



ANNUAL IMPACT REPORT

2019 / 2020



FOREWORD



This year has shown the resilience and flexibility of Future Frontiers as the organisation has quickly adapted to continue serving young people during the Covid-19 pandemic.

Combined with a continued focus on measuring our impact, Future Frontiers is poised to come out of the current situation on a strong footing and with a renewed commitment to evidencing and improving outcomes for the pupils that we support.

We are privileged to support young people at a time of unprecedented need and I am looking forward to another year of growth and development for the charity.

BEN WILLIAMS, CHAIR OF TRUSTEES



This year we have seen encouraging signs of transformational impact across a number of external evaluations and we are pleased to be able to develop this work further, setting out our long-term evaluation plan that will help us prove and improve the impact our programme has on the lives of young people from disadvantaged backgrounds.

We are incredibly grateful to the schools, businesses and funders who have supported us through a year of immense development and growth. Looking ahead, there has never been a more important time to develop high-impact solutions for young people approaching the key transition points that will have lifelong consequences.

DOMINIC BAKER, FOUNDER, CEO

OUR YEAR IN NUMBERS



1,066

YOUNG
PEOPLE
COACHED

925 141

FACE TO FACE VIRTUALLY

6,396

HOURS
OF COACHING
DELIVERED

26 PARTICIPATING
LONDON SCHOOLS



865
VOLUNTEER
COACHES

28
SCHOOLS
IN THE UK



PARTNERED WITH
42
BUSINESSES TO BRING OUR
PROGRAMME
TO THEIR OFFICES

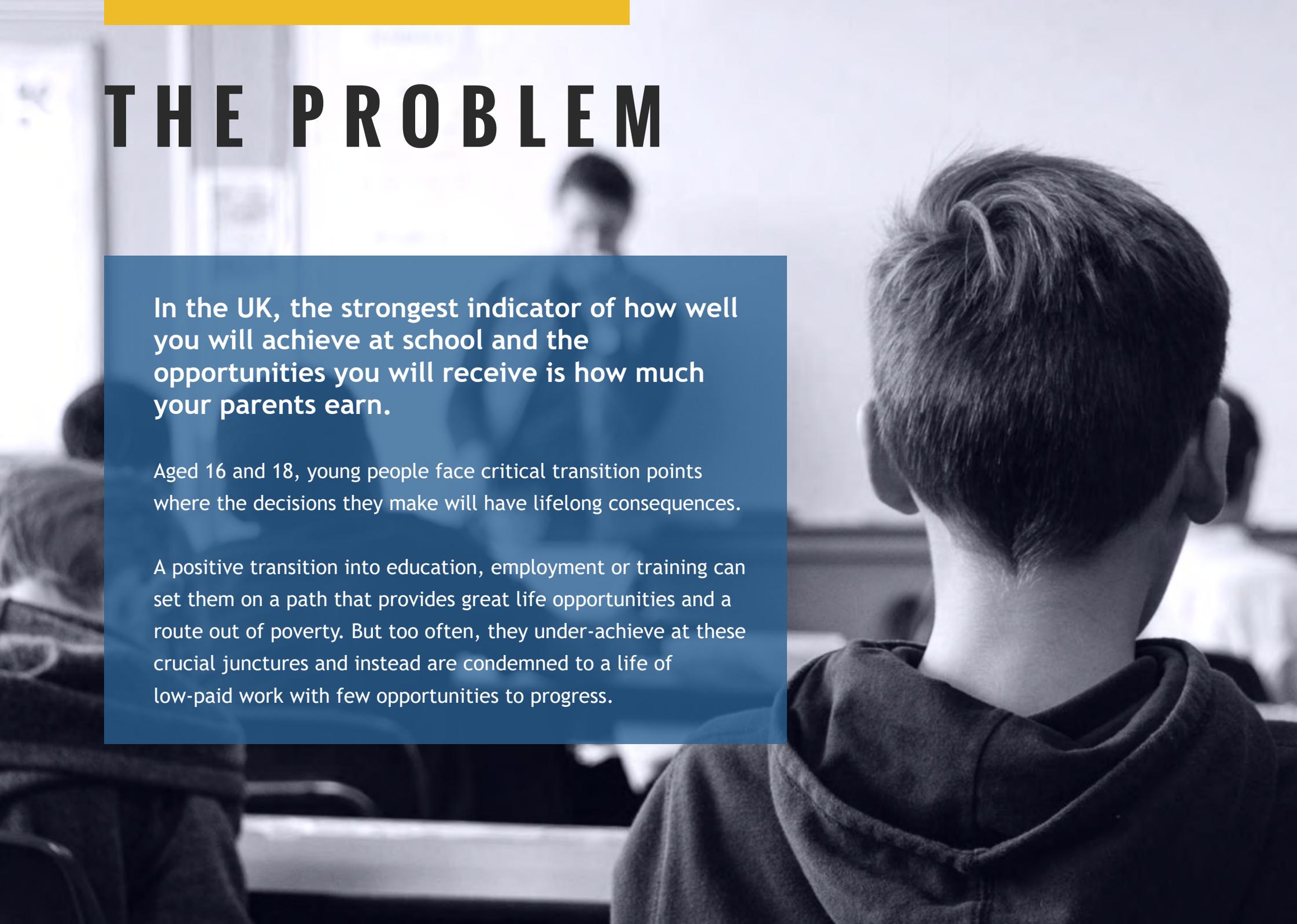


OUR PURPOSE

Future Frontiers exists to ensure young people from disadvantaged backgrounds fulfil their potential at school and when transitioning to education, employment or training at age 16 and 18.

We do this by providing the guidance, networks and opportunities they lack - through face-to-face coaching delivered by business professionals and access to sector role models.

THE PROBLEM

