

ATOR BUSINESS MANAGER MIDWIFE SINGER BARRISTER WELLBEING PRACTITIONER
ORTHODONTIST SCIENTIST BUILDER SCREENWRITER COACH BIOMEDICAL SCIEN
ER BIOCHEMIST LIBRARIAN ERGONOMIST SCAFFOLDER ENTREPRENEUR
ESTATE AGENT SALES PERSON DETECTIVE WEDDING PLANNER OPTOME
NOMIST JEWELLERY DESIGNER MUSEUM CURATOR LANDSCAPER TRAIN
INVESTMENT BANKER ELECTRICIAN BASKETBALL PLAYER SEC
MANAGER CEO
TAX ADVISOR
LIFEGUARD ACTOR FILM DIRECTOR DOG GROOMER
JOURNALIST
GAMES DEVELOPER UX DESIGNER
FILM CRITIC GARDENER SPORTS COACH COU
FEUR PLASTERER PHOTOGRAPHER WEB
CRIMINOLOGIST
CARDIOLOGIST FOOTBALLER COSTUME DES
ARCHITECT TOUR GUIDE
IMMIGRATION ADVISOR CARPENTER CH
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SMOKEST ELECTRICAL ENGINEER
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ANNUAL IMPACT REPORT

2021/22



VISION

Our vision is of a society where equal access to education and career opportunities enables potential to overcome poverty.

MISSION

We 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 and fulfilling employment.

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THANK YOU SO MUCH. I LEARNT A LOT AND NOW HAVE A CLEAR PATHWAY ON WHAT CAREER I WANT TO DO. I ALSO LEARNT ABOUT ALL MY INTERESTS AND THAT I HAVE MANY CHOICES OF DESTINATIONS TO PICK FROM WHEN I LEAVE SCHOOL AND WHAT GRADES I NEED TO GET THERE, SO NOW I HAVE DECIDED TO START WORKING HARD TO REACH MY GOAL."

WENDY, FUTURE ANIMATOR

HELLO

Thank you for joining us to reflect on the last twelve months, which have been a huge collective effort in delivering the first phase of our strategy for 2021-26, Building Lasting Impact.

Our focus on supporting disadvantaged young people who are at risk of remaining in poverty has been central to the uplift in our understanding of the barriers pupils face, and our efforts to change the status quo for young people born into low-income families.

The reality of achieving this has required us to embrace humility, in the acknowledgement that as an organisation we must learn quickly, fail fast and embrace the discomfort of never standing still. This relentless drive for development has led to the extension of our new two-year programme, and of the advanced evaluations we will need to accurately determine the extent of our impact on meaningful long-term outcomes.

This year, we have grown our delivery team, who have undergone specialist training to deliver our new 1:1 support for Year 11 pupils, which we have piloted with a small cohort of pupils this year. We are pleased to be able to share the findings of a small-scale preliminary study conducted by ImpactEd on Future Frontiers participants' engagement and GCSE attainment at school.

In 2022/23, we will roll out this extended provision, supporting over 3,500 young people. The next 12 months feels nothing short of gigantic, and I often have to control my excitement to think of our delivery team out in schools from September, providing the 1:1 support that will turn aspirations into action.

The national challenges that we have experienced only heighten the need for charities to get serious about tackling the root causes of poverty. Together, we must take a leading role in addressing the complex problems that constrain social mobility; a failure to do so will undoubtedly lead to yet more turmoil for future generations, their families and for the country as a whole.

Thank you to everyone – the teachers, business leaders, volunteer coaches, supporters and advocates - who has enabled these critical steps to take place in the 2021/22 academic year. You are vital to empowering disadvantaged young people on their career journeys and we look forward to our continued work together to build lasting impact.

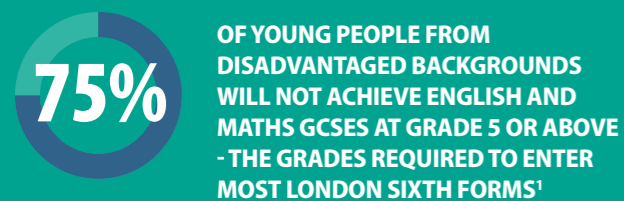


DOMINIC BAKER
CEO AND FOUNDER

THE NEED

Research shows that disadvantaged young people persistently underachieve at school and in further education, which has severe long-term consequences for their future opportunities and life chances. In particular, as they approach the post-16 transition into education or training, lower-attaining pupils are more likely to face the complexities of moving on to a new school or college and of choosing from an overwhelming array of vocational courses.

