



Yes Futures was founded with the belief that every child deserves the confidence and self-esteem they need to fulfil their personal potential. Since 2012, Yes Futures have supported over **1,500 young people** across **57 schools**. This Impact Report outlines the success of the Finding Futures programme so far at [Example Primary School].

The following two pages provide an overview of the **students' progress** and their **key achievements** on the programme. For more detail on individual students' progress, please refer to the Individual Student Reports.

I trust that this will be a useful document to showcase the progress students have made throughout the programme and support them over the next six months as they continue their development through self-coaching. I look forward to continuing to support you and your students, working towards a future where **all young people are confident, resilient and lead fulfilling lives**.

All students on the Finding Futures programme experience three unique trips and personalised coaching support, designed to support students' development in key skill areas:

### Personalised Coaching



Each student received four Coaching sessions in small groups. Our Coaches supported students to self-reflect and take responsibility for their development.

### Play Your Part



Students were immersed in a community action project for a day. Through volunteering, students realised the benefits of 'giving back' and gained practical, hands-on work experience.

### Into the Wild



Students attended a three-day residential trip. They challenged themselves in a variety of activities and worked together with students from other Yes Futures partner schools.

### World of Work



Students developed an understanding of working life through visiting a dynamic workplace and networking with professionals.

### Self-Coaching

For the second half of the programme, students take ownership over their own development by self-coaching. Through independent goal setting, students further develop their self-reflection skills, giving them the foundation they need to be able to lead their own personal development into the future.



*"Jaiden is just a different kid since the residential trip. He's happier to voice his opinion in front of others."* – Jaiden's parent/carer

*"I can see changes in Aleeza in everything, she has changed a lot."* – Aleeza's parent/carer

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# Student Feedback

Throughout the programme students have used Yes Futures' **award-winning Talent Toolbox** to document experiences and skills developed during the programme. Students have been focusing on four key Talents:

Confidence

Communication

Resilience

Self-awareness

Based on students' self-evidenced scoring:

**100%** of students improved in **at least one** Talent area.

We also gathered students' feedback on a broader range of key outcomes:



**75%** of students feel more prepared for the future



**92%** of students have become more motivated to achieve at school



**92%** of students have a better idea about future opportunities that are available



**100%** of students feel the programme has made a positive difference to them

The programme was:

*Amazing  
Encouraging  
Fantastic*

- Phoenix

# Teacher Feedback

- Teachers **agreed** that the Finding Futures programme had made a **positive difference to their students**.
- Teachers **agreed** that the programme helped students be more **motivated to achieve**
- Teachers **strongly agreed** that Finding Futures made students more **prepared for the future**.

*"Students have grown in confidence and had opportunities to think about their future. The resilience and teamwork of many of the group have improved."* – **Assistant Headteacher**



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# Individual Student Feedback

## Aleeza

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*"My favourite thing about the programme was the trips because we found out new things."* - **Aleeza**

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When asked to describe the programme in 3 words, Aleeza said:

*Fun Incredible Fair*

## Success Areas

Students were asked to respond to the following statements:

The programme helped me to become more prepared for the future.	<b>Strongly Agree</b>
The programme has given me a better idea about future opportunities that are available.	<b>Strongly Agree</b>
Finding Futures has made a positive difference to me.	<b>Agree</b>

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*"Aleeza has really enjoyed the programme. She was worried about going away but pleased she did it."* - **Aleeza's Teacher**

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Aleeza's teacher reported that Aleeza improved her Confidence, Resilience, Communication and Self-awareness throughout the programme.

## Aleeza's Parent/Carer Feedback

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*"Aleeza has changed a lot, I can see it in everything. She looks and feels more confident and independent."* - **Aleeza's Parent/Carer**

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- Reported an improvement in Aleeza's Communication and Self-awareness throughout the programme.
- **Agree** that being part of the Finding Futures programme had made a positive difference to Aleeza.
- **Agree** that Aleeza is more prepared for the future.
- **Strongly Agree** that Aleeza has become more motivated to achieve.

## Into the Wild Feedback

Aleeza demonstrated amazing leadership skills throughout the programme and was a delightful student to work with. She was selected as team captain for the first day and was great at delegating tasks. She became more involved in the activities as time passed and demonstrated her bravery by completing the climbing wall despite being scared.

She showcased her creativity during the survival game and joked with her teammates a lot. She was a delightful student to work with and a joy for the team.

