

ANNUAL IMPACT REPORT

2022/23



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VISION

A society where equal access to education and career opportunities enables potential to overcome poverty.



MISSION

To provide disadvantaged young people with the guidance, networks and opportunities they need to realise their potential at school and achieve post-16 qualifications that build towards secure, fulfilling employment.



HELLO

Thank you for joining us to reflect on the 2022/23 academic year and progress towards our strategy for 2021-26 - *Building Lasting Impact* - which sets out our commitment to develop and rigorously evaluate an enhanced two-year programme for young people that achieves meaningful long-term impact.

I am incredibly proud of the achievements made by the Future Frontiers team, in developing a truly evidence-led programme that has evolved through an extensive theory of change process. We have integrated new components into our pupil journey which are now being delivered across all schools, including important components of parental engagement, targeted measures for at-risk pupils and extensive enrollment week support.

The lead up to GCSE results day this year was a real testament to the evolution of our programme; our offices in London Bridge were transformed into a bustling call centre, filled with conversations that reminded everyone of how important it is to be there for young people and their parents/carers during this complex transition into further education or training. The insight this week gave us was added to by the unsurprising news that the attainment gap continues to widen, compounding the barriers that disadvantaged young people face to realising their potential and breaking away from poverty.

We have also significantly progressed our evaluation work, having gained access to government data on pupil destinations which will enable us to draw meaningful comparisons between pupils who have taken part in the Future Frontiers programme and those who have not. As such, we are on track to share our first set of data on pupils' entry, completion and achievement of post-16 qualifications in December 2025.

Alongside our resolution to prioritise programme development and robust long-term evaluations, it is incredible to see our dedicated delivery team maintain consistently high-quality programmes, which bodes well for our future plans to support young people living in areas of greatest need.

Despite these successes, there remain significant challenges in front of us; the cost of living crisis has put pressure on our income like never before, and we have felt the strain in our efforts to engage new business partners, an area of work that truly underpins the ambitions we have to achieve meaningful impact at scale. We recognise the difficult decisions that organisations are having to make, but call upon business leaders to stand up for young people and their futures; we will have a stronger society for it.

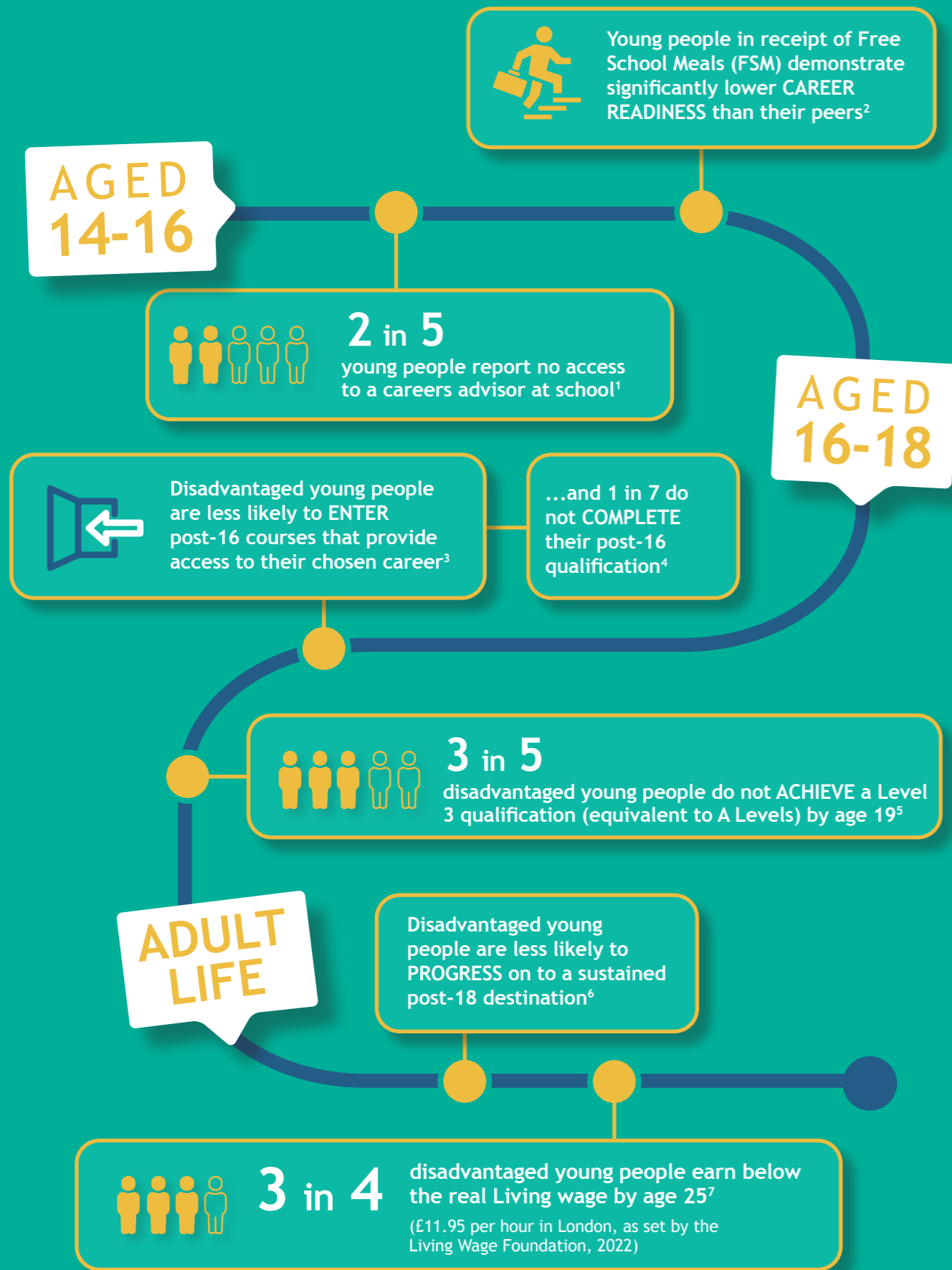
As ever, I would like to thank everyone who works with us - from our partner schools, businesses, and supporters - and especially the volunteers who generously give their time to supporting young people. Not a week goes by without a reminder that around every corner, there is someone who is prepared to fight for social justice; at a time when pressures continue to mount, you are the defining factor in carrying out this important work.

