORS: AMOUNTS FALLING DUE TO WITHIN ONE YEAR**

	2025 £	2024 £
Social security and other taxes	2,642	1,699
Other creditors	12,327	14,664
Deferred Income	2,700	29,337
Accrued expenses	2,011	2,123
	<b>19,680</b>	<b>47,823</b>



**Notes to the Financial Statements**  
**for the Year Ended 31 March 2025 – continued**

**11. LEASING AGREEMENTS**

Minimum lease payments under non-cancellable operating leases fall due as follows:

	2025	2024
	£	£
Within one year	39,600	39,600
Between one and five years	33,000	72,600
	<u>72,600</u>	<u>112,200</u>

**12. MOVEMENT IN FUNDS**

	At 01/04/2024	Net movement in funds	Transfer between funds	At 31/03/2025
	£	£	£	£
<b>Unrestricted funds</b>				
General Fund	2,797	(28,893)	37,045	10,949
General Reserve	59,000	-	-	59,000
Designated Reserve (Staffing)	15,000	-	(15,000)	-
Designated Reserve (Premises)	19,500	-	(19,500)	-
	<u>96,297</u>	<u>(28,893)</u>	<u>2,545</u>	<u>69,949</u>
<b>Restricted funds</b>				
Reading Borough Council - Closing the Gap Outcome 1	(1,589)	1,738	-	149
Reading Borough Council - Closing the Gap Outcome 2	6,472	(5,582)	-	890
Reading Borough Council & New Directions - Multipty Project	(1,017)	1,017	-	-
Reading Borough Council - Small Grants	-	-	-	-
Reading Borough Council - Household Support	-	1,955	(1,955)	-
Reading Borough Council - Afghan Women's Funding	-	480	-	480
National Lottery	39,721	29,370	(590)	68,501
Carewell Research Project	2,384	(2,384)	-	-
Berkshire Community Foundation	-	-	-	-
Anton Jurgens Charitable Trust	-	-	-	-
BNRST	-	487	-	487
Reading University - Community Engagement Fund	-	1,981	-	1,981
RVA - Community Wellness Outreach project	-	7,007	-	7,007
	<u>45,971</u>	<u>36,069</u>	<u>(2,545)</u>	<u>79,495</u>
<b>TOTAL FUNDS</b>	<u>142,268</u>	<u>7,176</u>	<u>-</u>	<u>149,444</u>

**Notes to the Financial Statements**  
**for the Year Ended 31 March 2025 – continued**

**12. MOVEMENT IN FUNDS – continued**

The movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
<b>Unrestricted funds</b>			
General Fund	37,729	(66,622)	(28,893)
	<b>37,729</b>	<b>(66,622)</b>	<b>(28,893)</b>
<b>Restricted funds</b>			
Reading Borough Council - Closing the Gap Outcome 1	25,000	(23,262)	1,738
Reading Borough Council - Closing the Gap Outcome 2	15,000	(20,582)	(5,582)
Reading Borough Council & New Directions - Multipty Project	10,977	(9,960)	1,017
Reading Borough Council - Small Grants	5,000	(5,000)	-
Reading Borough Council - Household Support	6,000	(4,045)	1,955
Reading Borough Council - Afghan Women's Funding	9,376	(8,896)	480
National Lottery	101,719	(72,349)	29,370
Carewell Research Project	2,016	(4,400)	(2,384)
Berkshire Community Foundation	5,000	(5,000)	-
Anton Jurgens Charitable Trust	3,000	(3,000)	-
BNRST	1,500	(1,013)	487
Reading University - Community Engagement Fund	6,898	(4,917)	1,981
RVA - Community Wellness Outreach project	14,960	(7,953)	7,007
	<b>206,445</b>	<b>(170,376)</b>	<b>36,069</b>
<b>TOTAL FUNDS</b>	<b>244,175</b>	<b>(236,999)</b>	<b>7,176</b>