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## Aleeza's Coach Comment

Aleeza has shown enthusiasm and has participated overall, reflecting fairly easily on herself. She does not like to share her notes in her Talent Toolbox with her team around the table during coaching sessions too much and still lacks some confidence in being herself (one of her goals was to be her authentic self more), but overall she appeared to really embrace coaching programme. Aleeza is inquisitive and has no problems asking questions and engaging with the coaches and is a very lovely girl and easy to get on with. She did inform me that a few times people have said hurtful things and noticed herself that previously this would have upset her, however over the past few weeks, she has felt more resilient and able to not allow these words to upset her so much. I feel Aleeza could benefit from some Amateur Dramatics to allow herself to be silly/seen in front of people and help her to show her true self a lot more. Aleeza has been a delight to work with and if she can continue to work upon her self-confidence and resilience then I believe it will put her in good stead for the future.

## Cameron

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*"My favourite thing about the programme was the World of Work day because I like technology."* - **Cameron**

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### Success Areas

Students were asked to respond to the following statements:

The programme helped me to become more motivated to achieve at school.	<b>Agree</b>
The programme has shown me that I have skills which are valuable to other people.	<b>Agree</b>
The programme has given me a better idea about future opportunities that are available.	<b>Agree</b>
Finding Futures has made a positive difference to me.	<b>Agree</b>

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: <b>+ 2</b>	Resilience: <b>+ 0</b>	Communication: <b>+ 1</b>	Self-awareness: <b>+ 4</b>
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*"Cameron's confidence has grown significantly!"* - **Cameron's Teacher**

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Cameron's teacher reported that Cameron improved his Confidence, Resilience, Communication and Self-awareness throughout the programme.

### Cameron's Parent/Carer Feedback

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*"I have noticed an improvement in Cameron's confidence – he is more able to speak loud and clearly (in the Progress Presentation) and more confident about to high school transition on his own (no other kids from this school)."* - **Cameron's Parent/Carer**

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- Reported an improvement in Cameron's Confidence and Communication throughout the programme.
- **Agree** that being part of the Finding Futures programme had made a positive difference to Cameron.
- **Agree** that Cameron is more prepared for the future.

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## Into the Wild Feedback

Cameron was initially quiet when the programme began but demonstrated a willingness to meet new people during the introduction activity. He was a responsible student and seemed to enjoy helping the staff members. He was so supportive and caring to his teammates.

Over the weekend, we saw his confidence and communication skills grow tremendously. We are so happy that he was in our team during the residential weekend and look forward to further developing his amazing Talents!

## Cameron's Coach Comment

At the beginning of the programme, Cameron tended to keep himself guarded such as sitting out of the group on the floor or hiding his face with his sweater pulled up. However, Cameron has made excellent headway within the coaching sessions, by demonstrating more confidence to share his contributions. Cameron is an intelligent young man and had a great understanding of what things mean such as Self Awareness and is able to articulate himself very well. However, he felt at times that he did not have anything of any substance to offer the group/coaching session – mainly in the beginning of the programme.

Cameron can get distracted easily and on occasion and his concentration would wander, this is something that Cameron would benefit to work upon. I believe a contribution to Cameron struggling to focus might be linked to the fact that he does not eat much and I wonder if getting support from a Nutritionist might benefit him to see how important it is to eat the right things for an overall mind-body experience as he is clearly a bright young man. That said, Cameron did engage well with activities and shows great leadership and enthusiasm when he does concentrate.

Cameron found the Into the Wild residential a big challenge as it pushed him out of his comfort zone in terms of home sickness. Cameron did however show some great resilience and managed to stay both nights! When Cameron's mind was focused and not thinking of home he very much excelled in the activities he participated in and was able to embrace talking to new people (with a bit of encouragement!). Although Cameron headed home a little early on the last day he should feel very proud of what he did achieve over the weekend, particularly his determination on the Jacobs ladder!

Overall Cameron and made progress in terms of his confidence, particularly with speaking in front of an audience. At the welcome session he chose not to participate in saying anything but at the world of work day Cameron stood up proud and made his contribution to the presentation. He then pushed himself even further by presenting his programme reflection at the parent session in our final coaching session. Cameron should feel very proud of himself for this.

