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About The Research Base

The Research Base is an international social research consultancy

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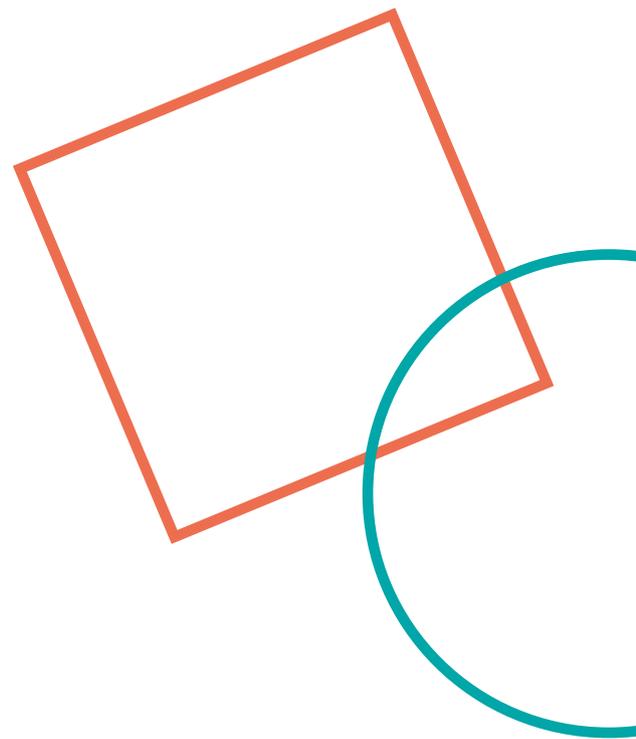
1 | Foreword

The case for starting careers education in primary school, promoted in recent literature reviews and backed in the Careers Strategy 2017, is based on evidence that children to start to understand their world and their place within it earlier than previously thought.¹ 'Identity capital' (comprising expansive social capital, adaptability and resilience) forms in the primary phase and informs a child's sense of what is possible.²

The Careers & Enterprise Company commissioned this research to provide monitoring, evaluation and learning for its Primary Fund, a programme funded by the Department for Education which aimed to provide primary education looks like.

Overall, the Primary Fund has been effective in its delivery and implementation; a particularly impressive feat in the face of the school closures pandemic. Despite inevitable challenges with data collection and intended methodologies, the Fund across all groups, and school survey respondents and interviewees were generally positive about the effectiveness of programme delivery, the levels of stakeholder engagement and the support offered to participating schools.

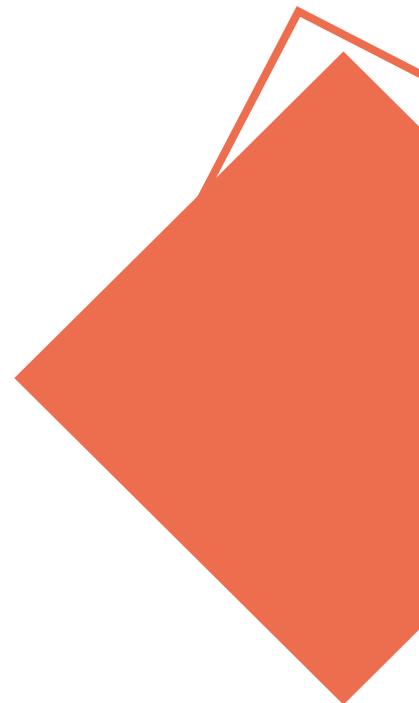
and adapt in the face of challenging circumstances and competing priorities is hugely commendable, supporting learning at the primary level. This appetite and learnings from the Primary Fund give a strong foundation on



2 |

The Careers & Enterprise Company commissioned this research to provide monitoring, evaluation and learning for its Primary Fund, a programme funded by the Department for Education which aimed to provide primary education looks like. The Fund was established to (i) scale and evaluate existing programmes, (ii) develop and test new programmes through incubation and support and (iii) build a primary toolkit (Primary Careers Resources Platform) to facilitate sharing of resources and case studies.³

The Primary Fund was made up of 15 providers, with key interventions including: the creation of networks and partnerships between schools, employers and



- Stakeholder engagement was perceived to be high across the programme. A significant majority of school survey participants reported that programme engagement levels had been high/very high, while just over half of school survey participants felt the programme had a positive impact on pupils' attainment and progress across the curriculum to a high/very high extent.
- Factors driving programme success, as cited by providers, included good communication with parents/carers. Factors included good communication with and good capacity for programme delivery.
- Barriers to successful programme delivery diverged between schools and providers. The former reported a lack of time for delivery, complex changes to the curriculum as key barriers, whilst the latter cited changes to the curriculum and staff limitations.

Impact

Participants felt the programme had a positive impact on pupils' general school engagement to a high/very high extent, while just over half of school survey participants felt the programme had a positive impact on pupils' attainment and progress across the curriculum to a high/very high extent.

- Pupils were asked to report what they thought were the most important reasons for working. Pupils reported that the most important reasons for working were to develop their skills and to earn money. Pupils reported that the most important reasons for learning were to gain knowledge and to be able to do a job. Pupils reported that the most important reasons for learning were to gain knowledge and to be able to do a job.
- The results of the pupil survey have been less positive than programme data collected through other means, with a large amount of the evidence analysed inconclusive in terms of impact. The results of the pupil survey have been less positive than programme data collected through other means, with a large amount of the evidence analysed inconclusive in terms of impact.

Staff thought the programmes had a high impact on pupils' understanding of the world of work and on their learning about jobs and careers learning.

- Over half of school survey participants reported that programme participation had an impact on pupils' essential skills to a high/very high

The following recommendations indicate possible strategies to improve the relevance and robustness of the Theory of Change and outcomes framework for future iterations of the Primary Fund programme:

- While there is significant overlap between outcomes specified in the Theory of Change and the outcomes framework, it is recommended to align them to ensure that both the programme team and providers are clear about the core outcomes to be measured.
- There is considerable scope to clarify the indicators and targets used to assess both the outcomes specified in the Theory of Change and the outcomes framework. It is recommended to develop appropriate tools to enable providers to collect data against these indicators and/or targets.
- At present, there is a lack of clarity around the outcomes, meaning that providers are developing and working towards their own definitions of what these outcomes should constitute. Clearly defined outcomes, accompanied by appropriate indicators and

- Employer engagement is likely to be more effective outside of lockdown, though the evidence indicates that virtual delivery models increase accessibility for employers to engage with schools. As such, it is recommended that future programme delivery incorporates virtual models for engagement, offering opportunities to increase both the range and diversity of volunteers and/or employers who can interact with pupils.
- The pandemic forced providers to approach delivery creatively, though the majority of participants to comment felt that virtual opportunities could not fully replace face-to-face opportunities. Future programming should incorporate lessons learned from operating in the pandemic, including:
 - Virtual models can be successfully applied to core programme delivery and to employer and volunteer engagement, improving their representation within the programme; and
 - Virtual models can be successfully applied to core programme delivery and to employer and volunteer engagement, improving their representation within the programme; and
- Virtual models can be successfully applied to core programme delivery and to employer and volunteer engagement, improving their representation within the programme; and

