Finding Futures

Positive futures begin with self-belief.

Our year-long personal development programme equips Year 5 and 6 students with essential skills.

Personalised coaching sessions challenge students to identify their strengths and set challenging goals in four Talent areas:

- **Confidence**
- **Resilience**
- **Communication**
- **Self-awareness**

These key talents have a proven impact on students' motivation and engagement, enabling them to **successfully transition** to secondary school.

In our latest cohort, **96%** of students made a **quantifiable improvement** in **at least one** of these key Talent areas.

Three immersive trips inspire students to make ambitious choices and enable them to achieve success both in and out of the classroom.

Play Your Part

A day of community action shows students the benefits of 'giving back', as well as gaining work experience in diverse settings.

World of Work

Students gain a clearer understanding of working life and are inspired to think about their future by visiting a workplace.

Into the Wild

An action packed three-day residential with other schools, which challenges students to step outside their comfort zone.

"It's fantastic to see how the coaching and activities have made a huge impact on my students' performance in school."

Ms Rebecca Cramer, Executive Headteacher, Reach Academy Trust

Students are empowered to believe in themselves and discover their personal potential.

Join our Network of Partner Schools

"The Yes Futures programme has been a really positive opportunity for our students.

Students have made noticeable improvements in their confidence and self-esteem, and this has also impacted their performance in the classroom.

I would definitely recommend the programme to other schools."

Vic Goddard, Co-Principal, Passmores Academy

"Teachers have commented how much **happier and more confident** the children on the Finding Futures programme are. They are all speaking up in class more and taking on more of a leadership role in group work. We are all really **pleased to have joined the programme**."

Siobhan Malcolm, Lead Teacher, Montem Academy

We've worked with

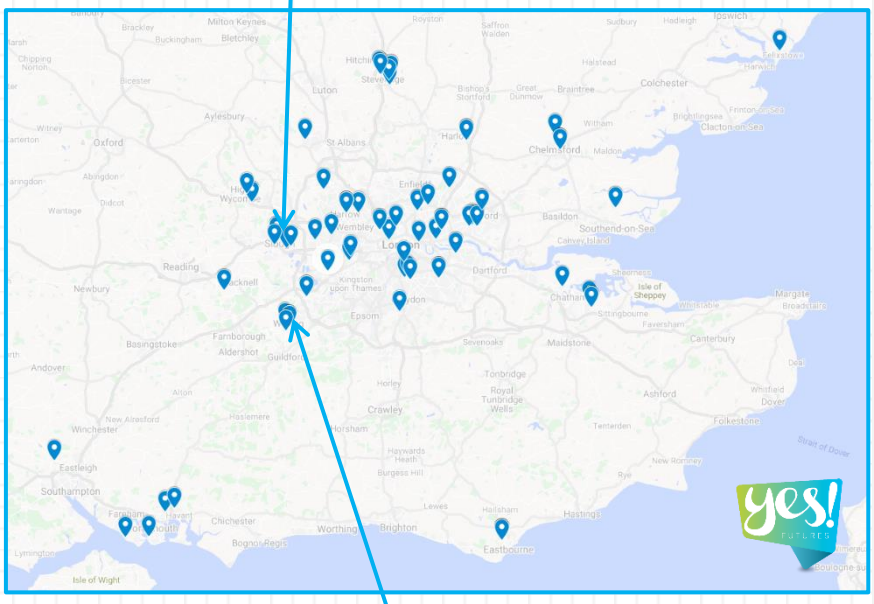
62

partner schools...

...where we've supported

2,100+

young people.



Sophie Bartlett, Director of Impact

"The Finding Futures programme was a **wonderful opportunity** for our children, run by a **professional and supportive team** with the child at the centre of everything they do. Thank you."

Miss Simpson, Assistant Headteacher, Goldsworth Primary School

If you'd like to **find out more** about becoming part of our network of innovative, forward-thinking schools, please **get in touch**, I'd love to hear from you!

sophie@yesfutures.org

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Frequently Asked Questions

Who is the programme designed to support?

The Finding Futures programme has a **proven impact** on students lacking in confidence and displaying low self-esteem. We typically work with a selected group of students who display some of the following behaviours:

- Withdrawn in group situations
- Hesitant to engage in class
- Underachieving academically
- Struggling to make eye contact
- Needing support to tackle difficult challenges
- Likely to give up easily
- Reluctant to take the lead
- Lacking motivation
- Nervous around new people
- Not sure how to identify their strengths

Each student on the Finding Futures programme will face different challenges, but with the right support, can learn to unlock their personal potential. The programme will enable students to discover their potential and believe in themselves, to create their own positive future.

