



Impact Report 2017/18

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The Problem

Too many young people from disadvantaged backgrounds do not achieve their full potential. In England, just one in three disadvantaged students gain five good GCSE grades, compared with more than 60% of their wealthier peers. As a consequence, almost one million young people are currently not in education, employment or training.

Since 2012 there has been no government funding set aside for careers guidance in schools and a recent Ofsted report found that just 10% of schools were providing adequate careers advice to their students.

The advice and related resources that are available are now largely online, leaving few opportunities for the face-to-face guidance that is highly recommended for supporting young people from disadvantaged backgrounds ('Ensuring careers advice improves the options for all young people.' Barnardo's, 2013).

Strong evidence also suggests that a young person who has four or more encounters with an employer is 86% less likely to be unemployed or not in education or training - and can earn up to 18% more during their career. However, only 40% of schools provide young people with this influential support.

In short, young people from disadvantaged backgrounds are deprived of the guidance, networks and opportunities to develop clear aspirations and to fully understand the connection between their future and their education.





What We Do

At Future Frontiers we believe that all young people can be motivated by their aspirations, if they discover a career that inspires them and make important connections to educational success.

To ignite that motivational force we match every pupil in a year group to a career coach, for ten sessions of coaching

and employer engagement, that helps pupils find that inspirational career and plan clearly for success. We aim to build long term engagement at school by developing aspirations and providing a powerful context and relevance to daily education.

We recruit and train top university students and business professionals to deliver our programme, that have repeatedly demonstrated a significant impact on pupil outcomes.





Our Programme

Phase one

6

Face to face sessions of coaching

2

Skype calls with relevant professionals

1

Academic plan with career target grades

Phase two

3

Pathways workshops

1

Assembly with professional speakers

1

Career networking event in London

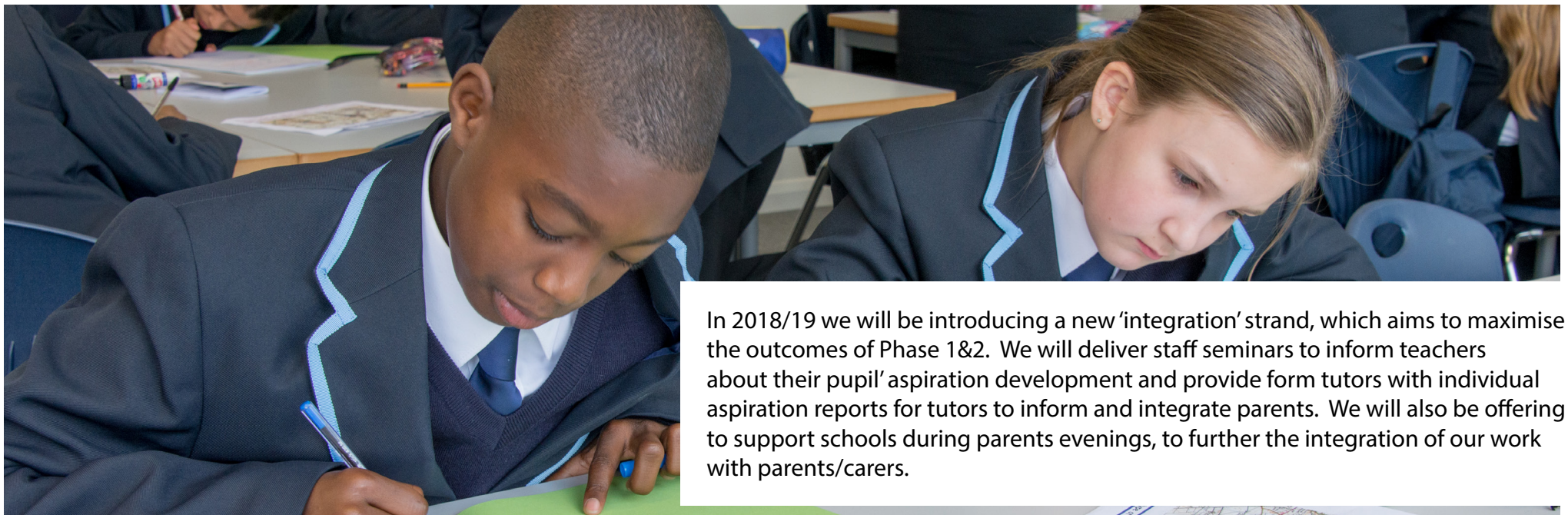
Integration



Staff seminar to integrate your pastoral team



Individual aspiration reports for tutors to integrate parents/carers



In 2018/19 we will be introducing a new 'integration' strand, which aims to maximise the outcomes of Phase 1&2. We will deliver staff seminars to inform teachers about their pupil' aspiration development and provide form tutors with individual aspiration reports for tutors to inform and integrate parents. We will also be offering to support schools during parents evenings, to further the integration of our work with parents/carers.



