

IMPACT REPORT

2022/23

How we are inspiring children and young people today,
to create a better tomorrow.





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The next generation can only be what they can see, and the best time to empower future leaders and change-makers is now.

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Introduction

Inspiration exists, but it has to find you early.

Children and Young People want change. Izzy Garbutt, Youth MP for Wigan and Leigh, put it like this:

"For years we have been calling for a curriculum for life, a curriculum that allows us to leave school with a greater understanding of the world around us. I don't know how to take care of my mental health, I don't know how to pay taxes and I have no idea about what I want to be when I grow up. But go on Madam Deputy Speaker, ask me, and I'll tell you all about the quadratic formula."

The standing ovation she received in the House of Commons from other young people highlights the disconnect they feel about what they are being taught and crucially, why. I wonder if Izzy would feel differently about the quadratic formula if she had met people just like her that are using it to evaluate profit in their business, design a vehicle that she wants to drive or create a home that is good for the planet?

Experiences, where we explore who we are and what we can become, are powerful. It's when lightbulb moments happen. We need to flick the switch early so that children and young people are not in the dark. It can't wait and the research tells us that. Aspirations are shaped early, they quickly become entrenched and familiar stories play out. So I want to thank all of the schools and organisations that make our work possible. You are responding to Izzy's call and challenging the status quo.

We are now in our tenth year, and some of the first young people to ever take part in our programmes are out there making a difference.

Connor applied for a next generation board member scheme with an organisation creating opportunities for people and places. He recently secured a promotion to lead a technical support team too. Huriyah's story is just as inspiring and one we are proud to be part of.

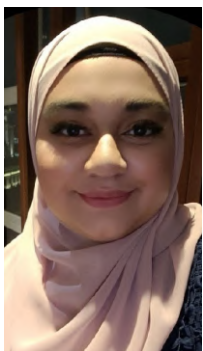
I've never underestimated the impact of 'little things' and I don't think achievement is defined by a career or a role. What makes me so happy is that Connor and Huriyah have a strong sense of self. They believe in their ability and have the desire to give back. The world needs more of that.

I hope you enjoy reading the report. We are a small team but I see it differently. Thousands of children, schools and businesses across every region in England are with us. If you're not, then join us.



Lesley Burrows
Managing Director
lesley@positivefootprints.co.uk

Our Footprint, Huriyah's Story.



Inspired early. Huriyah took part in our programmes. Her lightbulb moment was during a skills competition. She spent time with an audio-engineering business to learn about computer science and develop her talents.

Followed her dreams. Huriyah decided to do computer science at university. She was shortlisted for 'graduate of the year' at the women in tech excellence awards in 2022 and is now a full-stack developer at a leading digital transformation firm.

Creates change. Over 1000 children in our network listened to her story this year. Huriyah also volunteers as a Stem Ambassador and for causes linked to disaster and humanitarian relief.



"It shaped my path and really made me think about what I wanted to do and who I wanted to be. Looking back, it was an opportunity to learn about things that mattered to me and I realised that I could go far."

Huriyah Hussain
Software Developer



Our Year



11,000



Children and young people impacted, with 96% saying they really enjoyed our programmes.

300



Schools in our network delivering programmes.

£1,317,593



Created in social value (the wider benefit quantified for people, places and society).

3600



Hours of careers and financial education delivered with 450 teachers.

26



Partner organisations powering our vision.

720



Businesses opening up the world of work in our schools.

9/9



Regions covered in England, with our programmes delivered in 128/309 districts or areas.



The Voice of Children and Young People

To understand our impact, we needed to shine a light on how the next generation sees themselves and their future. Over 1700 children and young people across our network shared their thoughts before taking part in our programmes.



Our Education

98%

Believe it's very important or important that young people have opportunities to learn about their aspirations, the world of work, and money.

89%

Believe learning about these topics will help children and young people to do better in their subjects.

Our Future

79%

Already know what they want to do in the future, based on their experiences, by age 11.

47%

Feel they have high aspirations for the future. This is based on how they see their potential and what they hope to achieve.

Our Sense of Self

46%

Believe they can make a positive difference in the world for themselves and other people.

41%

Young people have a low level of confidence in how their foundations are setting them up for the future.