Without personalised support and guidance, lower-attaining, disadvantaged young people are at risk of making poor post-16 transitions, which we have identified as one of the root causes of inequality in England.



AGED 14-16



DISADVANTAGED YOUNG PEOPLE ARE LESS LIKELY TO ENTER COURSES THAT PROVIDE ACCESS TO THEIR CHOSEN CAREER³

AGED 16-19



DISADVANTAGED YOUNG PEOPLE DO NOT ACHIEVE A LEVEL 3 QUALIFICATION BY AGE 19⁵



DISADVANTAGED YOUNG PEOPLE EARN BELOW THE REAL LIVING WAGE BY AGE 25⁷

(£10.90 per hour in UK / £11.95 in London, as set by the Living Wage Foundation, 2022)

THEY ARE LESS LIKELY TO PROGRESS UP IN EITHER FURTHER OR HIGHER EDUCATION, OR INTO SUSTAINED EMPLOYMENT OR TRAINING, WITH STRONG EARNING POTENTIAL⁶

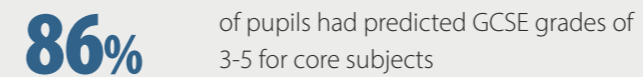
ADULT LIFE

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2. Youth Employment UK, 2020, Youth Voice Census Report 2020
3. Social Mobility Commission, 2021, The road not taken: the drivers of post-16 course selection
4. DfE, 2020, A level and other 16 to 18 results: 2018 to 2019 (revised)
5. DfE, 2021, Level 2 and 3 attainment by young people aged 19 in 2020
6. Impetus, 2016, The road most travelled? The 16-19 journey through education and training
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

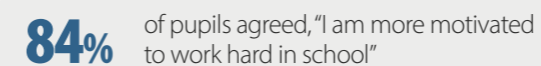
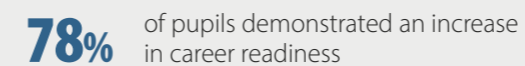
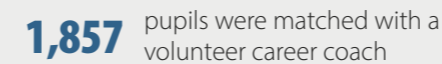
REACH AND IMPACT

WE SUPPORTED



PLEASE SEE PAGE 10 FOR MORE ABOUT PUPIL TARGETING

YEAR 10 (AGED 14-15)



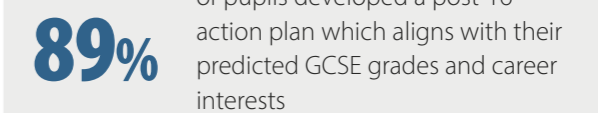
PLEASE SEE PAGE 8 FOR MORE ON PUPILS' ACHIEVEMENTS

WE WORKED WITH



PLEASE SEE PAGE 13 FOR MORE ABOUT OUR BUSINESS PARTNERS AND VOLUNTEERS

YEAR 11 (AGED 15-16)



PLEASE SEE PAGE 12 FOR MORE ON OUR NEW PROVISION FOR YEAR 11

SINCE 2013, WE HAVE SUPPORTED OVER 7,500 YOUNG PEOPLE

A recent small-scale study by ImpactEd on pupils' ENGAGEMENT and ATTAINMENT found that:

Future Frontiers participants demonstrated **HIGHER LEVELS OF SCHOOL ATTENDANCE** compared to the matched control group, attending an additional 5.6 days of school in the term before taking their GCSEs.

Future Frontiers participants made **MORE PROGRESS IN GCSE MATHS** than the matched control group**. Within the Future Frontiers group, we observed a statistically significant increase of 6.4% between their 'working at' grades at the start of the programme and their actual GCSE results.



