



BUILDING LASTING IMPACT

STRATEGY 2021-26



**WE SUPPORT YOUNG PEOPLE FROM
DISADVANTAGED BACKGROUNDS
TO **REALISE THEIR POTENTIAL**
AT SCHOOL AND **ACHIEVE POST-16**
QUALIFICATIONS THAT BUILD
TOWARDS SECURE AND FULFILLING
EMPLOYMENT**



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MY COACH HAS HELPED ME IN AS LITTLE AS 4 WEEKS WITH WHAT I'VE BEEN CONFUSED ABOUT FOR A YEAR. I'VE BEEN MORE MOTIVATED BY THIS COURSE THAN ANYTHING ELSE I HAVE DONE AND I KNOW THIS WILL HELP ME FOR MY FUTURE.

**RAFI, FUTURE
AIRPORT MANAGER**

INTRODUCTION

In the UK today, the income of the family you are born into is still the strongest indicator of where you will end up. Young people from low-income backgrounds are less likely to do well at school, less likely to progress to higher education and less likely to enter secure and fulfilling employment in the future.

These inequalities are laid bare when young people turn 16. At this critical crossroads, a positive transition into education or training provides a path to life-changing opportunities and a route out of poverty. However, for too long, young people from low-income families have been let down at this crucial juncture. Many miss out on the guidance needed to navigate their post-16 transition, resulting in poor education outcomes that limit career prospects and fuel intergenerational cycles of poverty.

Since the charity was founded in 2013, we have achieved a strong track record of delivering high-quality programmes that unlock the potential of each individual child. We have established a sustainable funding model with strong backing from schools, businesses and trusts and foundations. Through our university-led evaluations we have seen positive signs of impact on both career readiness and engagement with learning. All this has meant that to date we have supported over 6,000 young people on their education and career journey.

Our new strategy sets out our plan to go further, both in deepening our support and in measuring the extent of our impact. We have decided to focus our work exclusively on the post-16 transition, which we have identified as one of the root causes of inequality in the UK. We will target disadvantaged young people who are at high risk of not fulfilling their potential, with a particular focus on lower-attaining pupils who are especially likely to face a more complex transition away from their secondary school. We have committed the organisation to focus on meaningful long-term impact for young people, ensuring that pupils who participate in our programme are significantly more likely to achieve post-16 qualifications that build towards secure and fulfilling employment.

BETWEEN 2021 AND 2026, FUTURE FRONTIERS 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 have committed the charity to three Impact Goals that will steer our work towards our vision - a society where potential overcomes poverty.

I am incredibly proud to be leading the charity through this exciting new chapter. To all our partners and supporters, thank you for your commitment to improving the lives of young people so far; we are excited for you to join us on this journey.

Dominic Baker



DOMINIC BAKER
CEO AND FOUNDER

OUR 2026 IMPACT GOALS



EXCEPTIONAL, TAILORED SUPPORT FOR EVERY YOUNG PERSON

Every young person will receive intensive, personalised support over a two-year period. Our programme will inform and inspire, supporting them at each stage of the post-16 application and enrolment process.



OUR PROGRAMME ACHIEVES TRANSFORMATIONAL IMPACT

Our young people will beat the odds. We will rigorously evaluate our programme and track the destinations of our young people. We will understand the extent to which our programme leads to significant increases in our key post-16 destination outcomes. This means we will have confidence that our programme achieves meaningful long-term impact for young people.



WE ARE SCALE-READY

With confidence in the level of impact our programme achieves, we will be able to make informed decisions about our scalability. We will have the infrastructure in place to support thousands more young people, including a plan for delivering our programme outside of London.

PART

01

OUR ORGANISATION



THE NEED

The decisions a young person makes at age 16 have consequences that last a lifetime. Too many are deprived of the guidance and networks they need to make informed decisions about their future.