A young boy with dark hair, wearing a dark hoodie, is seen from behind, sitting at a desk in a classroom. He is looking towards the front of the room where a teacher is standing and speaking. The background is slightly blurred, showing other students and classroom elements. A yellow horizontal bar is at the top left of the image.

In the UK, the strongest indicator of how well you will achieve at school and the opportunities you will receive is how much your parents earn.

Aged 16 and 18, young people face critical transition points where the decisions they make will have lifelong consequences.

A positive transition into education, employment or training can set them on a path that provides great life opportunities and a route out of poverty. But too often, they under-achieve at these crucial junctures and instead are condemned to a life of low-paid work with few opportunities to progress.

THE PROBLEM

POST-16 TRANSITION POINT

At age 16, two in three **disadvantaged young people fail to achieve the basic entry requirements** needed to progress academically beyond their GCSEs!...



...and they are significantly more likely to **enter courses with low income progression.**²

They're twice as likely to **drop out** of academic post-16 education, and five times more likely to be **NEET*** at some point aged 16-19.³

POST-18 TRANSITION POINT

They're four times **less likely to go to university**⁴...



...and five times less likely to **get a top apprenticeship.**⁵

As a result, hundreds of thousands **won't achieve the qualifications they need** to progress to university, apprenticeships or jobs with good income progression.

They're twice as likely to **drop out of their degree** and be **long-term NEET** aged 18-24.⁶

Aged 26, four in five **earn below the "just about managing" threshold** (£21k per annum).⁷

IN ADULT LIFE



* not in education, employment or training
1 Department for Education, 2020, Level 2 and 3 attainment in England: Attainment by age 19 in 2019, p.6
2 Department for Education, Post-16 education: outcomes for disadvantaged students, 2018

