ANNUAL IMPACT REPORT

A year of connection and opportunity.

2025 / 26

1 September 2025 - 31 August 2026

WINNER · PROVE IT: SOCIAL IMPACT AWARD · 2025

Positive change through positive engagement.

DELIVERED BY THERAPEUTIC ACTIVITIES GROUP CIC

The work we are built for.

My proudest moment of the year was winning the Prove It: Social Impact Award in October 2025. It was a huge honour for The Baxter Project: recognition of our team, our partners and the young people at the heart of everything we do.

Opening access in Neath Port Talbot

The National Lottery Community Fund People and Places grant has enabled us to support 128 children across 11 Neath Port Talbot schools within this academic year, with 1,012 sessions delivered recorded in the award scope. That is a substantial opportunity to bring regular, relational support into young people's lives.

A challenge we are built for

I am particularly proud of our work in EOTAS. Many of the young people are struggling deeply or have disengaged from education. The work can be challenging, but it is work our approach is built for: patient, flexible and grounded in a trusted relationship.

Recognition that creates opportunity

It matters that an organisation of Bouygues UK's scale recognises the value of our work and has chosen The Baxter Project to contribute social value in the community where it is building new college facilities. Alongside our national award recognition, it gives us a strong platform to build on.

David O'Driscoll · Founder, The Baxter Project

Connection starts with a moment.

People and Places figures: ODISSYS award dashboard, 1 September 2025 - 31 August 2026, within the award dates beginning 19 December 2025. Unique recorded beneficiaries and deduplicated learner sessions; extracted 12 November 2026.

An honour we share.

In October 2025, The Baxter Project won the Prove It: Social Impact Award at the Social Business Wales Awards. It was a huge honour: recognition of our work and the relationships that make it possible.

SOCIAL BUSINESS WALES AWARDS · OCTOBER 2025

WINNER

Prove It: Social Impact Award

Recognition for the people behind the work

This achievement belongs to the practitioners who bring care and consistency, the schools and partners who make space for the work, and the young people who give connection a chance. Winning the award was a moment to celebrate what we have built together.

A moment of pride. A reason to keep going.

For our founder, this was the proudest moment of the year. It recognised the impact at the heart of The Baxter Project and strengthened our commitment to the children, young people and communities we support.

Read the official award announcement

Celebrating the people behind the work.

The award was presented on 9 October 2025. The official winners announcement was published by Cwmpas on 31 October 2025. The Baxter Project is part of Therapeutic Activities Group CIC.

More time. More connection.

Across the academic year, recorded The Baxter Project delivery reached 1,022 learners through 7,904 sessions delivered. The annual count includes work linked to settings that are now dormant or inactive, so completed partnerships remain part of the year's story.

7,904
Sessions delivered

1 September 2025 - 31 August 2026.

1,022
Learners with recorded delivery

Unique ODISSYS learner records within the year.

67
Linked schools and settings

Settings linked to learners with recorded delivery.

RECORDED DELIVERY · CURRENT SETTING STATUS

All real statuses included. Recorded delivery within 1 Sep 2025 - 31 Aug 2026.

Every partnership belongs in the story

The full-year count includes 822 learners linked to 56 active settings and 200 learners linked to 11 dormant settings. Each learner is counted once.

Reach and progress

The outcome results use a separate assessment sample across organisations active at extraction, rather than all 1,022 learners.

Source: authorised read-only live ODISSYS aggregate, 12 November 2026. All real setting statuses; demo excluded. The Baxter Project practitioner notes and completed SCWBS evidence are deduplicated by learner and delivery date. Where delivery date is absent, record creation date is used. Setting count uses current learner-school links.

People and Places. Children at the centre.

The People and Places grant from The National Lottery Community Fund supported a programme across 11 Neath Port Talbot schools. Within the 2025/26 academic-year window, the award's attributed records show 128 children supported and 1,012 sessions delivered.

Working with each school

School staff helped identify pupils, arrange access and support transitions around sessions. The programme report describes how practitioners and schools adapted practical arrangements to fit individual needs, including reducing peer pressure and planning sensitively around dog phobias.

