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LEVEL 2 FUTURE COACH RESEARCH

ANNUAL IMPACT REPORT

2023/24



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VISION

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, fulfilling employment.



Photo credit front cover and this page:
Paul Read

HELLO



EMMA BRADLEY
CEO

Welcome to Future Frontiers' Annual Impact Report for the 2023/24 academic year.

As the newly appointed CEO, I cannot take any credit for the great work and the significant achievements of the team over the last year, but I am pleased to have the opportunity to build on these. I joined the organisation due to its track record in supporting young people to broaden their horizons and prepare for fulfilling careers.

At Future Frontiers, our unique programme creates positive outcomes for students, schools and businesses. Our approach epitomises my belief that private sector, public sector and charitable organisations working in partnership can achieve more good together than they can alone. Together, we can work towards a more equal society - and help move young people out of poverty.

I am looking forward to meeting as many people as I can who are involved with the charity. Your support is invaluable, and your insights will help us iterate and grow the programme so that even more young people from disadvantaged backgrounds can benefit. The landscape for charities continues to be challenging, but we remain ambitious and focused.

In the meantime, thank you to all our supporters, partners and volunteers for everything you do.



DOMINIC BAKER
FOUNDER

As I move on from Future Frontiers, I am hugely excited about Emma Bradley's vision for the charity and delighted to be handing over the organisation to such safe and capable hands.

As ever, I would like to thank everyone who has supported us, and to give a special thank you to the Future Frontiers team.

Over the summer, the whole charity got involved in the enormous task of supporting young people and their parents through the emotional period of receiving their GCSE results and enrolling on their post-16 courses. Our conversations were a stark reminder of the critical support that is needed at this time. It was a humbling experience to witness the gratitude shared by parents and pupils, having been supported through their next steps and feeling confident that they are on a pathway to achieving their potential.

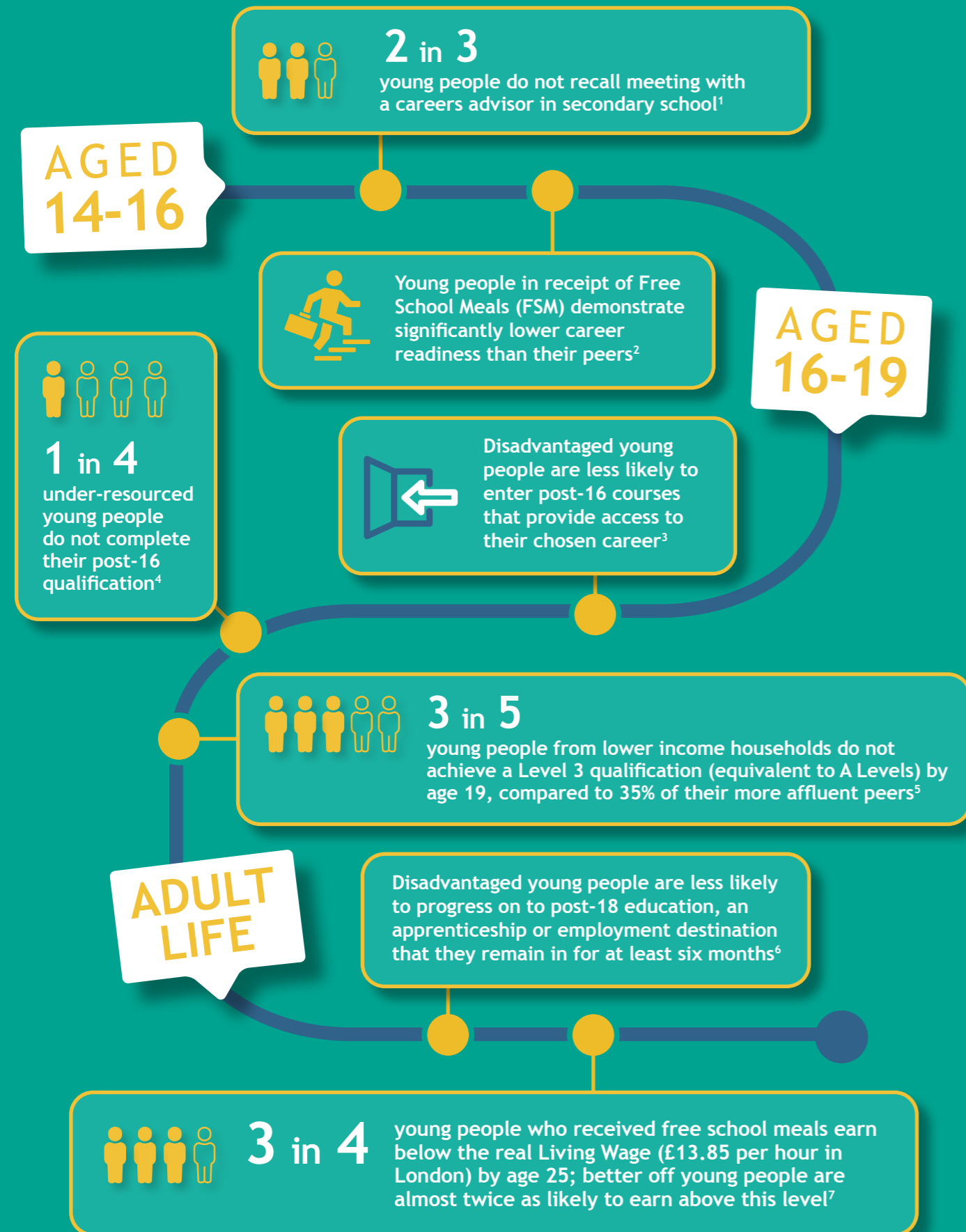
These moments do not happen by chance - I am incredibly proud of the team's achievements in designing and delivering an evidence-led programme that changes young people's futures.