Our Experiences

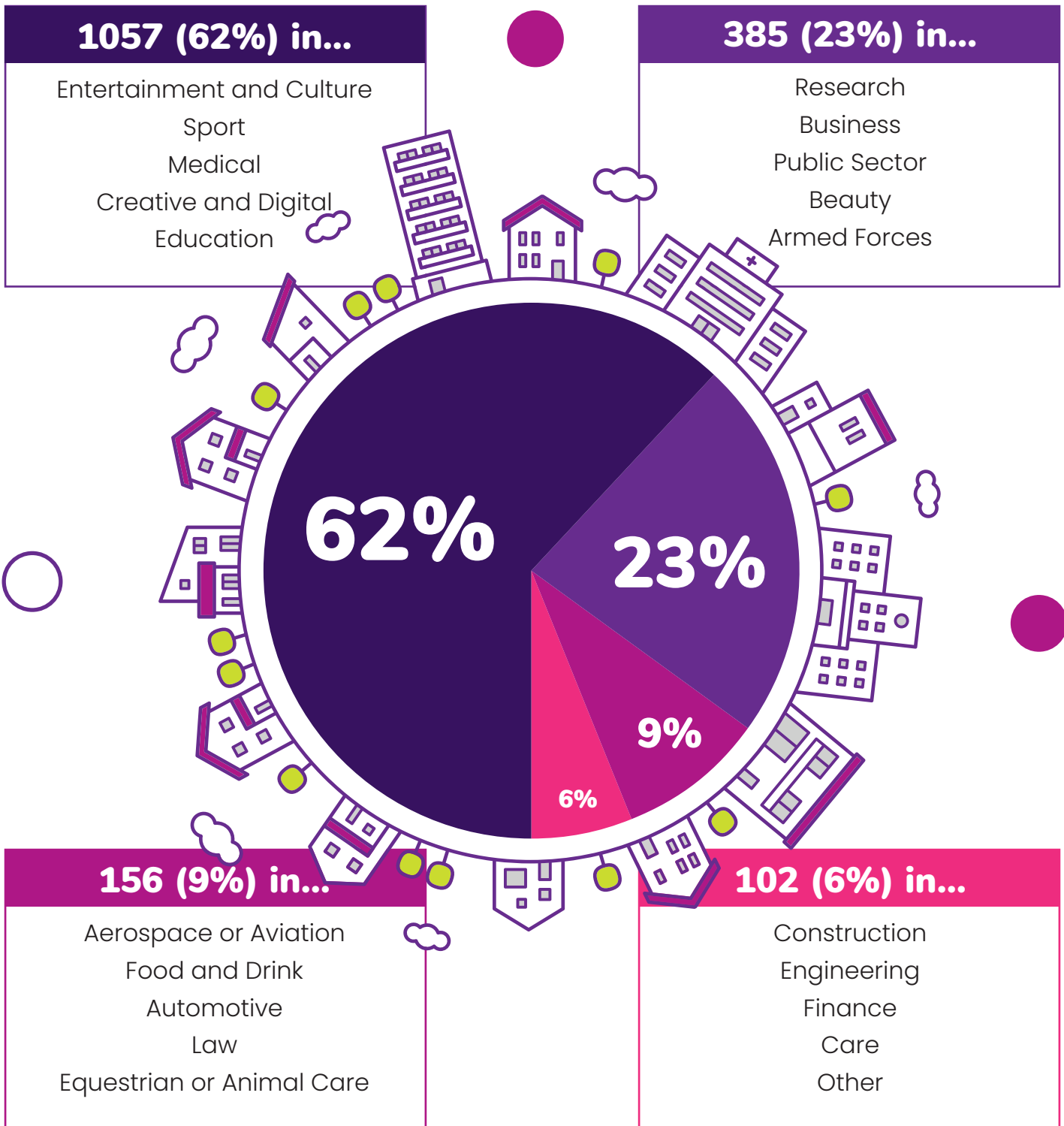
35%

Have met people from the world of work before, at primary school, by age 11.

31%

Have spoken to a family or community member that has accessed higher education.

Imagine that 1700 children and young people go to work tomorrow, what does it look like?



