



Annual Impact Report 2020/21

MISSION

Future Frontiers exists to ensure that young people from disadvantaged backgrounds fulfil their potential at school and when transitioning to education or training.

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This has been an experience I will never forget and has changed my outlook on my future for the better. I will always be thankful for that.

ETHAN, FUTURE EVENT PLANNER



HELLO!

Thank you for joining us to reflect on the last academic year.



In 2020/21, we have worked with 1,297 young people to develop powerful and motivating aspirations, build robust plans towards their top career, and focus on the bright future that they can achieve.

The Covid-19 pandemic has disrupted education and changed young lives in ways that will have lasting consequences. The disadvantage gap has been exacerbated and we know that we need to do more to help break the cycles of poverty that exist in our communities.

As we embark on a new strategy for 2021-26, we will develop new provision for young people who have taken part in our coaching programme, including one-to-one sessions with a careers advisor and practical support to navigate their post-16 transition.

We will target our work towards lower-attaining, disadvantaged 14-16 year-olds who are at risk of entering poorly fitting post-16 courses and not achieving the qualifications that will open doors to higher level learning and fulfilling employment.

Alongside this, we will commit to rigorous impact evaluation, to refine and maximise the difference our programme makes for young people and their opportunities in life.

Thank you to the teachers, business leaders, volunteer coaches, supporters and advocates who have worked with us in 2020/21 and have helped us to reach this point in the charity's journey. Thank you also to those who are just joining us.

You are vital to our mission and we look forward to our continued work together to empower young people on their career journey and build a fairer society for all.

DOMINIC BAKER, CEO AND FOUNDER

“

Before the Future Frontiers programme, I was lost. I didn't know what career path I wanted to follow and at school there had never been much emphasis on it. My main goal now is to study computer science. After that, I want to create a platform with opportunities so people can find employment.

THOMAS, FUTURE COMPUTER SCIENTIST

2020/21 HIGHLIGHTS

1,297 

young people were matched with a volunteer career coach

From
49
schools

68%

eligible for Pupil Premium and/or from a low-income household

89% increased their career readiness

74% developed their self-belief

90% agreed they are more motivated to work hard in school/college

Young people in Year 12 and 13 have made progress in our pupil development outcomes, which are vital to making positive transitions into education and training.

1,192 

volunteer coaches gave their time to support a young person to plan for an inspiring future

From
83
businesses

97%

of young people agreed "my career coach helped me to discover a career that inspires and motivates me"



6,000+

young people have been matched with a career coach since 2013

IMPACT EVALUATION

A recent external evaluation with the University of Derby found that, when compared to a control group, Future Frontiers alumni demonstrated statistically significant increases in indicators of successful post-16 transitions, which were better or equal to other career interventions for young people. Please see Page 9 for further information about our impact evaluation.

PUPIL JOURNEY

In 2020/21, young people have taken part in our career coaching programme virtually.



Pupil Training

Young people have attended a virtual event at school to prepare for their first coaching session.



Coaching Session 1: Discover

Completed a self-analysis into what matters to them and discovered careers that align with their interests, strengths and motivations.



Coaching Session 2: Explore

Researched careers of interest to explore what each involves and the qualification requirements, culminating in choosing a top career.



Coaching Session 3: Connect and Achieve

Developed plans for potential pathways from school towards achieving their top career.



Coaching Session 4: Connect and Achieve

Connected with a professional role model in their target sector. Finalised their personalised action plan to achieve their top career.



Pathways Seminar

Increased their understanding of the main education and training pathways available to them after their GCSEs and A Levels/BTECs.



EXTENDING AND INTENSIFYING OUR SUPPORT

Following a strategic review, we will extend and intensify our provision to offer lower-attaining, disadvantaged young people aged 14-16 a programme over two years.

Following their career coaching sessions in Year 10, young people will have access to new, personalised careers support in Year 11 to:

- ◆ choose well-fitting post-16 courses
- ◆ make strong applications to at least two destinations (including a back-up plan)
- ◆ navigate the enrolment process to secure their place.