Thank you for opening my mind to different opportunities. I will forever be grateful for the support given."

MALAIKA
YEAR 10 PUPIL FROM HOUNSLOW

THE NEED



YOUNG PEOPLE IN LONDON

We support young people who are both socio-economically disadvantaged and who are not predicted to meet the GCSE entry requirements for most London school sixth forms.

These pupils are more likely to face complex post-16 transitions, including choosing from a complicated range of technical and vocational courses, and having to select and enrol at a new educational institution.

To better understand the post-16 trajectories of young people who share the characteristics of those we support, in 2023 we worked with Mime Consulting to access historic data from the Department for Education's National Pupil Database.

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

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

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

References

1. Youth Employment UK, 2023, *Youth Voice Census Report 2023*
2. Percy, C. & Finlay, I., The Careers & Enterprise Company, 2024, Technical note: Careers education and career readiness.
3. Social Mobility Commission, 2021, *The road not taken: the drivers of post-16 course selection*.
4. Department for Education, 2023, Academic year 2022/23: A Level and other 16 to 18 results.
5. Department for Education, 2023, *Academic year 2022/23: Level 2 and 3 attainment age 16-25*.
6. Department for Education, 2022, *Academic year 2020/21: 16-18 destination measures*.
7. Office for National Statistics, 2022, *Education, social mobility and outcomes for students receiving free school meals in England: initial findings on earnings outcomes by demographic and regional factors*.
8. Mime Consulting and Future Frontiers, 2023, *Data from the Department for Education's National Pupil Database*.

* This research includes young people who live in London, are eligible for free school meals and achieved average GCSE grades of 3-5.



Photo credit: Paul Read



Photo credit: Paul Read

OUR PROGRAMME

We work with schools and businesses across London to deliver an evidence-based programme of career coaching and guidance over two academic years, empowering young people to make informed decisions about their futures.

The programme is delivered by a skilled and experienced Programmes team, including Transition Managers: trained programme delivery and careers education professionals who facilitate sessions and work with young people directly.

YEAR ONE

Young people in Year 10 (aged 14-15) take part in a series of career coaching sessions to discover their strengths, motivations, career aspirations, and the pathways they can take to achieve their goals. Pupils are paired with a volunteer coach from one of our business partners and sessions are hosted at the business's offices.*

At an online Bridging Session, young people and their parents/carers subsequently receive accessible information about the choices they will need to make in Year 11.

YEAR TWO

The following year, when young people are in Year 11 (aged 15-16), they take part in a careers workshop with a Transition Manager to review their learning and develop a post-16 action plan.

They subsequently receive practical support to secure their place on their post-16 course, including access to a live helpline during GCSE results week.

Our programme is designed to support young people to enter post-16 qualifications that will enable them to progress to higher-level learning or secure, fulfilling employment in the future.



I would recommend taking part in the programme because it's a good way for young people to start realising where their future will be, and how they're going to be applying for sixth forms, and maybe colleges or apprenticeships."

ANISA
YEAR 11 PUPIL FROM BROMLEY



I feel like this programme really helped me to find out what I want to do, because before I didn't really know. Talking with my coaches gave me more confidence to talk to other people. Now I have good hopes for the future. It helped me understand what there is for me to do."

VANESSA
YEAR 10 PUPIL FROM EALING

*To discover how your business can get involved, see page 23.