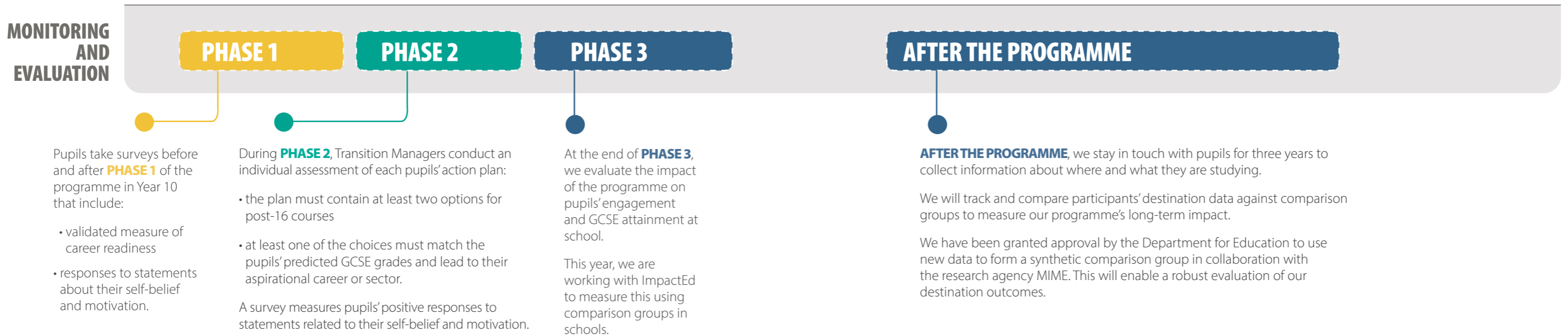
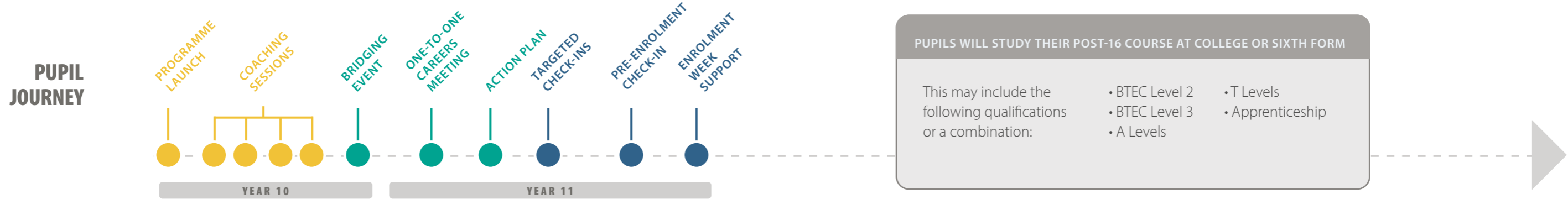
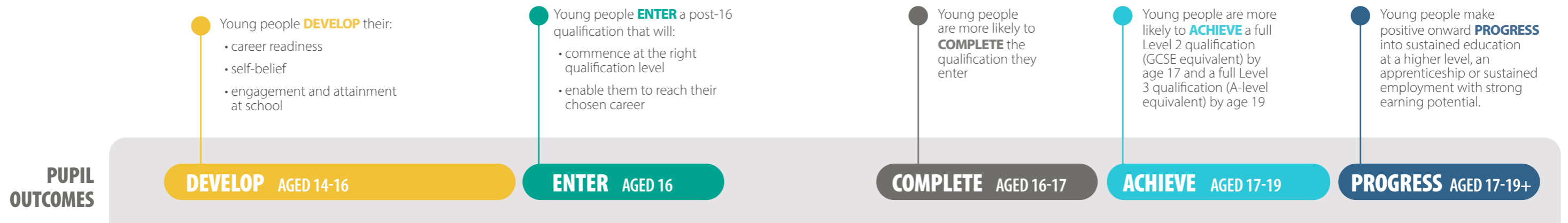
* Compared to matched control group if maintained across an academic year

** The size of the sample for the study was not enough to assess for a statistically significant difference between the groups. This will be explored in a future evaluation.

PLEASE SEE PAGE 9 FOR MORE DETAIL ON THIS STUDY

PUPIL OUTCOMES AND JOURNEY

We are committed to achieving meaningful long-term impact for disadvantaged young people at the post-16 transition, ensuring that pupils who participate in our programme are statistically significantly more likely to achieve post-16 qualifications that build towards secure and fulfilling employment.