In 2021/22, we are excited to pilot this provision with a small cohort of Year 11 pupils, with the aim of refining and rolling out more widely in future years.

YOUNG PEOPLE'S ACHIEVEMENTS

Young people have demonstrated commitment to the Future Frontiers programme and to discovering a career that motivates them, amongst the challenges they have faced due to the Covid-19 pandemic.

PUPILS IN YEAR 12 AND 13

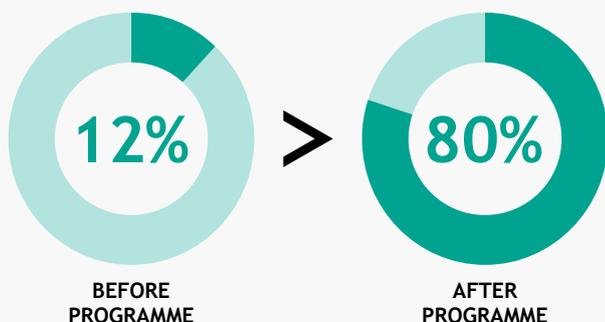
In the Autumn 2020 and Spring 2021 terms, we delivered our coaching programme virtually with pupils in Year 12 and 13.

89% demonstrated an increase in their career and transition readiness

74% demonstrated an increase in their self-belief

90% agreed "I am more motivated to work hard at school"

Positive responses to the statement:
"I know what I need to do in the next 6 months for my application to university, apprenticeship or employment"



PUPILS IN YEAR 10

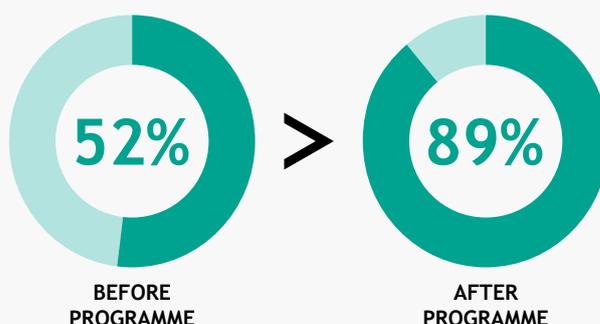
In Summer 2021, we returned to working with pupils in Year 10. We piloted our updated coaching programme with a group of Year 10 pupils, who dialled into virtual coaching sessions from their school, with in-person support from a Programme Manager.

79% demonstrated an increase in their career and transition readiness

75% demonstrated an increase in their self-belief

81% agreed "I am more motivated to work hard at school"

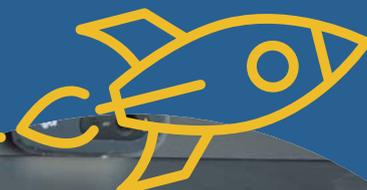
Positive responses to the statement:
"I can choose a career that fits with what I am good at"



MONITORING AND EVALUATION OF PUPIL OUTCOMES

To consistently understand and strengthen the impact of our programme, we use a pre/post self-report pupil survey, including validated questions from the Student Career Readiness Index and the Social Emotional Health Survey - Secondary. We analyse how many pupils improve their average responses to questions relating to each outcome, which are essential for pupils to engage more fully with school and take positive next steps at 16.

ALEX'S STORY



Alex took part in the Future Frontiers coaching programme in Summer 2021 when he was in Year 10.

“When I signed up to the Future Frontiers programme, I had a rough idea that I wanted to do a job in the IT domain one day. However, I didn't know about all the different pathways I could take to achieve my desired career or the steps I needed to take to get to university. I needed support to understand it all.

Before my first coaching session, I was nervous because I knew I would be working with a professional that I'd never met before. My coach guided me through the different careers that may suit me and my strengths, which helped me identify more specific jobs within the IT sector and opened up more possibilities for me. She also showed me the different pathways I could take to get to university and helped me be clear about the steps I have to take to achieve my goals.