Thank you



DOMINIC BAKER,
CEO AND FOUNDER

THE NEED



YOUNG PEOPLE IN LONDON

Whilst we develop our enhanced programme and implement long-term evaluation plans to understand the programme’s lasting impact for young people’s life chances, we are targeting our support towards disadvantaged young people in London.

In particular, we support young people who are both socio-economically disadvantaged, and who are not predicted to meet the entry requirements for most London sixth forms. These pupils are more likely to face complex post-16 transitions, including choosing from a wide range of technical and vocational courses and moving on to another educational institution.

To better understand the post-16 trajectories of young people who share the characteristics of those we work with, we have recently worked with Mime Consulting to access historic data from the Department for Education’s National Pupil Database.

3 in 5 of our target pupils* do not COMPLETE the post-16 qualification they enrol upon⁸

2 in 5 of our target pupils* do not ACHIEVE a Level 2 qualification (equivalent to GCSEs) by age 17⁸

1 in 2 of our target pupils* do not ACHIEVE a Level 3 qualification (equivalent to A Levels) by age 19⁸

* This research includes young people who live in London, are eligible for Free School Meals and have GCSE Attainment 8 between 3-5.

“BEFORE THE PROGRAMME, THERE WAS SO MUCH UNCERTAINTY AND STRESS ABOUT WHAT’S GOING TO HAPPEN NEXT AFTER GCSES”

ARCHIE

“I HADN’T EVEN THOUGHT ABOUT SIXTH FORM, COLLEGE OR A LEVELS - I DIDN’T EVEN KNOW WHAT T LEVELS WERE! YOU DON’T REALLY GET TAUGHT ABOUT IT AT SCHOOL”