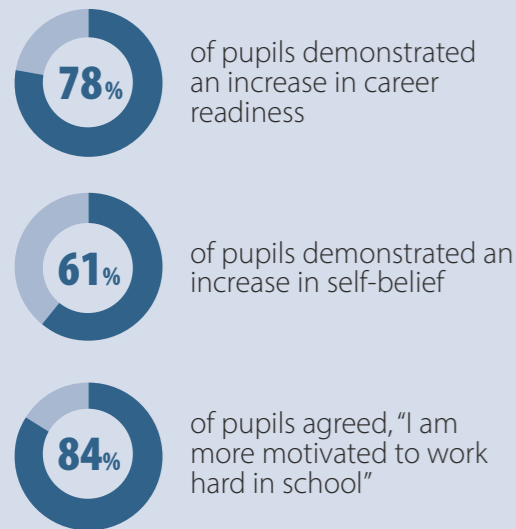


IMPACT EVALUATION

We are pleased to share young people's achievements and progress towards our development outcomes, demonstrating their commitment to the programme, to their goals for the future and to their own development as they approach the post-16 transition.

YEAR 10 (AGED 14-15)

This year, we have worked with 1,857 pupils in Year 10.



YEAR 11 (AGED 15-16)

This year, we delivered a small pilot of our new provision of 1:1 personalised post-16 transition support with 71 pupils in Year 11.



I NOW KNOW HOW TO APPLY TO COLLEGE OR SIXTH FORM AND I HAVE A PLAN OF WHAT I NEED TO DO TO GET THERE. I'M EXCITED AND CONFIDENT THAT I CAN PASS MY EXAMS AND GET THE GRADES I NEED SO I CAN DO WHAT I WANT TO DO. I WOULD SAY MY ATTITUDE TOWARDS MY LEARNING HAS CHANGED. I DIDN'T REALLY LIKE SCHOOL AND FELT LIKE I WAS JUST THERE TO GET IT OVER WITH. NOW, IN TERMS OF ACHIEVING, I AM PRETTY CONFIDENT BECAUSE IF I WANT TO DO SOMETHING, I WILL PUT MY MIND TO IT AND DO IT. I WANT TO SAY A BIG THANK YOU."

FREDDY, FUTURE EMERGENCY SERVICES WORKER

ImpactEd: PUPILS' ENGAGEMENT AND ATTAINMENT

We recently commissioned ImpactEd to conduct a small-scale preliminary study of Future Frontiers participants' progress towards our pupil development outcomes of increased engagement and GCSE attainment.

The study involved 71 pupils from 3 schools who participated in the Future Frontiers programme in Years 10 and 11, and a control group of 64 pupils matched for key characteristics, including: school, eligibility for Pupil Premium and attainment at Key Stage 2. Data was collected in Spring 2021, before pupils started the programme, and in Spring 2022. In line with our pupil targeting criteria, all results are reported considering pupils eligible for Pupil Premium. We will build on these initial findings with a larger-scale study next year.

ENGAGEMENT

ATTENDANCE

Future Frontiers participants demonstrated **HIGHER LEVELS OF SCHOOL ATTENDANCE** compared to the matched control group, attending an additional 5.6 days of school.

If maintained across an academic year, this equates to an additional 17 days in school and 110 hours of learning.



*Compared to matched control group if maintained across an academic year

BEHAVIOUR

In addition, a case study with one school found that Future Frontiers participants demonstrated **IMPROVED BEHAVIOUR**.

Future Frontiers participants demonstrated a 12% decrease in negative behaviour points, while the matched control group demonstrated a 9% increase.

FUTURE FRONTIERS PARTICIPANTS



MATCHED CONTROL GROUP



ATTAINMENT

Future Frontiers participants made **MORE PROGRESS IN GCSE MATHS** than the matched control group*. Within the Future Frontiers group, we observed a statistically significant increase of 6.4% between their 'working at' grades at the start of the programme and their actual GCSE results; this difference was only 0.9% for the matched control group.

The findings for GCSE English Language show that neither Future Frontiers participants nor the matched control group made statistically significant progress.