We find our most effective cohorts are those with a diverse mix of children and personality types. Students can be from **Year 5 or Year 6**, and in some cases, schools select students from both year groups.

What is the impact of the programme on students?

The programme has a truly life-changing impact on many students' lives through providing high-impact, personalised support.

Despite the pandemic, last year we continued to have a transformational impact on young people's lives:

96% of students made a quantifiable improvement in at least one Talent area.

88% of students felt more prepared for the future.

The true impact of our programmes is demonstrated best through stories from the young people we have worked with. Read our series of case studies on our website here.

"I think other schools should get involved with Yes Futures because if people don't believe in themselves that much, Yes Futures will help them to build more confidence and have resilience."

Janelle, Year 5 Student

Finding Futures is **effective use of Pupil Premium funding**, with clear evidence of impact on selected students. We produce a comprehensive Impact Report for each of our partner schools with quantitative and qualitative data on the progress of each student (see page 6 for more information).

What is the impact of the programme on my school?

Alongside the transformational impact on the students on the Finding Futures programme, there are also wider benefits for your school.

You become part of our **network of innovative, forward-thinking partner schools**, with access to exclusive opportunities and personal development resources. You will receive a Yes Futures Partnership Certificate which you can display in school to showcase your commitment to your students' personal development.

The programme enables **teachers to see their students in a new light** and build relationships with them outside of the classroom, ultimately leading to success back in the classroom.

"Working with Yes Futures has enabled me to see many of my students excel in a different environment and surpass my expectations outside of the classroom.

I am now working with Yes Futures for the third year and continue to be thoroughly impressed by the impact of the programme on our students."

Ms Freed, Lead Teacher
Hoe Valley School

Will the Finding Futures programme take up lots of my time?

We understand how busy teachers are, so the programme is designed to have **minimal impact on your workload**. You will have continual support from a dedicated Yes Futures Programme Manager who will take care of all planning, delivery, paperwork (including risk assessments and letter templates) and evaluation of the Finding Futures programme.

Whilst you're very welcome to join us on any of the trips (we always allocate one teacher place!), there is no obligation to do so as we **fully staff all trips**. Similarly, there's **no requirement for you to be at the coaching sessions**, we're very happy to set up ourselves and collect any late-running students from their lessons.

"It has been a really great experience and I feel that many of the children have gained enormously from their participation in the programme.

Your staff have been amazing, so supportive and organising everything has been such a weight off my mind."

Mrs Cooke, Head of Pastoral Care
Holme Grange School

How often do you see the students?

During the first half of the programme (March – July or September – February) we will see the students **every 2-3 weeks** in term time. This is either for a coaching session or a trip.

The second half of the programme is student-led as they begin their self-coaching journey. We will then return to school to follow-up with students for their Forward to the Future workshop at the end of the year (in December for students starting the programme in March, and July for those starting in September). The structure of the programme is given below:

Welcome Session

- **Introduction to coaching**
- **Coaching Session 1**
- **Play Your Part**
- **Coaching Session 2**
- **World of Work**
- **Coaching Session 3**
- **Into the Wild**
- **Coaching Session 4**

Graduation

Personalised Coaching

Students receive a series of coaching sessions in small groups with a fully trained Coach. Coaches support students to self-reflect and take responsibility for their development, creating aspirational targets and becoming familiar with the goal-setting process.

Play Your Part

Students take part in a local community action project. By volunteering, students realise the benefits of 'giving back' and gain hands-on work experience in diverse settings.

World of Work

Exploring different career options through valuable, first-hand experience. Students develop their aspirations by visiting a dynamic workplace, meeting professionals and learning about a variety of jobs.

Into the Wild

Stepping outside of their comfort zone, students come together with other school cohorts on this action-packed three day residential of physical and mental scenario-based challenges.

Self-Coaching

Students begin their self-coaching journey, taking responsibility for setting goals for themselves.

- **Coaching Session 5**

Follow-up Day and Forward to the Future workshop

Graduation

An opportunity for students to showcase the skills they have developed through the programme. Students present their experiences to an audience of proud parents, teachers and peers.

Forward to the Future Workshop

Run five months after the Graduation, the Yes Futures team check in with students' progress. Students reflect on their development since the programme and share their next steps for the future.