YOUNG PEOPLE SUPPORTED

IN 2023/24, WE SUPPORTED

 **2,784** young people

1,249 Year 10s
(aged 14-15) took part in career coaching sessions with a volunteer professional

1,535 Year 11s
(aged 15-16) received careers guidance and support to develop a post-16 action plan

FROM **99** schools

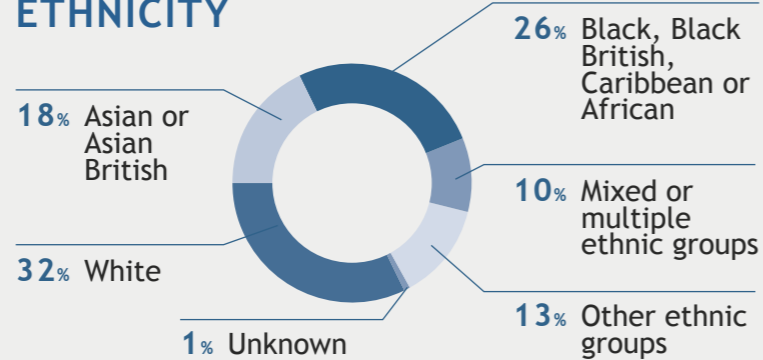


ACROSS every London borough with an eligible state secondary school

75% of pupils were eligible for pupil premium

This refers to funding granted to schools to improve disadvantaged pupils' education outcomes and includes young people eligible for free school meals.

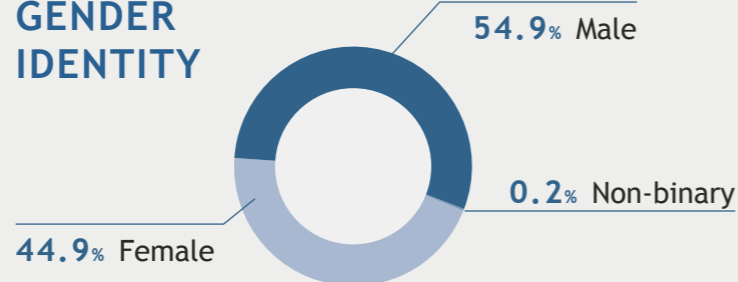
ETHNICITY



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

These pupils are not predicted to meet the entry requirements to study A Levels at most London school sixth forms and are therefore more likely to face complex post-16 transitions.

GENDER IDENTITY



Since 2013, we have supported more than **11,000** young people

CALLUM'S STORY

Callum goes to school in Southwark and began the Future Frontiers programme when he was in Year 10.

Supported by his volunteer coach Shree (Assistant Building Surveyor, AtkinsRéalis), Callum went on a journey from being confused about his future to being more confident in his knowledge of the pathways he can take to achieve his goals.

"Before this programme, I didn't really think about my future, I only thought about my present. I didn't know what I was going to do post-16 and was confused about the future. I was also nervous as my GCSEs are coming up.

I found it fun completing the Personality type and Career Pilot quizzes and liked when my coach and I were looking at different sectors and jobs I could do in the future, how much people get paid in those jobs and post-16 routes to get into such roles.

As I am interested in architecture, I just spoke to a person in this industry, my Sector Role Model. We talked about what architects do in their workplace and how long it roughly takes to create one building. I asked questions about group work too, because I like working in groups.

Another job I'd consider for the future is being a financial advisor as it is possible to get into it through an apprenticeship, which is my preferable post-16 path. I think apprenticeships are good because you can learn and earn money at the same time. Besides, there's a schedule, everything is in order - I need this!

There is a big difference between how I felt before the career coaching and now. Before, I didn't really know what I was going to do after GCSEs - I didn't even know what apprenticeships and T Levels are - and now I know what to do in the future.

I want to say thank you for career coaching because it really helped me. It is good for programmes like this to exist because they can help young people in many different ways."



"I decided to take on the role of a volunteer career coach because when I was in Year 10 and even when I was a bit older, I had no idea what I wanted to do and I was just going through school. I wish I had this career guidance back then. I think this programme is a good opportunity to help someone in a similar situation."

Shree Jethwa
Assistant Building Surveyor, AtkinsRéalis



BUSINESS PARTNERS

We work closely with businesses that share our goal of creating opportunities for young people from socio-economically disadvantaged backgrounds.

