



Positive
Footprints
Network

THE FUTURE IS OURS TO SEE

ANNUAL REPORT 2024/25



“

It's a pleasure to work with Positive Footprints and I really enjoy seeing and hearing about the impact of our partnership.

Mark Pearson,
Managing Director, 54 North Homes

“

The biggest highlights have got to be the children's enthusiasm. You do the sessions and they're putting hands up more than they ever do in any other lesson. They're so enthusiastic to be team leaders, they all want to do that every week and they just show us how responsible they can be and how good at communicating they are. Even children that don't necessarily come out of their shell that easily- when they get involved with the programme they are absolutely amazing.

Holycroft Primary School,
Keighley

“

I think it's important at primary school because it teaches kids how to protect their money and how they want to spend their whole life.

Pupil, St Anne's Primary School,
Sunderland

CONTENT OVERVIEW

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



SHAPING BRIGHTER FUTURES

Our Year at a Glance

The Impact

When I was just a little child, I asked Positive Footprints what can I be.

Can I dream big, be brave and confident, and here's what they said to me...



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The Numbers

11,526 CHILDREN and Young People impacted.

2750 HOURS of learning delivered focused on aspirations, the world of work, skills and money.

275 SCHOOLS & 28 PARTNER organisations across the UK in our network.



92% SATISFACTION score for our programmes, events and quality of services.



£7 MILLION created in social value, reflecting the positive longer-term impact on people, communities, and society.

92 EVENTS delivered with schools to open up the world of work, supported by 552 business volunteers.



STRONGER FOUNDATIONS FOR SUCCESS

Our feedback and evaluation model helps us to understand how we are making a difference. It consists of three themes that contribute to a bright future for children and young people.

Evaluation themes

We collect information based on the three themes (shown below) and it allows us to understand our impact according to educators, children and young people. The results for each theme are combined to produce an overall score called 'HCK'. This score reflects the foundations that children and young people have related to our programmes.

Our theory of change suggests that stronger foundations in childhood lead to improved chances of future success in life, education and employment. Our approach is carefully designed, and grounded in available research* and lived experiences.

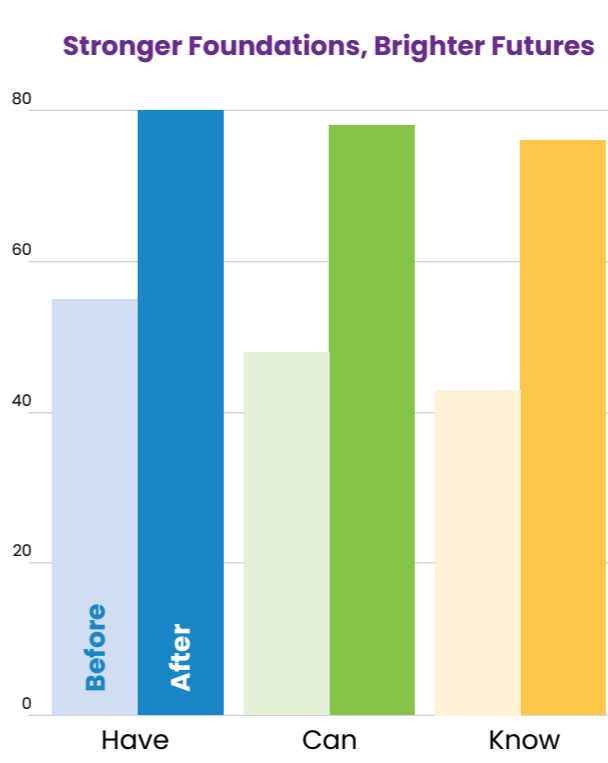
Have This theme focuses on self-awareness, exploring our aspirations, skills, interests, and experiences.

Can This theme focuses on self-efficacy, exploring our mindset towards achievement challenges, and growth.

Know This theme focuses on our understanding about the world we live, work and make a difference in.

What the results tell us

- Children and Young People who participated in our programmes showed significant growth in their foundations. The overall HCK score after completing our programmes was 78% (+31%).
- Pupils progressed across all themes from a low-intermediate level to a high or very high level. The theme showing the greatest level of growth related to children's knowledge and understanding (know).
- Examples related to each theme are broken down further in the report (see page 9).



Why this matters

- The results show that our partner organisations and schools are contributing towards a brighter future by creating stronger foundations for the next generation to build on. This improves chances of future success in life, education and employment (there is a higher probability after taking part in our programmes).
- We have worked with external consultants and internationally qualified social accounting experts to estimate the longer-term 'value' of our activity for people, places and society. They estimate that the 'social value' of our activities this year is equivalent to £7 million. This monetary value places more significance on findings from our evaluation model such as improved skills, bigger aspirations and a stronger sense of wellbeing.
- This provides our partners and schools with the reassurance that when they work with us to inspire children and young people, they are confident it's creating a better tomorrow.