DARCY

References

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2. The Careers & Enterprise Company, 2022, *Ready for the Future: a review of Careers Education in England 2021/22*
3. Social Mobility Commission, 2021, *The road not taken: the drivers of post-16 course selection*
4. Department for Education, 2022, *Academic year 2021/22: A Level and other 16 to 18 results*
5. Department for Education, 2022, *Academic year 2021/22: Level 2 and 3 attainment age 16-25*
6. Department for Education, 2022, *Academic year 2020/21: 16-18 destination measures*
7. Office for National Statistics, 2022, *Education, social mobility and outcomes for students receiving free school meals in England: initial findings on earnings outcomes by demographic and regional factors*
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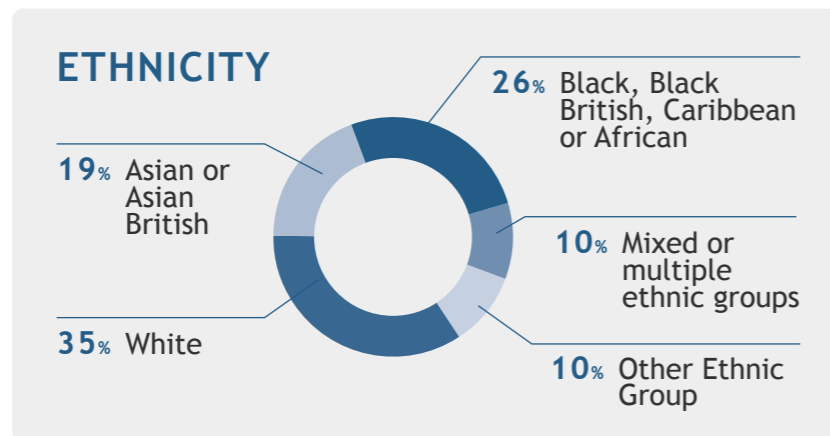
YOUNG PEOPLE SUPPORTED



Since 2013, we have supported more than **10,000** young people

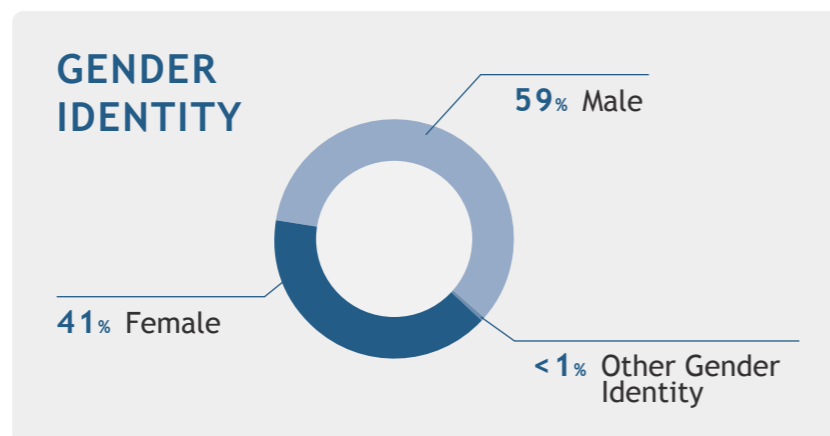
73% of pupils were eligible for **pupil premium**

We work with teachers to enrol as many pupils who are eligible as possible, whilst also considering other pupils who will benefit



74% had predicted **GCSE grades of 3-5 for core subjects**

We encourage teachers to prioritise young people who are more likely to face complex post-16 transitions



BUSINESS PARTNERS AND VOLUNTEERS



IMPACT PARTNERS

In particular, we are thankful to our Impact Partners, who go above and beyond to achieve social impact in their communities with Future Frontiers.

This year, our Impact Partners have raised funds in ambitious and creative ways which have engaged their teams. The team at AtkinsRéalis took on a walking marathon through London, passing by client sites and even called in to visit Future Frontiers.

"The Future Frontiers programme brings to light the variety of roles that exist within the built environment industry, not just those on site. It is a wonderful opportunity for our organisation to support young people from different backgrounds with crucial direction for their careers, and is an important step in our efforts to improve Equality, Diversity, and Inclusion across our industry."

Ilaria Agueci
 Social Value Regional Lead,
 AtkinsRéalis

AtkinsRéalis

PUPIL JOURNEY



PUPIL OUTCOMES

DEVELOP

- Young people **DEVELOP** their:
- career readiness
 - self-belief
 - engagement and attainment at school

ENTER

- Young people **ENTER** a post-16 qualification that will:
- commence at the right qualification level
 - enable them to reach their chosen career

COMPLETE

Young people are more likely to **COMPLETE** the qualification they enter

ACHIEVE

Young people are more likely to **ACHIEVE** a full Level 2 qualification by age 17 and a full Level 3 qualification by age 19

PROGRESS

Young people make positive onward **PROGRESS** into higher-level learning, an apprenticeship or sustained employment

ROSETTIE'S STORY

We spoke to Rosettie when she was in Year 11 to understand the difference that taking part in the Future Frontiers programme over the last two years has made for her.

