

E C J & E C F C 2

DELIVERING 2+ YEARS OF TARGETED SUPPORT ACROSS

10 PROJECTS

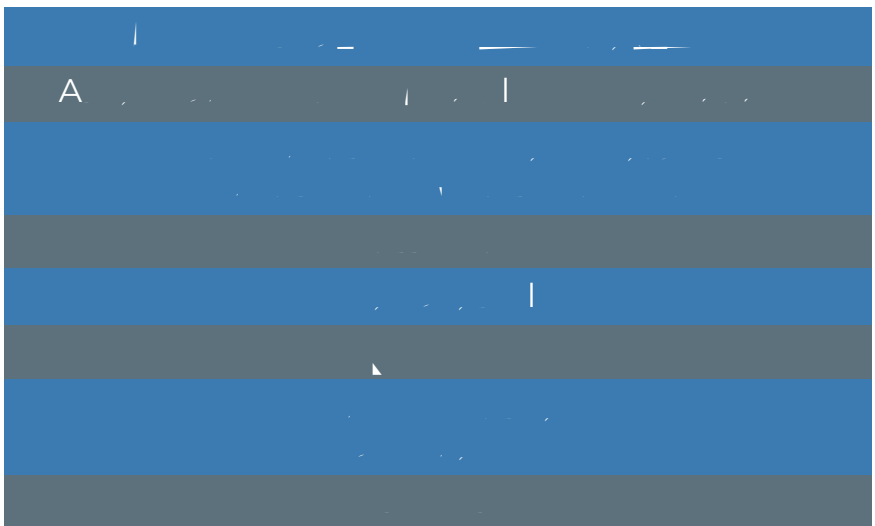
1000 YOUNG PEOPLE YEAR 10 AND 11

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Activities

These activities are designed to help you understand the needs of your young people and to provide them with the support they need to succeed. They are designed to be flexible and can be adapted to suit your own organisation and the needs of your young people. The activities are designed to be done in a group setting, but can also be done individually. The activities are designed to be done in a group setting, but can also be done individually. The activities are designed to be done in a group setting, but can also be done individually.



One-to-one coaching

One-to-one coaching is a structured process where a coach works with a client to help them achieve their goals.



Group sessions

Group sessions are a structured process where a coach works with a group of clients to help them achieve their goals.



Parental engagement

Parental engagement is a structured process where a coach works with parents to help them support their child's learning and development.



Further and higher education

Further and higher education is a structured process where a coach works with young people to help them prepare for further and higher education.



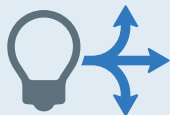
Work placements

Work placements are a structured process where a coach works with young people to help them find and secure work placements.



Employer encounters

Employer encounters are a structured process where a coach works with employers to help them support young people's learning and development.



Transition support

Transition support is a structured process where a coach works with young people to help them prepare for the transition from school to work or further education.

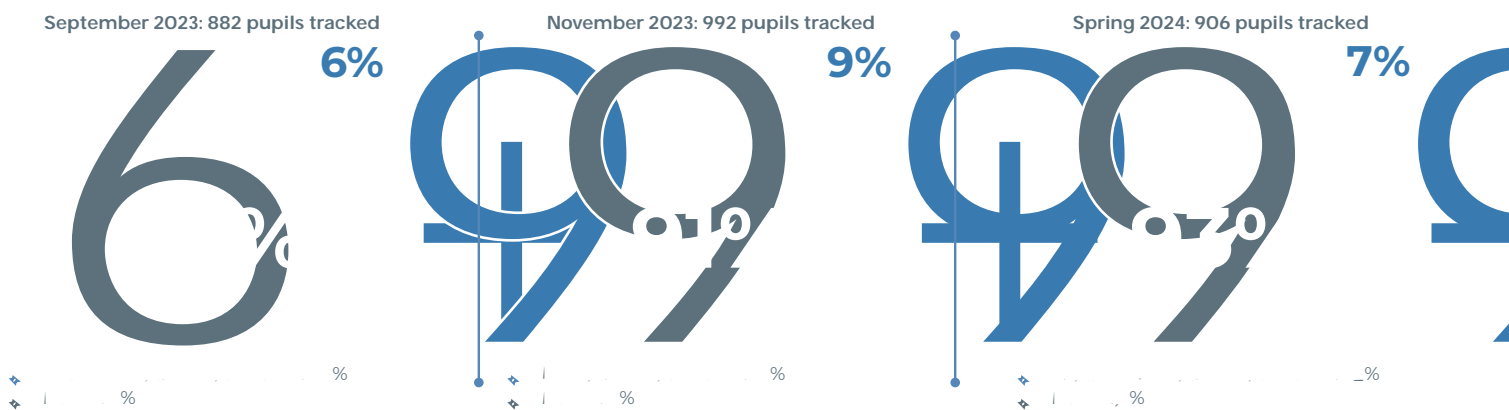


'Keep in touch'

'Keep in touch' is a structured process where a coach works with young people to help them stay connected with their support network.

Detailed insights

Over 900 of the 1,000+ cohort were still engaged at the end of the programme.



The data provided indicators as to why young people sustained their destinations:



Around
90%
were happy with
their choice of
post-16 destination.



Over
90%
were happy with
their main subjects
/ courses.



Over
90%
were happy with
their college or
training provider.

Overcoming barriers

Pupils had multiple barriers and faced intersectional disadvantage which could have affected their chances of progressing to and sustaining high quality post-16 destinations.

Poor mental health

Some pupils had poor mental health, which could have affected their ability to engage in learning and achieve their potential. This was often linked to other barriers, such as poverty, and could have led to a cycle of disadvantage.

Interpersonal conflicts and challenging group dynamics

Some pupils experienced interpersonal conflicts and challenging group dynamics, which could have affected their ability to engage in learning and achieve their potential.

multiple disadvantages

Some pupils faced multiple disadvantages, which could have affected their ability to engage in learning and achieve their potential. This was often linked to other barriers, such as poverty, and could have led to a cycle of disadvantage.

Projects worked to address these through:



1. A holistic approach:

Projects worked to address these through a holistic approach, which means considering all aspects of a person's life and the way they are interconnected. This includes mental health, social relationships, and financial stability.



2. Personalisation:

Projects worked to address these through personalisation, which means tailoring support to meet the specific needs of each individual. This could involve providing additional resources or support for those who are struggling.



3. Representation:

Projects worked to address these through representation, which means ensuring that all voices are heard and that everyone has the opportunity to participate in decision-making. This could involve involving pupils in the design and delivery of projects.

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Key lessons

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Building support networks in schools

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Responding to young peoples' needs

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Persistence and integrity

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Supporting the transition

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IP Morgan Chase