"It gives children opportunities they have not had before." **Mr Ellis**, Aintree Davenhill Primary School, Liverpool.



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To hear Mr Ellis explain the impact at his school.

* The evidence for career-related learning can be found on the Careers and Enterprise Company's Primary Platform: <https://primaryplatform.careersandenterprise.co.uk/introduction/about-platform>



STRONGER FOUNDATIONS FOR SUCCESS

Here are a few examples that demonstrate the type of impact our schools and partner organisations are having.



Have

Children and Young People 'Have'

- **Stronger essential skills.** After participating in our programmes, children showed an average 22% improvement across all essential skills, rising from 54% to 76%. Goal-setting, aiming high, and reflecting were the most improved.
- **A deeper understanding of their aspirations.** The next generation are more curious thinkers with broader horizons. They look ahead to the future with more excitement and ambition because of activities during our programmes (see pages 10-13 for examples).
- **A healthier interest in money.** Pupils have experienced how money influences people's lives and society. Themed activities linked with jobs, food and homes contributed towards an improved outlook for the next generation.



Can

Children and Young People 'Can'

- **Talk about money with more confidence.** This includes explaining how to make good decisions when using it, recognising 'money words' (like tax, interest or salary) and exploring how it can impact wellbeing.
- **Look at the past, present and future with a growth mindset.** Children are becoming better at recognising how challenging situations can be 'used' to learn and develop. They recognise that talents and skills are not 'fixed', and can connect curriculum content with future aspirations more easily.
- **See their potential more clearly.** "It inspires us to do more things and be kind to others" is how a pupil described it from Saint Anne's RC Primary School in Sunderland.



Know

Children and Young People 'Know'

- **How people achieve their dreams.** Goal-setting activities and listening to career stories had a strong impact. Words such as university or apprenticeship became more familiar as children developed a greater understanding of different pathways to jobs.
- **How to tell their story with confidence.** Mock interviews and CV writing helped children to showcase their strengths. One pupil said, "It let me express myself in a different way about my career and what I wanted to be".
- **How money is used in the world around them.** Children recognise how businesses and charities use money to fulfil their purpose, and how services we use are funded through the money people earn.



BIGGER ASPIRATIONS FOR THE FUTURE

The next generation are seeing the world of work in a new and exciting way.



Numbers

- Slightly more children and young people know what they want to do in the future (84% to 88%), with an overall growth in understanding (+35%) and confidence in being able to achieve future plans (+48%).
- The next generation can now recognise at least 15 different types of jobs (+30%) and they also have more 'career ideas', based on their developing interests (+30%).
- Engaging with business volunteers during our programmes was a big main highlight. Schools scored our career events at 88%, which is a very high level of enjoyment.

'I really enjoyed the experience and having the opportunity to share my career with so many young people' **Amelie**, award-winning business volunteer working in Transport and Logistics.



Feelings

"It calms me down because I thought it was gonna be stressful. It makes me feel happy and relaxed ready for when I grow up and get a job." **Pupil, East Yorkshire.**

'Leaders' determination to raise aspirations and show pupils what they could achieve in life is inspirational. The school has created a curriculum around careers which means pupils have high ambitions for their future. Through a range of additional experiences, including a careers fair and a university graduation, pupils are encouraged to aim high. The school has ensured that these aspirations for pupils' futures are underpinned by a secure and ambitious curriculum'. **Ofsted visit to Grange Park Primary School, Sunderland.**



Stories

- A Pupil at Forton Primary School felt truly inspired after meeting Reid (an Architect). He went home and started to draw architectural designs of his house, sharing his master plans with his parents, teachers and classmates. We are proud of this young man for being curious, exploring new ideas and developing his skills.
- During a Positive Footprints careers event, a Year Six pupil from Crosshall Junior School met palaeontologists Nizar and Mariem. She enjoyed the event and created a jigsaw piece about it which was added to the school's 'Future Me' display. During the Easter break, she visited the Sedgwick Museum of Earth Sciences and earned a 'Future Me' gold award at school for exploring her aspirations.



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'I'd like to be a doctor because I like saving people's lives. One person surprised me by saying they have worked for 40 years, and that's a very long time and that shocked me!' **Connie, Manor Beach Primary School**

LIGHT BULB MOMENTS

Our Schools and Partners are creating experiences that have a lasting impact.



1. The Voyage Education Partnership, West Norfolk Academies Trust, and Oak Trees Academy have a trust-wide approach. They embed our programmes into all of their primary schools and focus on sharing best practices amongst their schools. They have a significant impact on their pupils through our programmes.