There were several areas of the Fund and provider evaluations that could have been more effective. The data yielded more insightful data had greater consideration been given to the differences between providers, as well as the capacity of participating schools to carry out data collection on behalf of the evaluation. The following recommendations are intended to improve the evaluation of the programme. Whilst several evaluation approaches

could be strengthened:

- The difference between the two approaches was challenging. It is recommended that either providers are encouraged to work within a shared evaluation framework, or the evaluation is conducted on a more effective evaluation of components such as delivery and value for money.
- Similarly, developing clearer guidelines for providers for measuring impact would improve consistency across provider data sets. Including measures for things like the standard threshold to ensure more effective evaluation of components such as delivery and value for money.
- External evaluators should be delivered again, ensuring external evaluators were in place prior to the start of the Fund, and ensuring capacity to meaningfully work with providers on evaluation approaches.
- A review of reporting templates would benefit both providers and CEC. Improved document management would also be beneficial; reporting documents were often resubmitted with unclear amendments, and a lack of version control proved challenging.

3 | Introduction

With a £2 million investment from the Department for Education, The Careers & Enterprise Company's Primary Fund (referred to interchangeably as 'the Primary Fund' or 'the Fund') aimed to provide schools with education looks like. The Fund was established to (i) scale and evaluate existing programmes, (ii) develop and test new programmes through incubation and support and (iii) build a primary toolkit (Primary Careers Resources Platform) to facilitate sharing of resources and case studies.⁷ Key interventions include networks and partnerships between schools, employers and parents; CRL interventions focusing on challenging stereotypes, widening aspirations and increasing awareness; and Continued Professional Development (CPD), support and resources for schools and teachers to deliver CRL.

Developed in line with the Careers Strategy 2017, which called for more evidence on effective approaches in primary to facilitate schools' learning from best practice along with the development of expertise, the focus of the Fund was shaped by the recommendations from the 'What Works?' report.¹⁰ The What Works? report outlines the principles for effective practice: involving external stakeholders; making opportunities open to all;

There are two key components of the Primary Fund: Scaling Existing Programmes (SEP) and Developing New and Innovative Programmes (DNIP).

- SEP enabled organisations to bid for funding to develop and expand programmes already in operation. The nine organisations selected were Education and Employers; East Sussex County Council; Enabling Enterprise/Skills Builder;¹¹ National Literacy Trust; Learn By Design; Regenda Homes; Teen Tech; 15million; and Gro Organic.
- DNIP was for organisations seeking to develop and test new programmes. Six organisations were selected: North East LEP; White Room Consultancy/Digital Advantage;¹² LOUD/Kidspiration;¹³ Eden Project; Black Country Consortium; and Academy FM Folkestone.

This report explores the extent to which the intended dimensions of the Fund's Theory of Change have been met, along with the effectiveness of its delivery, engagement and implementation, programme impact and learning, and recommendations for future practice.

7. Programme documentation.

8. "8 YdUfRa YbhZcf 9Xi Wj]cb f&\$%+E7UFYYfggfUHY[ma U_]b[hY'a cghcZYj YfncbYgg_]`gUbXHUybhg - "df]a UfnSZ bXSdfcgdYVti gSj +SX[[]HU"dXZ

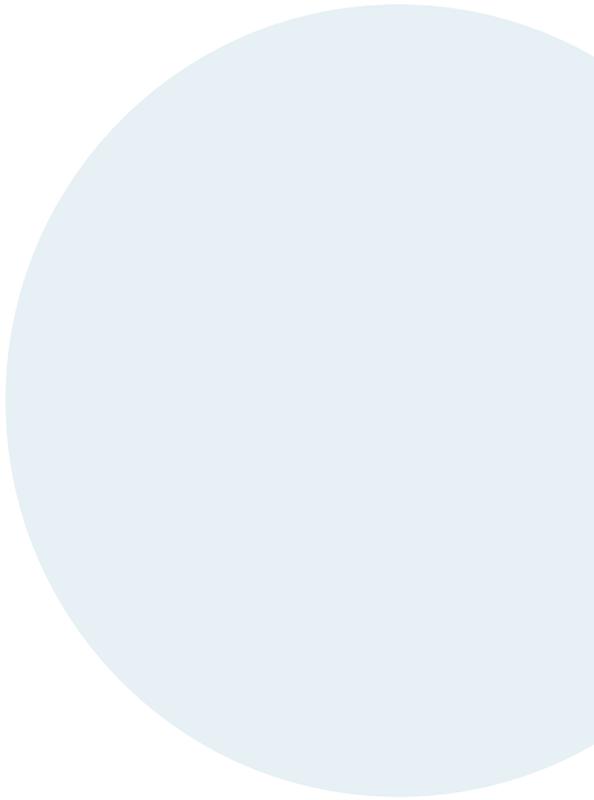
The key elements of the evaluation method are included
VY`ck "Gca Yd`UbbYX`Y`Ya Ybhg! h\Y`di d] `UbX`dUFYbh`
ZcWg[fci dg! \UX`fc VY`YI W XYX`UgUfYgj `hcZ7cj]X!%`
disruption, and other components, namely the pupil and
gV\cc`gj fj Ymžk YfY`g][b] W\bhmiUZZYVW`X VnřcW`Xck b`
disruption. For the evaluation framework please see
5ddYbX]I %/Zcf`h\Y`Z ``a YhlcXž]bW` X]b[`a YhlcX!
gdYWY` W]a]hUh]cbgžd`YUgY`gY`5ddYbX]I `&"

Baseline and endline surveys, designed to measure
the impact of the programmes on pupils' attitudes,

To ensure the report is accessible and easy to read, footnotes have only been included where more than one person mentioned a particular item of interest to this evaluation (in these cases, footnotes are included so that readers can gauge the level of support for a particular item of interest). Footnotes that are not clearly indicated in the surrounding text, come from school or provider interviews.

Provider monitoring data, primarily in the form of reports, was reviewed in order to supplement evidence collected through other means. As the evaluation is focused on the Fund overall rather than the individual providers, and the providers' programmes, evaluations, evidence has provided important context for the main analysis but has not been integrated with the overall analysis. Interviews were conducted between 130 and 160 minutes and were carried out between 13 and 14 October 2013 (v)

- The key challenge for the evaluation has been the disruption caused by the



- - Although some schools were involved with multiple providers, they were only considered as being part of the provider programme for which The Research Base had survey data. Therefore, intersecting programmes have not been fully considered as part of this analysis.
 - Any impacts measured by the surveys cannot be separated from other causative factors and, as such, may not be fully attributable to the programme.
 - Patchy survey delivery combined with a lack of robust to enable further segmentation beyond that noted in the method (for example by age group), weighting, or statistical testing.¹⁷
 - A large number of adjustments and exclusions were