## Charlie

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*"My favourite thing about the programme was the Into the Wild trip." - Charlie*

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When asked to describe the programme in 3 words, Charlie said:

*Fun Exciting and More Fun*

### Success Areas

Students were asked to respond to the following statements:

The programme helped me to become more prepared for the future.	<b>Agree</b>
The programme helped me to become more motivated to achieve at school.	<b>Agree</b>
The programme has shown me that I have skills which are valuable to other people.	<b>Strongly Agree</b>
The programme has given me a better idea about future opportunities that are available.	<b>Strongly Agree</b>
Finding Futures has made a positive difference to me.	<b>Agree</b>

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: <b>+ 1</b>	Resilience: <b>+ 1</b>	Communication: <b>+ 1</b>	Self-awareness: <b>+ 1</b>
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*"Charlie's confidence and resilience has improved, most evidently in maths." - Charlie's Teacher*

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Charlie's teacher reported that Charlie improved his Confidence and Resilience throughout the programme.

### Charlie's Parent/Carer Feedback

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*"Charlie is able to tell his peers when they upset him, he has developed his maturity." - Charlie's Parent/Carer*

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- Reported an improvement in Charlie's Confidence, Resilience, Communication and Self-awareness throughout the programme.
- **Strongly Agree** that being part of the Finding Futures programme had made a positive difference to Charlie.
- **Strongly Agree** that Charlie is more prepared for the future.
- **Strongly Agree** that Charlie has become more motivated to achieve.

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## Into the Wild Feedback

Charlie was quiet at the beginning of the weekend, but still actively participated with his group members. He was open-minded throughout the programme and tried every activity, even if he initially felt scared.

He developed great friendships with the boys and improved his communication skills. He served as the team leader on Sunday. He always offered to help others and was a real team player. He was a lovely addition to our team and a great student to work with!

## Charlie's Coach Comment

Charlie's goal was to increase his confidence (he wanted to comfortably sleep at other peoples' houses). He spoke very quietly initially. He was quietly confident in dealing with me from the start, which was lovely to see. He built a great working relationship with his group, bantering and joining in jokes. He was always polite and happy to speak up when asked, clearly answering questions. Charlie was actively engaged with the tasks, always happy to ask about anything he didn't understand. He found self-awareness the most challenging talent, but actively listened and asked questions to ensure he understood it. When asked what he was most passionate about, his initial answer was football, but then he changed it to 'my mum'! Charlie worked exceptionally hard at the task in hand on the Play your Part day. When others were beginning to tire and have a break Charlie kept going, this is real testament to Charlie's character, well done Charlie!

Charlie very much embraced the Into the Wild residential and the opportunity to push himself out of his comfort zone. Even if he had some apprehension about some of the activities, he showed some fabulous resilience and gave them all a go regardless. Charlie really should feel so very proud of himself for all that he has achieved.

It was an absolute pleasure working with Charlie and to see his confidence grow, particularly having fun with the other students. I wish him every success for the future.

## Elliot

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"My favourite thing about the programme was the World of Work day because I like tech and it was about tech." - **Elliot**

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When asked to describe the programme in 3 words, Elliot said:

*Fascinating Interesting Joyful*

### Success Areas

Students were asked to respond to the following statements:

The programme helped me to become more prepared for the future.	<b>Not Sure</b>
The programme helped me to become more motivated to achieve at school.	<b>Agree</b>
The programme has shown me that I have skills which are valuable to other people.	<b>Agree</b>
The programme has given me a better idea about future opportunities that are available.	<b>Agree</b>
Finding Futures has made a positive difference to me.	<b>Agree</b>

### Elliot's Parent/Carer Feedback

- **Agree** that being part of the Finding Futures programme had made a positive difference to Elliot.
- **Agree** that Elliot is more prepared for the future.

### Into the Wild Feedback

Elliot was very respectful and confident as he carried out his leadership position in the team. He consistently encouraged others and offered his support to his teammates. He would seek out those in his team who were not as engaged and offer such uplifting words.

Elliot was a delightful student to work with and we loved having him on our team. We look forward to working with him in the future to develop his amazing Talents!

### Elliot's Coach Comment

Elliot exudes so much confidence and self-awareness and insight into himself, others, his strengths as well as areas to improve. Although interestingly, did not find it easy to explain what self-awareness is. He engaged exceptionally well within all of the coaching sessions and has been an absolute joy to have a conversation with. He showed enthusiasm and leadership skills and is always so mindful, polite and personable. He did not allow himself to get distracted from his friends and really tried hard with whatever was presented to him. Elliot is a very friendly young man and encourages and supports his peers.

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Elliot has a particular interest in technology and coding, and I feel he will go a long way and will jump at the chance to take opportunities for him to learn.

Elliot is a sensitive young man and a deep thinker and although he has a lot confidence there is the odd time that he can overthink things and consequently doubt himself. That being said, Elliot has overcome these thoughts himself by having the ability to embrace these feelings and talk himself into a positive mind set. This is a real strength of his and will put him in good stead for the future. Elliot has on numerous occasions demonstrated excellent resilience by taking the attitude of 'don't knock it until you've tried it!'.