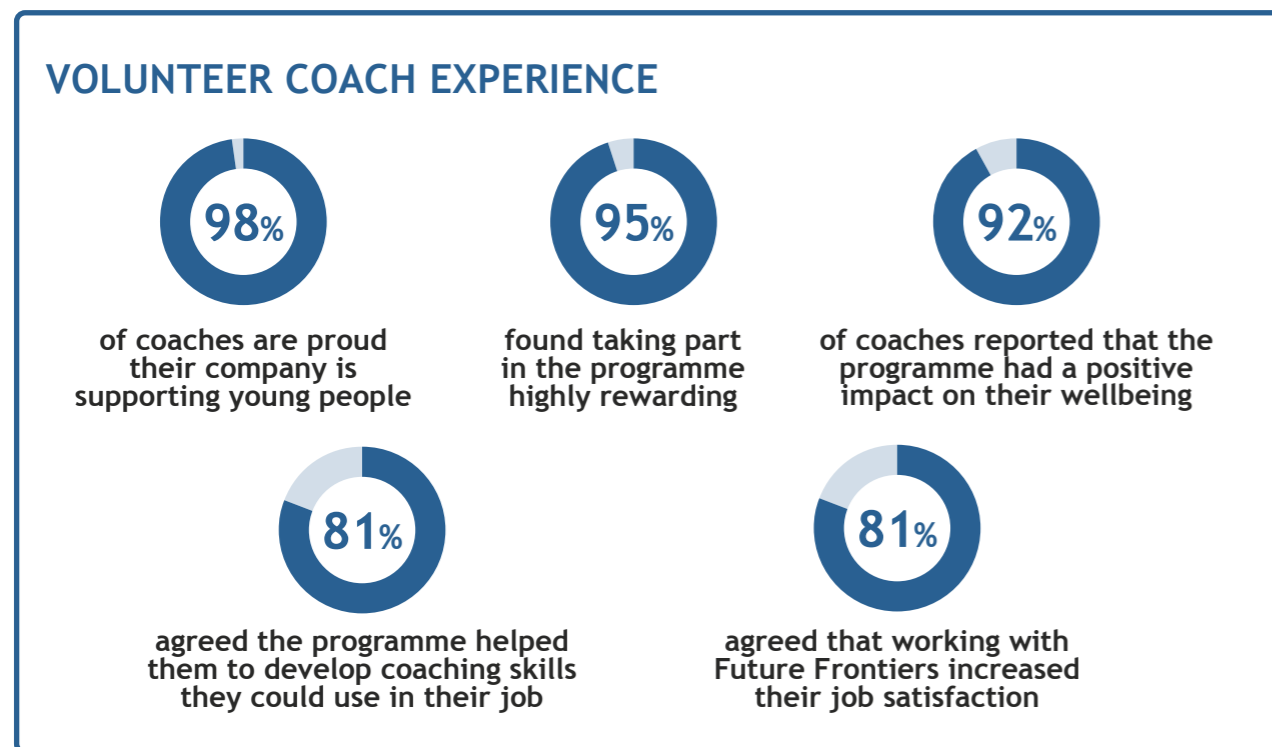


Photo credit: Paul Read



PARTNER SPOTLIGHT

This year, the team at Marex worked with us to support 275 young people through career coaching and a range of bespoke events, including a World of Work Day that gave students from a school in Ealing an insight into life on a trading floor. Marex colleagues also took part in challenge events including the London Landmarks Half Marathon, raising money to support even more young people through the programme.



“Our partnership with Future Frontiers plays a pivotal part in supporting us to achieve our strategic priorities. I would highly recommend them to any organisation seeking to engage and develop staff, broaden talent pools, and have a transformative impact on the lives of disadvantaged young people.”



Scott Wenke
Global Head of Talent & Inclusion, Marex

We are working with businesses to plan more bespoke activities that offer young people specific industry insights whilst enabling employers to inspire future talent. In Summer 2025, we will run a careers networking event for 16-18-year-olds to explore employment opportunities with our network of business partners.

PROGRAMME JOURNEY

COACHING SESSIONS

Pupils take part in six hours of career coaching (four 90-minute sessions) with a trained volunteer from one of our business partners, taking place at the business's offices and facilitated by a Transition Manager. In their final session, young people have a video call with a role model in their chosen career or sector, providing an opportunity to ask questions and gain first-hand insights.

BRIDGING SESSION

Transition Managers deliver virtual sessions for pupils and parents/carers to provide accessible information about what to expect during the post-16 transition into further education or training.

CAREERS WORKSHOP*

Pupils take part in a two-hour interactive workshop with a Transition Manager at their school to review their goals, explore post-16 options and develop an action plan towards a post-16 destination that aligns with their career aspirations and predicted GCSE grades, including a first choice and back-up option.

*This is new for 2024/25 - for programme developments, see page 15.

ACTION PLAN

We share pupils' action plans with their school, and with pupils' parents/carers to empower them to contribute to their children's career decision-making.

ACTION PLAN REVIEW

Transition Managers review pupils' post-16 choices to ensure their action plans make the most of their grades and aspirations. We share our analysis with schools so that they can integrate individual pupils' aspirations into their wider careers provision and ensure that school support is targeted at pupils who need it most.

GCSE RESULTS WEEK AND POST-16 ENROLMENT RESOURCES

We provide pupils and their parents/carers with accessible information to ensure they are prepared to receive their GCSE results and enrol in post-16 courses. This includes access to pre-results week webinars and a checklist of the steps pupils need to take to complete post-16 enrolment.

GCSE RESULTS WEEK AND POST-16 ENROLMENT SUPPORT

We proactively call pupils and their parents/carers, as well as providing a helpline to support young people to understand whether their GCSE grades enable them to enrol on one of their chosen post-16 courses, help to find an alternative course if required, and provide guidance on completing enrolment ready for September.