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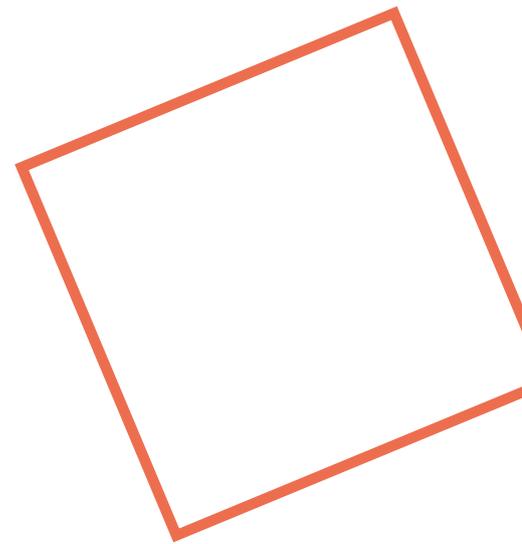
Broader Goals

- Opportunities for parents to be involved are sufficient
- Parents are willing and able to engage with interventions successfully
- Young people lack awareness of the jobs and careers presented
- Programme activities resonate with young people and get them excited about careers
- Schools release staff when needed to deliver interventions successfully
- Teachers are motivated, and have the time and resources necessary, to increase CRL in schools
-

A visual representation of the Theory of Change for the Primary Fund, which outlines the outcomes and assumptions for parents, young people, schools and employers that are common across the provider programmes. The framework was developed by the Phase 1 (incubation stage) evaluator and then adapted by The Research Base, informed by the programmes participating in the Primary Fund as a whole.

- All dimensions of the Primary Fund Theory of Change have been met to some extent. However, there were challenges assessing programme delivery and impact against the





The following table provides a summary of available data collected for the evaluation of the Primary Fund relative to the Theory of Change (ToC).

	Available Evidence
<p>Parents have increased awareness of the importance of CRL for their children</p>	<ul style="list-style-type: none"> Two providers reported increased parental awareness of the importance of CRL for their children School survey data indicates teachers considered parental engagement to be an intended outcome, this element appears to have been one most affected by lockdown restrictions.
<p>Young people have increased awareness of jobs and career pathways, and how learning in school links to the world of work</p>	<ul style="list-style-type: none"> Providers reported increased pupils' understanding of the world of work. Providers reported increased pupils' engagement with jobs and careers learning. Providers reported increased pupils' ability to set goals and devise a route to achieving them. Qualitative data indicates that the majority of providers and nearly half of schools believed that the Primary Fund programme had a high level of impact on pupils' understanding of the world of work.
<p>Schools have increased delivery of CRL</p>	<ul style="list-style-type: none"> Providers reported increased understanding of how to prepare young people for the world of work to a high or very high extent. Providers reported increased engagement with the programme from other teachers within their school

	Available Evidence
	<ul style="list-style-type: none"> There is no available evidence specifically related to increased participating schools rated employer engagement as high/very high.
	<ul style="list-style-type: none"> Pupil survey data points towards an increase in pupils' talking to family (baseline to endline). Qualitative evidence is highly limited; only one school interviewee referred to being aware of children discussing careers with their parents.
	<ul style="list-style-type: none"> Evidence from school surveys indicates a high/very high impact for pupils'

principles of the What Works? report: educational outcomes; positive attitude to learning; understanding the world of work; Skills Builder's eight essential skills; and parental engagement. The framework and research consider programme outcomes across each focus area.

An overview of how each of the provider programmes Within each area, key outcomes shared by a number of the providers are as follows:

outcomes as an intended effect of the programme, although the exact outcomes varied. For four providers, this included improved pupil performance, such as improved literacy and numeracy,²⁰ technical skills²⁰ and other personal skills;²¹ one provider also mentioned greater enthusiasm about learning.²² For two providers,²³ the educational outcomes were the same as the outcomes related to Skills Builder's essential skills. Other educational outcomes mentioned included curriculum support, such as greater embedding of CRL,²⁴ and development of relationships between schools and businesses or other organisations.²⁵

The change in learning attitudes was the focus area mentioned by the lowest number of providers. For three²⁶ of the providers, this included increased awareness of the link between the school curriculum and the wider world. Another three providers²⁷ referred to outputs instead of outcomes, however, such as programme enjoyment and engagement.

²⁰ "Dfcj]XYf UbXd fca a Y XcWa Ybh]cb"

²¹ "B Uh]cbU @hYfUmHf ghUbX8][]HU '5Xj UbHu[Y"

20. Teen Tech.

21. Eden Project.

22. 15billionebp.

23. Learn By Design and Academy FM Folkestone.

²⁴ "fc C f[Ub]Vf Y[YbXU< ca YgZB cft\ '9Ugh@9D UbX'6'UW_7ci bhfm7 cbgcfhj] a "

25. Teen Tech and Black Country Consortium.

26. Education and Employers, National Literacy Trust and Teen Tech.

27. National Literacy Trust, Teen Tech and 15billionebp.

²⁸ "@YUfb '6m8Yg][bZ; fc C f[Ub]Vf8][]HU '5Xj UbHu[Y UbX5WUXYa ni A : c'_Ygfcby"

All but one provider said their programme aims to improve pupils' understanding of the world of work. Just under half of providers&

<p>Skills Builder's eight essential skills</p>	<ul style="list-style-type: none"> • While the evidence from the pupil surveys regarding pupils' employability/essential skills is inconclusive, the results from the school survey of participating teachers was positive. Over half of participants reported that the programme had a high or very high impact on the eight essential skills. • Interviewees positive about the effect of the programme on the children involved. Key areas of best practice have been highlighted in the case studies accompanying the main report.
<p>Parental engagement</p>	<ul style="list-style-type: none"> • School survey participants reported mixed levels of engagement with parents and carers. Interestingly, for programmes where parent/carer engagement was specifically targeted as a key focus area, results were still mixed but engagement was generally higher than for other programmes. • Qualitative evidence reflects similar findings, though examples of provider capitalising on unplanned engagement opportunities with parents have also been captured. These, plus other areas of good practice, have been highlighted in the case studies accompanying the main report.

Available evidence does not necessarily indicate that these outcomes have not been successfully achieved, but rather that the programme has had a positive impact on the eight essential skills and parental engagement.

5 |

- Stakeholder engagement was perceived to be high across the programme. A significant majority of school survey participants reported that programme engagement levels had increased since the start of the programme. This was particularly true for the primary school participants, who reported that their engagement levels had increased significantly since the start of the programme. The secondary school participants also reported that their engagement levels had increased since the start of the programme, although the increase was not as significant as that reported by the primary school participants. The tertiary level participants reported that their engagement levels had increased since the start of the programme, but the increase was not as significant as that reported by the primary and secondary school participants.

Covid-19 Response

Whilst operating in lockdown enhanced the perception of the Primary Fund as being adaptable and innovative, with providers supported to pivot in their approach to cases, led to early completion of the programmes. The assessment of the impact of the pandemic across the Fund is challenging, however, as impact varied from programme to programme. One programme team member said: 'Some [providers] had almost completed so for some the impact was not as great as others.'

The necessity to negotiate any amendments to the Fund with the Department for Education, prior to working with providers to adjust their models and approaches. One programme team member spoke of the challenges involved in these various steps, and the components changes possible: 'What's been helpful is lots of close negotiation, having those relationships of trust and being able to provide an environment where innovation and adaptation could take place.'

