

Effective Transitions F

**DELIVERING 2+
YEARS OF TARGETED
SUPPORT ACROSS**

A

The Fund-level focus of change set on helping people would be supported predominantly through the provision of intensive and tailored one-to-one support and career education, information, advice, and guidance. Young people had diverse support needs and the programme designed by each Careers Hub was bespoke to these, while containing a core of common activities. Each project created a programme that would be developed, evaluated, and refined over time.

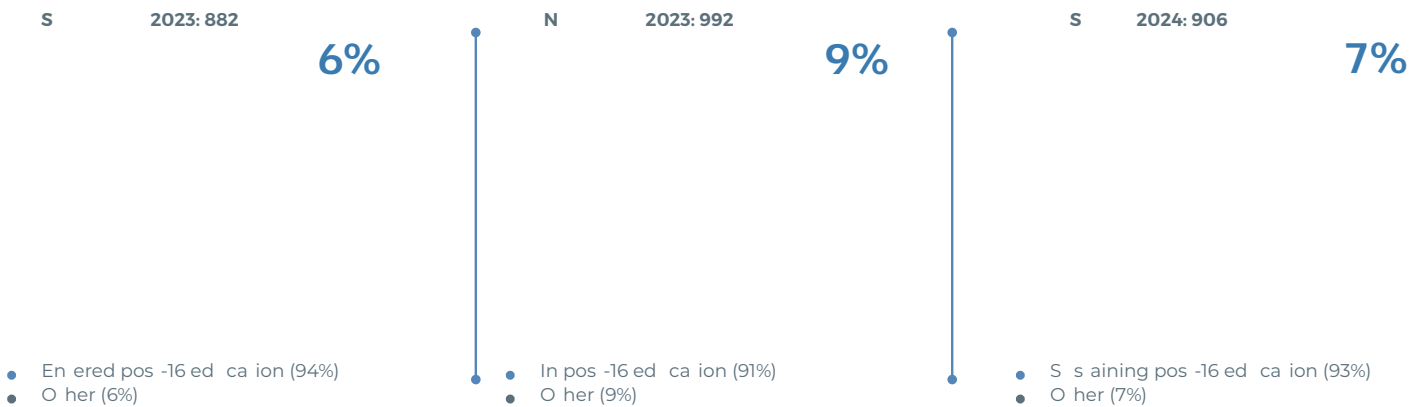


D

Evidence drawn from emerging literature and comparable national data indicates that the outcomes far exceeded what might be expected for the groups receiving support: for example, the most recent national data shows that 82.6% of all young people sustain their education, apprenticeship or employment destinations. ■

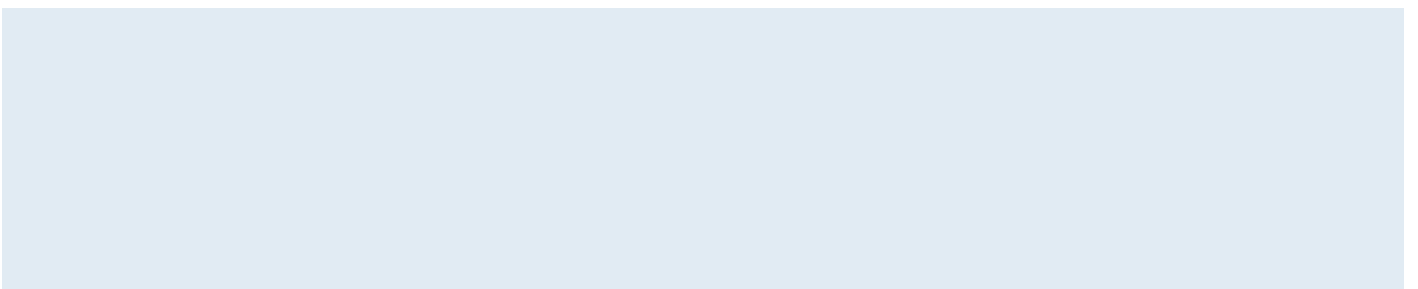
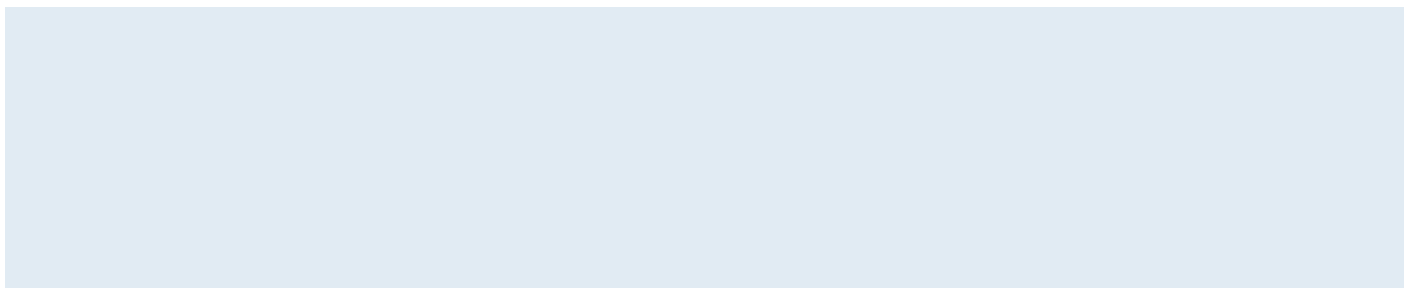
○ 900 1,000+

Overall, the evaluation shows the Fund has been **effective in supporting** young people in **sustained and good quality** post-16 destinations.