After GCSEs, I am planning to go to sixth form to study A-levels so I can get into university.

I really enjoyed my time with my coach because she treated me like her equal and we were able to discuss things freely and joke together. I feel more confident and optimistic about my future now. I also feel more confident speaking with people that I don't know because this programme pushed me out of my comfort zone in a way.”

“

I didn't know about all the different pathways I could take to achieve my desired career... I feel more confident and optimistic about my future now.



YOUNG PEOPLE WE WORKED WITH

We target our support towards young people who are at risk of not making a positive onward transition into education or training, and are therefore less likely to enter secure and fulfilling employment in the future.

In England, parental income remains the strongest predictor of how well a child does in school. We prioritise working with young people from low-income backgrounds, and those who are most likely to lack the guidance and networks to make informed decisions about their future.

In 2020/21, we worked with **1,297** young people.



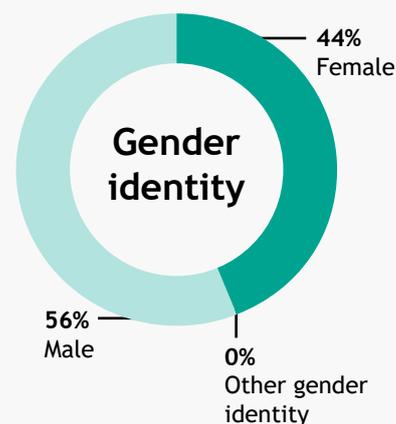
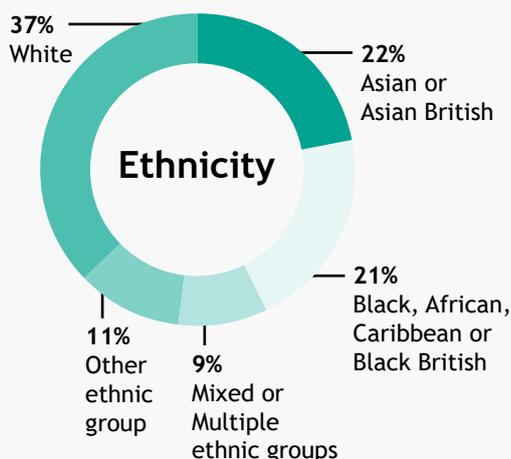
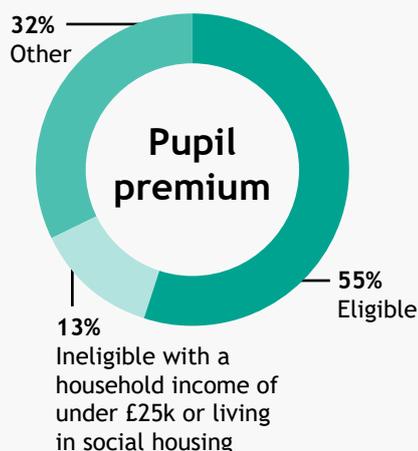
were eligible for Pupil Premium and/or from a low-income household



lacked strong support networks outside of school



would be in the first generation to go to a UK university



This is the first year we have worked with Future Frontiers, but it will definitely not be the last. Students have thoroughly enjoyed their coaching sessions, saying it helped them to better understand what they want to do in the future and how to navigate their career journey.

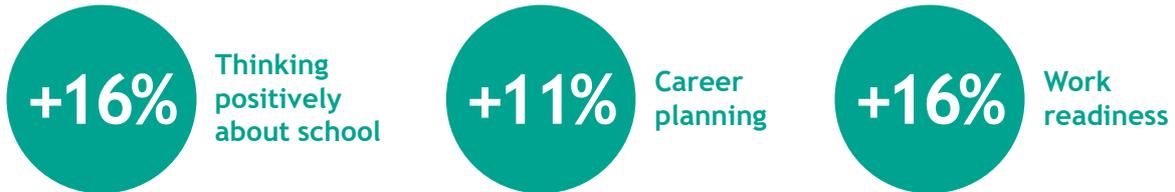
ANNALIZA BATTISTON, SIXTH FORM ACHIEVEMENT AND ASPIRATION COORDINATOR, CITY OF LONDON ACADEMY SOUTHWARK