The complexity and range of geographic responses to the pandemic was cited as a challenge by one programme team member: 'I think we've seen a lot of variance across the country depending on which schools providers were operating in.' Providers' resourcing maintaining programme delivery with staff shortages (as a result of furlough) mentioned by one of the programme team.

An additional challenge raised by one programme team member was the engagement of primary school pupils through virtual programme delivery, compared to older students: 'In primary it's just a whole different challenge going to engage and the fact that it's so important for primary phase just staring into a screen.'

Whilst acknowledging the challenges, one of the CEC programme team commented on the positive outcomes of having operated throughout the pandemic, namely the agility, communication and relationship management skills providers have had to strengthen out of necessity. The need to think outside the box in terms of delivery has offered opportunities for providers to VY'a cfY' Yl]V`Y UbX UWWgg]V`YzXYj Y'cd]b['UddfcUWXYg' h\Uhk]``\Y'd hUW`Y'dfY!Yl]gh]b['XY`j] YfmWU`Yb[Ygż such as scheduling and timetabling: 'The pandemic has opened up spaces for them to explore different ways to do that.'

K \]YXY'j Yfmd'Ubgk YfY fYei]fYX hc VWUb[YZcf h\Y' majority of providers, on the whole the programmes were still reported by interviewees to have reached the anticipated target groups.^(%) Where delivery to the full Vt\cfhcZcf[]bU VYbY V\Uf]Ygk Ugbchidcgg]V'Yzga Y' providers were able to open access to a wider range of VYbY V\Uf]Yg' Gc k Y [chia cfY hYUWYfg HU_b['dUfhz k \]W k Y h\]b_k UgVYbY V\U Vi hk Ugb h\Y]bhYbXYX' target group.'

5hU: i bX! 'Yj Y' h\Y'dfc[fUa a Y YI WYXYX U'`cZ]hg' hUf[Yhgzk]h\ h\Y' [i fYgZcf]bhYbXYX'fYUW UX' ghYX']b h\Y'dfcWggcZfY! VtbfUW]b[i bXYf'7cj]X'` This is positive, particularly when considering the challenging circumstances in which providers have had to operate. However, it is crucial to note that without a standardised threshold for reporting engagement [i fYg'zdfcj]XYfg'a Um\Uj Y i gYX'X]ZZfYbha Yh\cXg' hc'ei Ubh]Zrh\Y]f fYUW'` (5XX]h]cbU`nzh\Y' [i fYg' above include both 'light' and 'intensive' models of delivery, meaning that even within individual providers' programmes, the level of stakeholder impact and Yb[U[Ya Ybha UmX]ZZf'G]a]Uf`nzh\YgY' [i fYg]bW XY' stakeholders who received face to face programmes, dfY!7cj]XzUbXj]fhi U Yb[U[Ya Ybhcdcfhi b]h]YgcbW' operating in lockdown.

Concerns regarding reach were also reported by the programme team. Along with the stakeholders reached being over target across the Fund, the majority of providers also exceeded their targets.⁽ⁱ⁾ Even so, programme team members raised that, because of delays and challenges to the continued evaluation of participating cohorts, it is challenging to understand the real impact of the various interventions: 'Some of the organisations that hit massive numbers, may not necessarily have reached the young people we've]XYbh] YX UgbYXX]b[]hia cghcf h\Y dUFYbgh\ UhYbYXYX' it most.'

7cj]X!% \UXUg][b] Wbh]a dUMicb'dfc[fUa a Y' delivery, with almost all providers⁶ indicating that it had caused their delivery plans to change. Unsurprisingly, schools were less likely to have been UK UFY'cZ\YYI hYbh'c k \]M 7cj]X!% \UXUb]a dUMi on intended programme delivery, with around half reporting that from their perspective, the programme had been delivered as planned. For providers already experiencing some delays in timelines, the advent cZ7cj]X!% fYgf]M]cbgVta d']MhYX XY']j YfmmYh' further. One provider said: 'Once handover to schools

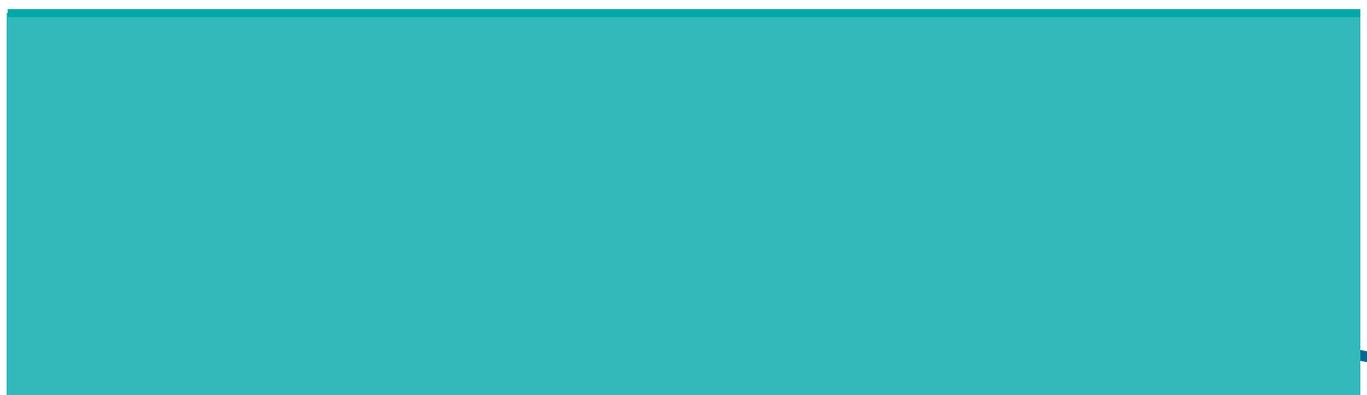
The majority of participants in the school survey
felt that the programme was run effectively in their

Interviewees cited a range of challenges associated with delivery, including: virtual delivery not being as effective;⁶⁰ CEC delays impacting providers' ability to pivot;⁶¹ changes to timing and/or delays in scheduled delivery;⁶² the ability to secure the engagement of parents;⁶³ and the evaluation of programme delivery and outcomes.⁶⁴

Other areas of delivery that did not work as well, or were perceived to be challenging, included:

- Three providers and four schools commented on the challenges of engaging pupils working from home: 'So it was really difficult just to get children and parents online to even view messages, there are a lot of issues with families without devices, internet, low income, general lack of confidence from parents to support their children in their education.'

- Four providers and four school interviewees commented on the challenges of transitioning to virtual models, along with the difficulties of integrating their programmes during the phase of returning to school. One school interviewee commented: 'It was difficult to integrate [the revised programme] with all of the teachers, and for all of them to be able to put that in. I think with the return to school, where children have missed a lot of learning, the challenge was to get them back on track with the curriculum.'
- Three providers and six schools commented on the challenges not only engaging, but reaching pupils who were working remotely: 'Volume is the issue, some children don't have access to internet, some choose not engage, that's the only problem I'd say with Covid and doing these [activities].'