Our Why

Earning Money, Using Skills, Sense of Purpose

Our Main Choices

Football, Teaching, Acting, Doctor, YouTuber

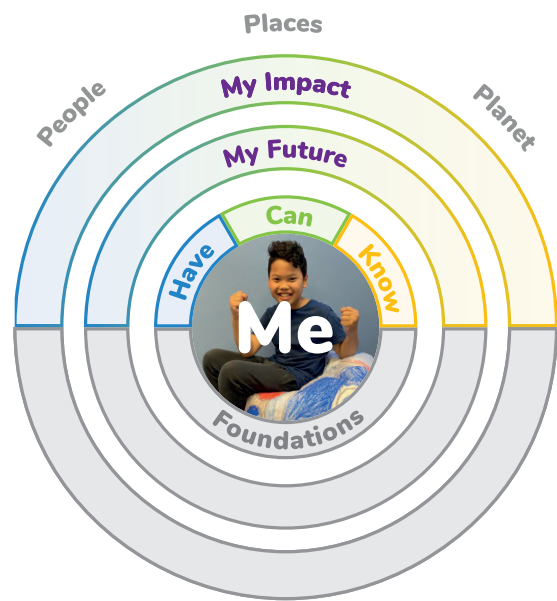
Our Impact

We are inspiring children and young people today, for a better tomorrow. Our feedback and evaluation model shows how.

The Model: Have, Can, Know

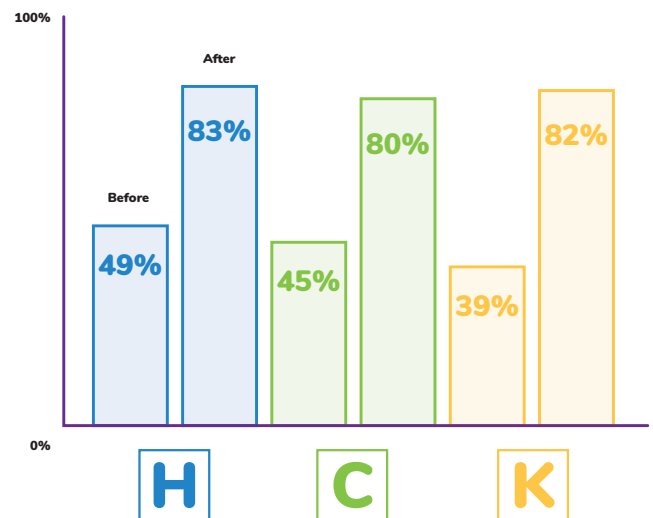
The model contains three themes that we believe are building blocks for a successful future: how we see ourselves (**HAVE**), our perceived ability (**CAN**) and what we understand about the world we live in (**KNOW**). Each theme has carefully designed, research-informed questions and activities that are completed by schools and analysed by Positive Footprints. Bringing the results of each area together creates an overall score. This score **HCK** reflects the foundations that children and young people have related to our programmes, with 0-20% considered very low and 81-100% very high.

The model also allows us to look at the bigger picture. If a child or young person has a high **HCK** score, it correlates with a high degree of confidence in their capability of achieving positive outcomes in the future (e.g. educational achievement, employment prospects, social action).



What it's telling us

- Children and young people felt they had low-intermediate foundations before participating in our programmes. The overall **HCK** score was 41%. This means there was a high impact potential, based on a high level of need.
- Children and young people who took part in our programmes demonstrated a significant growth in their foundations. The overall **HCK** score moved to 82%, which is twice the original score. Pupils moved from low-intermediate to high-very high across all categories.
- Our programmes are inspiring pupils today, and there is a high-very high level of confidence this is creating a better tomorrow according to our model.



Significant development in children and young people's foundations.

That influences better outcomes for their future.

Which creates social impact in places and for communities.



"I think the programme is amazing because you get to know your skills and qualities and it could make other people feel good about themselves."

Joey
Year 5



Insights

Have

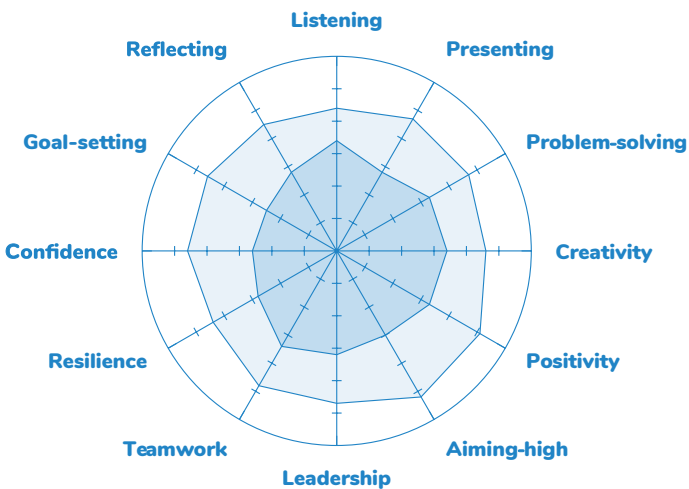
How we see ourselves

This theme focuses on self-awareness. It considers aspirations, skills, interests and experiences.