"Before this, I had no clue what career I wanted. I knew I wanted to do something that involved working with children - I get along with kids, probably because I have lots of siblings - but I did not know the ins and outs such as what my options were or what degrees I could study.

The programme was really helpful - I am a stubborn person sometimes and I thought it was going to be like school and be a bit boring, but it was actually really helpful and fun. The coaches are really good listeners and they really helped us.

I liked that I got to have a one-to-one conversation with a coach who has already gone through experiences that I will have to go through in the future, like GCSEs. It was comforting knowing my coach had been through that and that she knew what she was talking about. I liked talking to my coach, she was nice - we spoke about how I found school and what interested me.

After my coaching sessions, I had two career options in mind: a paediatrician and a nurse.

Going into Year 11, it is more stressful than Year 10 because there is so much to balance at once. You have to pass your exams, you have to figure out what sixth forms you can go to and you have to study in between. On top of that you have to ask yourself "what am I going to do in the future?" - you get a bit stressed when you think about it.

The careers interview with my Transition Manager was helpful and comforting in a way. We talked about what I wanted to do in the future, what interests me, what sixth form I want to go to, and what grades I would need to achieve to become who I want to become.

My plan A is to go into sixth form and do A Levels. My back-up plan is to go to college and then take T Levels or BTECs. To achieve my plan A, I will do lots of revision - as soon as I get home I will be revising! I have to work in order to achieve what I want to achieve.

I am thinking about my future now, that is my drive. Now that I have an idea of what to do, I feel assured and more secure - I'm not clueless anymore."



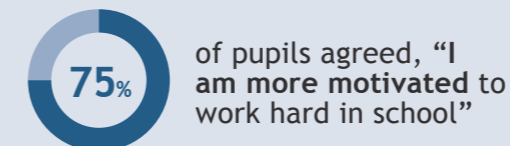
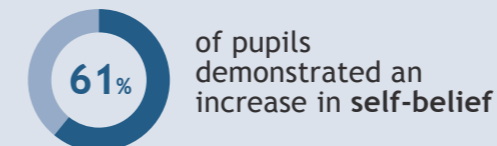
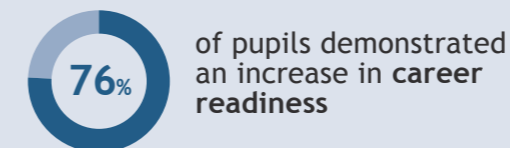
IMPACT EVALUATION

We are pleased to share young people's progress towards our shorter-term development outcomes, which are important for taking positive next steps into post-16 education or training.

YEAR 10 (AGED 14-15)

This year, we have worked with

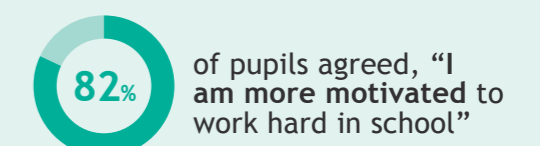
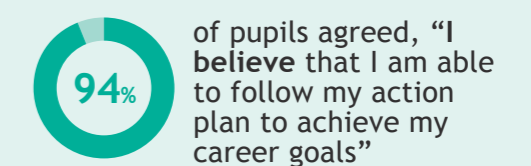
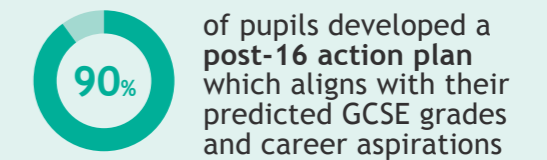
1,702 pupils in Year 10.



YEAR 11 (AGED 15-16)

This year, we have built upon our pilot with 71 pupils in 2021/22 to support

1,155 pupils in Year 11.



I've had the privilege to work closely with many organisations and companies that provide students with support in finding out about different career routes. Future Frontiers has been by far the most thoughtful, tailored, supportive and aspirational programme I've seen in my teaching career. I've seen students who are timid, shy and quiet be paired with coaches who truly understand who they are - bringing the pupils out of their shell."