Our Programme - Phase One

Discover



Through personalised exercises, activities and discovery sessions, our coaches explore the careers best matched to their pupils' aspirations, and find out what they could be great at.



Explore



Pupils work with their coach to gain critical knowledge on their top careers. They explore the different entry routes, develop sector knowledge and a build a practical understanding of each career.

Connect



Now focused on their top career choices, our coaches connect pupils to inspiring professionals in their chosen industry via Skype. Pupils have the opportunity to delve even deeper into their career and gain practical knowledge that brings their career ideas to life.



Achieve



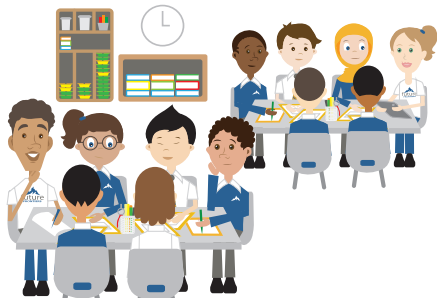
Pupils make a clear plan that sets out the academic route to achieving their top career choice. Using assertive mentoring methods, pupils are made accountable to their academic targets.





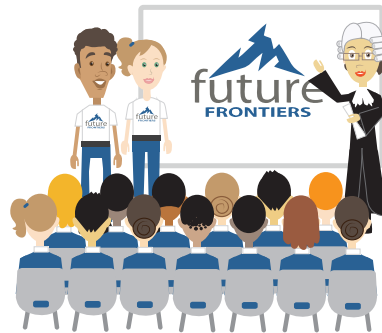
Our Programme - Phase Two

Achieve workshops



Classroom based sessions delivered by our coaches to embed growth mindset and accountability.

Assemblies



An assembly delivered by our coaches and relevant industry professionals, designed to inspire and inform.

Career networking event



An interactive event giving pupils the chance to meet relevant industry professionals and engage more personally with their chosen career.