60. Two providers.
61. Four providers.
63. One provider and three schools.
64. One provider and three schools.



This section considers the extent to which schools and providers had access to the resources they needed to deliver the programme effectively.

There were various elements of the CEC's relationships with providers that were considered to be particularly effective by the CEC programme team.

- The programmatic focus on innovation not only allowed for providers to be responsive to the findings of their own delivery, but meant that pivoting in response to the pandemic was less of a challenge than it otherwise might have been. This innovation was supported by hands on knowledge sharing opportunities. One programme team member said: 'The idea was always to enable providers to experiment and be a bit more flexible, even before the pandemic, on adjusting their offers. If something they were piloting wasn't working really well they could revise that and adjust on the back of the feedback that they were getting. So from the start the providers.'
- The Primary Fund was regarded positively by the programme team, both in terms of being able to

Both provider and school interviewees felt strongly that schools and teachers had received the support and resources needed to deliver the various programmes effectively. Of the providers, the majority⁶⁵ felt this support had been of a high level: 'I would say I am really pleased. I think any school would have gone away and thought 'I could have had a bit more on x, y, z.'

One school interviewee also felt that their resourcing and support needs had not been met to the extent that they would have wished. One school spoke of how the provider had met those needs to a high extent: 'The [provider] that I have been in contact with provided us with everything we needed; they went above and beyond when asked to. They came into school and demonstrated the resources.... I do feel like they couldn't have done more, to be honest.'

Two providers reported room for improvement, or challenges in the provision of resources and support. Of these, one provider cited schools' challenges with navigating their selected approach to resource sharing: 'One of the things that we learned was that Dropbox is not ideal for everybody. Some people don't like it! Another raised the challenges schools faced

in delivering over and above their current workload: 'I think they would have preferred it if we'd come and done everything, but as well as making it more complicated and expensive, actually there was a reason that I wanted the programme to move from being delivered by [us] to being delivered by the teachers. If you want to have any legs, legacy or sustainability, then it has to be embedded in some sort of way.'

Seven school interviewees also felt that their resourcing and support needs had not been met to the extent that they would have wished. One school spoke of how the provider met those needs to a high extent: 'The [provider] that I have been in contact with provided us with everything we needed; they went above and beyond when asked to. They came into school and demonstrated the resources.... I do feel like they couldn't have done more, to be honest.'

Another school spoke of how the provider met those needs to a high extent: 'The [provider] that I have been in contact with provided us with everything we needed; they went above and beyond when asked to. They came into school and demonstrated the resources.... I do feel like they couldn't have done more, to be honest.'

Another school spoke of how the provider met those needs to a high extent: 'The [provider] that I have been in contact with provided us with everything we needed; they went above and beyond when asked to. They came into school and demonstrated the resources.... I do feel like they couldn't have done more, to be honest.'



In the cases where interviewees were able to identify where additional support was needed, responses fell primarily into two categories: extra budget and support for teachers.

- One provider felt that being able to provide budget specifically for the delivery of the programme in school might incentivise teachers' participation, whilst another provider and one school interviewee felt that a greater budget for trips would be beneficial to programme delivery: 'The only thing I could say could be improved is when they do the visits to industry, it's limited numbers and makes it hard to choose, 50 children in a year group and 25 children in a class and only 20 can go, how do you decide?'
- Another provider felt that greater support for teachers that could be beneficial. Examples included greater investment in helping teachers understand the intended outcomes of the programme⁶⁶ and greater organisational support to help schools with the administrative load of programme delivery.⁶⁷

result of home learning: 'There was an element with children being home most of the time, parents were also looking for activities to do with their children. Like teachers were as well, any type of fun, engaging activities that parents could do were very welcome, so on the back of that we've seen a lot of providers putting out resources for parents or designing new things that parents could use at home with their children.'

5.4.1 Facilitators

When asked about key enabling factors driving programme success, there were a wide range of providers cited: good communication with schools;⁷⁶ planning;⁷⁷ UbX\Uj]b['G@HVi nš]b⁷⁸. One provider said: 'The schools I would say that really had the sort of power behind them were obviously those that had their \YUXhYUWYf %\$\$i VY\]bXhY'dfc ^VM'GMcc`gYeI U`m felt that having good relationships with, and support from, providers was critical,⁷⁹ but also noted that having good resources \$UbX]b!\ci gYVdUM]mhc Xf]j YhY` programme. %was key.

G]a]Uf hYa Ygk YfY Ugc fY YVMX]b hY'dfcj]XYfg' evaluation reports. Where facilitators were included in reporting, key themes included: [&]

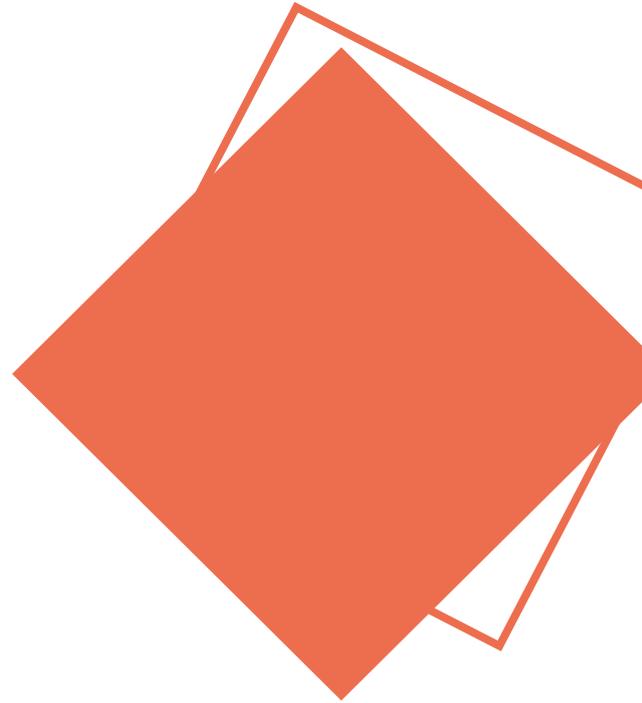
- Five programme evaluations \][\][\hYX hY]a dcfhUbW`cZgWcc`Vi nš]b Zcf` YZZVM]j YXY`j] YfntG@HVi nš]b UbX hYUWYf Vi nš]b' and collaboration were mentioned specifically as

ZMY]hUcfcgzk]h]b!gWcc` VtcfX]bUcfcg#dfc[fUa a Y` leads mentioned as a method of securing successful delivery. Along with delivery benefits, school]bj Ygfa Ybhk UgUgc Vtbg]XYfYX]a dcfhUbhZcf`cb[! term sustainability.