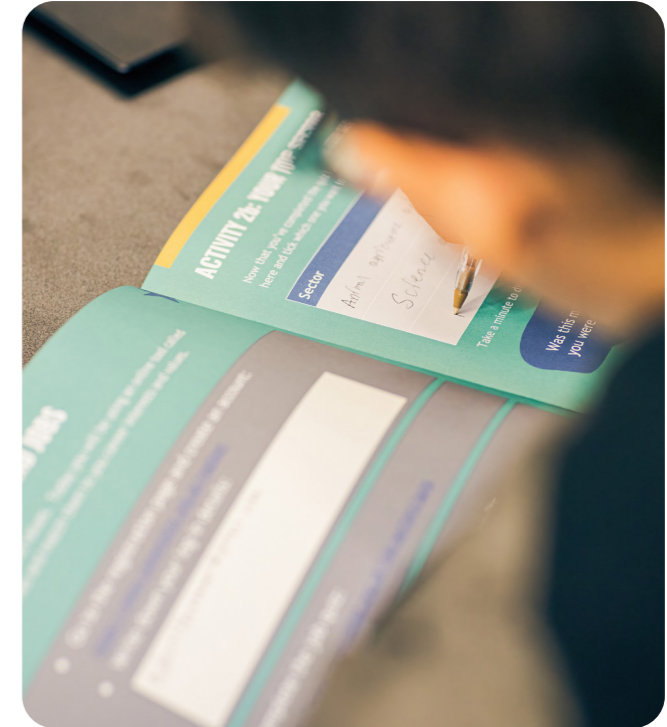


Photo credit: Paul Read

After the programme

PUPILS STUDY POST-16 COURSES, WHICH MAY INCLUDE THE FOLLOWING QUALIFICATIONS OR A COMBINATION:

BTEC Level 1	A levels
BTEC Level 2	T levels
BTEC Level 3	Apprenticeship



DEVELOP

PUPIL OUTCOMES

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

ENTER

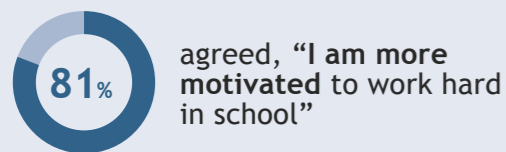
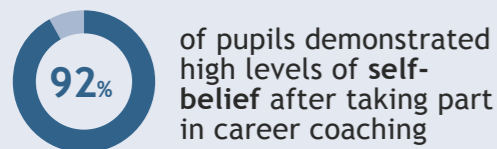
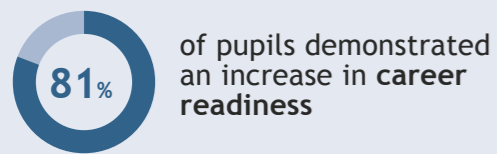
- Young people **ENTER** a post-16 qualification that:
- commences at the right qualification level
 - will enable them to reach their chosen career

IMPACT FOR YOUNG PEOPLE

YEAR 10 (AGED 14-15)

This year, we have worked with

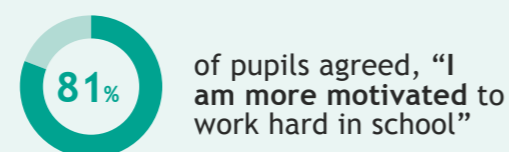
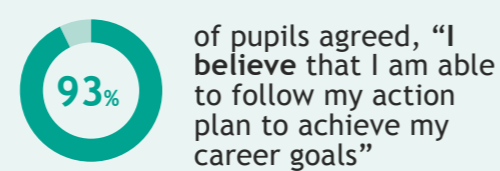
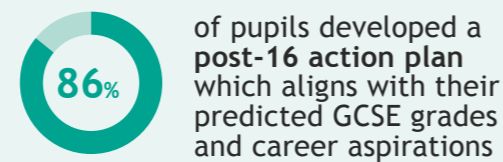
1,249 pupils in Year 10.



YEAR 11 (AGED 15-16)

This year, we have worked with

1,535 pupils in Year 11.



We measure young people's progress in career readiness, self-belief and motivation during the programme using pre- and post-programme pupil surveys, involving validated questions from the Student Career Readiness Index and questions tailored to our unique programme.

"I have been thoroughly impressed with the impact Future Frontiers has had on our students. The programme has provided invaluable support, helping students build confidence, gain clarity in their career aspirations, and develop essential skills for the future. The personalised guidance has empowered them to take ownership of their decisions and goals, fostering both personal and academic growth. It's been a pleasure working with the Future Frontiers team, and I've seen first-hand the lasting positive influence they've had on our students' futures."

Jamie Kerrisk
Assistant Head Teacher, Nishkam School West London



EXTERNAL EVALUATION

We have completed a further external evaluation of the Future Frontiers programme with ImpactEd Evaluation.

Since our first evaluation in 2022, we have substantially expanded our sample size to enhance the robustness of our findings. This year's study involved 624 participants, comprising 312 pupils who took part in the Future Frontiers programme and a control group of 312 pupils who did not.