FUTURE FRONTIERS PARTICIPANTS



MATCHED CONTROL GROUP



*The size of the sample for the study was not enough to assess for a statistically significant difference between the groups. This will be explored in a future evaluation.

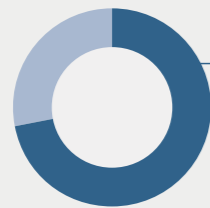
YOUNG PEOPLE SUPPORTED

The research we completed during the development of our strategy for 2021-26 highlighted the need for additional personalised support for lower-attaining, disadvantaged young people as they approach the post-16 transition.

To ensure that we are supporting young people at risk of not fulfilling their potential at this crucial transition point, we have implemented pupil targeting guidelines, which take into account pupils' socio-economic background and predicted GCSE attainment.

In 2021/22, we supported 1,928 young people.

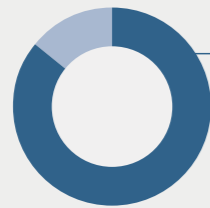
PUPIL PREMIUM



72% of pupils were eligible for **pupil premium**

We encourage teachers to enrol as many pupils who are eligible for Pupil Premium as possible, whilst also considering other pupils in need, for example, those who are from low-income households (<£25,000 per year), would be in the first generation to go to university in the UK and/or lack role models outside of school.

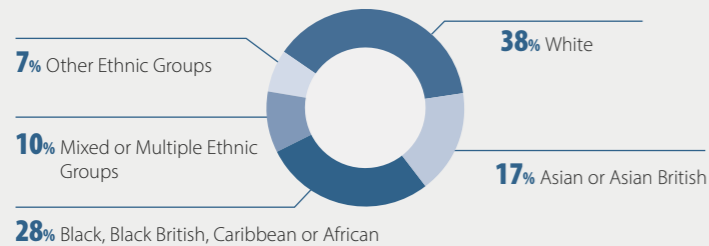
PREDICTED GCSE GRADES



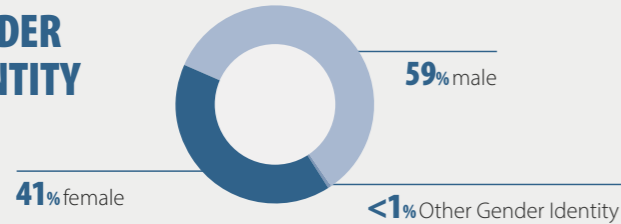
86% of pupils had predicted GCSE grades of **3-5 for core subjects**

In addition, we ask teachers to enrol pupils with predicted GCSE grades of 3-5 in core subjects (English, Maths and Science), who are unlikely to meet the entry requirements for most Sixth Forms and more likely to face a complex transition away from their secondary school. After we have delivered our provision for Year 11 pupils for two years, in 2023, we will review whether we are able to enrol pupils with lower predicted grades and who are likely to need more intensive, specialist support.

ETHNICITY



GENDER IDENTITY



CAIRO'S STORY

Cairo has completed his first year of the Future Frontiers programme in Year 10 and plans to be a physiotherapist or pursue a career in the sports industry.

I have two ideas for my future career - one to be a physiotherapist or one to be something in the sports industry. I'm thinking about going to college or university to do something sports related.

"I was feeling a bit shaky before the programme because I didn't know what I wanted to do and I wasn't really thinking about it.

I feel like now I will work harder at school. Before I kind of took it for granted, but now I am taking it more seriously and realising how important it is.

When I went to the Future Frontiers programme, my coach asked me what I wanted to do and I wasn't sure, but then she went into more detail of my options and I sort of understood a bit more.

I feel more stable now that I've done the programme, and I have more of an idea of what I want to do. I'm still thinking about what I should do in terms of T-levels or an apprenticeship but I think I will speak with my parents and see what is the best option for me."

The programme helps you to develop new skills like communication and meet new people you've never met before and ask them about their job. Another thing that helped me was that we had time to think when we were asked questions and time to explore our ideas. I also learnt how to be more determined and not give up.

"I FEEL LIKE NOW I WILL WORK HARDER AT SCHOOL; BEFORE I KIND OF TOOK IT FOR GRANTED BUT NOW I AM TAKING IT MORE SERIOUSLY AND REALISING HOW IMPORTANT IT IS."