IMPACT EVALUATION

MAKING POSITIVE POST-16 TRANSITIONS

Between 2018-2020, we commissioned the University of Derby to complete a two-year external evaluation of the impact of our career coaching programme on young people's ability to make positive transitions into education or training at age 16. The evaluation was carried out using a pre/post psychometric survey and involved over 200 young people in Year 11.

The findings show that, when compared to a control group, Future Frontiers alumni demonstrated statistically significant increases in indicators of successful post-16 transitions:



These increases were better or equal to other career interventions for young people.

Further analysis of the intended post-16 destinations of the same group of pupils showed that Future Frontiers alumni were more confident about their next steps:



ENGAGEMENT AND ATTAINMENT AT SCHOOL

Since 2019/20, we have worked in partnership with non-profit organisation, ImpactEd, to externally evaluate the impact of the Future Frontiers programme on pupils' engagement and attainment at school.

As school-recorded data was unavailable at the time of this year's evaluation due to the Covid-19 pandemic, ImpactEd conducted teacher surveys and a focus group that explored perceptions of pupil engagement and behaviour.

Teachers reported that, when compared to their peers, Future Frontiers participants demonstrated:



Pupils shared that, following the Future Frontiers programme, they felt:

- Their skills and behaviour changed positively
- They could manage time better and plan for college applications and interviews in advance
- They felt more empowered and had greater agency in planning for their future



VOLUNTEER COACHES

The Future Frontiers programme relies on the dedication and generosity of our business partners and volunteer coaches, who invest their time in supporting young people to pursue an inspiring future.

“

I was excited to sign up, but a little bit apprehensive and wondering if I had the skills and knowledge to be able to do it.

Future Frontiers gave us all the resources and tools we needed to feel confident in coaching. It's not necessarily guidance from your own personal experience, but it's all about helping that pupil see their own potential and use their own skill sets to find their own way.

It gave me great pleasure to see that happen and see my pupil find a path which was right for them.

EMMA, VOLUNTEER COACH, MADE.COM

“

It was so lovely to hear my student say how they now feel less hazy around what opportunities are open to them, so rewarding to think you have made even a small difference to a young person's confidence.

My student was genuinely beaming after the sector role model conversation; their whole body language changed, so I hope that they carry this with them into the future.

DANIT, VOLUNTEER COACH,
JOHN LEWIS & PARTNERS



YOUTH ADVISORY GROUP

We value input and guidance from the young people we work with to ensure our programme suits their needs. In Spring 2021, we connected with Future Frontiers alumni to establish a Youth Advisory Group, who meet quarterly to shape programme design and development.

AIMS

1. Ensure that young people are at the centre of Future Frontiers' strategy and thinking
2. Give input and advice to shape programme design and delivery
3. Act as advocates for Future Frontiers

PRIORITIES FOR 2021/2

- ◆ Refresh programme sessions and resources to make them more engaging for young people.
- ◆ Shape new provision for Year 11 pupils informed by the types of support they would have benefitted from.



We are really excited to be advocates for Future Frontiers and to help shape the programme for other young people like us.

Many students studying for their GCSEs are in a bit of a bubble and are confused about what to do next.

We are looking forward to helping design a programme which is even more focused on pupils' needs and the experience of young people themselves. Being part of the design of this new programme means we can help create a programme that really makes a difference and gives young people a clearer idea of what they want their future to be.

We know that one conversation can change your whole perspective. Our own coaches and sector role models helped us plan towards our goals, giving us focus and a sense of direction.

We want other pupils to have the same.