This evaluation collected pupil self-reports over three waves (baseline, before they started on the projects, midline, and endline after they had moved into their post-16 destinations). As well as self-reports, in interviews data, management information and destination data were collected to track progress over time, based on a theory of change framework which closely defined what each project was designed to achieve in terms of improved pupil outcomes.

T :



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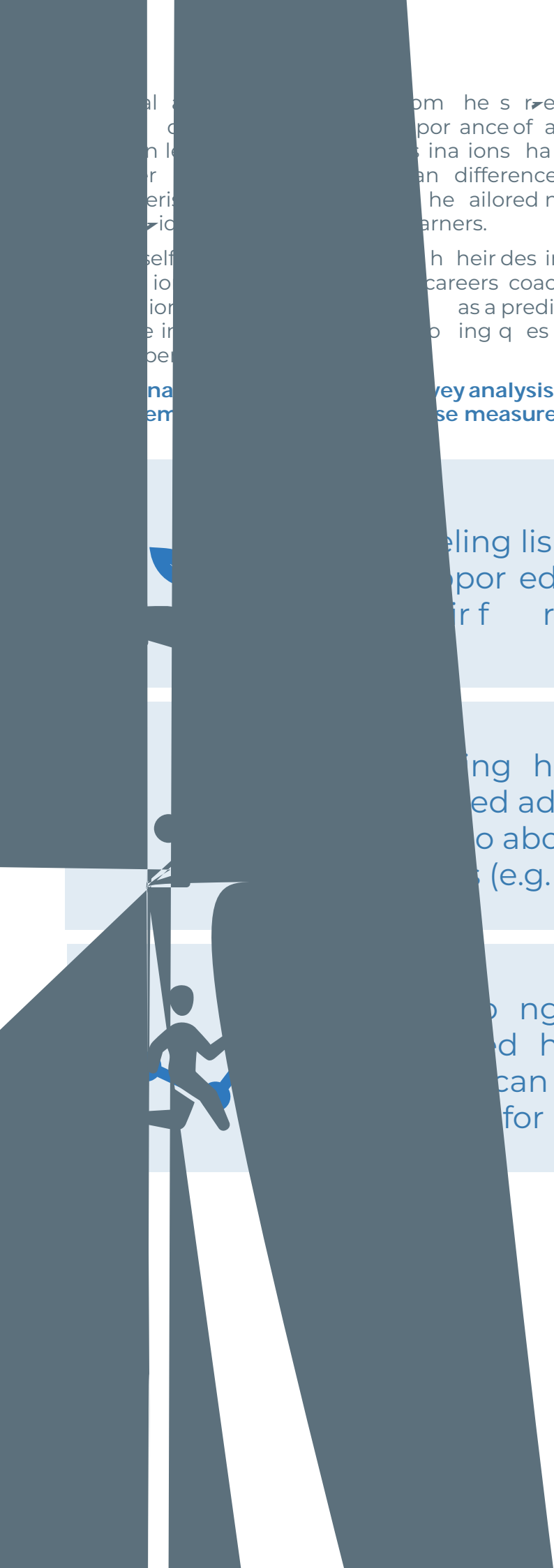
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O

P

P as no al a s medicall diagnosed, and p pils ere no al a s e ernall s ppor ed b comm ni men al heal h eams. P pils e perienced high an ie and lo con/dence and self-es eem, as ell as poor men al heal h, hich had an impac on heir abili o a end and par icipa e in school and projec ac i/ies. Persis en l absen p pils had red ced con ac ime i h eachers, s ppor s aff and careers ser/ices, meaning ha he ere less likel o achie e good grades and ransi ion o 'good' des ina ions.

I ere also enco n ered in deli/er . There ere dif/c l ies in ens ring ha 'generic' careers informa ion sessions ere s f/cien l in eres ing and engaging for a di/erse gro p of o ng people i h differen in eres s and ambi ions.

P pils in he projec s of en faced . This incl ded emo ional and beha/ioral barriers, addi ional s ppor needs req iring adap a ions o approaches and ma erials, s s emic racism, ndiagnosed SEND, dif/c l home con e s (i h a lack of paren al engagemen or s ppor) or faced iss es i h p blic ranspor (lack of access, affordabili , or lack of con/dence).

P

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1.A

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careers coaches and projec orkers foc sed on ge ing o kno o ng people, b ilding rela ionships o/er ime, o nders and heir barriers o progression. This mean responding o heir needs and ad/oca ing on heir behalf i h emplo ers and ed ca ion pro/iders.