Our Reach

1309
pupils

15
schools

26
Coaching
Partners

297
worked with a
professional
volunteer

1012
worked with a
university student
volunteer

12
London
Schools

3
South Coast
Schools

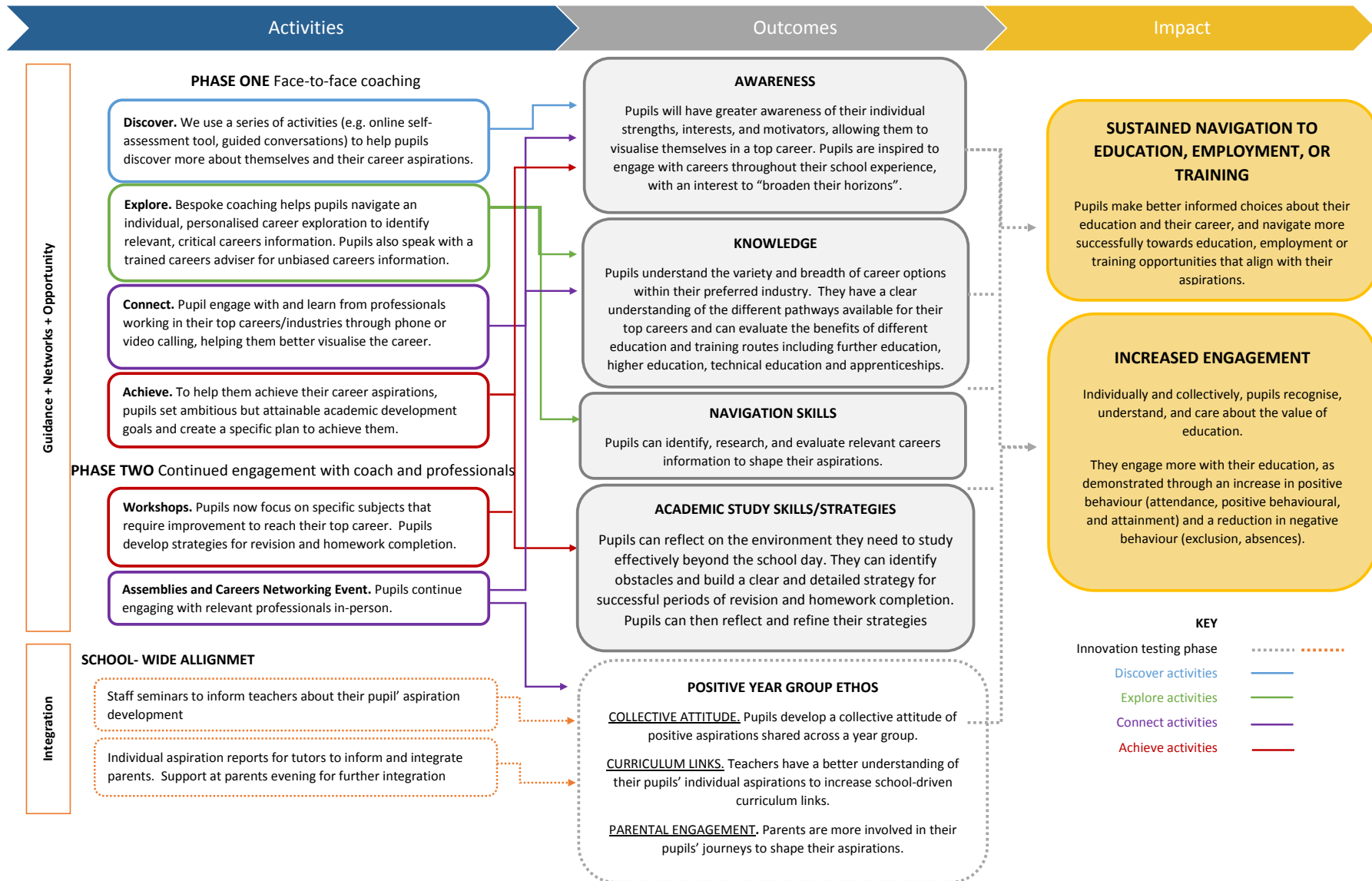
19
Universities

7
Corporate
Partners





Our theory of change





Coach selection and training

We run a comprehensive half-day of training for each coach, supplemented with high quality programme resources and further online training modules. Our coaches are also supported by an experienced lead coach throughout the programme.

Coaches on our school-based programmes come from a range of top universities:

Imperial College



Coaches on our corporate-based programmes come from a range of leading businesses:



future FRONTIERS

COACHING HANDBOOK

A guide to support the pupil handbook and help you to make the most out of your sessions and your pupils

Page 26 | Coach Handbook

Page 10 | Coach Handbook

Page 1 | Coach Handbook

Page 28 | Coach Handbook

Page 777 in the Pupil Handbook

EXPLORE WEEK 3

ACTIVITY 2 NARROW DOWN TO TWO TOP CAREERS

Activity

After completing all three profiles, you will need to help your pupil read information and evaluate it in light of their interests and motivation to choose their top career choices to test. This decision should be made by you should guide them to ensure they are considering all the relevant factors and choose the top career that will engage them.

Your role

This decision should be made by your pupil, but you should guide them in making the right considerations as they will choose the top career then.

YOUR PUPIL'S TWO TOP CAREERS

PUPIL NAME _____

PUPIL NAME _____

DISCOVER WEEK 1

ACTIVITY 2 YOUR LAUNCH PAD

Activities

This activity is designed to acknowledge your pupils' current career ideas and probe how much they know already.

Your role

These activities are designed to help you understand where your pupil is coming from and what their interests are. It's all of your pupils' ideas that get decided on any career they are interested in, it's up to you to ensure these ideas are realistic.

If your pupil does have some career ideas, this is your opportunity to break down what they already know and how you and your pupil can fill in the missing parts of their knowledge.

Guiding questions:

- How do they know about this career?
- Have you spoken to someone who does this job?
- What requirements and qualifications would you need?
- What do you know about the daily tasks of this job?

Worked example

What career have you already considered?

I wanted to be an accountant.

Why are you interested in this career?

I'm interested in the financial side of work. I think it would be easy to find a good job.

How do you already know about this career?

I've read about it in the news. I think I need to go to uni.

WEEK 5 CONNECT

WORK EXPERIENCE RESOURCES FINDING WORK EXPERIENCE

Once pupils have depleted their school and personal networks, support at large corporations who offer work experience opportunities to their employees. If none of the below opportunities are interesting to your pupils, contact your local business community for more ideas.