We are particularly interested in whether the findings reveal a statistically significant impact, which indicates that our programme is making a genuine difference for young people (not due to chance), and that we would expect to see similar results with other young people supported in the same way.

PUPIL DEVELOPMENT OUTCOMES

Young people who took part in their four coaching sessions and met with a sector role model in Year 10 demonstrated statistically significant increases in:



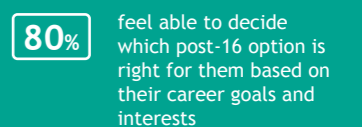
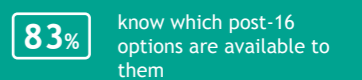
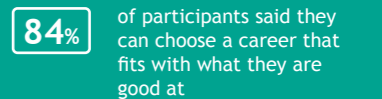
Following their career coaching sessions:



We saw improvements in

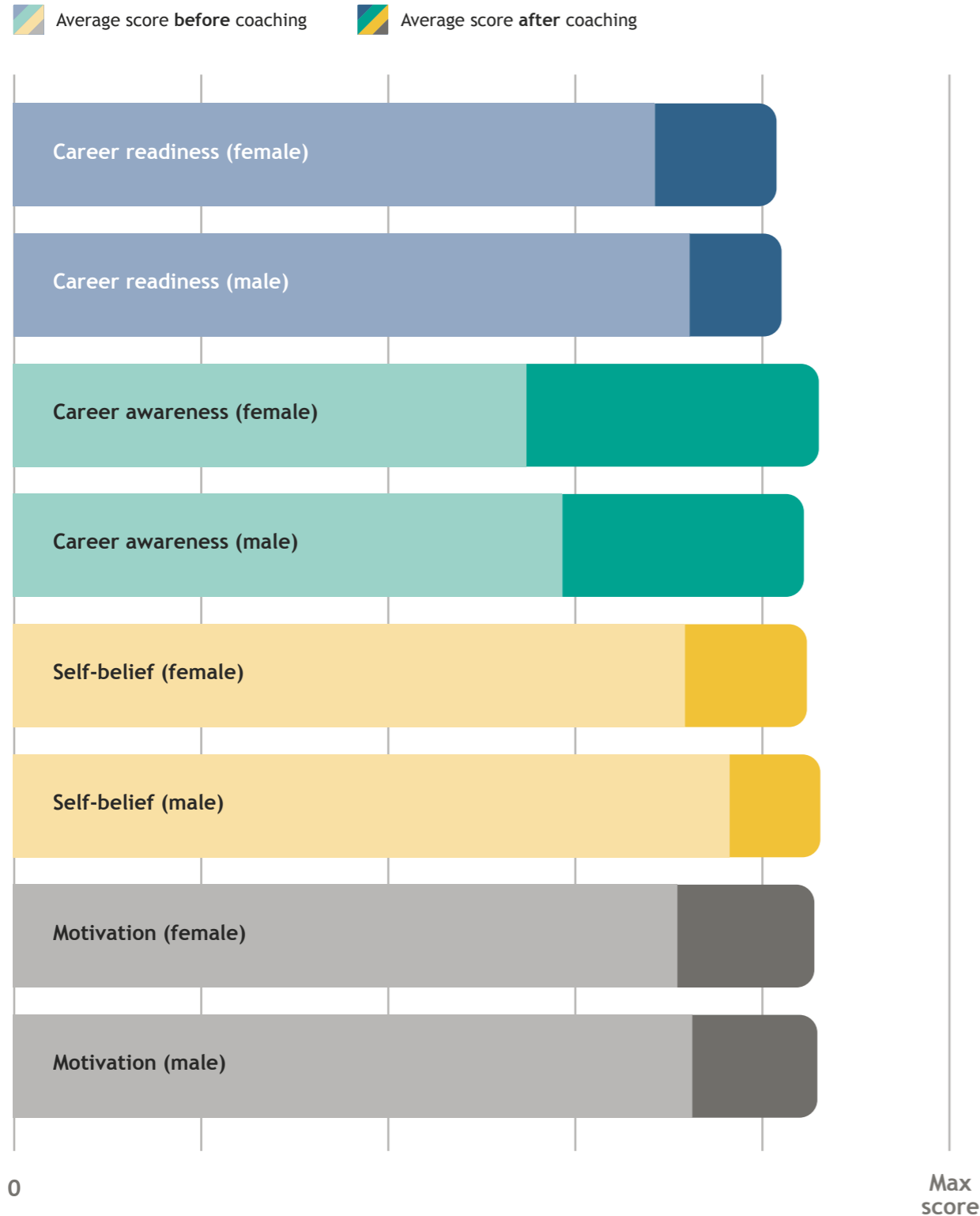
76%

of participants' career readiness scores:



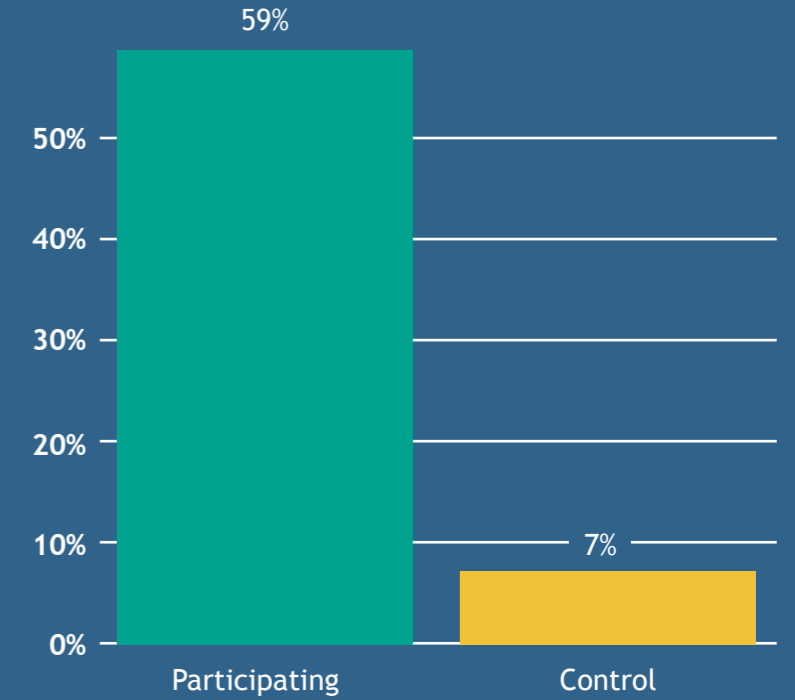
PUPIL DEVELOPMENT OUTCOMES (CONT.)

We also saw an encouraging reduction in the gap in scores between male and female participants across career readiness, career awareness, self-belief and motivation. For all four of these development goals, girls on average gave lower scores before their coaching sessions than boys. However, across all outcomes, girls' scores improved to a greater degree by the end of the coaching sessions.



PUPIL ENGAGEMENT OUTCOMES

The evaluation found that, on average, Future Frontiers participants saw a 59% decrease in incidents of exclusions*, whereas control pupils only saw a decrease of 7%. The difference between the two groups was statistically significant.



*This research focused on internal exclusions, fixed term exclusions and suspensions, and compared the number of incidents of exclusions in Year 9 with the number of incidents in Year 11 for both Future Frontiers participants and the control group. Whilst we appreciate that many of these students will receive other interventions at school, the results suggest that students who have completed the Future Frontiers programme are less likely to be excluded, and the programme can form part of a mix of strategies to address engagement.



Photo credit: Paul Read

PUPIL DESTINATION OUTCOMES

As part of our commitment to understanding the longer term impact of our programme for young people, we have completed a further evaluation on pupils' post-16 destinations.

This year's study includes data from 492 Future Frontiers participants - almost four times the number of respondents from last year - alongside 130 young people who did not take part in the programme (the control group*).

We looked at whether pupils had entered post-16 qualifications that were at the right level, based on their GCSE results. For example, if a student's GCSE grades would qualify them to study for a Level 3 BTEC, but they had entered a Level 1 or Level 2 qualification, this would not be considered to match their potential.

We also asked young people to recall what post-16 course they had planned to enter when they were in Year 11 and what course they were actually enrolled in for Year 12. For those students where there was a match on these questions, they were considered to be doing a course which aligns with their career aspirations.

We found that there was a positive difference for Future Frontiers participants versus the control group on both measures, and for a combined measure.



Future Frontiers participants were

39% more likely

to enter a post-16 qualification at the right level and that aligns with their career aspirations.

This is a statistically significant result.

78%

of the Future Frontiers participants who responded to our survey said they were happy or very happy with the post-16 course they had selected.



The only thing that I really knew about was A levels and I didn't really think much about college and stuff like that, but, you know, going to my coach and learning about different options made me realise that A levels was not quite the fit for me... Before going to this programme, I wasn't really keen on what I wanted to do, and I wasn't really motivated... but as I was speaking with my coach, I actually got really engaged with school. I started revising more frequently because I realised that I wanted to do BTEC health and social care... So I really wanted to achieve a lot so I can get in."

MARIAM YEAR 12 STUDENT FROM BRENT
STUDYING FOR A BTEC IN HEALTH & SOCIAL CARE

*NB Due to limited access to comparative data from the Department of Education, our control group consists of Year 12 pupils from partner schools. These pupils are comparable with Future Frontiers participants based on school, predicted GCSE results, and Pupil Premium eligibility. However, only students who stayed on for sixth form were available for the control group, which may understate differences between participants and their peers.