Our Skills

Children and Young People taking part in our programmes show strong levels of progress in essential skills. Aiming-high and Goal-setting are the most improved areas, as shown below.

Research from the Skills Builder Partnership associates a higher level of essential skills with improved learning outcomes in literacy and numeracy. The report also shows how young people see the value of essential skills across key aspects of their lives, such as points of transition.



Our Aspirations

Children and young people have very high aspirations for the future after completing our programmes. They are more curious thinkers with broader horizons. The aspirations profile of children and young people improved according to our indicators:

- Having aspirations
- Happiness with choices
- Confidence in my future
- Having other ideas
- Informed thinking

The types of careers children are interested in, as highlighted on a previous page, showed greater diversity and depth. Skills shortage industries are better represented among answers. Examples are provided from working groups and interviews:

- One pupil indicated that they now would consider becoming a performance analyst in sport if they do not become a footballer, as they are good at maths.
- Construction and engineering, as alternative career choices, became more appealing to pupils. In one school, 6 in 10 said they could see their future self in such roles, compared to 1 in 10 before.

C an

How we perceive our ability

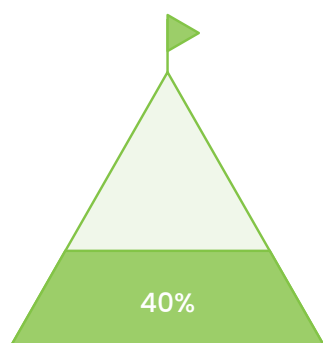
This theme focuses on perspective and mindset. It considers potential, personal development and resilience.

Children and Young People are more confident in their ability and future. They feel more able to succeed, learn from challenges and recognise the value in our differences. Some of the statements that showed strong growth on a rating scale were as follows:

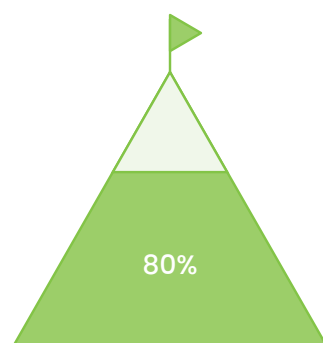
- Recognising that talents and abilities can be developed, and being able to see them in other people.
- Reflecting on how challenging situations can help people to learn, develop and grow.
- Making a positive difference in the world for yourself and other people.

Our Potential

What we thought



What we now think



K now

What we understand about the world we live in

This theme focuses on knowledge about the future. It considers our understanding about the world of work.

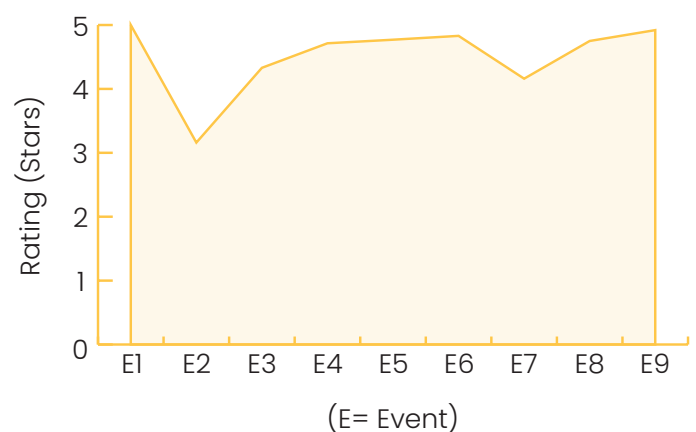
Children and Young People are meeting between 6-8 businesses when their school partners with Positive Footprints. Key highlights are as follows:

- Better understanding of the pathways towards jobs and being able to identify a broad range of roles.
- Enjoying opportunities to explore the world of work, as shown on the graph below.

Research from Education and Employers shows that engaging with businesses during school increases the likelihood of being in education, employment or training in later life.