If Elliot can continue to keep doing what he is doing and push himself to achieve just a little higher each time I have no doubt that Elliot will excel in all that he does. I have no doubt Elliot has a bright future ahead of him.

## Gabriel

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*"My favourite thing about the programme was the World of Work day." - Gabriel*

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### Success Areas

Students were asked to respond to the following statements:

The programme helped me to become more prepared for the future.	<b>Strongly Agree</b>
The programme helped me to become more motivated to achieve at school.	<b>Strongly Agree</b>
The programme has shown me that I have skills which are valuable to other people.	<b>Strongly Agree</b>
The programme has given me a better idea about future opportunities that are available.	<b>Strongly Agree</b>
Finding Futures has made a positive difference to me.	<b>Strongly Agree</b>

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: <b>+ 2</b>	Resilience: <b>+ 0</b>	Communication: <b>+ 2</b>	Self-awareness: <b>+ 4</b>
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*"Gabriel is more confident to have a go in maths." - Gabriel's Teacher*

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Gabriel's teacher reported that Gabriel improved his Confidence throughout the programme.

### Into the Wild Feedback

Gabriel was an excellent team player during the weekend. Although he was rather shy at first, he really got out of his shell and made new friends from different schools. He was fearless on the zip wire and was selected as a team leader on Sunday. As the leader, he actively made sure that his teammates were well supported. He seemed to like the responsibility of being a leader during the residential programme.

The growth in his communication skills and self-awareness were amazing. He was a wonderful addition to our team, and we look forward to working with him again soon!

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## Gabriel's Coach Comment

Gabriel is a quiet yet polite young man. He engaged with the coaching sessions and generally had a good understanding of the Yes Futures talents. However, on some occasions we found Gabriel distracted and switched off to the conversations being had. Although Gabriel did not offer information or conversation easily, he was able to answer questions that were directed to him. It took Gabriel a little while to think of goals to set in his Talent Toolbox, however he was able to tick easily the points that referred to him on the Tracker within each section by self-reflection. Gabriel has good ideas and when he was engaged, and he made some good contributions.

Gabriel has found it a challenge to assert himself in a group setting, for example, within the World of Work group challenge and preparing for the Progress Presentation to parents at the final session. One of his peers tried to include Gabriel in the team but I feel that Gabriel holds back and waits for others to give him a push of encouragement. Gabriel is a capable young man however there are some areas in which he could push himself a little further.

I get the feeling that there is more to Gabriel and at present he may not be quite reaching his full potential. I believe a lot of this comes down to a lack of self-motivation. If he was able to push a little harder, I think he could excel beyond what we are seeing of him right now. If he was able to work upon vocalising himself a little more and motivating himself to take on more lead roles, I believe it would benefit him moving forwards. He would do well to continue working on his confidence and communication skills.

## George

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*"My favourite thing about the programme was the World of Work day."* - **George**

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When asked to describe the programme in 3 words, George said:

*Good Nice Awesome*

### Success Areas

Students were asked to respond to the following statements:

The programme helped me to become more prepared for the future.	<b>Strongly Agree</b>
The programme helped me to become more motivated to achieve at school.	<b>Strongly Agree</b>
The programme has shown me that I have skills which are valuable to other people.	<b>Strongly Agree</b>
The programme has given me a better idea about future opportunities that are available.	<b>Strongly Agree</b>
Finding Futures has made a positive difference to me.	<b>Agree</b>

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: <b>+ 2</b>	Resilience: <b>+ 3</b>	Communication: <b>+ 3</b>	Self-awareness: <b>+ 1</b>
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### George's Parent/Carer Feedback

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*"George has been talking more."* - **George's Parent/Carer**

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- Reported an improvement in George's Communication throughout the programme.
- **Strongly Agree** that being part of the Finding Futures programme had made a positive difference to George.

### Into the Wild Feedback

George was initially not engaged in the activities and was apprehensive about making new friends. However, when he was given a leadership role, he would take his job seriously and perform well. He was so supportive of his new friends and always encouraged everyone to try their best in all the activities.

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He was the fastest out of over 100 students to reach the top of the climbing wall and got quite far up on Jacob's Ladder. He remained engaged throughout the weekend and was a wonderful student to work with. George was awarded for his improved confidence out of over 100 students.