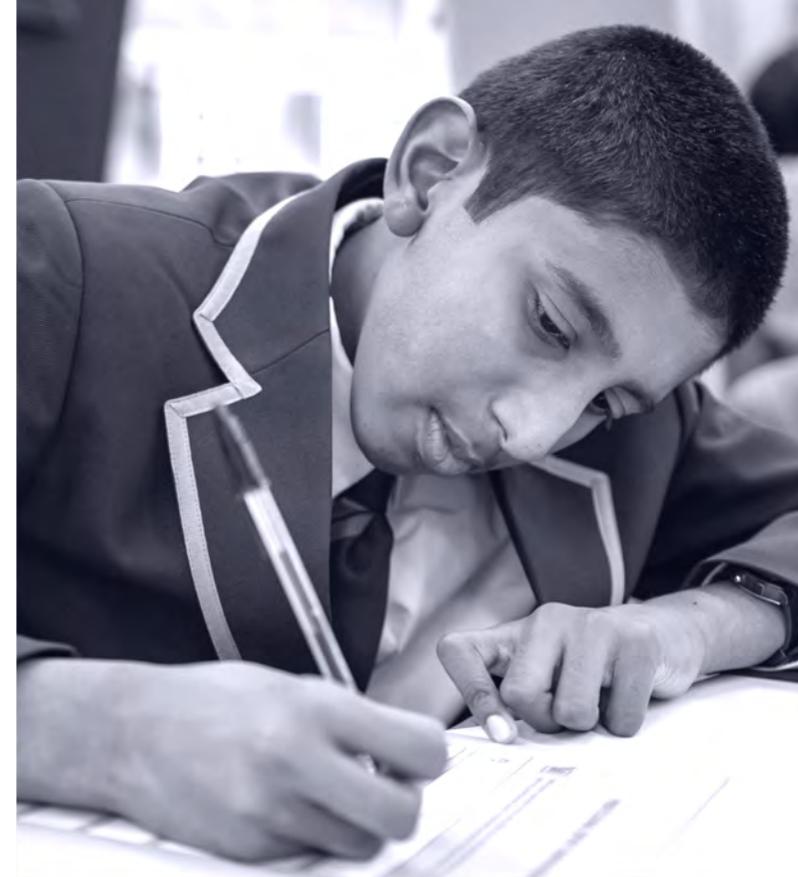
3 Department for Education, Revised A level and other 16 to 18 results in England, 2017/2018 – Additional text, 2019
4 UCAS, End of cycle report 2019, 2020
5 Department for Education, Post-16 education: outcomes for disadvantaged students, 2018

6 Impetus, The long-term NEET population, 2019
7 Department for Education, Post-16 education: outcomes for disadvantaged students, 2018

OUR PROGRAMME

Extensive research confirms that young people from disadvantaged backgrounds do not lack aspirations. Instead, they lack the guidance, networks and opportunities needed to develop these aspirations and take the steps required to turn them into reality.

Through a programme of face-to-face coaching and access to inspiring sector role models, we increase students' motivation and engagement at school and equip them with the knowledge, skills and belief they need to make successful transitions aged 16 and 18.



I was really confused because I had all different interests like psychology and languages and I wasn't really sure if there was a career for me that included my interests. But the programme gave me hope. Even if I don't end up in occupational psychology, there is a career that suits everybody! It really helped me make up my mind about the world of work and broadened my horizons.

Laura , future occupational psychologist

OUR PROGRAMME

OUR SOLUTION



Face-to-face coaching



Access to sector role models



Detailed pathway and career planning

IMMEDIATE OUTCOMES

Young people have:

1. Discovered a career or sector that **inspires them**.
2. Mapped out a detailed progression plan that is **ambitious and realistic** and plays to their strengths.
3. Developed the knowledge and skills to make **informed decisions** at key transition points.
4. Built **belief in their ability** to achieve their goals.

MEDIUM & LONG TERM OUTCOMES

As a result, they:



Demonstrate **increased engagement** at school, leading to **improved attainment**.



Progress to **higher qualification levels** with **higher earning potential**.



Are more likely to **sustain their post-16 or 18 destination** and **less likely to be NEET**.

PUPIL JOURNEY

We match every pupil to a coach from a leading business. Over six hours of face-to-face coaching, pupils discover a career that inspires them and plan their pathway to success.

All pupils complete the programme with a personalised development plan, mapping out the academic flight path to achieving their top career.

To reinforce the coaching activities, pupils also have a range of structured opportunities to engage with sector role models through video calls, assemblies, and our Career Networking Event. By combining these elements, pupils come to understand the value of their education, building long-term motivation and engagement with learning.