References

- 1. DfE, 2020, Key stage 4 performance, 2019 (revised)
- 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. DfE, 2018, Post-16 education: outcomes for disadvantaged students



OF YOUNG PEOPLE FROM DISADVANTAGED BACKGROUNDS WILL NOT ACHIEVE ENGLISH AND MATHS GCSES AT GRADE 5 OR ABOVE - THE GRADES REQUIRED TO ENTER MOST LONDON SIXTH FORMS¹

They will therefore face a complex post-16 transition – many will move on to a new school or college and choose from an overwhelming array of vocational qualifications



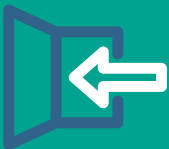
YOUNG PEOPLE REPORT NO ACCESS TO A CAREERS ADVISOR AT SCHOOL²

AGED 14-16

AGED 16-19



OF DISADVANTAGED YOUNG PEOPLE DROP OUT OR DO NOT COMPLETE THEIR POST-16 COURSE⁴



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



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



WILL EARN BELOW THE "JUST ABOUT MANAGING" THRESHOLD OF £21,000 A YEAR AT THE AGE OF 26⁷



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

OUR STORY SO FAR

2013 - 2021

Future Frontiers was founded in 2013 to address the barriers that young people face in realising their potential. Since then, over 6,000 young people have participated in our programme to discover their strengths and motivations, and channel their aspirations into taking positive steps towards their career goals.

We have invested in internal and external evaluations to understand the effectiveness of our work, which have demonstrated a positive impact on pupils' engagement with learning and career readiness.

We have built strong partnerships with schools, businesses and supporters. Our focus on building a programme with a strong partnership base has enabled us to develop a sustainable path forward. Sixty percent of our funding comes through traded income, primarily through our business partnerships, putting the charity on a stable financial footing and reducing financial risk.



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.

**THOMAS, FUTURE
COMPUTER SCIENTIST**



THIS PROGRAMME HAS REALLY OPENED MY SON'S EYES AND GIVEN HIM A NEW SENSE OF PURPOSE. WE'RE BOTH VERY HUMBLLED THAT COMPLETE STRANGERS WOULD TAKE TIME OUT OF THEIR LIVES TO SUPPORT THIS INITIATIVE. I HOPE THEY KNOW HOW MUCH IMPACT THEY ARE HAVING ON THESE YOUNG PEOPLE'S LIVES. SO I THANK YOU AND THEM AND EVERYONE WHO IS INVOLVED.

PARENT OF FUTURE FRONTIERS PUPIL



OUR STORY SO FAR

2013 - 2021

165

BUSINESSES HAVE
PARTNERED WITH US TO
PROVIDE COACHING FOR
YOUNG PEOPLE

OVER
6,000
YOUNG
PEOPLE HAVE
PARTICIPATED
IN OUR
PROGRAMME

WE HAVE
PARTNERED
WITH

117

SCHOOLS
SERVING
LOW-INCOME
COMMUNITIES

OUR IMPACT

Several studies, including university-led external evaluations, have shown that our programme has a significant positive impact on young people’s engagement with learning and career readiness.

MAKING POSITIVE POST-16 TRANSITIONS

University of Derby Evaluation



Between 2018 and 2020, we commissioned the University of Derby to complete a two-year external evaluation. The focus of the evaluation was to assess 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 pupils demonstrated statistically significant increases in indicators of successful post-16 transitions: these increases were better than or equal to other career interventions for young people.



ENGAGEMENT AND ATTAINMENT AT SCHOOL

ImpactEd Evaluation



Since 2019 we have commissioned ImpactEd to independently evaluate the impact of the Future Frontiers programme on pupils’ engagement at school. 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:

- INCREASED POSITIVE ATTITUDES TOWARDS LEARNING
- INCREASED ENGAGEMENT AT SCHOOL
- INCREASED EFFORT IN ACADEMIC LEARNING

TAKING PART IN THE FUTURE FRONTIERS PROGRAMME HAS SIGNIFICANT AND POSITIVE EFFECTS ON ALL ASPECTS OF STUDENTS’ CAREER READINESS. IN PARTICULAR, PUPILS SHOWED SIGNIFICANT INCREASES IN WORK READINESS, CAREER PLANNING AND THINKING POSITIVELY ABOUT SCHOOL.

UNIVERSITY OF DERBY, 2019

OUR PROGRAMME

Future Frontiers will deliver a two-year programme of career coaching, advice and guidance to equip lower-attaining, disadvantaged young people to realise their potential at school and take positive steps into education or training at age 16.

Following extensive research into the barriers faced by young people from disadvantaged backgrounds, we are now directing our support exclusively towards students aged 14 to 16, in the lead up to their post-16 transition. We have also identified the need for a longer, more intensive intervention, that supports students right up to the point of enrolment in post-16 education or training.

We will now deliver a two-year, evidence-based programme of career coaching, advice and guidance. We will optimise our existing Year 10 coaching programme and add new provision in Year 11 that supports young people at the crucial application and enrolment phase of their journey.