'Our pupils absolutely love their work each week with Positive Footprints. This week one of our Year 5 pupils won the 'Environmental House' design competition and we couldn't be more proud!' **Staniland Academy, Boston, Lincolnshire.**

'It was absolutely brilliant, thank you! We had 14 people there and a fire engine and police car in the yard with sirens all morning. The kids truly loved it!' **Egremont Primary School, Wirral.**

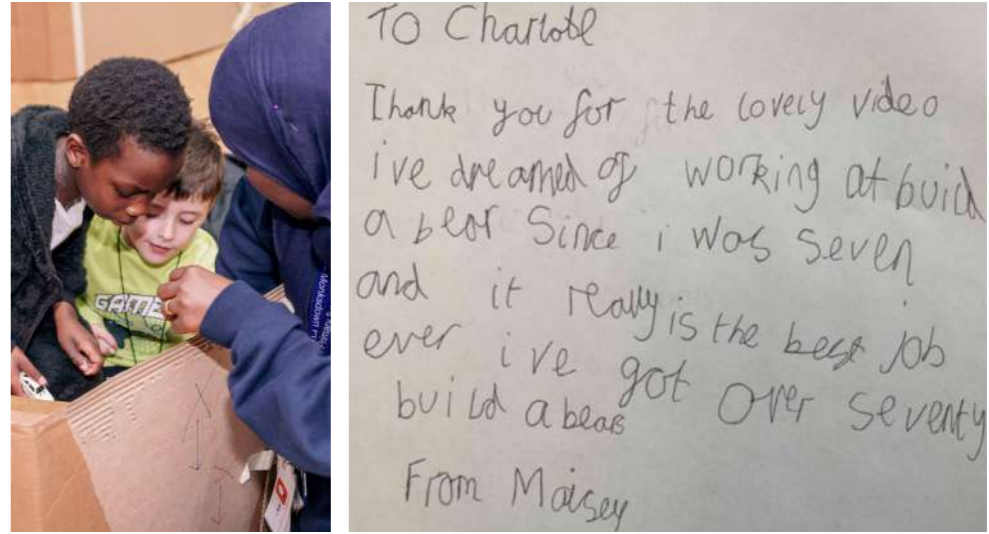
2. Our Lady and St Swithin's Catholic Primary School in Liverpool hosted a special event to showcase careers in the built environment. Eliza, a Year 6 pupil, said 'I didn't really understand construction before today. I spoke to Lovell and Cobalt and there were loads of different jobs!'. The event was held during Women in Construction week, to challenge stereotypes and raise awareness.

3. Pupils at Middlefield Community Primary School enjoyed meeting their local housing association South Liverpool Homes. One pupil got 'hands-on' when learning about a career in gardening and maintenance as shown.

South Liverpool Homes supports schools in their communities and Teacher Emma Flynn from Garston CoE Primary School said 'The activities are wonderfully prepared to support the children in developing their independence and creativity and allowing them to become more confident in sharing their ideas'.

4. Monksdown Primary School engaged in social action projects during our programmes and raised £3,000 for a homelessness charity, Petrus.

5. Maisey is a pupil in Wyre, Lancashire. She wants to work at Build-A-Bear when she is older and during our programme, she has been engaging with people at the company to learn about different jobs there: 'I've dreamed of working at Build-A-Bear since I was seven and it really is the best job ever. I've got over seventy Build-A-Bears'.



PARTNER ORGANISATIONS

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



Partners



'Social Value is really important to us as an organisation. The partnership with Positive Footprints reflects our commitment to our communities, raising aspirations and allowing the next generation to realise their potential.'

Rebecca Kirkland, Community Liaison Manager, Far East Consortium.

'We are delighted to support Positive Footprints and inspire children about career possibilities in STEM. Our partnership allows us to create positive and sustainable change in our communities across the UK.'

Paula Quinn, Head of Talent Development and Communications, Nuvia.

Trusts

- | | | |
|-----------------------------------|---------------------------------------|---|
| Aim High Academy Trust | King Edward Foundation | Synergy Multi-Academy Trust |
| Attain Academy Partnership | Lincolnshire Gateway Academies Trust | The Bishop Wheeler Catholic Academy Trust |
| Beckfoot Trust | Lingfield Education Trust | The Co-operative Academies Trust |
| Bishop Chadwick Education Trust | Liverpool Diocesan Schools Trust | The Kemnal Academies Trust |
| Cornwall Education Learning Trust | Northampton Primary Academy Trust | The Priestley Academy Trust |
| Delta Education Trust | Northern Education Trust | Tudhoe Learning Trust |
| Every Child Matters Academy Trust | Northern School Trust | Venn Academy Trust |
| Excelsior Multi Academy Trust | Northern Star Academies Trust | Victorious Academies Trust |
| Extol Academy Trust | Oak Trees Multi-Academy Trust | Voyage Education Partnership |
| Fylde Coast Academy Trust | Pendle Education Trust | Weaver Trust Limited |
| Galileo Multi Academy Trust | Pope Francis Multi Academy Trust | West Norfolk Academies Trust |
| Great Schools Trust | Rainbow Education Multi-Academy Trust | Wise Owl Trust |
| Infinity Academies Trust | Southport Learning Trust | |
| Inspire Multi Academy Trust | Star Academies | |



PARTNER ORGANISATIONS

Our partners are change-makers: ESG, social value, community investment, and sustainable development goals.