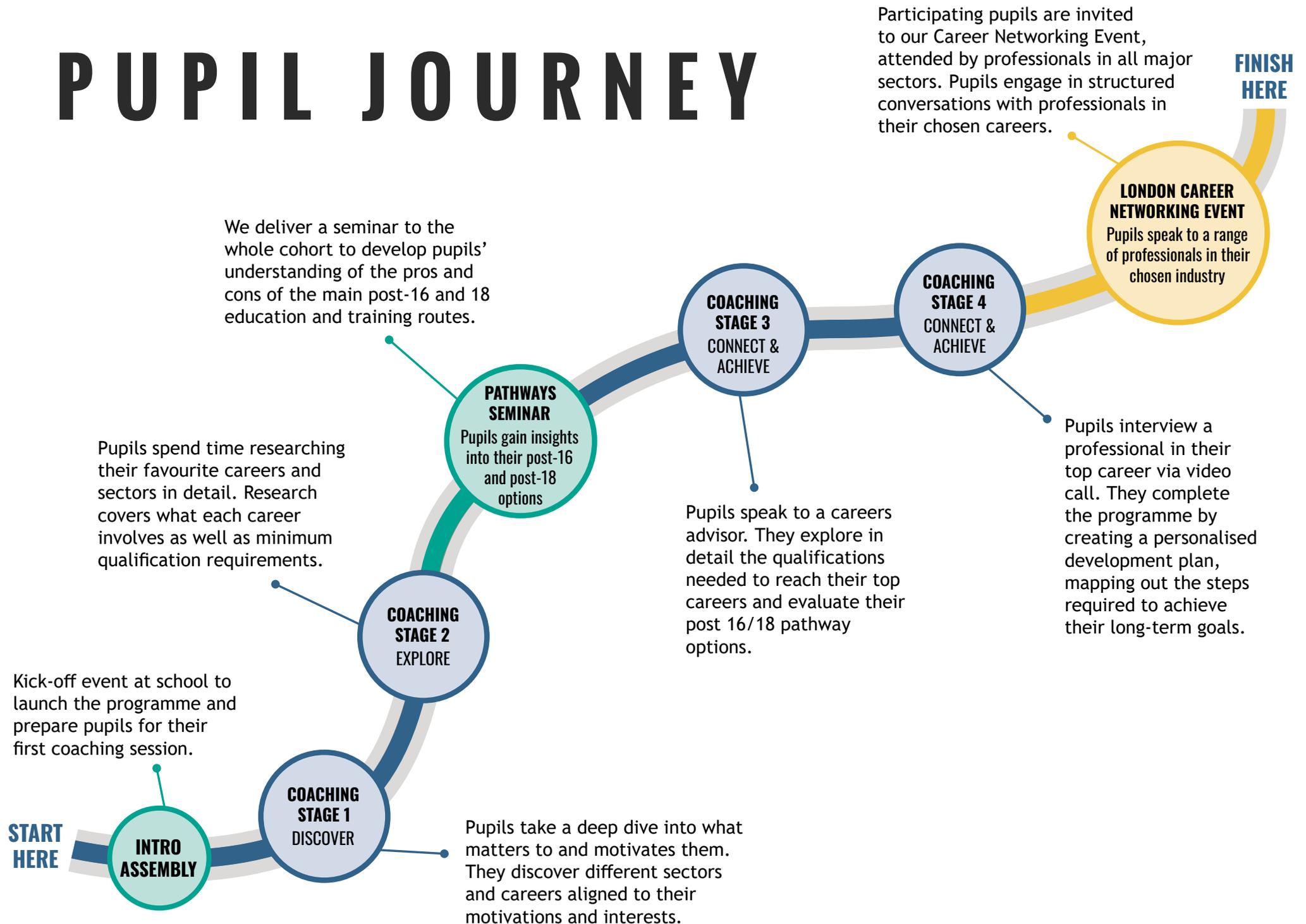


Future Frontiers helped me confirm what I wanted to do and it gave me more of an idea of the path I needed to take. I loved that this programme helped me see that I can achieve what I want to, and there's nothing that can stop me from doing that.

Sara, future social worker



PUPIL JOURNEY





THE RESEARCH BEHIND OUR APPROACH



AMBITION IMPROVES GCSE GRADES

Driven and ambitious young people outperform their peers by half a GCSE grade, even when controlling for prior attainment and other characteristics.



HIGHER EARNINGS LINKED TO LEVEL THREE PROGRESSION

Disadvantaged pupils are 37% more likely to enter careers with strong earning potential (£25k+) if they progress from GCSEs to a Level Three qualification.



CAREER ENGAGEMENT REDUCES NEET* RATE

Pupils are 5 times more likely to transition into education, employment or training at age 18 if they recall four or more interactions with employers.