Media

- BBC
- Sony
- ITV Insight (learn more about a career in TV)
- Cambridge University Press

Technology

- Sony (game work experience at PlayStation)
- Sky (range of work experiences in different departments)
- Q2 (work experiences in data science)
- AsdaBerry PI
- BT

Business

- British Airways
- BNP Paribas
- Bentley
- HSBC (11 week structured programme for 14-18 year olds. It is aimed at providing an exposure to the financial services industry. You'll experience what it's like to work in retail, commercial, operational or head office areas)
- TEAM Energy Services

Engineering & Construction

- Cardiner & Theobald
- Coburn
- Fambell

Public and Charity Sector

- City Council
- The Children's Trust
- National Trust
- Unicef UK

Science and Medicine

- Huffield Foundation
- London Science Centre
- London Mathematical Society
- London Science Centre
- London Science Centre
- London Science Centre

Law

- PRIME (offers work in years 9 to year 11, high school and your school needs to refer your family to attend)
- Withy King (for students to be a solicitor)
- Marina Chambers (to be a barrister)
- Hartcliffe (open to all)

Animals and Conservation

- New Garden (short experience for students)
- Local City Farms
- London Wildlife Trust
- Eden Project

PERSONAL NETWORKS

The Group Huddle after Session 3 will be an opportunity to think about your own network, share your contacts, and ask for support from other coaches. You'll be surprised how large your coach's professional networks are!

FUTURE FRONTIERS - FORUM

Post in the forum on the Future Frontiers website to reach volunteers outside of your cohort who may have some relevant personal connections.

FUTURE FRONTIERS - BANK OF PROFESSIONAL EXPERTS

You will have access to the Future Frontiers Bank of Professional Experts with people who signed up to speak to Professional Experts. However, this resource should not be relied upon. Please consider that they might not reply straight away, so contact other people too.

UNIVERSITY

Try using LinkedIn to search for and contact professionals. This is especially useful for more unusual job titles. Use the template emails provided by your Lead Coach and send them out to lots of people.

INSTITUTIONS OF UNIONS

Lots of professions have organizations of people in those careers e.g. The Institute of Mechanical Engineers (<http://www.imeches.org/>), who are often keen to speak with pupils.

UNIVERSITY DEPARTMENTS

Reach out to university departments that are related to your pupils' top career.

RECRUITMENT & OUTREACH DEPARTMENTS AT LARGE COMPANIES

Large companies like the Army, the BBC, ASDA etc. have large recruitment and education/outreach departments. Connect with us to ask if they could speak to a disadvantaged pupil about their jobs - they often are happy to do so!

Coach name: _____



Testimonials



"Future Frontiers have played an integral part of engaging and motivating our year 8 cohort this year. Coaches have helped pupils develop their own aspirations and understand the connection between their aspirations and the opportunities that lie within their education. As a result of the intensive support we have seen a demonstrable impact on the outlook of these talented young people."

Gary Phillips, Head teacher, Lilian Baylis technology College



TeachFirst
INNOVATION
PARTNER 2017/2018

"I am delighted that Future Frontiers will be an Innovation Partner in 2017/18. The venture's aim is fresh and exciting and I'm excited to support through our partnership as I believe that innovation in this area is a crucial to address educational inequality."

Brett Wigdortz, Founder Teach First



"Future Frontiers gave me more of an understanding of what I can do right now to achieve my goals in the future. I can already see a big difference in my motivation in class, and I see why my classes are important. Now, in the subjects I really need, I participate more and try harder because I know in the back of my head that while it can be stressful now, it's really going to help me in the future."