- Three provider evaluations V]hYX Vi nš]b Zfca `Ya d`cnYfgUgU`YmZMY]hUcfc`" Businesses understanding of the importance of working with primary schools, along with the range of diverse volunteers employers provided access to, were cited specifically.
- Four provider evaluations considered that the level of maturity of their programmes was a facilitating factor, with YI]gh]b[fUfY! 7cj]Xtj]fhi U]bZfUghfi Vm fYzVfcUX` geographic spread and provider reputation cited as key components.
- Four evaluations cited the ability or willingness to tailor programmes to context as a facilitating factor, including tailoring resources to need, with an additional beneficial component being a regional or contextual desire for programmes that raise aspirations.
- The benefit of virtual delivery models in allowing greater programme reach and stakeholder engagement was included in six provider evaluations. A wider geographical spread of employers, improved parental engagement and broader stakeholder reach

- Whilst a broad factor, the willingness to operate with flexibility was considered a key

- While the majority of barriers included disrupted programme momentum; cancellation of events; school closures; and data collection difficulties.
- Seven evaluations cited limitations to collaboration and communication as a barrier to successful programme delivery. Some key areas included general limitations to stakeholder challenges with schools; and issues securing employer collaboration.



6 | Impact

Consideration of programme impact has been carried out through analysis of both school and pupil surveys, and interviews with schools, providers and the programme team. Impact has been considered in terms of the Fund's outcomes framework, considering attitudes to learning, understanding the world of work, essential skills and parental engagement. Full consideration of educational outcomes has been excluded due to a lack of relevant pupil data.

- The results of the pupil survey have been less positive than programme data collected through other means, with a large amount of the evidence analysed inconclusive in terms of impact.

There is no evidence from the pupil survey to suggest

Whilst this data is inconclusive, there is some evidence from the interviews⁸ that suggests the programme has had some impact on pupils' understanding of why they need school: "I think every [resource] has helped children make that connection between what they are learning in the classroom, to what they will need when they grow up and go out to work."

Pupil responses in relation to learning about jobs and careers were generally positive. In both surveys, around two thirds⁹ reported they liked learning about them a lot and a further third¹⁰ enjoyed learning about them. Pupils reported that they found out about different jobs and careers by talking with family members. This

programme may have had some impact in this area. At both time points, it was the second most popular method of obtaining career information.¹¹

More broadly, most students reported that they found out about different jobs and careers at school¹² or by looking on the internet.¹³ For all information sources, there was an increase in the proportion of pupils who reported accessing them between the two surveys. For example, there was an 11 point increase in those who said they found out about different jobs and careers at school and an eight point increase in those who said did so by looking on the internet. This, along with the small decrease¹⁴ in those who felt they didn't know what

to do about their future careers.

There is little evidence that the Primary Fund programme has had an impact on students' broad education and employment goals. When asked what they would most like to do before they were 30 years old, completing a university course was the most

The Primary Fund programme may have had an impact on pupils' motivation for working. Pupil survey participants were asked to report what they thought were the most important reasons to work. The top three responses remained stable between the baseline and endline surveys – earning money was seen to be the most important reason overall,¹⁰⁵ followed by learning new things in second place¹⁰⁵ and to use their skills in third.¹⁰⁶

However, although the overall rankings remained the same, there was some movement in the proportion of pupils selecting each of these three options. The proportion who felt that earning money was an

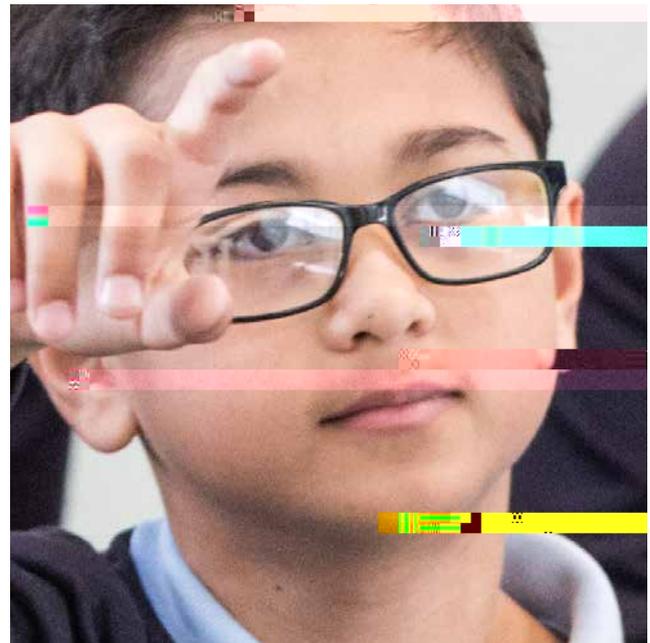
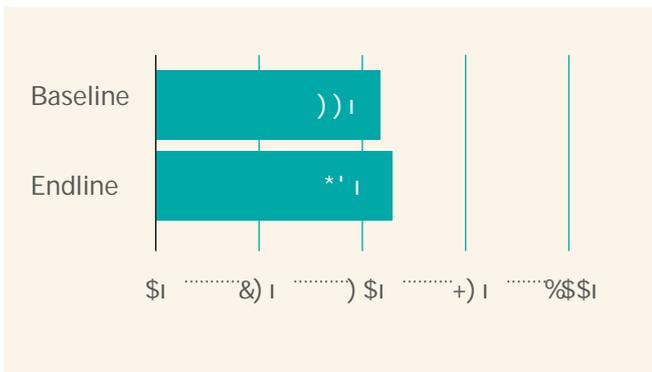
important reason to work fell by eight percentage points between the two surveys, while the proportion who felt that learning new things and using skills respectively. In addition, although it was the lowest ranked option overall, the proportion of those who felt that meeting other people was an important reason to work increased by 11 points between the two surveys. H\YgY' bX]b[ga Um]bX]WUHY h\UhUZHYf h\Y' dFc[fUa a YZ survey participants placed greater importance on their own personal development and skills when considering 'cVgzk]h\ ZYk Yf fY[UFX]b[' bUbWgUgh\ Y'a U]b' motivation for working.



Pupils were also asked if they thought there were any other important reasons for working. Of those that answered, one main theme that emerged was one of

There is evidence that the programme has had some impact on pupils' views of gender stereotypes around careers. The proportion of pupils that felt that there was no difference in the type of jobs that men and women

impact of the various programmes on challenging stereotypes mentioned by three providers and eight school interviewees. One school interviewee said: 'There's a lot of subversion of gender norms in a lot of the resources, it was cool that the scientist was a woman... So I think that's really good for the children and also for the boys that not every job they have to do has to be so macho.'



so macho.

inconclusive, teacher and providers' perception of the programmes' impact on employability skills was more positive.

Results from the school survey were generally positive, with over half of participants reporting that the programme had a high or very high impact in the

5fci bX'rk c!h\jXgff) | EcZdUfh]V]dUbhg]b h\Y' school survey felt the programme had impacted their understanding of how to prepare young people for the world of work to a high or very high extent. A further h\jX'fl & EZY'h'h\Y]f i bXYfg]ubX]b[k Ug]a dUMVX'rc U small or moderate extent. Similarly, when asked about Ya VYXX]b[WfYfYfg`YUfb]b[k]h\]b'h\YWff]W`i a ž) - i of school survey participants thought the programme impacted this to a high or very high extent, with a Ž fh\Yf' +i fYdcfh]b[Uga U`cf'a cXYfUHY]a dUMV%&(

Programme team interviewees also spoke of the impact the programme had had on primary schools' ability to continue to deliver and embed CRL, both in terms of their understanding of how to incorporate lessons into the curriculum as well as through the establishment of partnerships to support this area of learning: 'I hope that the schools that have been involved in these programmes will continue to do something in the way of CRL, so perhaps they didn't previously have a relationship with an employer and now they do. I hope they're able to continue to do that.'