PHASE 1

EXPLORE AND INSPIRE

Young people complete 6 hours of personalised career coaching with a business professional. They get to know themselves and their career priorities and complete a thorough exploration of sectors and careers that interest and excite them.

By the end of Phase 1, students:

- Have a deep understanding of themselves and the career opportunities available to them.
- Have identified post-16 goals and how they will achieve future educational and career success.
- Are excited by their futures and more motivated to engage with education.



PHASE 2

PATHWAY ACTION PLANNING

Young people receive one-to-one support from a trained advisor who is an expert in the local post-16 landscape. Together, they produce a personalised action plan and share their plans with their support network, including parents and carers.

By the end of Phase 2, students:

- Understand the importance of post-16 transition planning, aiming high educationally and fulfilling their potential in their GCSEs and beyond.
- Have evaluated a range of post-16 courses and providers that align with their career goals and learning preferences. They have been supported to consider their local context, including local labour market information, when making post-16 choices.
- Have a clear action plan for applying to and enrolling in post-16 education. Teachers and parents/carers are aware of their action plan and how they can best support them to achieve their goals.



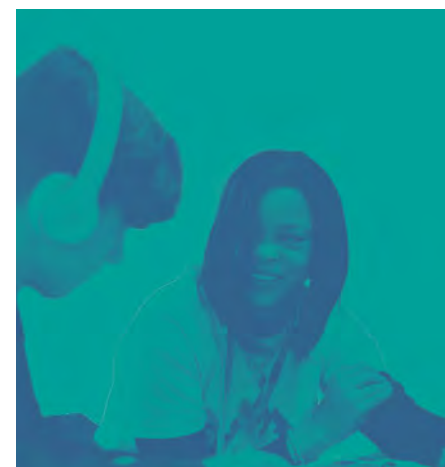
PHASE 3

SECURE A QUALITY DESTINATION

Students receive ongoing support to follow their action plan and overcome any barriers to enrolment after GCSE results. The support will be highly personalised and targeted at students in greatest need.

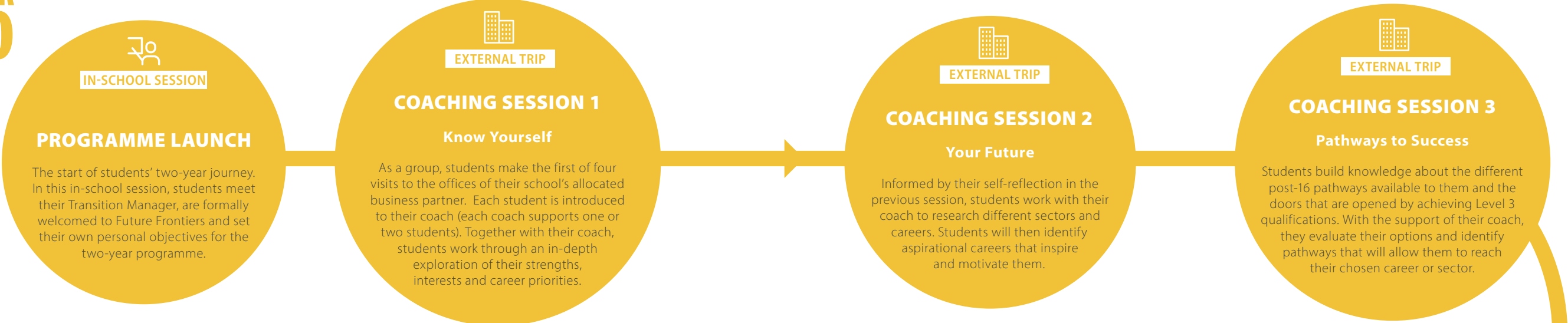
By the end of Phase 3, students:

- Have enrolled on a post-16 qualification at an appropriate level, in a subject that enables them to reach their career goals.



