

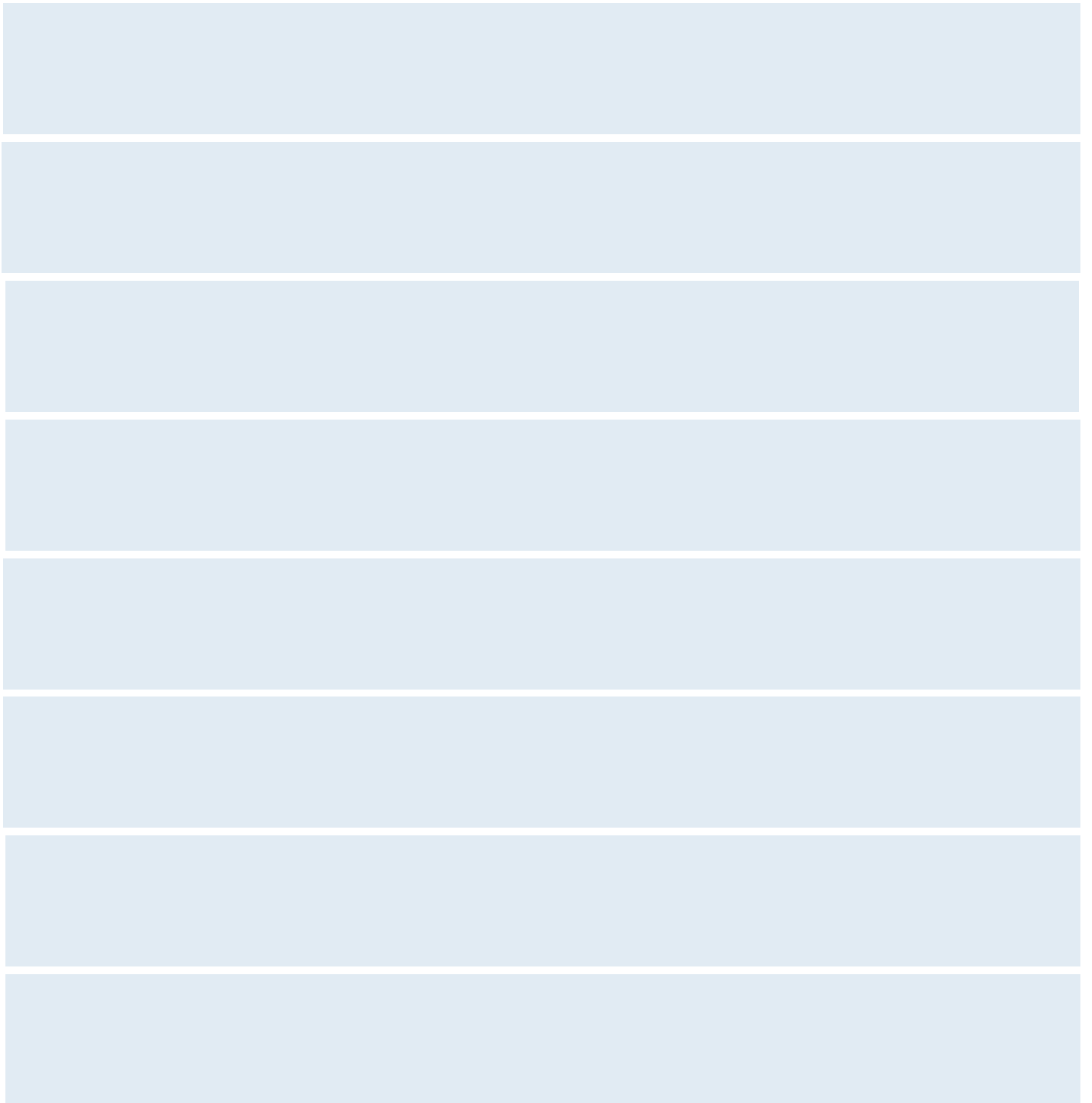
## Effective Transitions F

**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.

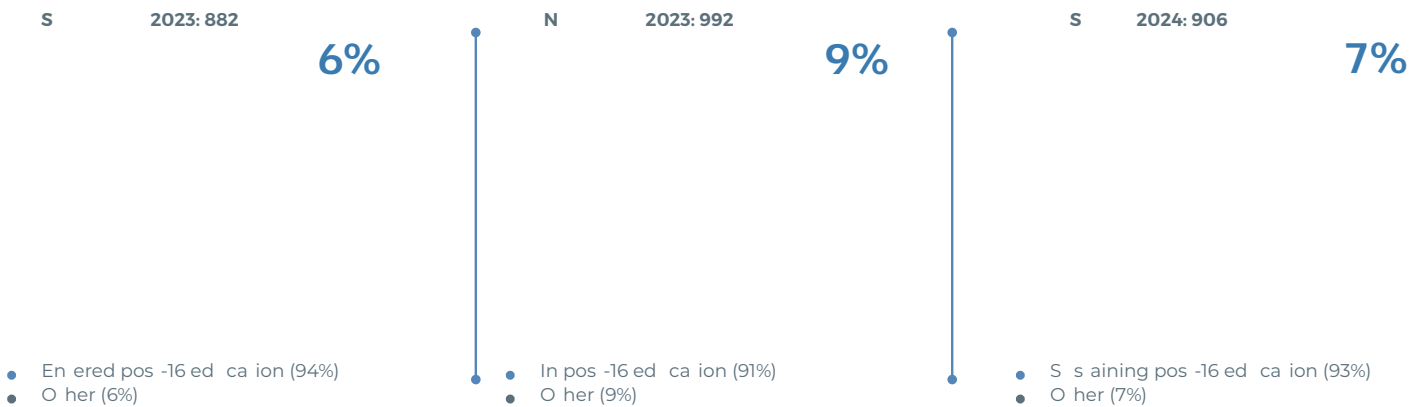


# D

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. ■

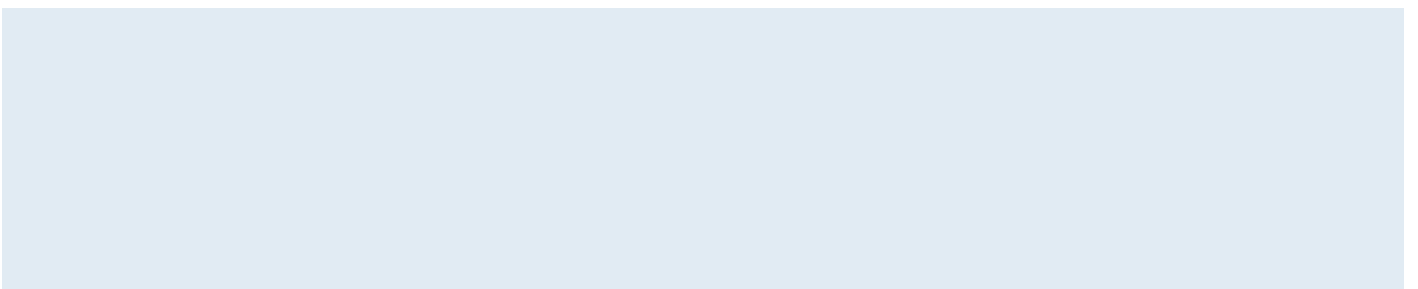
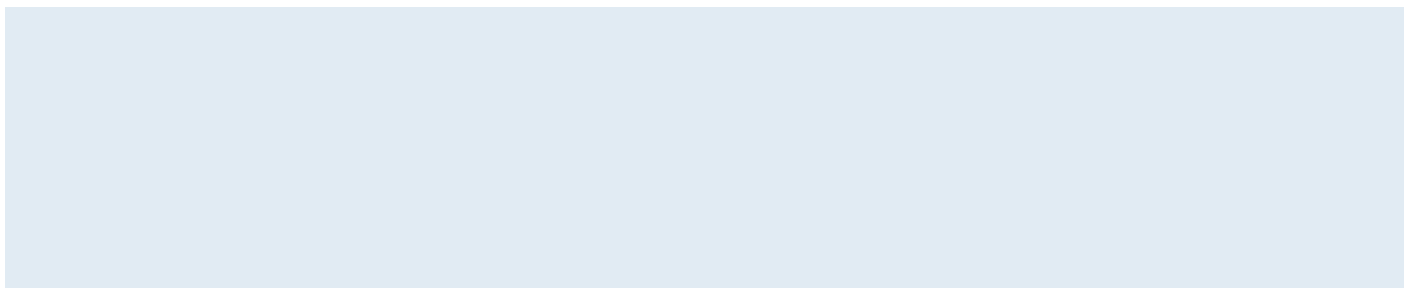
○ 900 1,000+

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 :



al d... from the s... i h... ng people, des... ions da a and  
... porance of arge ed and s... ained in er... en ions... i h... r s ed  
... n le... s... ina ions ha... o ng people... ere happ... i h... Overall, here  
... r... an differences in s... e responses on his b... differen p... pil  
... eris... he ailored na... re of he programme did... ell in addressing  
... io... arners.