*NEET = pupils not in education, employment or training

1 Centre for Education Policy and Equalising Opportunities, Driven to succeed? Teenagers' drive, ambition and performance on high stakes examinations, 2020

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

3 Education and Employers Taskforce, It's who you meet: why employer contacts at school make a difference to the employment prospects of young adults, 2012

WHO WE SUPPORT

We target our support at pupils aged 14 to 18 lacking the guidance, networks and opportunities to make informed decisions about their next steps.

In the UK today, the strongest predictor of how well a child does at school is parental income. This means the young people we work with are disproportionately likely to under-achieve throughout their education and adult life, compared with their better-off peers.

100%

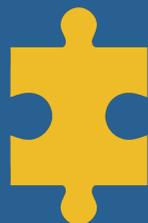
**OF THE PUPILS WE
WORK WITH MEET
AT LEAST ONE OF
THESE CRITERIA.**



From a disadvantaged background (eligible for Pupil Premium, household income of under £25,000, in receipt of the 16-19 bursary or living in social housing).



In the first generation of his/her family to be planning to go to university in the UK.

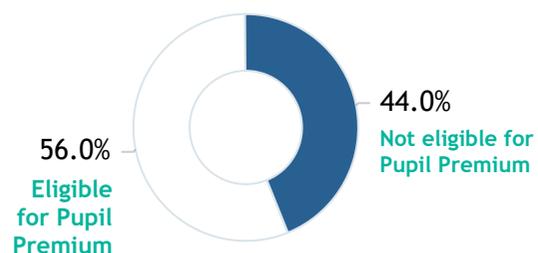


Lack strong support networks outside of school to provide guidance with selecting post-16 and 18 destinations.

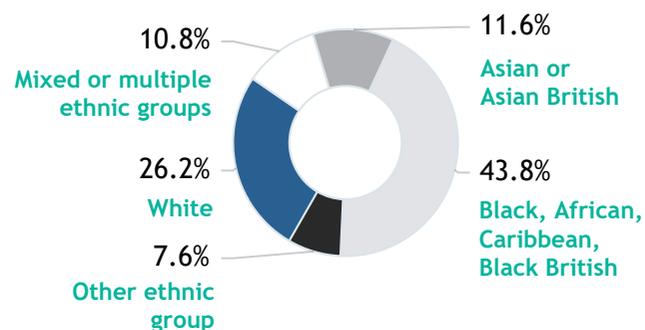
WHO WE SUPPORT

Pupil Characteristics in 2019/20

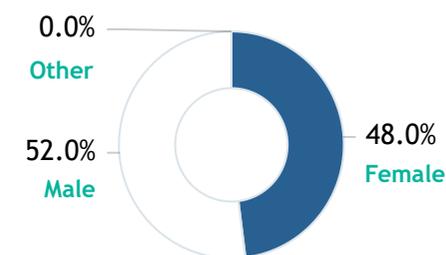
Eligibility for Pupil Premium



Ethnicity



Gender Identity



It's been great to see the students so engaged. We had a couple of students say the only reason they came into school on Wednesdays was because they were doing the Future Frontiers programme.

Lead Teacher, Lilian Baylis Technology School

“

My coach was absolutely fantastic. She helped me so much through the process of finding my ideal career and was so caring and motivational. From not knowing what to do in life to knowing exactly the steps I need to take to accomplish my dreams, this programme really did have a huge impact on the way I thought and helped get my life together.

Hanna, future civil engineer



OUR COVID-19 RESPONSE

In response to the closures of schools and offices, we acted rapidly and moved our programme online. Across the summer term, we delivered a virtual coaching programme to 141 pupils, supporting them to plan for their next steps.

Across the spring of 2020, the need to provide young people with personalised guidance to help them plan for their futures had never been more important. However, delivering this support became more challenging than ever before.

We responded swiftly to maintain provision, adapting programme content and moving coaching online. We also narrowed the cohort of pupils we supported to ensure we were reaching those most in need. We focused support on Year 12 pupils approaching their final year of school who needed to plan for their imminent post-18 transition to education, employment or training.