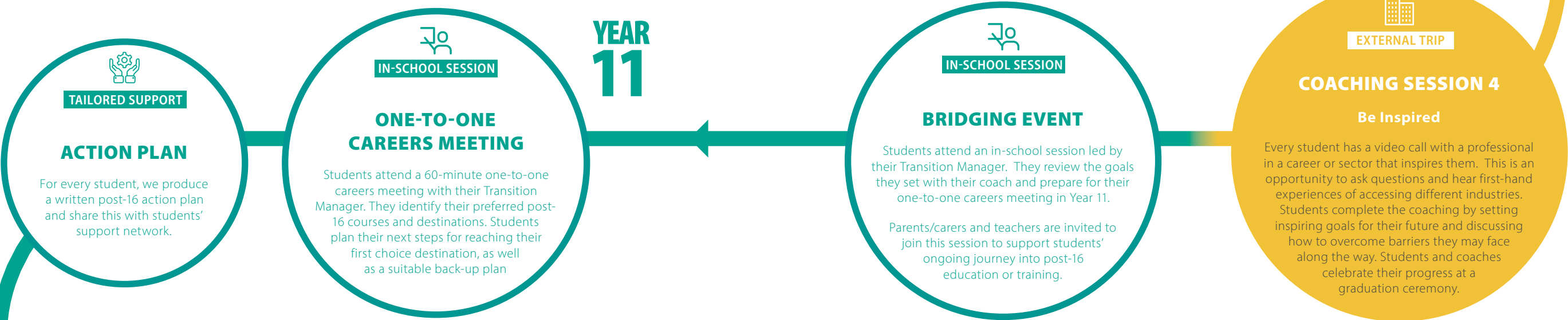
PHASE 1

YEAR 10

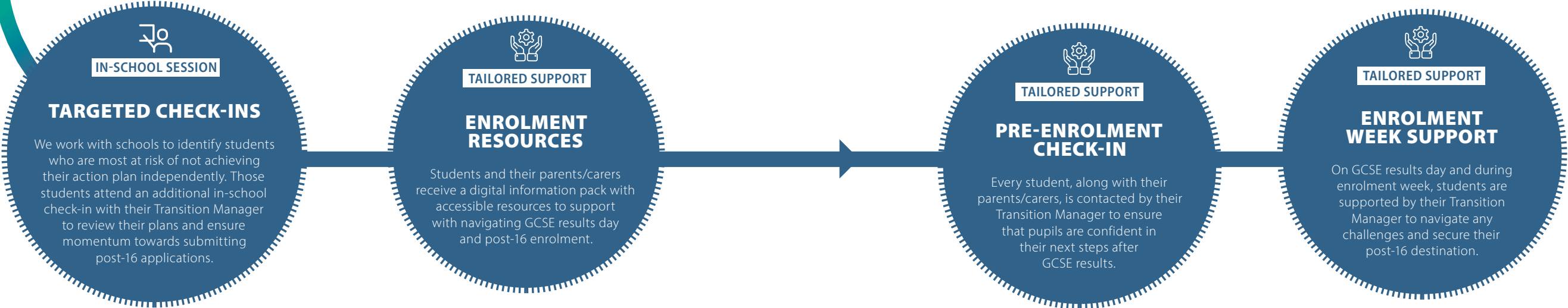


PHASE 2

YEAR 11



PHASE 3



OUR VALUES

We have reviewed and updated the values we believe will enable us to achieve our mission.

Several of these values are already embedded within the organisation – some articulate an aspiration for how we will think and act in order to achieve our ambitions for young people. All of them communicate the leading principles that will guide employee behaviour and decision-making across the charity.



THE TEAM AT FUTURE FRONTIERS HAVE DEVELOPED A FANTASTIC PROGRAMME. THEY ARE PASSIONATE AND ENTHUSIASTIC ABOUT INSPIRING YOUNG PEOPLE AND IT'S CATCHING.

JOEANN, VOLUNTEER COACH, IQVIA



AT FUTURE FRONTIERS WE ARE COMMITTED TO ACHIEVING TRANSFORMATIONAL IMPACT FOR DISADVANTAGED YOUNG PEOPLE

At Future Frontiers everything we do is focused on delivering meaningful long-term impact for young people from low socio-economic backgrounds. This is our purpose and our beating heart. We will never compromise on this and we will base all of our decision-making on delivering meaningful impact for young people.

WE ARE AMBITIOUS BUT CARING

We are an ambitious team with high expectations across all areas of work. We do not shy away from difficult conversations if we know this is important for achieving our ambitions for young people. Despite our high standards, we work hard to build genuinely caring relationships with colleagues, showing kindness and compassion to create a positive and supportive environment.

WE BRING SOLUTIONS TO THE TABLE

We believe the key to achieving our ambition for young people is to approach each challenge with creativity and innovation. We value solutions in all areas of our work, from day-to-day logistics to large-scale innovation.

WE EMBRACE FOCUS AND CONSTRAINT

We believe that we best support young people by focusing hard on a small set of the issues where we can affect significant change. This requires an unwavering commitment to understanding the root causes of the problems at play and a constantly evolving programme to address these problems. We are happy to say 'no' when projects fall outside of our focus or area of expertise.