How do you measure your impact?

We understand how important it is for you to report back on the impact of interventions you are running in school, to governors, Ofsted and parents. Your school will receive a full school-specific Impact Report, clearly demonstrating the impact of the programme on your students. The report includes **personalised feedback** on each student as well as their development in **essential skills**.

Our award-winning impact measurement tool, the **Talent Toolbox**, provides a structured approach to the development of soft skills and allows us to accurately measure and monitor students' progress.

> **"A rare and genuinely innovative approach to measurement."**
> Project Oracle (Leading Youth Evidence Organisation)

The Talent Toolbox measures **confidence**, **resilience**, **communication** and **self-awareness**. All assessments are **evidence-based**. This approach avoids biases and ensures reliable, comprehensive data.

Alongside the Talent Toolbox, we conduct baseline and end-of-programme questionnaires with students, parents and teachers, which enable us to triangulate data on students' progress.

Students' Coaches also record observational information following each coaching session. This enables us to continually monitor students' progress throughout the programme.

How much does the Finding Futures programme cost?

Thanks to continued generous support from our funding partners, we are able to offer our award-winning, impact-driven programme to schools at a highly subsidised rate of **less than 50% of the total cost**.

10 students	15 students	20 students	25 students
~~£13,900~~	~~£19,350~~	~~£25,800~~	~~£29,750~~
£6,900	£8,850	£11,800	£12,250
£690 per student	£590 per student	£590 per student	£490 per student

These prices are **fully inclusive of all elements of the programme**, including the residential weekend, all travel, trips, food, staffing, resources and insurance. There are **no hidden costs**, no extra VAT and we do not ask the school or parents for any additional funding.

Many of our schools use their **Pupil Premium funding** to cover the cost, as it's a great way to demonstrate clear impact on specific target students and your commitment to tackling non-academic barriers to success in school. The Finding Futures programme has clear evidence of impact, in line with EEF research evidence.

Other schools use funding from Virtual Schools (if you have LACs), get sponsorship from local business partners, and/or get students to fundraise. Some will, where appropriate, also ask parents for contributions, particularly as there is a residential involved.

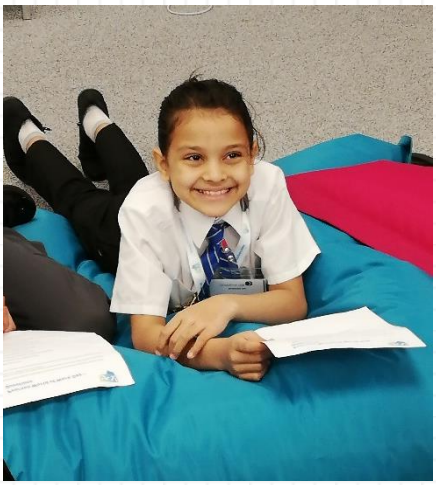
We like the sound of Finding Futures - how do we get involved?

We run two cycles of the programme each year: one starting in **March**, and one in **September**.

If you'd like to put forward some of your students for the Finding Futures programme, please contact Sophie, our Director of Impact, using the details below.

Signing up for the programme is very straightforward.
To secure your places, you just need to sign a School Agreement which explains exactly what you can expect from the programme. Sophie will provide you with this once you've confirmed that you'd like to go ahead. Once we have received your School Agreement, we will start your onboarding process.

How does the programme get started?



We provide you with a **template letter to send home to parents and carers** which gives some information about Yes Futures and why their child has been selected for the programme. We also invite parents and carers to a Welcome Session to find out more and meet the Yes Futures team.

Your first in-school session will be a **Welcome Session**, where we introduce the programme to students, explain to them what to expect and get them excited about what's to come! We want students to feel really proud that they have been selected for the programme, and recognise that it's an exciting opportunity. We really value your presence at these initial sessions to make clear the partnership between your school and Yes Futures.

"Yes Futures has helped me in countless things; making new friends, building my communication skills and hardly ever giving up. If I had trouble, I could always count on the Coaches. Thank you to all my friends, school and Coaches for helping me get over my fears."

Year 5 Student, Norbury School

What if I have more questions?

We fully appreciate that selecting a partner to deliver a programme for your students is an important decision. We're very happy to come and visit your school, or to arrange an online meeting.

If you'd like to talk through the programme and how it might work for your students in more detail, please contact Sophie using the details below:

Sophie Bartlett,
Director of Impact

07908 687779

sophie@yesfutures.org