PROGRAMME DESIGN AND DEVELOPMENT

YOUTH ADVISORY GROUP



Since Spring 2021, we have worked with our Youth Advisory Group comprised of Future Frontiers alumni to ensure that we are placing pupils' lived experiences at the heart of what we do.

In 2021/22, the Youth Advisory Group have:

- revised our pupil onboarding activities to ensure they are informative and engaging
- contributed to our research into the barriers young people face during the post-16 transition.

In 2022/23, a priority is to develop the ways we engage parents/carers during the programme.



THE GOAL IS TO IMPROVE THE LIVES OF CHILDREN BY HELPING THEM TO FIND THEIR PASSIONS AND PROVIDE THE GUIDANCE REQUIRED TO ACHIEVE THEIR GOALS AND ASPIRATIONS."

DYLAN, MEMBER OF THE YOUTH ADVISORY GROUP

YEAR 10 PROGRAMME PROVISION

We have reviewed our existing programme content to develop an updated handbook of coach-led activities based on the newly launched Career Development Institute's framework for careers, employability and enterprise education. We have also increased the time that Future Frontiers Transition Managers will spend embedding key messages, including the introduction of an in-school bridging event after the coaching sessions to take pupils through key information about the post-16 transition.

YEAR 11 PROGRAMME PROVISION

We have designed and piloted new 1:1 post-16 action planning and enrolment week support with 71 pupils from 3 schools. The 1:1 meetings have been structured using Hambly and Bomford's career coaching model and each pupil leaves with a clear preferred and back-up option to achieve their post-16 goals. We have grown and upskilled our team of Transition Managers in current best practice in Information, Advice and Guidance for young people, including participatory methods and motivational techniques.

In Summer 2022, we provided additional support for pupils and their parents/carers during GCSE results day and enrolment week. In Autumn 2022, will work with the Education Development Trust to track pupils' post-16 destinations and complete an internal analysis of how many pupils' destinations align with their actual GCSE grades and career interests.

BUSINESS PARTNERS AND VOLUNTEER COACHES

The Future Frontiers programme would not be possible without the support of our business partners and volunteers. In 2021/22, we have worked with 97 businesses, an ever-growing network of partners who believe in driving social mobility and offering their staff meaningful and impactful volunteer opportunities.

In particular, we are grateful to our Impact Partners – Allen & Overy, Atkins and Faithful+Gould, Coutts and ED&F Man - who have gone above and beyond to support young people to fulfil their potential, through corporate donations and staff fundraising.



CHARITY OF THE YEAR PARTNERSHIP WITH COUTTS

We are delighted to be Coutts' Charity of the Year 2021-23, having been chosen by staff vote. Since the beginning of our partnership, the Coutts team have raised over £200,000, including through the successful completion of an incredible 2,800km Baton Relay Challenge. We are grateful to Coutts for their generous contribution towards supporting young people on their career journeys.

93% of business partners agree that the programme has directly benefited their employees' learning and development.

99% of volunteers are proud that their organisation is supporting young people through our programme.



HAVING LOOKED AT A NUMBER OF PROGRAMMES, FUTURE FRONTIERS APPEARED TO US TO OFFER THE MOST TO THE STUDENTS AND TO OUR STAFF. WE WANTED TO PURSUE AN ACTIVE PROGRAMME WITH MEASURABLE RESULTS. HAVING PARTICIPATED IN THE PROGRAMME FOR 2 YEARS WE ARE SATISFIED THAT IT PROVIDES THAT, AND MORE. EQUALITY IN THE WORKPLACE IS IMPORTANT TO STEWARTS. PARTICIPATION IN PROGRAMMES LIKE FUTURE FRONTIERS' ENSURES THAT WE, AND OTHERS, CAN ASSIST AS MUCH AS WE CAN IN ENSURING THAT THE WORKFORCE OF THE FUTURE IS AS DIVERSE AS POSSIBLE."

LAURA JENKINS, PARTNER, STEWARTS LAW LLP

STRATEGY AND PLANS FOR 2022/23

Our strategy for 2021-26 – Building Lasting Impact – sets out our focus as a charity:

We will design, develop and rigorously evaluate an enhanced two-year programme that achieves meaningful, long-term impact at the post-16 transition, transforming the life chances of disadvantaged young people.