- Four providers spoke directly about the impact that participation in their programmes had on the employer volunteers involved: 'There's a mental wellbeing element for businesses engaging with children in primary... The response we get is that they're more engaged and more fulfilled with their roles and just motivated a little bit more because they're able to share what's great about their job with some kids who are really interested.'
- Whilst not a stated beneficiary, one programme team interviewee spoke of the benefits the programme had had for the providers themselves, and the potential for ongoing impact this has: 'I think the providers themselves have been impacted by this programme...by this Fund. I think we've seen a real excitement about the prospect of primary CRL and I know that a few of them are thinking about how they can make sure that they continue to deliver these sorts of things in schools because they've seen the difference it makes.'
- Programme team interviewees spoke of the impact of the various programmes in demonstrating the importance of introducing CRL early and deconstructing bias around the suitability of CRL at for primary age children: 'What we're seeing [g]ca YXYVtbg]fi W]cb'cZUV]Ug'h\YfY! h\U'hnci` can't really talk about careers with pupils because h\Ym]UFY'rc nci b[! UbX UVM U`nāfYZUa]b[h\cgY' conversations, not necessarily using the word careers, but using some type of wording around that that allows for those conversations to take place.'

While suggestions for programme improvements have been articulated in response to other dimensions of the Yj Ui Uh]cbz]bhYfj JYk YYgk YfY Ug:gdYVY W`mUg_YX` what could be learned from the programme to improve its implementation in the future.

5hh\Y: i bX!`Yj Y`zgYj YfU`_Ym`Yggcbg`YUfbYX`]b h\Y` process of delivery were highlighted that could improve future implementation.

Two programme team interviewees commented on how the programme had demonstrated that there is an appetite for CRL at primary, which aligns with a growing understanding of its potential: 'The Skills for Jobs White Paper has highlighted the importance of early intervention which I think is really helpful, I don't think anyone has moved away from thinking that WfYf!fY`UHx`YUfb]b[]b`df]a Ufm]gh\Y f][\h\]b[`rc` do.' The potential role of CRL in the primary transition was also mentioned as an area for further consideration. H\]gk UgUgc`fY` YWYX`]b]bhYfj JYk gk]h`ch\Yf` stakeholders, where a number of providers raised the importance of primary CRL¹²⁵ One provider spoke of the role such programmes can play in supporting schools: 'The main difference between secondary and primary is that in secondary they have careers advisors and a dedicated careers programme. Whereas in primary that's still developing and all the primary schools are at different stages... So I think that [this programme] has a really important role to play in supporting schools and being there to help teachers who want to develop an aspirational programme.'

The CEC programme team spoke of the various teams involved, internally, with managing the Primary Fund, speaking of how over the programme of delivery, the Education, Investment and Research teams had all contributed to the Fund's management. This lack of structured involvement from before the start of the Fund was perceived to be a missed opportunity, with a recommendation for future iterations to include all relevant teams from the outset to allow for varied ,f CRerus teams Feereas of properon: 4dWd[(iv)1oul varied infere bemom bfocu a n

a cfY]b i YbWXVnk cf_cb` \ck `nci fYU`m]XYbh]Zni
disadvantaged young people, or the barriers that certain
young people face.'

The overall approach to the Fund evaluation was
raised as an area for reconsideration. The programme
team spoke of how overall fund evaluations, especially
those with a wide variety of different activities being
delivered, are a challenge to evaluate consistently, and
k \]ghh.Y`c[]McZh.YWffYbhUddfclUM ! UWta a cb`

Aside from comments across all interviews that the delivery, provider and school interviewee responses on what could be done next time to improve the programme can be grouped into six main themes: pupil experience; programme content; opportunities for pupil experience; and resource and knowledge sharing.

Pupil Experience

A number of individual interviewees provided suggestions around pupils' experience of the programme. One teacher felt that the practical activities were popular with pupils and should be retained, while playing aspects of the programme.

Ensuring that the activities were different to things pupils may already do in school was also suggested: 'We did have the practical session and it did link to team building, building on skills. But I suppose, because it's very similar to our lessons it didn't seem very different to the children, whereas some of the other enrichment that they wouldn't have done in school if it hadn't been for those enrichment sessions.'

Other feedback included having more speakers for the children to interact with; having children interview adults; and ensuring children are given a clear explanation of the programme at the start.



Various suggestions were made to improve opportunities for engagement, including showcasing the work at the end of the programme,¹²⁷ reintroducing [b]!dYfgcb hf]dg%& considering a whole school approach to delivery%&- and focusing on pupils visiting workplaces, rather than employers visiting schools.¹³⁰

A suggestion that came from three school interviewees working with different providers was to ensure that the volunteers working on the programme were prepared for their pupil interactions and able to target their presentations to the relevant age groups: 'I think the only thing we found was the gentleman that came to us, he talked about his life experiences, he showed how it all worked to help him improve...I think sometimes it was probably a little bit too much talking...not necessarily much time for the children to talk...especially with the older ones, because often the talk is more relevant for them than for the younger children.'

Another suggestion related to setting up partnerships between schools as part of the delivery model.¹³¹ For one of these providers, a model utilising communities of practice was already having a positive effect: 'We've been doing that community of practice, so our teacher[s]... are starting to get together, and I think those communities of practice are enabling that... gc `=h]b_ h\YfY UfY'gca Y_Ymi b]ei YV]hgcb h.UH' For the other two providers, the establishment of these communities had been more organic, with one ZM]hUh]b[gMcc`!gMcc` fYUh]cbg\]dgUhdUfh]VdUh]b[gMcc`g fYei YghzUbX h.YchYf fYVt[b]g]b[h.Y` impact of geography on schools' engagement with the programme: 'We had geographies with several schools taking part in the programme we saw that had cluster YZYVtk \YfY h Ymk ci `XVYzbchei]hY Vta dYh]b[Vi h' feeling united in working on this and this helped to gain momentum.'



Provider Interview

127. School interview.
 %&, "CbY dfcj]XYf UbXcbYgMcc"
 %&- "GMcc`]bhYfj]Yk "
 130. Two school interviews.
 131. Three providers.

: UY]H]b['fYUyf Vi n!]'b k UgUWta a cb'g [[Ygh]cb' from interviewees in response to how to improve programme effectiveness, as well as in terms of developing clear guidance for and engagement with schools and teachers in future programming.¹³²

Hk c'dfcj]XYfg'g [[YghX'h UhYbg f]b['G@HVi n!]'b' would improve programme effectiveness and delivery. One spoke of the method they have put in place for the programme going forward: 'For the 2021 programme there was an application process. So for schools to be considered they have to submit an application demonstrating why they want to get involved, how they are going to oversee the completion of the programme, and who would take responsibility for that in the SLT'

Similarly, several interviewees¹³³ felt that greater

Several interviewees also spoke of the impact that improved planning may have on the effectiveness of their programmes. Two providers both spoke of the importance of identifying methods in the design of the programme to encourage teacher ownership whilst allowing for provider oversight, and the other taking more time in planning to ensure clarity around intent and intended outcomes, and alignment with these goals: 'we said we've got to go back and refocus on the key objectives, so I think we got there in the end. I would say if we were to do this again, I'd take more time in the planning stage.'