Our Enjoyment Score

What we think; 1500 pupils, 30 schools, 9 events.



Case Studies



Partner
Regenda
Homes

World Class Opportunities

'We value each child for who they are and prepare them for who they can be' is the vision at Whitefield Primary School in Liverpool. Visiting the school is a delight as music livens up the playground and smiles fill the classrooms. The school won the Pearson Award for Primary School of the Year (Silver). They also hold the World Class Schools Quality Mark that we were proud to support. Whitefield makes our programmes their own, and we are really impressed with their focus on challenging stereotypes and building on curiosity. This year children will have met people across a broad range of industries including Professional Sports, Wildlife, Housing, Software Development, Law, Aerospace, Armed Forces, Gaming, Renewable Energy, Engineering and more.



"It's an integral part of our personal development curriculum. It opens the eyes of our children to what is possible."

Jill Wright, Headteacher



Partner
FEC

Aiming High

Abbott Community Primary School's vision is for children to 'Aim High to Achieve Success'. This was translated perfectly by Daphne, a Year 6 pupil, who asked if we could secure an Astronaut for a live-streamed career conversation. We did just that and decided to let Daphne do the talking. She confidently introduced Astronaut Applicant Dr Emma J King to over 2500 children across the country. Dr King spoke about her diverse career journey and what obstacles she has overcome. Pupils asked lots of interesting questions, such as 'does wifi exist in space?'. Daphne was so inspired that she created a detailed plan of how she will become an Astronaut. It is called 'My Life - My Dreams'. Seeing children inspire other children had a profound impact on our team.



"I will never, ever forget this opportunity that I had the chance to experience."

Daphne, Year 6 Pupil



Partner
Cobalt
Housing

Community Partnership

Monksdown Primary School believes children are entitled to develop to their fullest potential and participate in society for the greater good. The school has a strong relationship with their local housing association, brokered by Positive Footprints. They regularly create opportunities that support the community and inspire children.

Our programmes are seen as a way to strengthen relationships with parents and carers. Aspirations is a frequent topic during Governor's meetings and the Headteacher actively encourages other local schools to get involved in what we do.



"It is something we look forward to. We find out about things like money, jobs and the qualities we have inside."

Learning Council (Children)



Partner
gentoo

Careers in the Curriculum

'Driven by values' is how you feel when you enter Grange Park Primary School in Sunderland. We were greeted enthusiastically by children as we arrived at the school for a celebration event. Headteacher Mrs Francesca Cowan and the team have created an impressive 'Investigative Curriculum Cycle' that helps to develop the behaviours learners need to succeed in the world. Our programmes are a key part of this and support the school value of 'Ambition'. Grange Park wants to develop a sense of pride in their pupils about where they live, and they are keen to highlight that dreams can be fulfilled in Sunderland and beyond. They build on programme content during external visits and aspirations are a golden thread that gives core curriculum areas meaning and context.



"This is our first year and already we can see a significant impact. Our children feel they are more prepared for the transition into secondary school to continue their journey."

Dani Pyke, Teacher

Our Partners

Thank you for changing how children and young people see themselves, their potential and the world around them.



"We believe this helps to create and sustain confident communities, as well as helping children and young people to meet their potential."

Tim Craven

Social Investment, Wakefield District Housing (WDH)

Seeing the big picture

Whether it's the UN sustainable development goals, CSR, ESG or Social Value, our partners understand that supporting the next generation not only creates a better world but it makes business sense.

Choosing schools to support and sharing ideas

We guide organisations on what a partnership can look like and create sustainable relationships with schools of their choice. This might be primary or secondary settings that run our programmes, in the heart of a community area or based around a specific theme.

Engaging with children and young people to open up the world of work

Events create lightbulb moments for children and young people. Partners might be attending career carousels in schools or digital conversations that are hosted by us and attended by plenty of pupils, asking plenty of questions.

Creating social value that's measurable and meaningful

For every £1 invested our partners create at least £4 in social value. The real impact is captured through conversations with those involved, insights from our feedback and evaluation model and pictures that are worth a thousand words.



**Yorkshire
Housing**

- ✓ Long-term commitment to schools in Yorkshire.
- ✓ Ensures involvement across the organisation.
- ✓ Engages their supply chain in opportunities.
- ✓ Joins the dots with other community activities.
- ✓ Has a relational approach with schools.
- ✓ Ambassador for the work we do together.