Trying to keep up with self-driven learning alongside thinking about what was next was complete confusion and chaos until engaging with my career coach at Future Frontiers.

Muskan, future educational psychologist





OUR IMPACT



We remain committed to measuring and improving our impact on the life-outcomes of the young people we serve.

This year, we have gained a more thorough understanding of the positive impact our programme has on developing the knowledge, skills, and self-belief pupils need to make successful transitions. We continued to develop our internal monitoring and evaluation structures and put in place a framework to evaluate the fidelity of our programme delivery. We also refined our pupil surveys by using externally validated questions and conducted a series of in-depth interviews with our beneficiaries.

Several positive external evaluations of our programme have also energised us throughout the year. Findings from ImpactEd and Canterbury Christ Church University demonstrated positive changes in pupil engagement at school and have laid the groundwork for more robust studies next year. We have also continued our partnership with the University of Derby into its second year and, through this, have built a more nuanced understanding of the impact our programme has on pupil transitions to post-16 destinations.

Looking ahead, we are excited to be investing heavily in long-term evaluation work, having extended our partnerships with a number of external evaluators. We're thrilled to present our evaluations from this year and an overview of our plans to measure the long-term impact that our programme has on the life-outcomes of young people.

ROB GRYLLES, HEAD OF DATA AND IMPACT

EXTERNAL EVALUATIONS



A new partnership with ImpactED over the last year has developed our ability to understand and improve the impact of our work. ImpactED conducted two discrete pieces of analysis, using survey data on **knowledge, skills and belief**, and on **pupils' engagement at school**.

"Positive changes were observed across all outcomes for the whole cohort. When results were examined as percentage changes for each outcome, Skills and Knowledge outcomes saw particularly impressive increases.

*For one of the schools analysed, in both the first year and the second year after the programme, **participating in Future Frontiers is associated with statistically significant higher attendance**, even when controlling for Pupil Premium and KS2 grades. This is particularly noteworthy given this group shows significantly lower attainment results, which one might expect to be negatively associated with school attendance.*

*A separate regression analysis at the same school indicated a **positive long-term uplift in engagement one year after participation in the programme.***



We commissioned the Faculty of Education at Canterbury Christ Church University to conduct an **evaluation of the impact the programme had on student engagement**, using a comparison group from the same school who did not participate in the programme.

*"Future Frontiers played an important role in **increasing student behavioural engagement.***

*Positive behaviours such as homework completion, participation in class, effort and progress **increased by 48% compared to 12% in the comparison group.***

Qualitative data from focus groups showed that students all felt engagement in the programme had led to them gaining new knowledge about next steps for their chosen career."

EXTERNAL EVALUATIONS



During the 2019/2020 academic year, we worked in partnership with the University of Derby to carry out a quantitative evaluation of our programme outcomes.

In 2018-19, the University of Derby published their initial findings on the impact of Future Frontiers career coaching on career readiness and indicators of successful transitions to post-16 destinations. Using a pre/post psychometric survey, the study found that when compared to a control group of students who did not participate in the programme, students who did take part in the Future Frontiers programme showed statistically significant increases in the following outcomes:

16% thinking positively about school

11% career planning

16% work readiness

Continuing this analysis over the last year, the University of Derby analysed the intended post-16 destinations of the same pupils against a control group of pupils who did not participate in the programme. Further analysis showed that of pupils who completed the programme:

- Fewer students indicated they were **undecided** (which might indicate they are potential NEETs).
- There was a **greater range of qualification type/level**, with students being more able to indicate the specific type and level they were intending to progress onto.
- Students from the career coaching school had the opportunity to learn about a **wider range of progression routes/pathways** and were **more confident** in selecting the correct level of progression for them.

LYDIA'S STORY

Young people leaving school in 2021 are entering the toughest education, employment and training landscape seen in decades. Lockdown and school closures meant they missed 3-months of formal education. It was more important than ever that our coaches were there to support pupils to think about their futures and plan carefully for their next steps.

For Lydia, the opportunity to be matched to a career coach came at a crucial time. Lydia was doing all the right things: she was working hard towards her A-Levels, had adjusted to the rhythm of home learning, and had been starting to think about her future. But before the Future Frontiers programme, she had not yet been supported to think extensively about what she could turn her skills and talents to upon leaving school.