**Notes to the Financial Statements**  
**for the Year Ended 31 March 2025 – continued**

**12. MOVEMENT IN FUNDS – continued****2023/24 Comparatives for movement in funds**

	At 01/04/2023	Net movement in funds	Transfer between funds	At 31/03/2024
	£	£	£	£
<b>Unrestricted funds</b>				
General Fund	7,193	(3,454)	(942)	2,797
General Reserve	56,000	-	3,000	59,000
Designated Reserve (Staffing)	15,000	-	-	15,000
Designated Reserve (Premises)	19,500	-	-	19,500
Designated Reserve (DCLG 2022-24)	22,275	(21,457)	(817)	-
	<b>119,968</b>	<b>(24,911)</b>	<b>1,240</b>	<b>96,297</b>
<b>Restricted funds</b>				
Neighbourhood Learning in Deprived Communities (NLDC)	5,197	(5,197)	-	-
Reading Borough Council - Outreach and Community Education (Lot 12.1)	11,769	(10,770)	(999)	-
Reading Borough Council - Closing the Gap Outcome 1	(3,018)	1,430	-	(1,589)
Reading Borough Council - Closing the Gap Outcome 2	5,013	1,458	-	6,472
Reading Borough Council & New Directions - Multipty Project	1,481	(2,498)	-	(1,017)
National Lottery	6,235	33,486	-	39,721
Healthwatch	10,000	(10,000)	-	-
Carewell Research Project	11,850	(9,467)	-	2,384
MHFA courses	1,270	(1,029)	(241)	-
WEA branch donation	-	-	-	-
	<b>49,798</b>	<b>(2,587)</b>	<b>(1,240)</b>	<b>45,971</b>
<b>TOTAL FUNDS</b>	<b>169,766</b>	<b>(27,498)</b>	<b>-</b>	<b>142,268</b>

**Notes to the Financial Statements**  
**for the Year Ended 31 March 2025 – continued**

**12. MOVEMENT IN FUNDS – continued**

2023/24 comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
<b>Unrestricted funds</b>			
General Fund	32,373	(35,827)	(3,454)
Designated Reserve (DCLG 2022-24)	-	(21,457)	(21,457)
	<b>32,373</b>	<b>(57,284)</b>	<b>(24,911)</b>
<b>Restricted funds</b>			
Neighbourhood Learning in Deprived Communities (NLDC)	6,000	(11,197)	(5,197)
Reading Borough Council - Outreach and Community Education (Lot 12.1)	-	(10,770)	(10,770)
Reading Borough Council - Closing the Gap Outcome 1	25,000	(23,570)	1,430
Reading Borough Council - Closing the Gap Outcome 2	15,000	(13,542)	1,458
Reading Borough Council & New Directions - Multipty Project	5,607	(8,105)	(2,498)
National Lottery	108,629	(75,143)	33,486
Healthwatch	-	(10,000)	(10,000)
Carewell Research Project	-	(9,467)	(9,467)
MHFA courses	-	(1,029)	(1,029)
WEA branch donation	5,000	(5,000)	-
	<b>165,236</b>	<b>(167,823)</b>	<b>(2,587)</b>
<b>TOTAL FUNDS</b>	<b>197,609</b>	<b>(225,107)</b>	<b>(27,498)</b>

There were a number of transfers between funds during the year. All were approved by the trustees and, where appropriate, the funder. More details are given below.

**General Reserve**

The Board has set aside £59,000 in order to cover three months' working capital requirements and three months' rent payments. This is in line with the Centre's reserving policy.

**Designated Reserves**

In previous years, funds were held in designated reserves. However, this has been reviewed given the current proportion of restricted funds. At 31 March 2024, the majority of funds held were unrestricted, meaning that it was prudent to hold designated reserves for premises and staffing. At 31 March 2025, however, the majority of funds held were restricted and many of these are for premises and staffing costs. As a result, designated reserves are no longer held as at 31 March 2025.

**Notes to the Financial Statements**  
**for the Year Ended 31 March 2025 – continued**

**13. RELATED PARTY DISCLOSURES**

During the year ended 31 March 2025, one trustee was paid for work carried out that are outside of her trustee duties. Further details are given in Note 5. There were otherwise no related party transactions for the year ended 31 March 2025.