WE GO THE EXTRA MILE

We understand that delivering ambitious outcomes for young people does not happen by good intentions alone. We step up when needed and go the extra mile for our pupils, our partners and for each other.

WE LOOK UNDER THE BONNET

We do not let pride in our work undermine coolheaded review of its efficacy. That means we embrace feedback and data, and demonstrate a willingness to act on it, even when this is frustrating or challenging. We invest significant time in building systems that provide feedback for colleagues or programmes. By doing this we believe we will avoid complacency, ensuring we deliver on our promise for young people.

ORGANISATIONAL STRUCTURE



OUR 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.

WHO WE WORK WITH

SCHOOLS

We work with schools to reach disadvantaged young people at risk of not fulfilling their potential at GCSE and when transitioning to post-16 education or training.

BUSINESSES

We partner with businesses and train their staff to deliver the career coaching element of our programme for young people in Year 10.

EVALUATION PARTNERS

We work with universities, research bodies and aligned partners to carry out robust evaluations into the impact of our work.

SUPPORTERS

We work with aligned organisations and individuals who provide vital support for our work with young people.

HOW WE ARE STRUCTURED

WE HAVE FOUR DEPARTMENTS, EACH LED BY A HEAD OF DEPARTMENT WHO REPORTS INTO THE CEO.

PROGRAMMES

Responsible for designing and delivering our programme, including our programme monitoring and evaluation work.

PARTNERSHIPS

Responsible for building and maintaining a strong network of school and business partnerships.

FUNDRAISING

Responsible for building lasting relationships with aligned organisations and individuals who are committed to supporting young people to fulfil their potential.

OPERATIONS

Responsible for HR, IT, finance and ensuring that work across all departments is delivered through efficient systems and processes.

HOW WE ARE FUNDED

WE MAINTAIN DIVERSE FUNDING STREAMS TO ENSURE THE CHARITY IS SUSTAINABLE AND PROTECTED FROM FINANCIAL RISK.

TRADED INCOME

VOLUNTARY INCOME

BUSINESS PARTNERS

SCHOOL PARTNERS

GRANTS AND DONATIONS

PART

02

STRATEGY
2021-26

OUR VISION

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

OUR 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.

STRATEGIC STATEMENT

Between 2021 and 2026, Future Frontiers 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.

2026 IMPACT GOALS



EXCEPTIONAL, TAILORED SUPPORT FOR EVERY YOUNG PERSON

Every young person will receive intensive, personalised support over a two-year period. Our programme will inform and inspire, supporting them at each stage of the post-16 application and enrolment process.



OUR PROGRAMME ACHIEVES TRANSFORMATIONAL IMPACT

Our young people will beat the odds. We will rigorously evaluate our programme and track the destinations of our young people. We will understand the extent to which our programme leads to significant increases in our key post-16 destination outcomes, building confidence that our programme achieves meaningful long-term impact for young people.



WE ARE SCALE-READY

With confidence in the level of impact our programme achieves, we will be able to make informed decisions about our scalability. We will have the infrastructure in place to support thousands more young people, including a plan for delivering our programme outside of London.

2021-26 STRATEGIC PRIORITIES



MONITORING, EVALUATION AND RESEARCH

We will develop a comprehensive monitoring and evaluation framework to deliver high quality formative and summative evaluations in pursuit of maximising our impact.



PROGRAMME DESIGN AND DEVELOPMENT

We will extend our programme across two years to support young people in Year 10 and 11 at every stage of the post-16 transition. We will upgrade our programme development cycle to ensure we continually improve the support we provide.



PROGRAMME DELIVERY

We will ensure every young person receives personalised, tailored support through improving the quality and consistency of our programme delivery.



SUSTAINABILITY

We will work more closely with the partners and supporters who provide invaluable time and funding for young people. We will introduce new ways for individuals and businesses to contribute to our mission.



OPERATIONS

We will ensure work across the organisation is delivered through efficient systems and processes. We will invest in our people to maintain a high-performing, supportive culture where all staff are empowered to make a significant contribution to our mission.

OUR VALUES

WE ARE COMMITTED TO TRANSFORMATIONAL IMPACT

WE EMBRACE FOCUS AND CONSTRAINT

WE ARE AMBITIOUS BUT CARING

WE GO THE EXTRA MILE

WE BRING SOLUTIONS TO THE TABLE

WE LOOK UNDER THE BONNET

OUR APPROACH TO GROWTH

Across the five-year period we will steadily grow our pupil reach each year, supporting 14,000 young people in London. This is a decision to pursue modest, not rapid, growth in order to focus on deepening our impact.