Bringing Business and Education Together

A career carousel event taking place at Greatwood Primary School in Skipton.

Mrs Hoggarth is the Aspirations leader at the school. Over 25 professionals visited Greatwood and set up their stalls. All of Years 5 and 6 had opportunities to visit each station and asked some brilliant questions.

"We were delighted to host our first ever careers event. Many thanks to the inspirational professionals who made this happen!"



Children at Manor Park Primary School explore opportunities in the housing sector during their 'world of work' trips.

Great Places Housing Group in Manchester is facilitating a series of events so that children in their communities think big. Visits to the organisation, local businesses and the airport are taking place during the delivery of our programmes in the school. Children are meeting people from different backgrounds, hearing real stories of success and why kindness is crucial in the workplace.

"We are so grateful to Great Places for supporting our project and for providing these amazing experiences. The smiles and joy we've seen on the faces of the children and adults is priceless."



Gill Kelly, Managing Director of M&Y Maintenance and Construction, shares her story with children and young people.

Gill followed in her father's footsteps and got involved in the family business from a young age; she now leads the multi-million pound company. Her message focussed on self-belief, working hard and not being afraid to fail.

"We want young people to be excited about the future and learn about opportunities in our industry. M&Y is committed to doing this."





The Sovini Group are a cornerstones employer who support careers education at scale in Merseyside. Their vision is to create a better future for customers, colleagues and the communities in which they work. Sovini have been a long time supporter of our work and consistently recognised as one of the UK's Best Workplaces.

The organisation encourages people of different backgrounds and positions to get involved and make a difference. Our project ensures children also get to meet a variety of businesses across the region to really showcase the variety of opportunities locally.

"Two former pupils of mine who are now in their thirties (which is a little terrifying), came in and talked about when they were in school and what they are doing now. I think that really brought it to life for the children to see people who used to sit in the same classroom, with the same teacher, to see what they are doing now and what they have grown up and become."



Live-streamed career conversations are bringing inspirational people into classrooms across the UK, every month. We've featured doctors, zookeepers, transport planners, authors, designers, astronaut applicants and more.

Over 750 pupils spoke with Jamie Brogan, Head of Climate Partnerships at the Edinburgh Climate Change Institute. The talk stimulated great ideas on the back of a question asked by pupils; 'What can we do as a school or community to help with climate change?' One school decided to develop their own climate pledge to make the world a better place.

"Influence anyone who listens to you or cares about you to make the right choices. This is your future. You do, collectively, have a really strong voice. You should use it. If you do that, I think we we can fix this."

Our Programmes

Interactive. Engaging. Brilliant Materials. Easy to Deliver. Flexible. Smiles all round. Love it. Just some of the words schools use to explain our award-winning programmes.

Raising Aspirations (Primary Schools)

Children discover their potential, explore the world of work and develop skills for the future.

- **Inspiring Opportunities.** Schools receive specially designed programme resources and careers-led learning is embedded into the curriculum with our support. No planning. No printing.
- **Lightbulb Moments.** Pupils meet authors, entrepreneurs, graphic designers, doctors and more during live-streamed conversations. Schools can choose to host a 'career carousel' event so that pupils engage with real people that share real stories from the world of work.



Scan or Click Now

To watch a video about our programme

Futures (Primary and Secondary Schools)

Builds financial foundations and starts conversations about money with children and young people.

- **Conversation starter.** Thought-provoking activities that make young people step into the future and understand the role that money plays in our lives.
- **Skills challenges.** Designed to develop money management skills in an age-appropriate way using imagination and creativity.



Scan or Click Now

To watch a video about our programme





About Us

Partner with us to regenerate places and create opportunities for people.

Positive Footprints inspires children and young people today, for a better tomorrow. Our award-winning programmes are delivered in partnership with primary and secondary schools to raise aspirations, open up the world of work and equip pupils with the skills they need for the future. We believe that the next generation can only be what they can see and the best time to empower the leaders and change-makers of the future is now.

Organisations partner with us and together we create opportunities for children and young people each year across the UK. Positive Footprints is part of The Regenda Group; a dynamic not-for-profit group of organisations with a shared purpose to regenerate places.





"Positive Footprints is good because it doesn't leave you in the deep end when you leave school."

Sophie
Aged 11, Lancashire.



Positive
Footprints
Network

Part of
 The
Regenda
Group



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