Other suggestions of improved planning came from school interviews, including allowing for tailoring of lesson plans,¹³⁴ improved communication to schools of programme objectives,¹³⁵ and allowing greater time for teachers to prepare for activities:¹³⁶ 'Ensuring that all needs [with regard to] resources and classroom layouts to communicate with teachers as early as possible.'

A number of interview participants commented on the importance of ensuring clarity around intent and intended outcomes, and alignment with these goals: 'we said we've got to go back and refocus on the key objectives, so I think we got there in the end. I would say if we were to do this again, I'd take more time in the planning stage.'

A

Drawing on evidence from across the evaluation, the following key areas of learning emerged at the

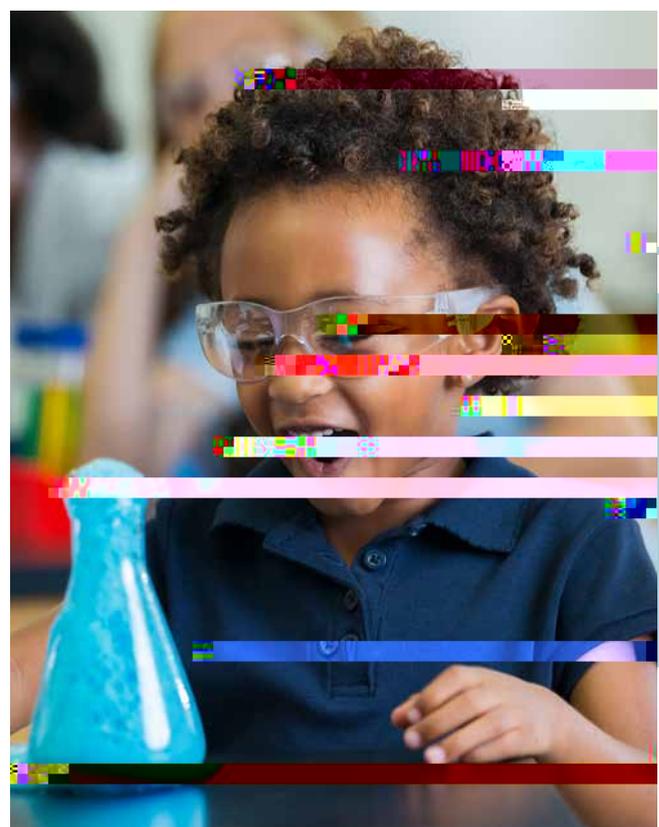
- The programme has demonstrated that there is an appetite for primary CRL, evidenced by interviews with the programme team, providers and schools, along with the number of schools that took part in the programme, even in the face of delivery challenges and competing priorities. This is a strong foundation on which to build future programming, and as such, continued delivery of, and research into, primary CRL is recommended.
- While the programme was conceived around the What Works principles, programme design as a whole could have been more closely aligned with these outcomes. It is recommended that clearer definitions of the principles, and how they work in practice, are developed to more tightly align future iterations of the programme with the principles for good practice in CRL.

- While there was less conclusive evidence for these, some areas of suggested improvement included the inclusion of practical activities for pupil engagement; a greater focus on essential skills, along with a greater focus on diversity of the roles represented; improved opportunities for engagement including showcases,

The following recommendations indicate possible strategies to improve the relevance and robustness of the Theory of Change and outcomes framework for future iterations of the Primary Fund programme:

- While there is significant overlap between outcomes specified in the Theory of Change and the programme team and providers are clear about the core outcomes to be measured.
- There is considerable scope to clarify the indicators and targets used to assess both the outcomes specified in the Theory of Change appropriate tools to enable providers to collect data against these indicators and/or targets.
- At present, there is a lack of outcomes, meaning that providers are developing and working towards their own definitions of what these outcomes should constitute. Clearly defined outcomes, accompanied by appropriate indicators and targets would enable more effective and consistent data collection across the Primary Fund providers.

- The Primary Fund programme is made up of multiple providers each delivering bespoke programmes using a diverse range of tools and approaches; however, there remains a friendly data collection tool that aligns with the outcomes for both individual programmes and the Primary Fund programme as a whole.
- While the evidence collected indicates positive impact across all dimensions of the evaluation framework, this is not conclusive. As such, it is recommended that further research and evaluation is undertaken to generate a set of outcomes, as well as thoroughly evaluate and validate the Primary Fund Theory of Change.



Engaging with and working across a high number of diverse stakeholders is a key feature of Fund delivery. The following recommendations suggest ways to build on this in future programming:

- Interviewees reported that more strategically targeting the most disadvantaged pupils could lead to greater levels of impact.
- Where it was achieved, parental engagement was considered beneficial by evaluation participants and, in comparison with other age groups, one of the key lessons learned working with primary age children is the relative ease with which schools can engage and include parents in learning. This presents a justification for continued research to test the value of parental involvement in primary CRL. Further research could be delivered into the most effective methods of involving parents in primary CRL, as well as into the impact of parental involvement on pupils and parents themselves.
- The evidence suggests that securing SLT and class teachers to improve chances of effective delivery.
 - Employer engagement is likely to be more effective outside of lockdown, though the evidence indicates that virtual delivery models increase accessibility for employers to engage with schools. As such, it is recommended that future programme delivery incorporates virtual models for engagement, offering opportunities to increase both the range and diversity of volunteers and/or employers who can interact with pupils.
 - The pandemic forced providers to approach delivery creatively, though the majority of participants to comment felt that virtual opportunities could not be fully utilised. Future programming should incorporate lessons learned from operating in the pandemic, including:
 - Virtual models can be successfully applied to core programme delivery and to employer and volunteer engagement, improving their representation within the programme; and
 - Virtual models can enhance programme accessibility and reach, and can be used to engage with a wider range of employers and volunteers.



There were several areas of the Fund and provider evaluations that could have been more effective. The data yielded more insightful data had greater consideration been given to the differences between providers, as well as the capacity of participating schools to carry out data collection on behalf of the evaluation. The following approach that could be strengthened:

- The difference between challenging. It is recommended that either providers are encouraged to work within a shared evaluation framework, or the evaluation is conducted on an assessment of best practice and lessons learned.

- Similarly, developing clearer guidelines for providers for measuring impact would consistency across provider data sets. Including measures for things like the standard threshold to more effective evaluation of components such as delivery and value for money.
- External evaluation. External evaluators were in place prior to the start of the Fund, and ensuring capacity to meaningfully work with providers on evaluation approaches.
- A review of reporting templates would benefit both providers and CEC. Improved document management would also be beneficial; reporting documents were often resubmitted with unclear amendments, and a lack of version control proved challenging.