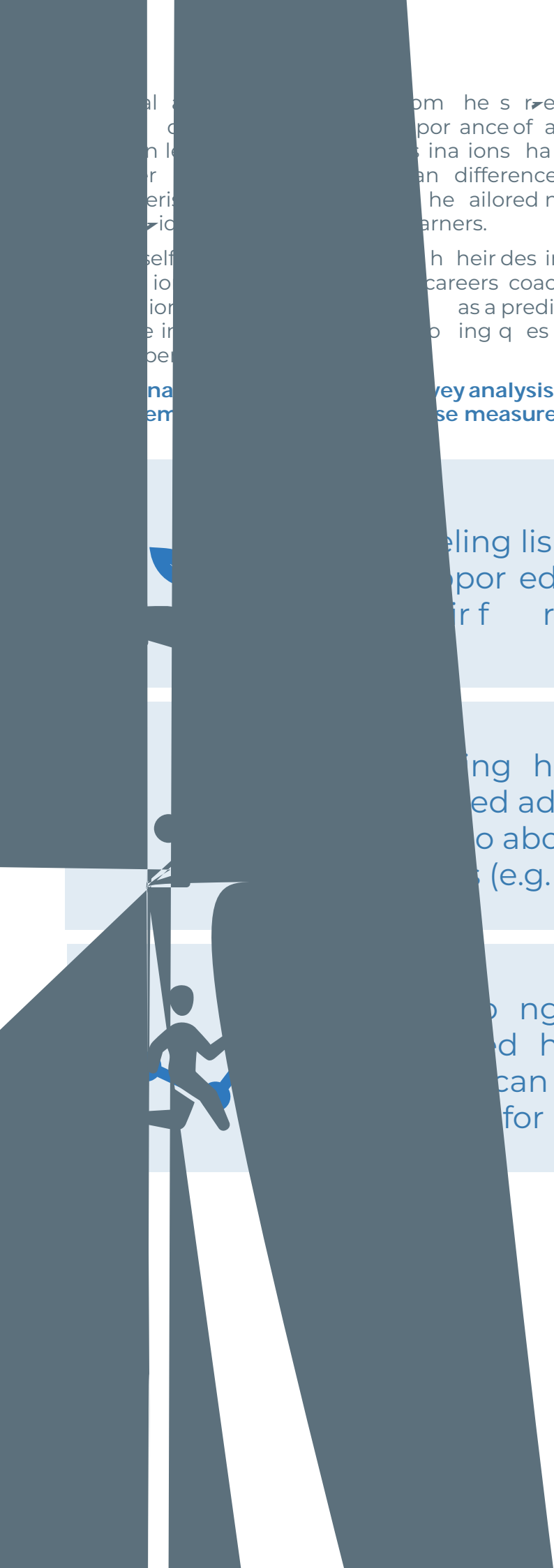
self... h heir des... ina ion... assigni... can I linked o... heirs s... ained  
... io... careers coach s... ppor... ha... he recei... ed. P... pils' posi... ve  
... ion... as a predic... or of midpoin... EETs a... s, here for... i h each  
... e in... o... ing q... es ions, the likelihood of being EET in No... vember/  
... oer...

na... evey analysis shows that there was a statistically significant  
em... se measures over time.

... eling lis... ened... o and  
... ppor... ed... hen considering  
... r f... re

... ing ha... he had a  
... ed ad I... ha... he co... ld  
... o abo... heir f... re  
... s (e.g. coach).

... o ng person s... re anal... sis  
... ed ha... here... as a s... a is icall  
... can improv... emen in he  
... for these meas... res over ime.



# 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

:



## 1.A

:

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.