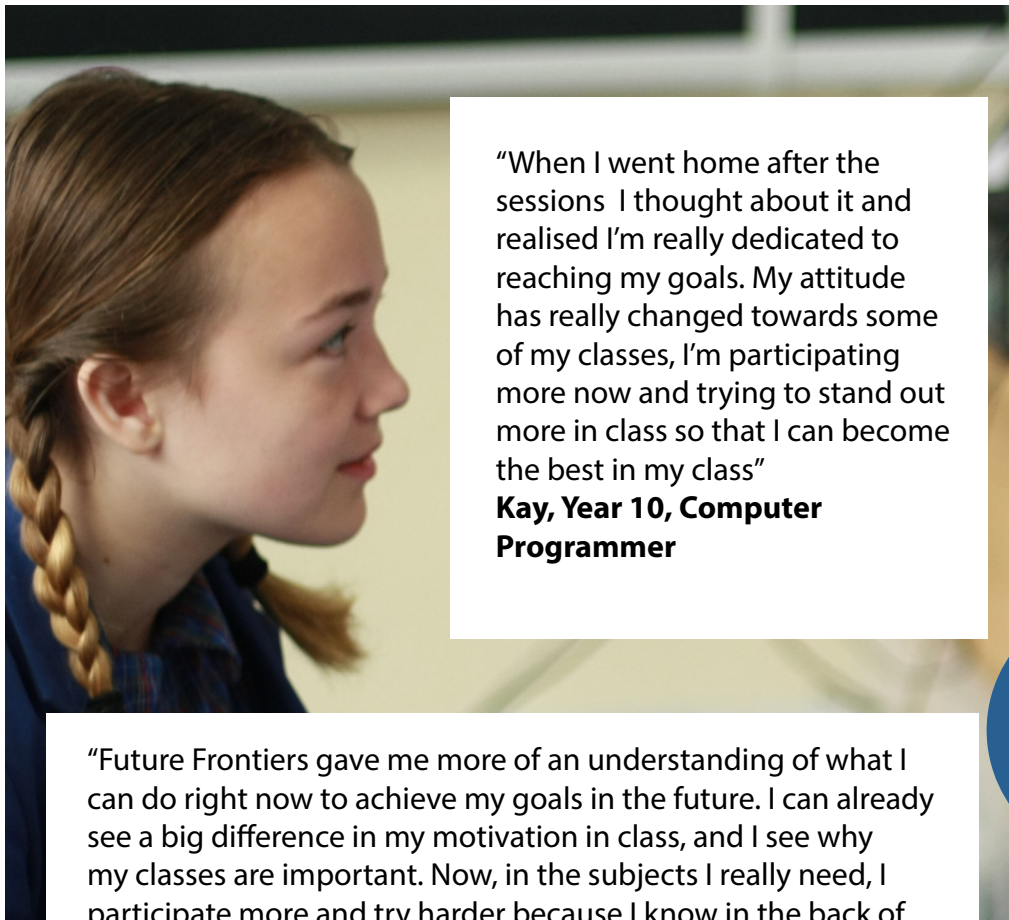
Shajanth, Year 9

"When I went home after the session where we made Academic Plans I thought about it and realised I'm really dedicated to reaching my goals"; "My attitude has really changed towards some of my classes - I used to not think I needed them, but I looked it up on the website and realised I needed those subjects. I'm participating more now - in computing I'm now three topics ahead."

Ellie, Year 10



Pupil Engagement



“When I went home after the sessions I thought about it and realised I’m really dedicated to reaching my goals. My attitude has really changed towards some of my classes, I’m participating more now and trying to stand out more in class so that I can become the best in my class”

Kay, Year 10, Computer Programmer

“Future Frontiers gave me more of an understanding of what I can do right now to achieve my goals in the future. I can already see a big difference in my motivation in class, and I see why my classes are important. Now, in the subjects I really need, I participate more and try harder because I know in the back of my head that while it can be stressful now, it’s really going to help me in the future.”

Shazanth, Year 9, Entrepreneur

80%

of pupils said the knowledge they have gained has improved their attitude to learning

84%

of pupils who completed the Future Frontiers programme believe their coach has lead them to discover an inspirational career

What our pupils say has most improved since completing our programme:

4%
Class attendance

41%
Participation in class

11%
Participation in extra-curricular activities

23%
Improved behaviour



Partner School Feedback

86%

agree that we contributed to the development of aspirations, leading to higher levels of engagement and motivation at school

100%

agree that our coaches have made a significant positive impact on their pupils

"The programme was highly engaging and showed clear progress for the students. The coaches supported pupils from a wide mix of different backgrounds and a range of different starting points in their career journeys. As a result of the programme pupils were much more engaged with their education and made better choices at the end of year 9, with many more choosing the E-bac as a result. The programme was exciting and enlightening for pupils, who particularly benefited from the self reflective approach to exploring their future."

Alex Peppitte
Head of year 10, Bacon's College





Outcome Report

The following statistics relate to each of the outcomes within our theory of change. The statistics show the percentage of pupils (across all schools) who responded agree or strongly agree to the corresponding statement.