### George's Coach Comment

George was initially very easily distracted and looking for things to amuse himself, away from the task. He initially appeared tired and not particularly engaged in the larger or smaller group. He became more engaged when he talked about his love of wrestling and what he needed to do to be a great wrestler. He understood all four talents and appeared to find resilience the most challenging e.g. he found it more difficult if there was someone talkative in his group, particularly offsite, where he let them take the lead, with him backing off. At times he got demoralised easily and had to be encouraged to continue (involving drawing usually helped). He worked well in his team within the coaching sessions and was engaged with his team. By the second coaching session he started to settle down and demonstrated the ability to multi-task, drawing pictures and verbally answering questions at the same time. He was very quick with, what could be, very intelligent responses. It was an absolute pleasure to work with George, to see him become more focused and less distracted. I wish him every success for the future.

# Jaiden

## Success Areas

Students were asked to respond to the following statements:

The programme helped me to become more prepared for the future.	Agree
The programme helped me to become more motivated to achieve at school.	Strongly Agree
The programme has shown me that I have skills which are valuable to other people.	Not Sure
The programme has given me a better idea about future opportunities that are available.	Agree
Finding Futures has made a positive difference to me.	Strongly Agree

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: <b>+ 2</b>	Resilience: <b>+ 2</b>	Communication: <b>+ 1</b>	Self-awareness: <b>+ 0</b>
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*“Jaiden is much more vocal and engaged in class, and his work has also improved. He asks more questions and volunteers information.” - Jaiden’s Teacher*

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Jaiden’s teacher reported that Jaiden improved his Confidence, Resilience, Communication and Self-awareness throughout the programme.

## Jaiden’s Parent/Carer Feedback

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*“Jaiden is just a different kid since the residential trip. He’s happier to voice his opinion in front of others, and seeing him outside playing he’s more confident with other children.” - Jaiden’s Parent/Carer*

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- Reported an improvement in Jaiden’s Confidence, Resilience, Communication and Self-awareness throughout the programme.
- **Strongly Agree** that being part of the Finding Futures programme had made a positive difference to Jaiden.
- **Agree** that Jaiden is more prepared for the future.
- **Strongly Agree** that Jaiden has become more motivated to achieve.

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## Into the Wild Feedback

Jaiden, although reserved at first, became more engaged as the programme continued. He demonstrated his creativity and resourcefulness during the problem-solving activity and was a great addition to the team. He communicated well with his group mates and gained more confidence in himself.

Jaiden was awarded for his improvements in communication, out of over 100 students. We are so proud of his growth and achievements! We look forward to further developing his amazing Talents!

## Jaiden's Coach Comment

Jaiden's goal was to be able to speak up and understand how to build the confidence to do this. He initially avoided eye contact, was serious and looked down a lot. He worked well in the team right from the start, showing support and empathy to his fellow students and offering helpful advice. Initially, in the larger group, he was not very engaged, but he worked very well in the smaller group. Jaiden was very mature in his thought process and it was great to see his confidence grow. He understood and was able to apply all four talents, with self-awareness being the most challenging.

By the end of the coaching sessions he was happy to present and make it fun for everyone. He confidently asked questions (he had to be asked to let the others get a word in – but he did it in a fun and friendly way!), which was great to see. Jaiden excelled on the Into the Wild residential, he was a natural leader and worked hard to keep everyone involved. He integrated well within his team and had confidence in communicating with people he hadn't met before. It was a joy to see Jaiden enjoying himself so much!

It was an absolute pleasure to work with Jaiden, to see his confidence grow and to see his fun side. I wish him every success for the future.

## Leah

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“My favourite thing about the programme was Into the Wild trip because I love spending time with friends.” - Leah

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When asked to describe the programme in 3 words, Leah said:

*Amazing awesome epic*

### Success Areas

Students were asked to respond to the following statements:

The programme helped me to become more prepared for the future.	Strongly Agree
The programme helped me to become more motivated to achieve at school.	Strongly Agree
The programme has shown me that I have skills which are valuable to other people.	Strongly Agree
The programme has given me a better idea about future opportunities that are available.	Not Sure
Finding Futures has made a positive difference to me.	Strongly Agree

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: <b>+ 2</b>	Resilience: <b>+ 3</b>	Communication: <b>- 1</b>	Self-awareness: <b>+ 3</b>
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### Into the Wild Feedback

Leah volunteered to be a team captain on the first day, showcasing confidence in herself and her leadership capabilities. She was engaged throughout the programme and was fearless on the zip wire and during the raft building activity.

She made new friends with other students from different schools and showed active problem-solving and leadership skills during the weekend. Overall, she was friendly, engaged, and confident during all the activities. She was a delightful student to work with!