Jobs in healthcare had always interested Lydia, but the programme gave her the structure and confidence to explore the sector in greater detail. Through the research she did with her coach - Andrew, a volunteer from CenturyLink - and after having the opportunity to speak 1:1 with a surgeon, Lydia came to the conclusion that she wanted to pursue a career in medicine.

She explains that one of the first activities she completed with her coach helped her reach this decision. “We looked at the skills and qualities that I have. And then later, we linked that to the careers I found interesting and got to see crossovers. It was really helpful. In Sixth Form we don't tend to look at these things in detail like that”.

Andrew explains how powerful it was to see Lydia work through this exercise. How it “validated” her opinions and built her belief that becoming a doctor aligned with her skills, predicted grades and motivations: that it was a career option she was right to consider.



I think I had always wanted to do medicine, but I never really thought I was able. The coaching programme helped to - I guess - confirm that I could.

Lydia, future doctor

LYDIA'S STORY

LYDIA REFLECTS:

“I think I had always wanted to do medicine, but I never really thought I was able. The coaching programme helped to - I guess - confirm that I could.”

The activities towards the end of the programme then gave her the knowledge of the steps she needed to take to get there.

“In terms of actually getting to my - I guess you could say - dream career, I wasn't too sure. But we looked at the different stages that you have to work your way through.”

Lydia describes how this process made the prospect of becoming a doctor “more real”, and less “scary”. She now has a plan set out for her immediate next steps and longer-term things she needs to do.

For Lydia, this means one big change in the near future. She needs A Level Chemistry to access medicine courses at university and has now committed to re-taking the year at school to enable her to do this alongside her A Levels in Maths and Biology.

“I didn't choose Chemistry before as I never thought I'd get in. This experience has made me realise that I should go for it and my school have said I can repeat the year so I can get the A Levels I need.”

ANDREW HAS BELIEF THAT LYDIA WILL ACHIEVE HER AMBITIONS:

“I've got every confidence that she'll do the things that she needs to do. Whether she follows the plan we made, or whether she tweaks it a bit, I have no hesitation in saying she'll do an excellent job”



“

The students who completed the course were more organised overall in making their applications to UCAS. They were more aware of what skills they had utilised in school that could be transferred to the workplace. They were also more aware of the competitive nature of looking for places and they did more work on their career plans in the summer term than the students who weren't part of the programme.

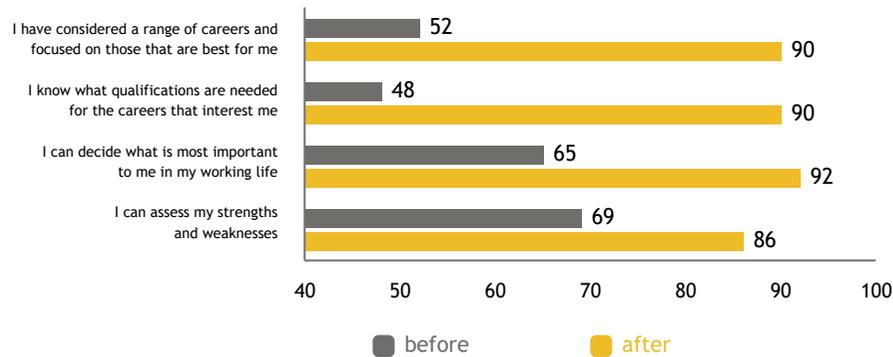
Lead teacher, Barnhill Community High School