YOUTH ADVISORY GROUP



NEW CHARITY STRATEGY



We have recently completed a strategic review to consider how we achieve transformational long-term impact for young people from disadvantaged backgrounds.

We will now focus all of our work on addressing a series of pitfalls often encountered by lower-attaining, disadvantaged young people, who often face a complex post-16 transition away from their secondary school and are in need of additional guidance to make a positive next step.



*not in education, employment or training

¹ Youth Employment UK, Youth Voice Census 2020, 2020

² Social Mobility Commission, The Road not taken: drivers of course selection, 2021

³ Department for Education, A level and other 16 to 18 results: 2019 to 2020, 2021

⁴ Department for Education, Level 2 and 3 attainment by young people aged 19, 2021

⁵ Department for Education, Level 2 and 3 attainment by young people aged 19, 2021

⁶ Department for Education, Further education: outcome-based success measures, 2021

⁷ Impetus, Establishing the Employment Gap, 2019

⁸ Department for Education, Post-16 education: outcomes for disadvantaged students, 2018

STRATEGIC FOCUS AREAS

Our 2021-26 strategy will focus on empowering lower-attaining, disadvantaged 14-16 year-olds to achieve high-quality post-16 education or training destinations, which will open doors to higher level learning and secure, fulfilling employment.

In order to achieve ambitious long-term impact over the next five years, we will prioritise the following five strategic areas:

1. Monitoring, Evaluation and Research

How we use quantitative and qualitative data to inform programme development and measure the extent of our programme's impact for young people in the short and long term.

2. Programme Design and Development

How we develop new provision focused on supporting young people through the post-16 selection, application and enrolment process, and optimise our career coaching sessions.

3. Programme Delivery

How we develop systems, processes, people and actions to maximise the quality, efficiency and consistency of programme delivery.

4. Sustainability

How we build long-lasting relationships with a diverse range of partners and supporters who are committed to empowering young people on their career journey.

5. Operations

How we develop the charity's people, processes and technology to carry out our work effectively and efficiently as a motivated team.

NEW PUPIL OUTCOMES FRAMEWORK

We are committed to long-term impact for young people and have developed a new pupil outcomes framework, which we will use to track pupils' journeys through the programme and beyond in pursuit of their future career.

PUPIL DEVELOPMENT

Pupils demonstrate:

- ◆ Increased career and transition readiness
- ◆ Increased self-belief
- ◆ Increased engagement at school
- ◆ Increased attainment at school.

ENTER

Enter a post-16 qualification in a subject and level that enables them to reach their chosen career.

COMPLETE

Be more likely to complete the qualification they enter.

ACHIEVE

Be more likely to achieve a Full Level 2 qualification (GCSE equivalent) by age 17 and a Full Level 3 qualification (A Level equivalent) by age 19.

PROGRESS

Make a positive onwards transition to either sustained education at a higher qualification level, an apprenticeship which they complete, or sustained employment.

SHAKIRAH'S STORY



Shakirah took part in the Future Frontiers Programme in 2018, when she was in Year 12. Shakirah is now studying for a degree in law.

"When I participated in the Future Frontiers programme, I was in the first year of sixth form and didn't know exactly what I wanted to do. There were so many career paths to choose from and this was quite overwhelming for me to be honest.

On the programme, I was matched with my coach, Deborah, and I am very grateful for her encouragement and support. She helped me narrow my thoughts for the future and without her I don't think I would be in the position I am in now.