Knowledge

I have detailed knowledge about my top career (what the career involves and exactly how I will reach my top career)

27%

Before

88%

After

I know what qualifications I need to reach my top career in Year 11 (GCSE), Year 13 (A Level) and post-18 (university or apprenticeships)

20%

Before

90%

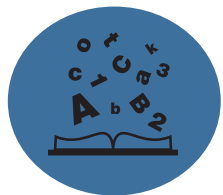
After

My call with an NCS adviser helped me to clarify potential routes into my top careers

72%

My call with a Professional Expert inspired and informed me about my top career

74%



Awareness

I have a deep understanding of my strengths and interests

33%

Before

88%

After

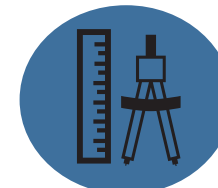
I can list a number of careers that match with my strengths and interests

84%

Before

87%

After



Skills

I know where to find accurate information about career options and pathways.

24%

Before

88%

After





Key Stage 3 Study - London

We analysed the average progress of pupils on free school meals and found that Future Frontiers pupils achieved 38% more progress in English and 31% more progress in Maths compared to pupils who did not have a Future Frontiers coach. We also looked at the effect on attainment amongst Future Frontiers and

non-Future Frontiers pupils, controlled by teacher.

We did this by looking at the level of progress made by Future Frontiers and non-Future Frontiers pupils within each class, and then taking the average difference in progress

between both groups within each class. When controlling for the teacher in this way we saw that Future Frontiers pupils made 43% more progress in English compared to non-Future Frontiers pupils. In Maths we saw that Future Frontiers pupils made 3% more progress compared to non-Future Frontiers pupils.



20
pupils

38%
made progress
in English

31%
made progress
in maths

“Future Frontiers coaches have helped inspire our year nine pupils to develop their aspirations and long-term goals. Pupils' attitude and motivation has been strengthened by the coaching programme that has given pupils a greater context and relevance to their studies. Pupils have shown a greater focus in their studies which has improved their work rate, leading to increased progress in their studies. After measuring the programmes effectiveness on attainment and attendance we saw a significant increase in attainment in both Maths and English, alongside a 1 day increase in pupil's attendance”.

Richard Bonser, Vice Principal, Globe Academy



Key Stage 4 Study - Southampton

Our partner school in Southampton independently analysed their cohort of pupils before and after the programme.

The school's data and pupil premium team reported to us that in English Future Frontiers pupils went up by an average of 0.55 levels (new GCSE 1-9) per student, compared to 0.36 levels per student in the control group. In Maths, Future Frontiers pupils went up

by an average of 1.46 levels (new GCSE 1-9) compared to 1.0 levels per student in the control group. This equates to just under half a GCSE level of more progress compared to pupils who did not have a coach. This data suggests a short/medium term impact on attainment and we are now looking to investigate the possible long term impact of our programme.

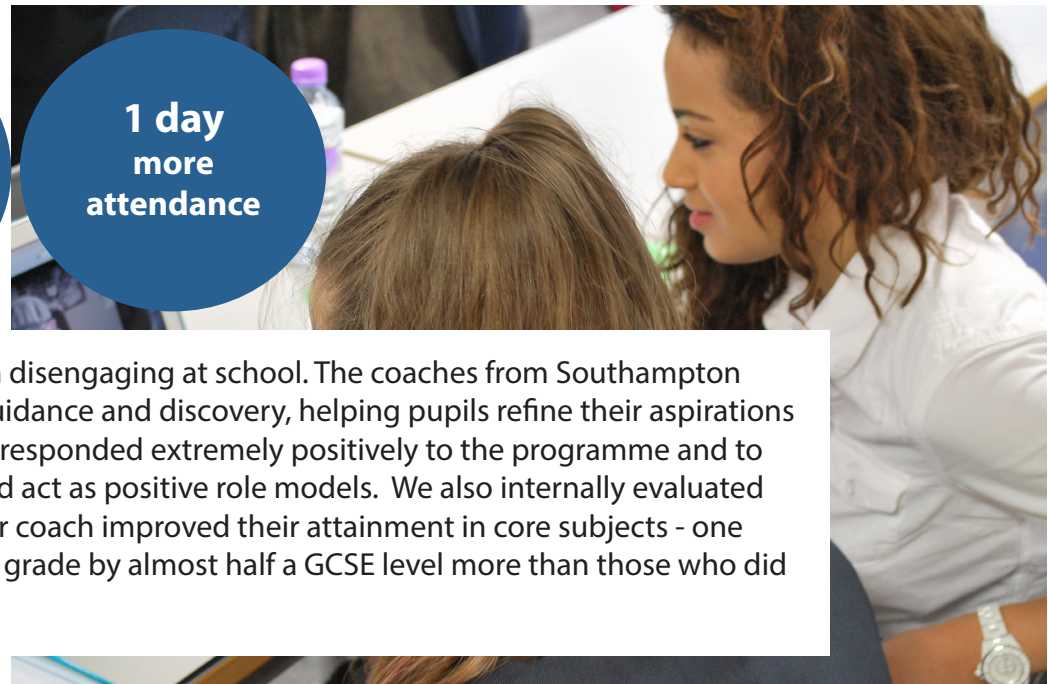
We found that non-Future Frontiers pupils' attendance decreased by 1.16% between those two periods, whilst Future Frontiers pupils' attendance increased by 0.55%. In real terms this equates to an increase in attendance, which if maintained throughout a whole school year, would result in around a 1-day increase in attendance.