PROGRAMME DEVELOPMENT

We continue to review and develop our provision to deliver a sustainable programme that makes a lasting impact for young people.



YOUTH VOICE

We regularly consult with participants to ensure that young people's lived experiences are at the heart of programme design and development. In the last year, we have responded to young people's feedback by:

- Increasing the volume of interactive content on our programme, such as quizzes and discussion activities.
- Improving access to conversations with a wide range of Sector Role Models, one of the most popular parts of the programme.
- Introducing new infographics and video content to maximise pupil understanding of the programme journey.



CAREERS WORKSHOP

In preparation for the 2024/25 academic year - through consultations with key stakeholders, including schools, parents and pupils - we have designed a new pupil workshop to be led in school by Future Frontiers Transition Managers.

The workshop is designed to guide pupils to explore a range of ambitious post-16 pathways and create an individualised action plan to achieve their goals. We have developed an accompanying workbook for pupils to use during the session and keep for future guidance.

The workshop is also an opportunity for us to explore combining self-led activities with peer-to-peer support, involving facilitation and guidance from a Transition Manager.



ONLINE COACHING COMMUNITY

Feedback from pupils, teachers and coaches has highlighted a need and opportunity for pupils to engage with their coaches beyond the four weeks of sessions, in particular, to prevent pupils from losing a trusted part of their support network at a critical transition point on their educational journeys.

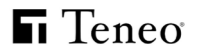
In 2024/25, we will pilot a new online Coaching Community alongside our existing core programme. This will enable pupils and coaches to continue their conversations via a secure online platform with structured check-in points at key milestones, including after their careers workshop and when submitting post-16 applications.

THANK YOU

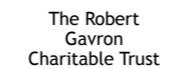
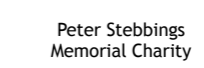
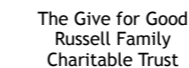
to all partners and funders, including those who wish to remain anonymous.

BUSINESS PARTNERS

A&O SHEARMAN



SUPPORTERS





RUMAYSAH'S STORY

Rumaysah took part in Future Frontiers career coaching sessions in 2020 as a student at Ark Burlington Danes Academy in Hammersmith & Fulham.

Having found out about legal apprenticeships on the Future Frontiers programme, Rumaysah is now a Solicitor Apprentice at global law firm, Eversheds Sutherland. When the firm signed up for a programme with Future Frontiers this year, Rumaysah jumped at the opportunity to coach a student.

“As a student, the Future Frontiers programme really helped me identify what I was interested in. I spoke about what A Levels I wanted to take and what subjects I was interested in with my coach. I knew that I really liked essay-based subjects. I liked debating and I was part of the debating club, so naturally law became a very apparent job route for me.

When deciding to be a coach for the Future Frontiers programme a couple of things were in my mind. The effect I could have on a student was a big decision maker for me because I really wanted to be part of that process where a student can really see their options and find out what’s available to them.

I remember my time at school and not really being sure of what to do, and the Future Frontiers programme really helped me decide and also see what other options are out there. Sometimes you have a certain viewpoint of what options you have, but really the programme shows you that there are so many

different things you can do, and you can branch out into anything and move between different fields if you want to as well. Essentially, you don’t know what you don’t know. Being a part of that process to help young people find that out was important to me.

My experience has been great. I think it’s been a really eye-opening experience. It’s been really nice to see those ‘Aha!’ moments with the students and see where their brain is telling them to go and what their interests actually show, and how that translates into practical advice and what they can see.

For anyone interested in getting involved with the Future Frontiers programme as a coach, I would say it’s an amazing experience and an amazing opportunity to help develop those coaching skills. The programme is a really structured and practical process that will help you learn those skills and really be able to use them, in real life, in real time, with real people.”

GET INVOLVED

Can you help to empower young people and change lives for the better?



BUSINESSES

We work with forward-thinking businesses who are committed to driving social mobility, diversity and inclusion, and delivering transformational impact.

Learning and Development

The training each coach receives, and the coaching sessions themselves, develop transferable skills that can be used to build high performing teams.

Employee Wellbeing

The programme provides businesses with a skills-based volunteering opportunity, which has repeatedly been shown to boost employee engagement scores.

Impact Reporting

We capture programme impact on both volunteers and students, which can be used to report against strategic priorities - from Corporate Social Responsibility to HR.



“Working with Future Frontiers has been seamless. I’ve been working with charities and schools for 20 years, and I have to say, logistically, it’s superb.”

Emma Turnbull
Community Investment Manager, A&O Shearman
A&O SHEARMAN



PHILANTHROPY

Philanthropy plays a vital role in ensuring that young people can access high-quality career coaching and guidance that will empower them to realise their potential.

We invite people and organisations who are similarly committed to tackling educational inequality and changing young lives for the better to join us on our journey.



CONTACT US

We would be delighted to hear from you at info@futurefrontiers.org.uk.



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