### Leah's Coach Comment

Leah initially showed a lack of confidence. She found it very difficult to speak up (she asked to whisper to me what she wanted to say) and covered her written work. Leah appeared to be embarrassed by her ideas and was worried about what I and her fellow students would think. Her goal was to stand up for herself and to be able to say what she wanted out loud. She worked well as part of the team and was happy to listen to and take on board helpful ideas of support

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from her peers. She understood the four talents, finding self-awareness the most challenging. She took part in all activities with enthusiasm and pushed herself. She supported her peers in the activities, such as presenting, often directing and comfortably taking the lead.

It was great to see Leah grow in confidence, at the end clearly stating what she wanted verbally and in writing (in capitals with explanation marks!), with no concern with covering her work or caring about what her team thought. It was an absolute pleasure to work with Leah and see her mature and her confidence grow. I wish her every success for the future.

## Logan

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*"My favourite thing about the programme was Into the Wild because it was fun."* - **Logan**

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When asked to describe the programme in 3 words, Logan said:

*Fun Exhausting Awesome*

### Success Areas

Students were asked to respond to the following statements:

The programme helped me to become more prepared for the future.	<b>Agree</b>
The programme helped me to become more motivated to achieve at school.	<b>Agree</b>
The programme has shown me that I have skills which are valuable to other people.	<b>Agree</b>
The programme has given me a better idea about future opportunities that are available.	<b>Agree</b>
Finding Futures has made a positive difference to me.	<b>Agree</b>

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: <b>+ 3</b>	Resilience: <b>+ 0</b>	Communication: <b>+ 3</b>	Self-awareness: <b>+ 3</b>
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*"Logan is more self-aware and seems to discuss his feelings more freely."* - **Logan's Teacher**

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Logan's teacher reported that Logan improved his Resilience, Communication and Self-awareness throughout the programme.

### Into the Wild Feedback

Logan was very keen to participate in all activities. Not only did he want to experience the activity, but he also wanted to take notes on his experience and what the instructions were. He was so engaged and focused on completing each activity!

We loved having him in our team! He was such a great team player and was so supportive of his teammates. His enthusiasm and energy were uplifting!

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## Logan's Coach Comment

Logan at the beginning of the programme shared that he finds it hard to speak up around people, especially if he doesn't know them and can struggle to maintain eye contact for very long. However, as the programme moved forwards Logan was able to share his thoughts and ideas more confidently within the coaching sessions. Logan found it a challenge to take part in the group activity on the World of Work day and shared that he feels he works better on his own rather than in a team, as feels that people do not want to hear what he has to say. We talked about how he might be able to assert himself better so that he can captivate the attention of others but also to try our best to be resilient and not get upset if his team members don't support his point of view. Logan is a very sensitive young man and can often react off his emotions. In the coaching session we have discussed some strategies to help his resilience by him trying not to get as angry and frustrated when things don't go the way he wants them to.

Logan was a pure joy on the Into the wild weekend. He integrated well with his team and pushed himself out of his comfort zone. Logan was so enamoured by the weekend that he kept himself a diary taking notes along the way. This was particularly lovely to see as Logan had previously suggested that he doesn't really feel very confident with his writing. He made an attachment to a male coach and was very emotional when we left Into the Wild and I feel that having a coach for the whole weekend made a real impact on him and could benefit him if he had one on a more permanent basis. Maybe one to one coaching could benefit him going forward as he feels more comfortable doing things alone than in groups such as making a den at Play your Part day where he really got stuck into the tasks but preferred to spend time on his own doing his own thing. Logan appears to be an emotional young man with a lot to give but needs to work on his ability to work with in a team alongside some self-love and self-belief. It has been a pleasure working with Logan and although Logan has had some ups and downs throughout the programme it has been lovely to see him pushing his personal boundaries

## Phoenix

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*"My favourite thing about the programme was Into the Wild because I liked the things we did." - Phoenix*

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When asked to describe the programme in 3 words, Phoenix said:

*Amazing Encouraging Fantastic*

### Success Areas

Students were asked to respond to the following statements:

The programme helped me to become more prepared for the future.	Not Sure
The programme helped me to become more motivated to achieve at school.	Agree
The programme has shown me that I have skills which are valuable to other people.	Agree
The programme has given me a better idea about future opportunities that are available.	Agree
Finding Futures has made a positive difference to me.	Agree

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: <b>+ 3</b>	Resilience: <b>+ 1</b>	Communication: <b>+ 3</b>	Self-awareness: <b>+ 2</b>
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*"Phoenix has done well at making good choices and her confidence has grown." - Phoenix's Teacher*

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Phoenix's teacher reported that Phoenix improved her Confidence, Resilience and Self-awareness throughout the programme.