20
pupils

0.2 GCSE
levels (1-9)
more progress
in English

0.5 GCSE
levels (1-9)
More progress
in Maths


1 day
more
attendance



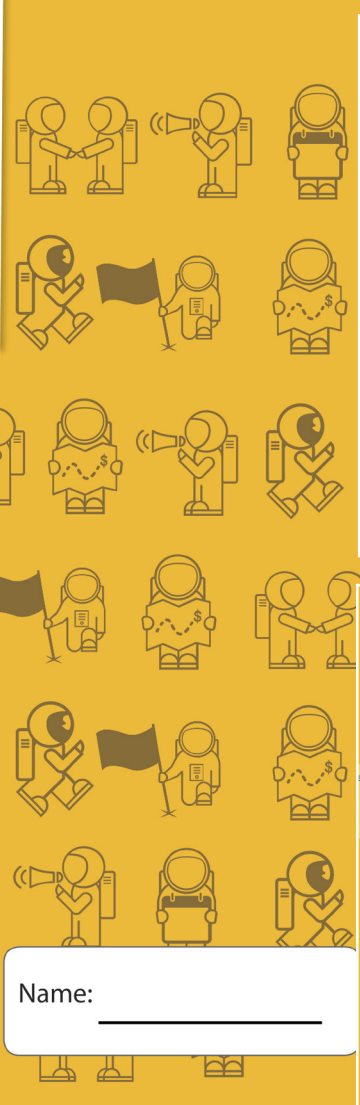
"Future Frontiers career coaches worked with pupils most at risk from disengaging at school. The coaches from Southampton University worked with pupils through a structured programme of guidance and discovery, helping pupils refine their aspirations and understand the route to achieving their career goals. Our pupils responded extremely positively to the programme and to the coaches who were able to build strong coaching relationships and act as positive role models. We also internally evaluated the impact of the programme and found that pupils who had a career coach improved their attainment in core subjects - one example of this is that pupils with a coach increased their final maths grade by almost half a GCSE level more than those who did not have coach".

Angela Hurd, Vice Principal at Oasis Academy Mayfield

Pupil resources



PUPIL HANDBOOK



Name: _____

ACTIVITY 8 MY CAREER SHORTLIST

Using the careers suggested through the activities you've done, fill boxes to build a career shortlist.

Then, from this shortlist narrow down your choices using the guide on the opposite page, to your top three careers.

CAREERS YOU WERE ALREADY INTERESTED IN FROM YOUR LAUNCH PAD ON PAGE 9

FROM PAGE 12

CAREERS FROM 'DISCOVER YOUR CAREERS' FROM PAGE 13

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ACTIVITY 9 SELECT YOUR TOP THREE CAREERS

MY TOP THREE CAREERS

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ACTIVITY 3 SPEAK TO A NATIONAL CAREERS SERVICE ADVISER

1 Prepare for the round robin conversation with the National Careers Service (NCS) adviser.

Next week you will speak with a trained careers adviser from the NCS. Today your goal is about what knowledge and information you are missing or still confused by. In the grid write up to two questions to ask the careers adviser. Your coach will help you understand round robin will look like next week and help you prepare for the video conference call.

GO TO www.futurefrontiers.org.uk/pupils-portal or find the Pupil Portal link at the bottom homepage to submit your questions.

2 The round robin conversation with the NCS adviser.

Next Lead Coach will have a single device (laptop or tablet) set up with a video conference a trained careers adviser who is based in northern England. The Lead Coach will come up room with the device when it is your turn to speak with the adviser. With your coach and partner, you will have about three minutes to ask any questions you have prepared.

Notes

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RESOURCE PAGE

During the Explore stage you will have the opportunity to research your top three careers. Finding good information on the opportunities available to you is very important in making sure you make the best decisions possible.

Here are some excellent websites for you to use for the following activities.