Abbey Primary School

Alltwen Primary School

Ysgol Bae Baglan

Ysgol Gymraeg Ystalyfera Bro Dur

Cefn Saeson Comprehensive

Godre'rgraig Primary School

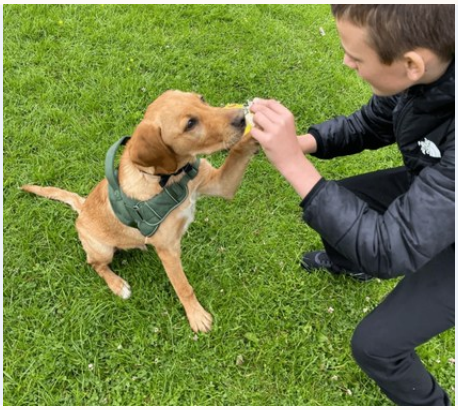
Llangiwg Primary School

Ysgol Maes y Coed

Ysgol Cwm Brombil

YGG Gwaun Cae Gurwen

YGG Rhosafan



Annual funded reach: 128 unique beneficiaries and 1,012 sessions delivered across 11 linked schools, within the award's dates and selected academic-year window. The earlier programme narrative covers December 2025 - June 2026; these are different reporting windows. Recorded evidence is not proof that funding caused an outcome.

Growing our school partnerships.

During 2025/26, we expanded our school partnerships in Monmouthshire, Barry, Neath Port Talbot, Swansea and Caerphilly.

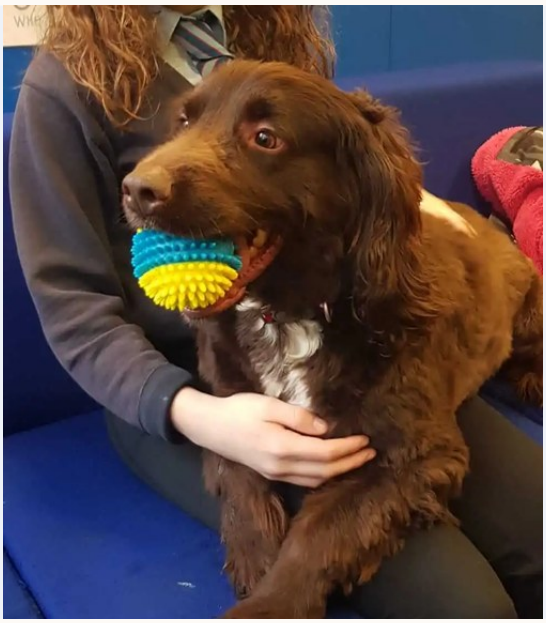
- Monmouthshire
- Barry
- Neath Port Talbot
- Swansea
- Caerphilly

New relationships across our school network

Expansion across these areas brought the approach of The Baxter Project into more school communities. Each partnership creates a practical route for schools to offer relational wellbeing support.

Whitmore High School, Barry

Our partnership with Whitmore High School is part of this school expansion. Its first recorded The Baxter Project support is dated 26 January 2026. The following social value section explores the Bouygues UK partnership behind this work.



More school communities. More connection.

Geographic expansion reflects the owner's account of the year. Whitmore's first recorded support date was checked in ODISSYS on 12 November 2026. These areas are examples, rather than an exhaustive count of all new schools. EOTAS and college settings are presented separately.

New settings. More opportunities.

Our work expanded into EOTAS, pupil referral provision and further education. These examples have first recorded support dates within September 2025 - August 2026.

Meeting the challenge of disengagement

Working with young people who are struggling or disengaged demands patience, flexibility and consistency. It is a challenge The Baxter Project is built for. EOTAS and alternative provision show why the same relational commitment must be able to work across different settings.

- 17 NOV 2025
  The Hive EOTAS
- 18 DEC 2025
  Ty Gilfach
- 08 JAN 2026
  Monmouthshire Pupil Referral Service (South)
- 05 MAY 2026
  The Connect Centre
- 15 MAY 2026
  Coleg y Cymoedd Aberdare Campus
- 01 JUN 2026
  Short Term Provision BAC

Examples from ODISSYS, checked 12 November 2026. These six settings had records added during the year and first support within it. Recorded dates do not establish an exhaustive count of all new work.

Social value that reaches young people.

Bouygues UK chose The Baxter Project to contribute to its social value work alongside construction of new college facilities in the Vale of Glamorgan. For The Baxter Project, that recognition matters: a major construction partner saw the value of relational support in the surrounding community.

From construction to community benefit

Bouygues UK commissioned support at Whitmore High School alongside its Barry Waterfront Campus and Advanced Technology Centre construction for Cardiff and Vale College with WEPCo. Its June 2026 case study reported 40 hours of targeted support.

> “Their approach brings something genuinely unique to our social value delivery, and the response from the school community has been incredibly positive.”
>
> Nina Williams · Social Value Advisor, Bouygues UK

Read the published partnership case study

Social value with a human purpose.

Published case-study scope, 2 June 2026; not a school-wide annual total. The October 2026 Whitmore snapshot is excluded.

A pilot that strengthened our readiness.

Gwent PCC funding created space to explore young people's trust in public services. The intervention itself was valuable, while sporadic attendance made consistent participation and follow-up more difficult. The experience has left us better prepared to repeat and refine the work.