### Phoenix's Parent/Carer Feedback

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*"Phoenix doesn't let situations affect her as much. She is bit thicker skinned when dealing with friendship groups and has improved her maturity and listening." - Phoenix's Parent/Carer*

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- Reported an improvement in Phoenix's Confidence throughout the programme.
- **Agree** that Phoenix has become more motivated to achieve.

### Into the Wild Feedback

Phoenix was confident throughout the programme and expressed her desire to be a team leader early on. She has an amazing energy and would embrace the activities eagerly. She always supported her team members and was always giving every activity her all.

Her resilience and determination were very inspiring to the other students. She was an absolute pleasure to work with and showcased great collaboration and communication skills.

### Phoenix's Coach Comment

Phoenix is a very self-assured, assertive young lady which are real strengths of hers. However, at times can come across as having bit of a bold attitude in sharing her thoughts and ideas for example Phoenix likes to do things on her terms and by her own admission and openly shared that she often gets what she wants! Phoenix at the beginning of the programme was quite demanding with her class mates and often told them what to do instead of having a discussion. That said, Phoenix has made headway in this area and as the programme progressed so did Phoenix.

Phoenix has shown a softness to her character, being polite and understanding with her peers and encouraging them with various things. This was particularly evident at the Into the Wild residential where she was very supportive of her team mates especially in the problem-solving challenges, well done Phoenix! Phoenix has a lot of confidence when being a leader and has many leadership qualities that will put her in good stead for the future. If Phoenix is able to continue working on empathy for others and having the understanding that other people may learn at different rates, Phoenix will be unstoppable!

Phoenix really likes to push boundaries and enjoys getting a reaction, but she also takes on board feedback given to her and I feel she could do well if she reflects often on her words and actions and the ability to empathise with others. Phoenix shared that she enjoys running, although was not happy when she came 5th out of over 40 participants and I feel that maybe she expects too much of herself and could do with encouragement to allow herself to enjoy just being herself without the need to impress others all the time. Phoenix is very creative and likes to talk, Phoenix also appears to have a good awareness of herself. I feel what might benefit Phoenix moving forwards might be involving herself in amateur dramatics. Although Phoenix appears confident on her own or in small groups, she has shared that performing in front of others is not something she enjoys so much, so maybe this is something that could be explored.



**We use a range of methods to evaluate outcomes: our award-winning Talent Toolbox, questionnaires designed internally to measure specific skills and qualities, and qualitative observations of students' progress.**

Much of our data is self-reported and relates to students' perception of their progress throughout the Yes Futures programme. This is critical to our approach since our programmes aim to improve students' reflection skills and enable them to recognise their strengths and areas for development.

In order to add robustness to these results, we also ask parents and teachers to report on the changes they have seen in students throughout the programme.

Our impact measurement spans across three areas:

### Students' progress in our four key Talent areas

- Students use their Talent Toolbox to measure progress in the development of four key skills: **Confidence, Resilience, Communication** and **Self-awareness**. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. Students complete this at the beginning, middle and end of the programme.
- Parents/carers complete a baseline and end of programme questionnaire where they are asked whether they have observed an improvement in their child's development of the four Talents.
- Teachers complete a baseline and end of programme questionnaire where they are asked whether they have observed an improvement in their students' development of the four Talents.
- Coaches give observational feedback on students' progress in the four Talent areas throughout the programme.

### Students' experience on the Yes Futures programme

- Students complete a pre- and post- programme questionnaire, responding to a series of statements with either strongly agree, agree, neutral, disagree or strongly disagree.
- These statements give an indication of students' enjoyment of the programme and its role in preparing them for the future.

### Changes in students' attitudinal views

- The pre- and post- programme questionnaires also ask students to respond to a series of questions which give more information about attitudinal dispositions, such as perceived levels of motivation and achievement.
- Coaches also give observational feedback on students' progress in these areas throughout the programme.

Throughout the programme, we expect students to become more aware of their strengths and weaknesses and this improved judgement in itself is a key outcome of the programme. This means that students are likely to become more critical and reflective of themselves towards the end of the programme than at the start.

As with all approaches to impact measurement, there are limitations in our ability to counteract bias and we sometimes find that the comparison of students' judgements at the beginning and end of the programme is not reflective of the progress they've made, because of their improved self-awareness. We use a range of measurement methods, including triangulation of students' self-evidenced responses with responses from teachers and parents, as a way to reduce bias.