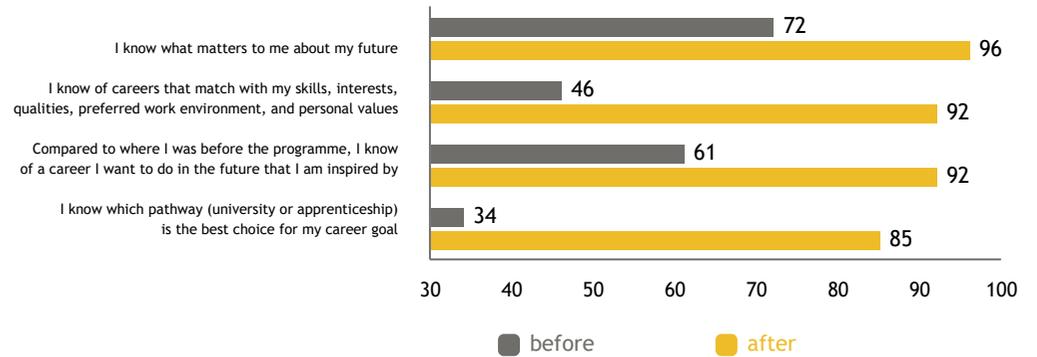
SELF REPORTED PUPIL OUTCOMES

These graphs show the immediate outcomes for pupils during 2019/20, based on baseline and endline survey data. The data shows the percentage of pupils who completed the surveys and responded positively (agree or strongly agree) to the questions listed.

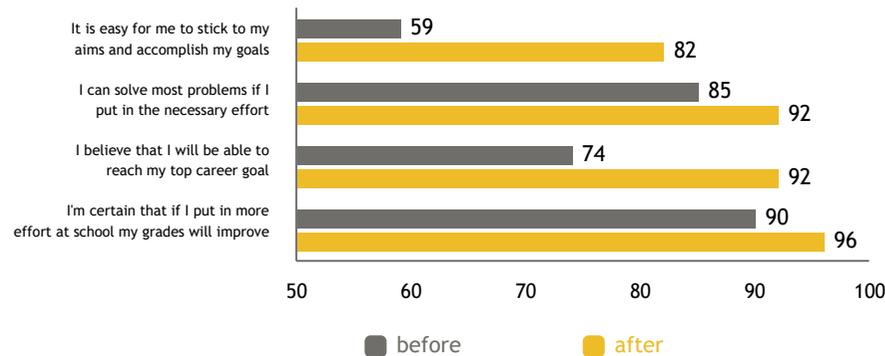
INDICATORS OF PUPILS' CAREER READINESS



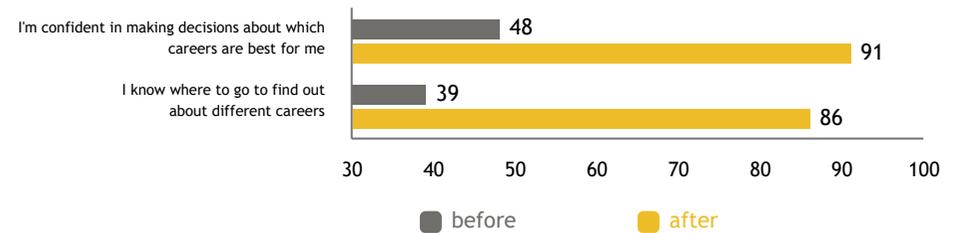
KNOWLEDGE



SELF-BELIEF



SKILLS



93%

of pupils agreed that their career coach guided them to discover an inspirational career and that the knowledge they gained about how to reach that career improved their attitude towards learning.

OUR LONG TERM EVALUATION PLAN

This year we have commissioned three evaluation partners to quantify the impact of our programme at key transition points. Specifically, we will measure the impact of our programme on pupils progressing to and sustaining post-16 and post-18 destinations. Cohorts will be monitored at each stage of their transition, as outlined below.



OUR 2020/21 FOCUS

Our 2020/21 year will focus on six key areas of work across three themes:

CONTINUED FOCUS ON OUR RESEARCH, EVALUATION AND IMPACT

1. Defining the problem, our solution and how we will measure our impact through robust long-term evaluation work.
2. Refining our monitoring systems to facilitate ongoing programme development.

PROGRAMME DEVELOPMENT AND INNOVATION

3. Innovating and testing new programme ideas for:
 - Optimising our core programme with new concepts such as greater sector exploration and increased focus on programme handover to our school partners.
 - Developing an extended programme of support for 'high potential' pupils at risk of failing to progress to higher-level learning (level 3) aged 16.

IMPROVING OUR CAPABILITIES FOR A YEAR OF GROWTH IN 2021/22

4. Developing our offer to businesses and corporate foundations in supporting our work.
5. Developing our operational capacity.
6. Increasing our profile as an organisation, building awareness of the problem areas we are tackling.

OUR SUPPORTERS

We are very grateful to all of our business and funding partners for their ongoing support.