Career Information

Learn more about careers you're interested in

National Careers Service
Government resource with career profiles
www.nationalcareersservice.direct.gov.uk

start
Create a profile and find information on jobs that suit you
www.startprofile.com

All About Careers
For general industry information
www.allaboutcareers.com

Exploring Pathways

Learn what you need to do to achieve your goals

start
Job profiles with descriptions of different routes in
www.startprofile.com

All About School Leavers
Description of different pathways and the advantages and disadvantages of each
www.allaboutschoollavers.co.uk

Apprenticeships

Get In Go Far
Information on apprenticeship opportunities in your area
www.getin.go.far

Not Going to Uni?
Information on alternatives to university
www.notgoingtouni.co.uk

Universities

UCAS
Information on university programmes and tips on selecting a university and how to apply
www.ucas.com

Which? University
Information on university programmes with profiles that include entry requirements and what the student life is like
www.university.which.ac.uk

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CONNECT AND ACHIEVE

PLAN FOR ACADEMIC SUCCESS

ACTIVITIES:
Start thinking about what you could learn from a professional in your chosen career.
Understand the academic and developmental route to achieving your top career.

- Professional Experts
- Academic Plan
- WOOP targets
- Plan for workshops
- Present to another coach
- Impact Survey

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EXTENSION ACTIVITY WORK EXPERIENCE

Your work experience can contribute towards your career goals! Use the following questions to consider the different ways you can find and secure work experience that fits your aspirations and provides you with real on-the-job insight. Some of these questions may require you to ask someone your school after the session on your next visit.

What industry or career do you want to get work experience in?
How does work experience work at your school? When does it need to be organised by?

What local businesses could provide work experience? Think creatively and check out this website for potential local opportunities: www.do-it.org

Do you have any family members or family friends who can help you find work experience?

Can you think of leading companies or organisations in the industry of your career choice? Write them down here, and do a quick search online to see if they offer work experience schemes.

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ACTIVITY 2 ACADEMIC PLAN PATHWAY CHART

It's now time to apply all the you've learned above your top career to create a plan to reach your aspirations a reality.

There are many different pathways you can take depending on what career you are interested in. Use the following guidance on the most common pathways, to develop a step-by-step plan for each level GCSE onwards.

Use the following compass to fill in the corresponding boxes on your Academic Plan that your coach will give you.

Level 1 - What GCSEs are you going to take? What grades do you need to get to advance the next level in your pathway? (These grades will form your career target GCSE grades)

Level 2 - What A levels or Tech levels are you going to take? OR what apprenticeship will set you on the right path?

Level 3 - What are the most popular routes in to employment for your career?

Pathway Chart

Level	GCSE	Pathway
Level 1	GCSEs	GCSEs
Level 2	GCSEs	A Levels / Tech Levels
Level 3	GCSEs	Apprenticeship / University
Level 4	GCSEs	Apprenticeship / University
Level 5	GCSEs	Apprenticeship / University
Level 6	GCSEs	Apprenticeship / University


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WORKSHOP 3

Congratulations!


You've completed the Future Frontiers programme. Today is a celebration of you and all the progress you've made with your coach. Remember you have the potential to do things you probably never imagined before, and your future is created by the things you do today. Turn your goals into a reality!

Best wishes,
The Future Frontiers Team



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Pupil's Academic Plan



ACADEMIC PLAN


NAME

Level 2
GCSE

Level 3
(age 16-18)

Level 4-6
(post-18)

FLIGHT PATH



Current Grades


End of Year 9	
Subject	Career target grade
Maths	
English	
Science	

End of Year 10	
Subject	Career target grade
Maths	
English	
Science	

GCSE	
Subject	Career target grade
Maths	
English	
Science	

My total number of GCSEs:

Subject	Focus Area
1. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>



WOOP TARGETS

Subject and Focus Area	W Wish	O Outcome	O Obstacle	P Plan
	Choose a goal that is challenging but is something you can fulfill in the near future.	What does achieving your wish look like? Vividly imagine it with the emotions that go with it.	What do you think will hold you back from fulfilling your wish? Vividly imagine it.	Create a plan to tackle the obstacle. What can you do to overcome your obstacle? Make a plan.
1.				
2.				

Subject and Focus Area	Workshop Review	Looking forward
1.	Did you remember your Wish? Did the Obstacles come up? What did you do? Do we need to change or refine the plan?	How can you continue making progress? When will you review these targets yourself?
2.	Did you remember your Wish? Did the Obstacles come up? What did you do? Do we need to change or refine the plan?	How can you continue making progress? When will you review these targets yourself?