This strategy sets out the strategic priorities that will strengthen and deepen the impact our programme has on the life-chances of young people from disadvantaged backgrounds before we seek to scale up our delivery to areas of the greatest need.



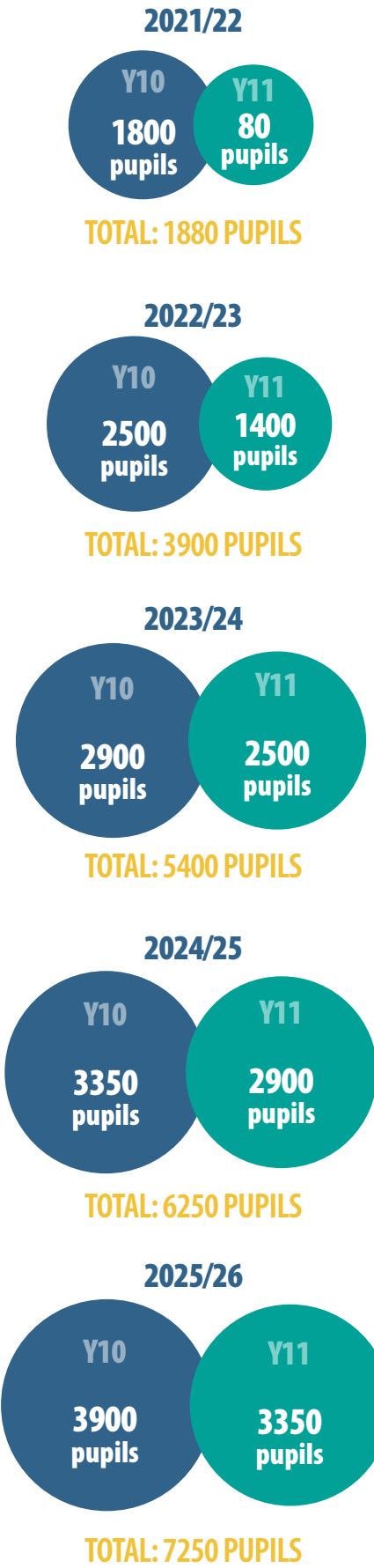
The barriers that disadvantaged young people face to achieve their potential and escape intergenerational cycles of poverty are both complex and wide-ranging. The UK has some of the worst levels of poverty and inequality in the developed world, affecting millions of young people nationwide. These two factors create a tension - between the need for solutions that penetrate the complexities of inequality and the need for growth that supports more than just the lucky few.

Pages 16-17 of this document provides a summary of our impact evaluations to date, demonstrating strong indications of impact across a number of short and medium term measures. Although we regard this as promising, we want to go further and are now focused on achieving more ambitious long-term impact that disrupts intergenerational cycles of poverty that remain across the UK. This document outlines the long-term destination outcomes that our programme will now target and the areas of focus that we believe are necessary to achieve this transformational change.

We recognise that scaling up our delivery is essential to reducing inequality across the UK and we have a strong desire to reach every single young person who faces the challenges we have outlined. However, we also recognise that changing the trajectories of young people does not come without a sharp focus on innovative programme design and robust evaluations that accurately examine the true extent of our impact. We believe that prioritising rapid growth at this time would fail to meet our ambition for transformational impact at scale and that a relentless focus on developing high-impact solutions must be a crucial first step before taking on the challenges of accelerated growth and establishing our provision in new areas of the UK.

Over the next five years, we will evaluate the effectiveness of our programme at delivering meaningful long-term outcomes. We will use this data to determine our ongoing focus; when we are confident that our programme is achieving meaningful impact we will begin the important work of planning for expansion outside of London.

2021-26 PUPIL REACH



PROGRAMME OUTCOMES

A commitment to pupil outcomes has always been at the heart of Future Frontiers. In light of our sharper focus on the post-16 transition point, we have mapped five groups of outcomes for young people across the post-16 journey. Everything we do at Future Frontiers over the next five years will be in pursuit of supporting young people to achieve these outcomes on a consistent basis.