Housing and Construction

Housing associations serve as community anchor organisations. They see our programmes as an innovative approach to connect with local schools, raising awareness about careers in housing and supporting children living in their homes and communities. It's a long-term intervention aimed at addressing the challenges tenants face and breaking down barriers. Forward thinking construction companies partner with Positive Footprints to support skills shortages and their equity, diversity, and inclusion plans.

'I'm passionate about highlighting the opportunities available for children and young people in our sector. The partnership with Positive Footprints reflects our commitment to create opportunities and change lives.'
Anita Spencer, Chief Business Officer, The Sovini Group.



Supply Chain and Professional Services

Organisations in professional services and construction partner with us to enhance their social value offer for clients. M&Y and Ward Hadaway have successfully included our programmes in their tender proposals:

'Engaging with the children during the raising aspirations programme was one of the best days I've had at work. It also makes business sense for us, as the partnership has helped us to win work and grow our impact.'

Alistair McDonald, Business Development Director, Ward Hadaway.

'We're committed to opening up the world of construction. We work with Positive Footprints across our development sites. Our customers really like their programmes and the impact they have in local schools.'
Abbie Riley, Head of Business Support, M&Y.



Foundations, Green Skills and STEM

Orsted, a multi-national sustainable energy developer, supports our programmes through their foundation. Low Carbon Energy chose Positive Footprints as their charity partner and Ecogee are energy specialists supporting schools, their parents, carers and pupils.

'It's really important that local children can see opportunities in our town and if we can play a small part in raising aspirations then we are happy to do so.'

Benedict Ennis, Managing Director, Low Carbon Energy.

'I really liked the solar panels, because I didn't know anything about them. I always saw them on the houses but I never knew what they were.'
Katra, Year 6 Pupil, St Anne's Catholic Primary School.



Local Authorities and Higher Education

Wyre Borough Council and North East Derbyshire Council build our programmes into their education and skills plans. Edge Hill University use our programmes as an opportunity for student trainee teachers to gain experience by delivering careers education to children.

'It is so important to engage with children about their aspirations and we're thrilled to support the Positive Footprints project through our allocation of the UK Shared Prosperity Fund. This project will enable plenty of inspiring opportunities for the young people of Wyre to think about themselves and their future positively, not only benefiting themselves but also the community.'
Councillor Peter Le Marinel, Portfolio Holder for Planning Policy and Economic Development at Wyre Council.



ABOUT US

Our award-winning programmes raise aspirations, open up the world of work and equip the next generation with skills and confidence for the future.

Our Why

Every year, we survey schools, teachers, children, and young people across the UK, and here's what they are telling us:

- **Starting early matters:** 94% of children and young people believe it's important to learn about careers, aspirations, the world of work, skills, and money during childhood.
- **Schools value our work:** 92% would recommend our programmes and 82% of senior leaders say we support their school improvement plans.
- **Exploring the world is engaging:** Children and teachers enjoy events where business volunteers share their stories, with an 88% satisfaction rating.
- **Positive impact on education:** 85% of children and young people think they would enjoy school more and do better if they had opportunities to learn about their aspirations.
- **Children form aspirations early:** 84% of children know what they want to do in the future by age 8, with 36% claiming to have a strong understanding of possibilities open to them.
- **There is a gap to bridge:** 33% of primary schools deliver careers, aspirations, or financial education as an embedded part of their curriculum.

Our Programmes

Organisations, trusts and individual schools partner with us and together we create opportunities for children and young people across the UK.

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 host a 'career carousel' event so that pupils engage with real people who share real stories from the world of work.

Futures (Primary or 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 development:** Designed to develop money management skills in an age-appropriate way using imagination and creativity.

Career Conversations (Primary Schools)

- Live-streamed events where inspirational people share real stories from the world of work. Hosted monthly by Positive Footprints, these events feature special guest speakers from diverse backgrounds.



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To book a discovery meeting with our team.



Positive
Footprints

SHAPING BRIGHTER FUTURES

Our programmes raise aspirations, build skills and open up the world of work for children and young people.



Discover the impact
and join our network



Get in touch

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