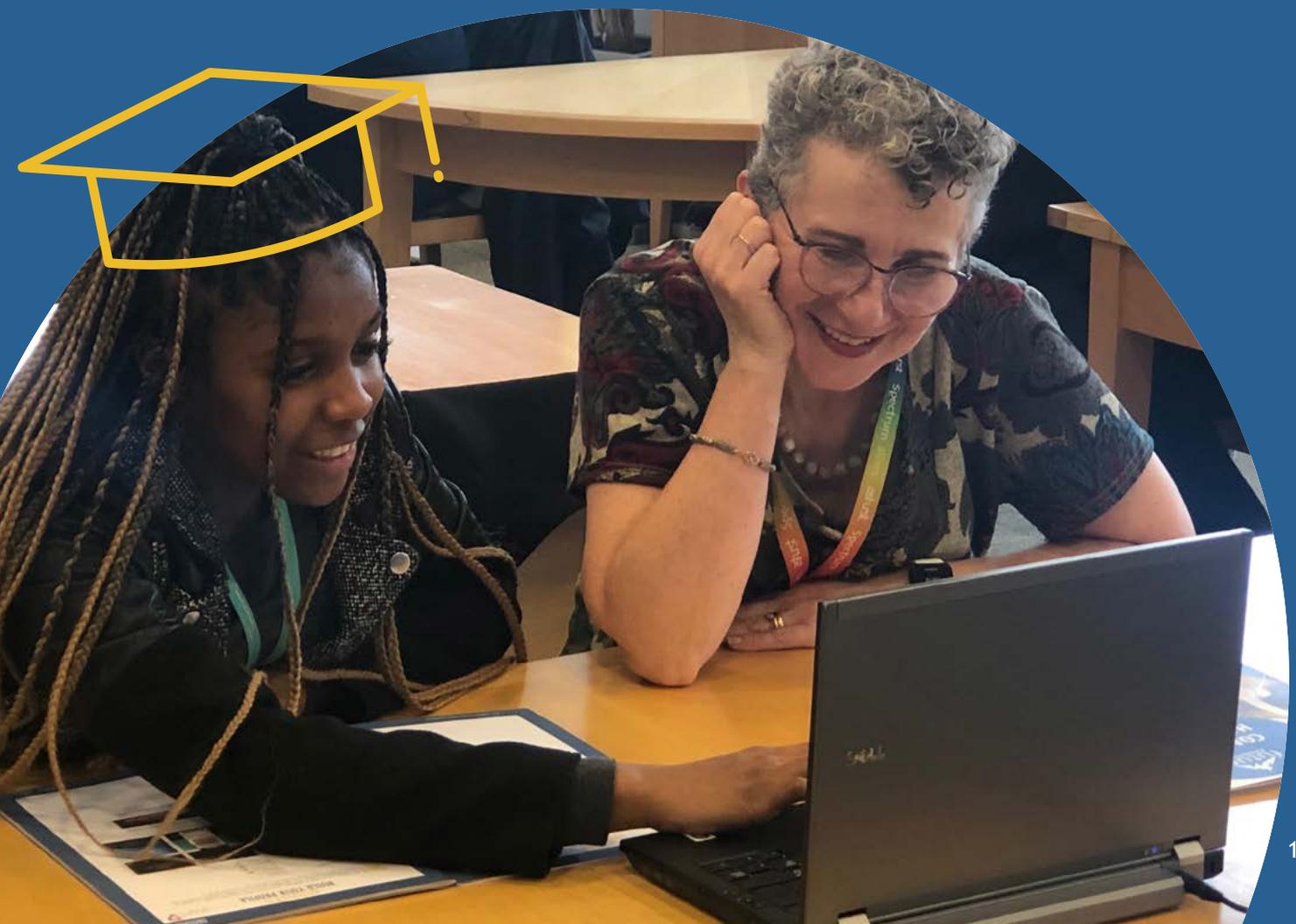
Although I didn't know exactly what I wanted to be in the future when the programme came to an end, I did leave with much more confidence in the route I could take and an idea of the career paths I could follow.

Ultimately this programme played a massive role in my decision to go to law school.

I want to thank my coach, Deborah, for her help. She has been such a motivational figure in my process of education. She made me feel very comfortable expressing my thoughts for the future and guided me effectively with empathy throughout."

“

Ultimately this programme played a massive role in my decision to go to law school.



THANK YOU!

PROGRAMME PARTNERS



SUPPORTERS





futurefrontiers.org.uk

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