I AM EXCITED TO SEE AN ORGANISATION WITH A CLEAR PLAN TO TACKLE THE PROBLEMS WITHIN THE POST-16 TRANSITION, HAVING CLEARLY IDENTIFIED THE PITFALLS THAT AFFECT DISADVANTAGED YOUNG PEOPLE AND DEVELOPED AN EVIDENCE-BASED APPROACH TO SYSTEMATICALLY DISMANTLE THE BARRIERS THAT PREVENT SOCIAL MOBILITY.

DR. JILL HANSON

Senior Researcher, The International Centre for Guidance Studies



FUTURE FRONTIERS HAVE PINPOINTED DEEP ROOTED PROBLEMS IN THE EDUCATION SPACE THAT HAVE LONG BEEN A PROBLEM FOR SOCIAL MOBILITY IN THIS COUNTRY.

PHILIP DAVIES PHD

Executive Director of Oxford Evidentia and a former Deputy Director of the Government Social Research service



DEVELOP AGE 14-16

Young people increase their:

- career readiness
- self-belief
- engagement and attainment at school

ENTER AGE 16

Young people enter a post-16 qualification that will:

- commence at the right qualification level
- enable them to reach their chosen career

COMPLETE AGE 16-17

Young people are more likely to complete the qualification they enter

ACHIEVE AGE 17-19

Young people are 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 AGE 17-19+

Young people make a positive onwards progression into sustained education at a higher level, an apprenticeship or sustained employment with strong earning potential.

STRATEGIC PRIORITIES

We have identified five strategic priorities that will guide our work over the next five years. An overview of the key projects we will undertake and milestones we will meet by Summer 2023 and Summer 2026 is included in Appendix 3.

PAGES 36-37



MONITORING, EVALUATION AND RESEARCH

PAGES 38-39



PROGRAMME DESIGN AND DEVELOPMENT

PAGES 40-41



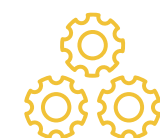
PROGRAMME DELIVERY

PAGES 42-43



SUSTAINABILITY

PAGES 44-45



OPERATIONS



THE LEVEL OF PERSONALISED SUPPORT THAT FUTURE FRONTIERS OFFERS STUDENTS IS UNPARALLELED - THE DIFFERENCE IT HAS MADE HAS BEEN TRANSFORMATIVE.

**RAZA ALI,
HEADTEACHER
AND TRUSTEE**

STRATEGIC PRIORITY:



MONITORING, EVALUATION AND RESEARCH

We will develop a comprehensive monitoring and evaluation framework to deliver high quality formative and summative evaluations in pursuit of maximising our impact.

Our focus on long-term impact raises the bar significantly in what our programme is designed to achieve for young people. In order to understand if we are on track with these ambitious Impact Goals, we will invest significantly in our monitoring, evaluation and research projects across the next five year period. These projects will not only help us to understand the extent of our impact, but will provide us with rich information about the strengths of our programme, enabling us to continually develop and refine our support.

WE WILL:

- Conduct annual destination evaluations that demonstrate the extent of our impact on post-16 trajectories.
- Carry out a range of process evaluations to understand the effectiveness and consistency of our delivery.
- Partner with independent evaluators to robustly assess our programme's effectiveness at delivering meaningful long-term outcomes.
- Conduct a range of cross-sectional evaluations to interrogate our logic model and evaluate pupil characteristics in order to refine our pupil targeting.
- Refine our outcomes framework and develop a clear set of measures that indicate the extent of our impact on meaningful long-term outcomes.
- Review our measures, assessments, quality assurance frameworks and data collection tools.
- Design and implement comprehensive monitoring and evaluation processes that outline how we use data to inform our monitoring and evaluation projects.
- Build accessible and inclusive data collection systems.
- Launch a schedule of programme observations to evaluate the consistency and quality of delivery against our quality assurance framework.
- Create a new data interface that displays useable and easily accessible data across our teams.
- Conduct primary and secondary research in order to develop advanced knowledge of the problems and drivers behind post-16 transitions for lower attaining disadvantaged young people.
- Conduct a regional need, policy and competitor analysis review to inform our growth planning.



STRATEGIC PRIORITY:



PROGRAMME DESIGN AND DEVELOPMENT

We will extend our programme across two years to support young people in Year 10 and 11 at every stage of the post-16 transition. We will upgrade our programme development cycle to ensure we continually improve the support we provide.

In targeting transformational impact for young people, we recognise the importance of relentless commitment to driving up quality through innovative programme design. Our understanding of the complexities of the issues that disadvantaged young people face during their post-16 transition has led us towards the development of new provision for pupils during Year 11 when they are making course choices and applications. As such we have begun an ambitious design and development effort that will seek continually to identify opportunities for maximising impact.