HANNAH FARAH
CAREERS LEAD, NORTHOLT HIGH SCHOOL



EXTERNAL EVALUATION WITH ImpactED

We have continued to work with our partner, ImpactEd, to increase the scope of our external evaluation from 3 schools in 2021/22 to 21 schools in 2022/23. This substantial increase brought with it larger sample sizes, bigger datasets, and additional statistical power.

This year's study involved a total of 546 participants, including 273 pupils who participated in the Future Frontiers programme in Years 10 and 11, and a control group of 273 pupils matched for key characteristics, including: school, eligibility for Pupil Premium and attainment at Key Stage 2. Data was collected in Spring 2022, before pupils started the programme, and in Spring 2023. In line with our pupil targeting criteria, all results are reported considering pupils eligible for Pupil Premium.

CAREER READINESS AND SELF-BELIEF

Future Frontiers participants demonstrated statistically significant increases in their career readiness and self-belief scores*.

+21.3%

CAREER READINESS

The positive impact on career readiness and self-belief was most pronounced for participants who attended three or more of their four coaching sessions in Year 10.

+10.2%

SELF BELIEF

*This was only assessed for Future Frontiers participants, using a pre-post test design.

ENGAGEMENT AND ATTAINMENT IN SCHOOL

GCSE ATTAINMENT

Future Frontiers participants demonstrated significant increases in attainment in both GCSE Maths and English Language.

Future Frontiers participants' attainment in GCSE Maths improved by 0.81 GCSE grades, which was greater than the improvement seen in the control group (+0.68)*.

Future Frontiers participants' attainment in GCSE English Language improved by 0.21 GCSE grades, which was slightly lower than the control group (+0.29)*.

*This difference was not statistically significant.

ATTENDANCE

The study found that Future Frontiers participants' attendance at school fell, as did the attendance of the control group; the difference was not statistically significant.

Overall, when we contextualise this, it seems likely that the decline in attendance is in line with what is happening sector wide, with persistent absences in 2022/2023 at 23% for state-funded secondary schools in England, compared to 13% before the Covid-19 pandemic (FFT Education Datalab, 2023).

We remain eager to measure the impact of our programme on this outcome, in part due to former evaluation work that showed positive increases in this area.

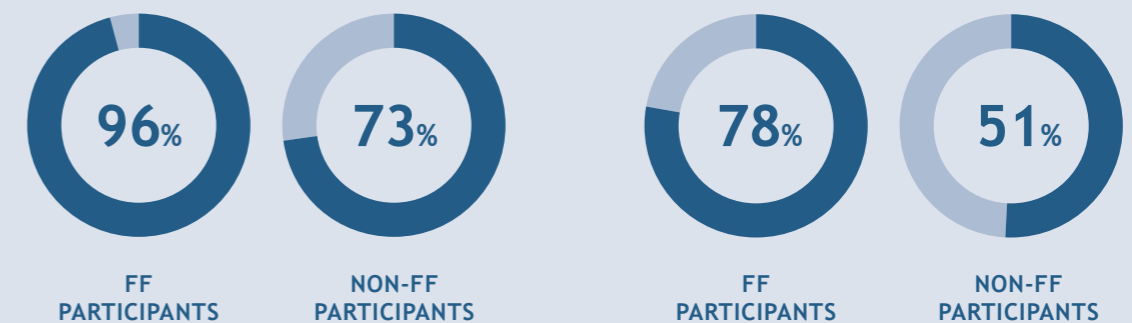
DESTINATION OUTCOMES

To evaluate the lasting impact of our programme, we are conducting evaluations to track pupils' post-16 trajectories. Along the way, we are testing our methodology and tools, which will enable us to complete more robust evaluations on our destination outcomes in the coming years.

Following a small study of the post-16 destinations of 56 pupils who completed the programme in 2022, we are pleased to share the findings from a larger sample of 192 pupils who completed the programme in 2023. This is our first comparison study for our enter outcome and included 50 young people from similar backgrounds who did not take part in our programme.

Future Frontiers participants were **MORE LIKELY** to enter a post-16 qualification at the right level*

Future Frontiers participants were almost **30% MORE LIKELY** to enter a post-16 qualification at the right level* AND in a subject that matches their career aspirations



*To measure this outcome, we compare pupils' GCSE results with the level of post-16 qualification they enter and assess if students are applying to qualifications which match their potential.