Learning from attendance

Sporadic attendance made continuity and follow-up harder. Next time, planning will give greater attention to the practical conditions that help young people participate consistently.

A stronger foundation through ODISSYS

ODISSYS development has strengthened the information available for review and planning. We are better placed to repeat the work, retaining the relational approach while responding to the realities of delivery.

Trusted relationships. Room to learn.

PCC grant offer: 17 March 2026. July 2026 PCC press material describes delivery including The John Frost School. The award amount is distinct from expenditure and evaluated pilot outcomes.

Encouraging movement. Clear evidence.

Comparable assessments show encouraging recorded movement in wellbeing and difficulties. These results describe the measured cohort, rather than every young person supported.

+6.7%
Average recorded wellbeing change

SCWBS · 711 paired learners. Higher scores are favourable.

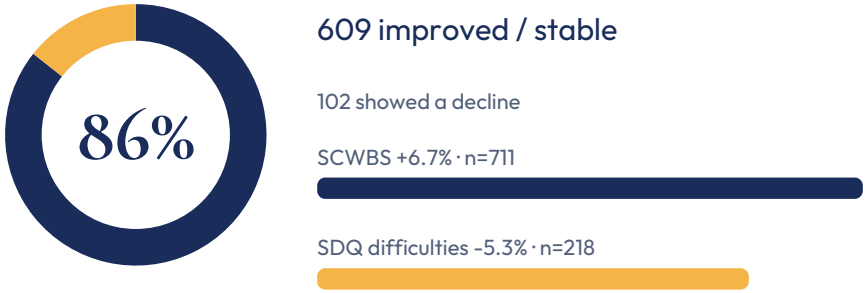
5.3%
Average recorded reduction in difficulties

SDQ · 218 paired learners. Lower scores are favourable.

86%
Improved or maintained wellbeing position

609 of 711 learners with comparable latest and previous SCWBS responses.

LATEST / PREVIOUS WELLBEING RESPONSE



Bars show change magnitude (0-10%); instruments differ.

Evidence alongside annual reach

The active-organisation outcome cohort contains 824 learners with evidence and 7,063 outcome records. Annual delivery reach is reported separately.

Strengths first, with room to respond

Latest/previous SCWBS movements of five points or more are improvement or decline; smaller movements are stable. The 102 declines prompt attention to context and support.

Scope: organisations active at the 11 November 2026 extraction, with The Baxter Project intervention selected and records dated 1 September 2025 - 31 August 2026. Archived/inactive settings are excluded. These are observed changes, not proof that The Baxter Project caused them. The 86% measure uses a different comparison from the average percentage changes.

Small moments. Meaningful possibilities.

The programme's May 2026 school feedback described the everyday moments that make relational work valuable: anticipation on session days, calmer transitions and growing confidence in talking with adults.

What schools noticed

Five of the 11 Neath Port Talbot partner schools supplied detailed written feedback for the progress report. Their accounts described some pupils as more settled, willing to communicate and motivated to engage with school on session days. These are school observations, not controlled attendance or clinical findings.

Adapting around the young person

The report describes moving from paired sessions to individual work where peer pressure limited openness, and adapting arrival arrangements to account for dog phobias. The learning is practical: predictable relationships work best when delivery remains responsive to the individual.

The practitioner makes the difference

A companion dog can offer a lower-pressure starting point. The trained practitioner provides the relational work, professional judgement and coordination with the school. One-to-one and group activity are shaped around agreed needs; a single arrangement does not suit every learner.

> “They help children to feel safe, valued, understood and happy to come to school.”
>
> Gayle Herbert · Headteacher, Alltwen Primary School

Programme observations: five responding schools in the December 2025 - June 2026 progress report. The selected quotation is approved school feedback available at compilation; it is a school perspective, not a project-wide annual survey.

A stronger platform for the work.

Therapeutic Activities Group CIC reported turnover of £370,572 for the year ended 28 February 2026. These company-wide accounts provide the financial context behind the organisation that delivers The Baxter Project.

£370,572
Turnover

Company-wide · year ended 28 February 2026.

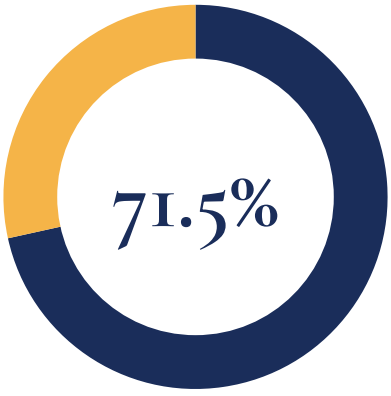
£344,435
Costs before corporation tax

Company-wide total before corporation tax.