To achieve this, we are consistently holding ourselves accountable to five strategic priorities.

1. MONITORING, EVALUATION AND RESEARCH

- We have initiated ongoing research into the barriers faced by disadvantaged young people and increased the team's capacity for a set of new evaluations. We have also recruited a new Trustee to support the Board in developing and scrutinising our evaluation work.
- In 2022/23, we will continue to implement our long term evaluation plan; this work will be supported by data we have recently accessed from the Department for Education, allowing us to establish a robust comparison group and gain further insight into the post-16 transition.

2. PROGRAMME DESIGN AND DEVELOPMENT

- We have designed and piloted brand new provision of 1:1 support for Year 11 pupils through the post-16 transition and piloted our new handbook for Year 10 pupils.
- In 2022/23, we will implement a new programme development cycle, to reflect feedback from our Youth Advisory Group and our own enhanced research into the post-16 transition. We will also review ideas for a further extension to our core programme with potential for piloting in 2023/24.

3. PROGRAMME DELIVERY

- We have developed the leadership of our programme delivery team, focusing on developing the systems and processes we need to target consistency of delivery.
- In 2022/23, we aim to work with over 3,500 pupils across Years 10-11, and will focus on initiatives to drive pupil and coach engagement.

4. SUSTAINABILITY

- We have worked closely with partners to strengthen our relationships and have continued to build new partnerships, which have increased the charity's income and enabled us to implement our plans for a two-year programme focused on long-term impact.
- In 2022/23, we will continue to seek ways of working more closely with businesses to deliver social impact and fulfil ESG priorities, and to more meaningfully engage our Stay Connected community of individuals who share a commitment to our mission.

5. OPERATIONS

- We have updated our CRM system to streamline our collection and storage of pupil and coach data and launched a number of new initiatives focused on supporting staff wellbeing and professional development.
- In 2022/23, we will launch our updated CRM system in two phases, and continue our drive to support our team to thrive.

THANK YOU

IMPACT PARTNERS



PROGRAMME PARTNERS

2CV	EFFICIO	JM FINN	SMITH+NEPHEW
ARES MANAGEMENT CORPORATION	ENSONO	LANDOR & FITCH	SOHONET
ARGUS MEDIA	FEVER-TREE	LATHAM & WATKINS LLP	SOMPO INTERNATIONAL
ASHURST	FISHAWACK HEALTH	LEONARDO	STEWARTS LAW LLP
AVIVA PLC	FOSTER DENOVO	LONZA GROUP	SUTTON WINSON
AXIS CAPITAL	FOUR COMMUNICATIONS	MADE.COM	TAKEDA PHARMACEUTICAL COMPANY
BANIJAY UK	FINANCIAL SERVICES COMPENSATION SCHEME	MAREX	TALBOT UNDERWRITING
BELAZU INGREDIENT COMPANY	FUNDAMENTAL MEDIA	MARKETAXESS	TENEO
BIONIC SERVICES	FUNDING CIRCLE	MAVEN SECURITIES	TFG BRANDS
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CEDR	GSA CAPITAL	NORDIC ENTERTAINMENT GROUP	TRIBAL WORLDWIDE
CHARLES TAYLOR PLC	GWJ	PA MEDIA GROUP	VIRGIN UNITE
COBALT RECRUITMENT	H&M	PANTHEON VENTURES	VITALITY UK
CONDUENT INC	HAT TRICK PRODUCTIONS	PARK PLACE TECHNOLOGIES	VOUCHERCODES
CONISBEE	HILL + KNOWLTON STRATEGIES	PRI	WEDLAKE BELL LLP
CRAWFORD & COMPANY	ICP	PUBLICIS SAPIENT	WESTPAC
CSM	IFF RESEARCH	PURCELL	WINTON
DC ADVISORY	INFORMA PLC	RADIODETECTION	XLN
THE DELTA GROUP	INVESTEC	RE:SOURCES UK	YOUVIEW
DP9	IQVIA	ROLAND BERGER	ZOOPLA
EDF TRADING		ROSLING KING LLP	

SUPPORTERS





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