"I am working as an electrician, on an apprenticeship, and I'm getting on well. I have learned loads of different things so far and met lots of different people. I like it because I get to speak to different electricians and learn about other parts of the job.

I'm glad I did an apprenticeship because I think it's way easier as you get to experience everything whilst learning and it's more practical which suits me. My current boss has offered me a job after my apprenticeship so I think I might stay around here for a bit longer and get more experience, then maybe look for other electrician jobs later on - that's my current plan for the future.

The programme definitely helped; I wasn't going to do an apprenticeship beforehand because I never knew much about them but the programme gave me the information I needed and made me want to do it."

DYLAN, FUTURE FRONTIERS ALUM AND ELECTRICAL APPRENTICE



YOUTH ADVISORY GROUP

Our Youth Advisory Group (YAG) is composed of young people who have taken part in the first year of the Future Frontiers programme.

The group meets quarterly with members of the Programmes team to ensure that young people's lived experiences are at the heart of programme development. This work feeds into the Programme Sub-committee of the Board of Trustees.



I signed up for the YAG because I really enjoyed the coaching programme and because I wanted to connect with others my age who I could learn from and develop skills with"

AMIRAH

In 2022/23, our Youth Advisory Group has

- reviewed the handbook that Year 10 pupils work through during their career coaching sessions to update the activities to better serve young people
- given feedback on the one-to-one careers interviews that Year 11 pupils have to highlight which aspects were most helpful
- shared insights into the barriers that young people are facing as they approach the post-16 transition to inform further programme development, drawing upon their own personal experiences of education and careers guidance
- acted as advocates for the Future Frontiers mission, for example, by joining our first Stay Connected event for our network of partners and supporters
- taken part in skills development sessions on CV writing and networking

In 2023/24, our Youth Advisory Group will

- develop online content for the Future Frontiers website to provide additional support for young people, for example, helpful resources and top tips
- create youth-led communications for engaging with partners
- identify top skills they want to develop with support from Future Frontiers



THANK YOU

IMPACT PARTNERS



PROGRAMME PARTNERS

AMTRUST INTERNATIONAL	FOUR AGENCY WORLDWIDE	MACMILLAN CANCER SUPPORT	SPARK FOUNDRY
ANNALECT	FRONTIER ECONOMICS	MARKETAXESS	STEWARTS
ARES MANAGEMENT	FSCS	THE MAVERICK GROUP	SUTTON WINSON
ARGUS MEDIA	FUNDAMENTAL MEDIA	MEDIAHUB WORLDWIDE	TALBOT UNDERWRITING
ASHURST	GENTRACK	MINDSHARE	TENE0 HOLDINGS
AXIS CAPITAL	GLOBALWEBINDEX	MONEYCORP	THE7STARS
BANKING CIRCLE	GSA CAPITAL	NEWLAND CHASE	THOUGHT MACHINE
BLENHEIM UNDERWRITING	HIBOB	NEXTENERGY CAPITAL	TOKIO MARINE KILN
BMJ	ICP	THE OFFICE GROUP	UK POWER NETWORKS
THE BRITISH ACADEMY	IFF RESEARCH	PA MEDIA	VELOCITY PARTNERS
BROADRIDGE FINANCIAL SOLUTIONS	INFORMA	PANTHEON VENTURES	VIAPLAY
CITADEL	INTERNATIONAL SOS	PJT	VITALITY UK
CLEARSTREAM	INVESTEC	PRI	WEDLAKE BELL
CONISBEE	IQVIA	PUBLICIS SAPIENT	WELLINGTON MANAGEMENT
CSM	ITERABLE	QUINTESSENTIALLY	WESTPAC
DC ADVISORY	JELLYFISH	RBC BLUEBAY ASSET MANAGEMENT	WINTON
THE DELTA GROUP	JM FINN	RE:SOURCES UK	WORLEY
DP9	KENNEDYS	ROLAND BERGER	YEXT
EDF TRADING	KOTO	SALTERBAXTER	ZAHA HADID ARCHITECTS
FEVER-TREE	LANDOR & FITCH	SMITH & NEPHEW	ZAIZI
FIRST RATE EXCHANGE SERVICES	LANGHAM HALL	SOMPO INTERNATIONAL	ZOOPLA
	LATHAM & WATKINS		

SUPPORTERS including those who wish to remain anonymous





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