£21,116
Surplus after tax

Reported net profit after £5,021 corporation tax.

INCOME MIX · WHOLE-COMPANY ACCOUNTS



Sales · 71.5%

£265,105

Grants · 28.5%

£105,467

Year ended 28 February 2026. TAG company-wide, a different period from this review.

A balanced income mix

Sales contributed £265,105 and grant income £105,467: approximately 71.5% and 28.5% of turnover respectively. Turnover increased by 20.4% from £307,749 in the previous accounting year.

Source: TAG full accounts for the year ended 28 February 2026, supplied by Llama Accounting in July 2026. These are whole-company figures, not a separate income or spending statement for The Baxter Project, and the accounting year differs from the September-August review period.

Trust deserves strong foundations.

Warmth and informality work alongside clear responsibilities. The public framework of The Baxter Project describes the safeguards and professional standards that underpin the delivery model.

People and consent

DBS-checked practitioners, safeguarding training, consent arrangements and clear escalation routes support safe, accountable delivery. Families and settings can raise concerns directly with the team.

Dogs and individual needs

Companion wellbeing dogs are assessed for the work. Delivery planning considers dog welfare, allergies, phobias and setting-specific risks. The dogs support engagement; practitioners lead the intervention.

Evidence and privacy

ODISSYS supports recording, review and reporting within authorised access. This annual review uses aggregate figures. Individual learner records remain within authorised systems.

Building on the year

Our next steps are to sustain strong school relationships, learn from funded pilots and strengthen complete, comparable evidence. These priorities support thoughtful, evidence-informed development beyond the year.

Warmth, care and professional judgement.

This section summarises the delivery framework available at publication. For current policies and practical arrangements, visit thebaxterproject.com/safeguarding.

Three objectives. An exciting next chapter.

We have plenty taking shape at The Baxter Project. As we look ahead, three main objectives stand out as our most exciting priorities: growing through the Alfie Nick Foundation, developing our partnership with Calon Cymru, and bringing Baxter Meets to life.

1. Grow our reach through the Alfie Nick Foundation

Our partnership with the Alfie Nick Foundation represents a major coup for The Baxter Project. Beginning with two Bristol schools, it opens a new chapter in England and creates a starting point for much wider uptake as the relationship develops.

2. Develop our partnership with Calon Cymru

Build our partnership with Calon Cymru, the fostering agency, to bring our relational approach to more care-experienced children and young people. This is an exciting opportunity to create further routes into support through fostering.

3. Bring Baxter Meets to life

Develop the Baxter Meets storybook collection: a new way to explore feelings, experiences and connection beyond a face-to-face session. We want these shared stories to open conversations between children and the adults alongside them.

New partnerships. New stories. A wider reach.

These are three main objectives within a wider programme of work taking shape beyond August 2026. They describe forward-looking priorities, rather than delivery or funding achievements counted in this report. Wider uptake through the Alfie Nick Foundation remains an ambition.

A report you can read with confidence.

This is an academic-year review of The Baxter Project, delivered by Therapeutic Activities Group CIC. It combines dated programme milestones, selected funding awards and a clearly defined ODISSYS evidence extract.

Dates and coverage

The review covers 1 September 2025 - 31 August 2026. Annual reach includes all real setting statuses: 7,904 sessions delivered and 1,022 learners, linked to 67 settings. The outcome sample covers organisations active at extraction. The previous report uses a different July-June period.

Sessions and recorded change

Annual delivery counts The Baxter Project practitioner notes or completed The Baxter Project SCWBS, deduplicated by learner/delivery date, using creation date if delivery date is absent. Settings use current learner-school links. Paired changes average first-to-latest change per learner within the selected period. SCWBS uses 12 items, scored 12-60; SDQ difficulties is /40. Latest/previous movement is a different comparison.

Programme and financial boundaries

People and Places reach uses attributed provider records across the 11 funded schools, within award dates and the selected academic year. The earlier December-June narrative and five-school written feedback have their own scope. Finance covers all TAG activities for the separate accounting year ended 28 February 2026.

Reading the story responsibly

Use recorded progress alongside professional judgement, young people's views and other support; the evidence does not establish causation. Growth examples use checked first recorded support dates and are not an exhaustive new-partner count. Calon Cymru, Bristol and storybooks are forward-looking developments, not results from this year.

Read the official award announcement

Explore a partnership: thebaxterproject.com/book-conversation

Prepared 12 November 2026. Annual delivery verified by read-only live aggregate on 12 November. Outcome cohort extracted 11 November; People and Places and setting dates checked 12 November. Source records held by TAG. This impact review is separate from statutory accounts.