We have underpinned our programme development cycle with a strong focus on pupil voice, allowing us to make pupil-led decisions about how our programme is shaped. This includes the voice of our Youth Advisory Group - a team of young people who reflect our target group and who meet regularly to advise us on how our support can strengthen and grow.

WE WILL:

- Design and pilot new Year 11 provision focused on supporting young people through the post-16 selection, application and enrolment process. This will include optimising our Year 10 coaching programme and ensuring effective integration with the new Year 11 provision.
- Build a scalable delivery model for our new provision, allowing us to deliver this additional support for all pupils who complete our Year 10 coaching programme.
- Implement a new programme development process that interrogates the fidelity of our programme and guides us to make ongoing improvements to our programme activities.



STRATEGIC PRIORITY:



PROGRAMME DELIVERY

We will ensure every young person receives personalised, tailored support through improving the quality and consistency of our programme delivery.

Over the last eight years we have focused on establishing an effective delivery model that harnesses the power of business volunteers to provide young people with personalised guidance and access to professional role models. This model is underpinned by effective delivery systems that mean we have supported over 6,000 young people to date.

We will now focus on maximising the quality and consistency of our programme delivery to ensure every young person receives the same high-quality support as we grow.

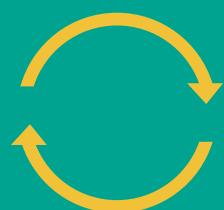
Alongside this focus on consistency, we will prioritise driving up pupil and coach engagement across our programmes. As we direct our support to lower-attaining young people, we will be working with a larger proportion of young people whose engagement with school is low and as such we must invest in measures to maximise pupil engagement with the programme. Our volunteer coaches are also critical to delivering our programme effectively to young people and we will improve the training and support we offer them to empower them to deliver a personalised coaching experience for all young people.

WE WILL:

- Refine our programme delivery systems and maximise the quality and consistency of programme delivery.
- Implement new school and pupil engagement measures to increase levels of active participation at each stage of programme delivery.
- Develop our coach onboarding, training and support to ensure all coaches are well equipped to provide a personalised and focused coaching experience for young people.
- Review our programme planning and the overall experience for schools and businesses.



STRATEGIC PRIORITY:



SUSTAINABILITY

We will work more closely with the partners and supporters who provide invaluable time and funding for young people. We will introduce new ways for individuals and businesses to contribute to our mission.

Over the next five years, we will continue to work with a diverse range of partners and supporters. In order to build strong long-term relationships, we will focus on refining the partnership experience for the people and organisations who support us.

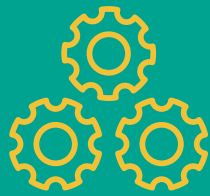
Alongside deepening our existing relationships, we will introduce new partnership opportunities with our business partners, providing them and their staff with opportunities to further their impact for young people.

WE WILL:

- Expand opportunities for businesses to support our work through a new Impact Partnership offer.
- We will enhance the experience for the people and organisations who support our work to build long-term relationships, including building our network of volunteers and advocates.
- Refine the partnership experience for our Programme Partners.



STRATEGIC PRIORITY:



OPERATIONS

We will ensure work across the organisation is delivered through efficient systems and processes. We will invest in our people to maintain a high-performing, supportive culture where all staff are empowered to make a significant contribution to our mission.

The Operations goal is centred around developing our processes and people with a focus on undertaking projects that will lead to a significant positive impact on pupil outcomes.

Delivering on the projects and goals we have outlined in this document requires a significant upgrade to our IT infrastructure and internal processes. We will introduce an upgraded CRM system, allowing us to integrate our pupil, school, coach, business and supporter data securely. Alongside this we will also review and streamline our back-end processes in pursuit of efficiency across all teams.

Future Frontiers has grown to a team of over 20 staff and over the next five years we are committed to maintaining the high-performing but supportive culture we believe is critical to achieving our mission. Building from strong foundations, our HR strategy will now prioritise supporting our staff to develop as professionals, whilst ensuring they are valued and empowered to make a significant contribution to our mission.

WE WILL:

- Upgrade our IT infrastructure including CRM capability to track and manage all pupil, coach and partner data.
- Embed a workplace culture where staff feel valued, can develop professionally, and are equipped to maximise their contribution to our mission.
- Increase the diversity of our candidate pool and take a proactive approach to building an inclusive workplace environment.





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