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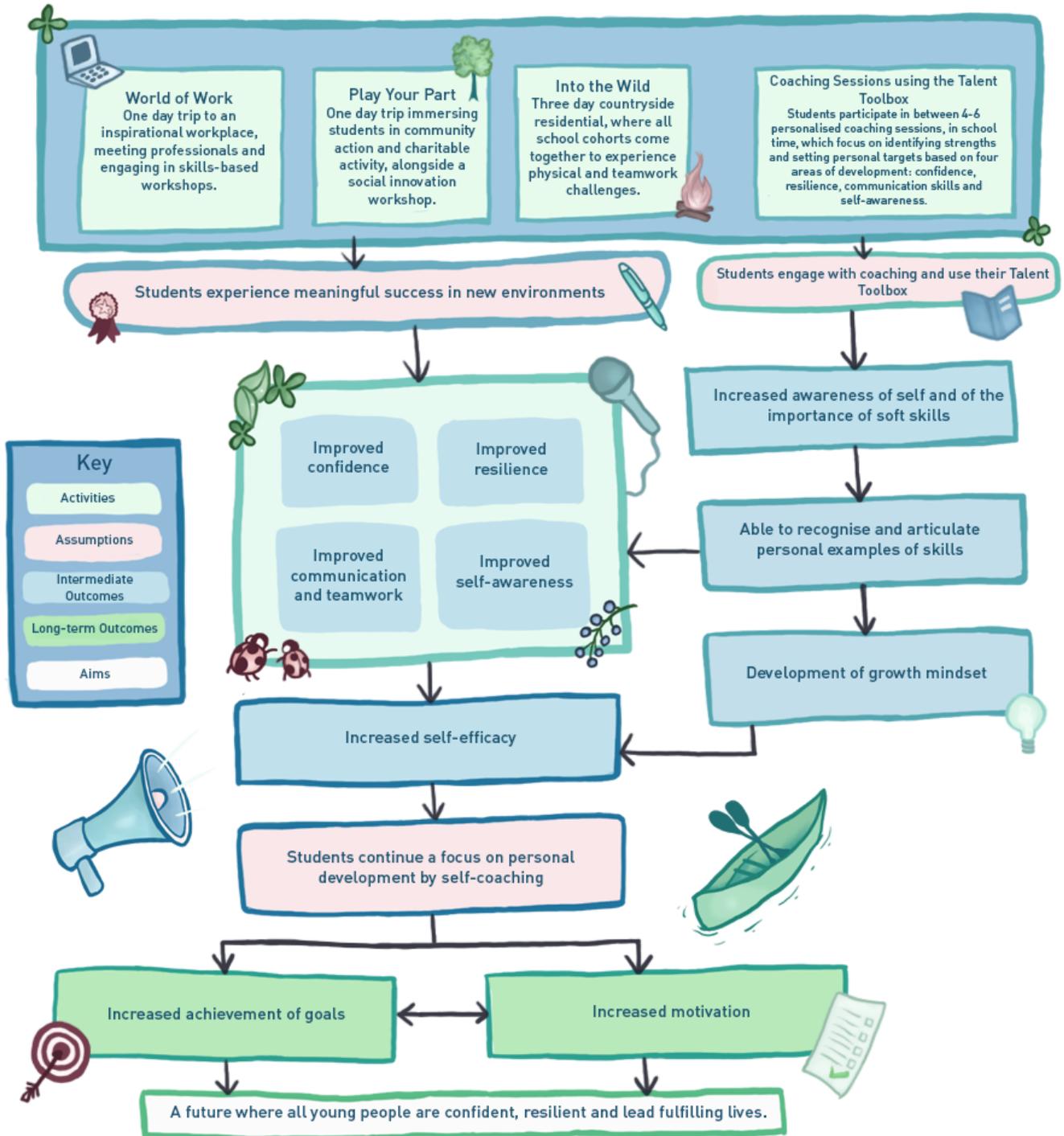
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# The Yes Futures Theory of Change

Through a combination of immersive trip experiences and personalised coaching sessions, students experience meaningful success in new environments and become able to articulate and take pride in this success.

The impact of the programme is meaningful and long-lasting, with students developing skills which remain with them far beyond the end of the programme.

All students on the Yes Futures Programmes experience three unique trips and personalised coaching support. Coaching methods are embedded throughout the programme and the Talent Toolbox is referred to during trips as well as actively used during Coaching Sessions.



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