



Social Impact Report 2019

Pursuing Individual Excellence

Since PIE's inception in 2017 they have worked with almost *1000 students*, running *25 intensive programmes* across *13 different educational settings* spanning a mixture of Secondary and Further Education Institutions and a range of alternative education provisions.

PIE offers range of *tailored programmes aimed at 12-19 year olds* which combine one to one and group development, experiential learning, improving academic achievement, plus confidence and independence building alongside opportunities to develop new social circles, whilst connect to community and culture.

They are *a powerful tool to complement the curriculum*, prepare young people for the *world of work* and find their place and passions, as well as *build mental resilience*, connections and coping strategies to positively *transition into adulthood* and *support young people to fulfil their potential*. PIE Programmes are also a complementary tool to deliver Pupil Premium outcomes £43,000.00 of Pupil Premium has been invested to deliver outstanding outcomes and an additional £25,000.00 has been leveraged from charity and community programmes to help young people to aspire and achieve their potential in spite of challenging circumstances they may face.

Of 7 schools surveyed regarding Future Ready programmes targeted at students not achieving their potential, all had *75% or more of their students report they were better prepared for their GCSEs* and *100% of stakeholders interviewed said the PIE programme exceeded their expectations*, achieved it's objectives to a high standard *and is something they would highly recommend*. Many schools saw students achieve more than their expected grades and many excelled and exceeded beyond all expectation through the programme. Highlighting independent learning and improved homework as key outcomes alongside increased skills and attainment.

The business community in particular in *Digital, Media and Social Enterprise sectors*, have deemed the PIE programme to be an *exceptional talent pipeline builder* and provide access to young people who were perhaps overlooked and lacking in self esteem with lots to offer. *Partnerships have already lead to transformational opportunities including work experience, campaigning, fundraising and job creation*.



Background & Context

In the UK, pupils from economically disadvantaged backgrounds have significant barriers when competing with those from more affluent backgrounds for jobs despite their education level (Boston Consulting Group & Sutton Trust, 2017). These barriers are thought to be the soft skills such as teamwork, confidence, and organisational skills, all of which are vital for social mobility (Gatsby, 2013). Indeed, such soft skills are deemed just as important as degrees and other qualifications by many employers (AMLE, 2016).

The core aim of the PIE programme is to enhance these soft skills in an attempt to overcome these barriers to social mobility that young people from lower socio-economic families and communities experience

As a way to boost financial assistance for schools to provide additional and appropriate support for disadvantaged young people the Coalition Government brought in the [Pupil Premium](#) in April 2011. A total of £2.5 billion a year is now spent on the premium, over 6% of the £38.8 billion schools budget. The premium is paid for pupils who have been eligible for free school meals over the previous six years or who have been in care. The majority of PIE programmes have been run using Pupil Premium Resources with a total of £43,000.00 being invested alongside community and educational grants totaling £25,000.00.

The programmes seek to prepare young people to increase their life prospects and given that balance of employment has

shifted towards lower productivity sectors and activities in recent years, supporting young people to have the confidence, communication and skills to navigate the jobs market to build positive, secure futures is paramount.

As an example the share of low productivity sectors in Greater Manchester – those with lower than £30,000 GVA per worker, at 2013 rates – increased from 37.7% in 2005 to 41.8% in 2015 (GM Independent Prosperity Review, 2019). Meaning the competition and selection for higher paid work has increased as well as the need to inspire and motivate young people to want to aim higher.

PIE: Pursuing Individual Excellence is a social enterprise set up by former secondary school teacher Beth Nunn, operating across the North West. Its aims are to improve the employability skills and life aspirations of young people from economically deprived backgrounds by providing them with experiences they may not necessarily have access to through home life or school teaching

PIE is a multi-award winning venture achieving the following awards:

- ▼ UnLtd Award 2017
- ▼ WISE 100 Award 2018
- ▼ SSE Fellow 2019
- ▼ MYTA Entrepreneur of the Year Shortlist 2019

Organisational Vision & Thematic Priorities

Organisation

Formed in September 2017 by ex-teacher Beth Nunn, PIE is an educational Social Enterprise looking to help ensure students from all backgrounds are future ready. PIE truly believes that the background you have should not limit or influence the future opportunities you have, and aim to bridge the gap for students to be able to reach their full potential - whatever they want that potential to be.

The PIE programme is built upon the recommendations made by The Gatsby 'Good Career Guidance' Report (2013) and reports from The Sutton Trust ('Advancing Ambitions: The role of career guidance in supporting social mobility' 2014, and 'Class Ceiling' 2017) to try to improve the career aspirations and opportunities of secondary school pupils from economically disadvantaged backgrounds.

PIE has developed a strong track record over the last two years working with a range of key partnerships spanning Secondary and Further Education and including mainstream, private and community learning settings. In addition to intensive support within schools, PIE has also delivered a range of innovative events and workshop sessions including careers events, leadership and youth development conferences.

PIE works with education settings to target young people in need of extra support, where interventions and new approaches will create maximum impact.

PIE's mission is to help young people have a brighter future. PIE promotes confidence, resilience and initiative, giving young people the experiences and tools to go out and follow the future that they really want -regardless of who they are or where they come from

Thematic Priorities

PIE works with young people to help develop five key areas that have been identified as being vital for future work readiness, success and happiness. These are often areas where schools have less capacity or budget to deliver interventions and where specialist support, tools and extra-curricular experiences create lasting impact:

- ▼ Communication
- ▼ Digital
- ▼ Project Management
- ▼ Community Cohesion
- ▼ Cultural Capital



Programmes, Activities & Services

PIE has a range of programmes and services to tailor to the needs of the setting, team, curriculum and students:

FUTURE READY – 168 students supported

Runs for six months with Secondary School aged students, typically in Year 10. Includes workshops led by industry experts, work place visits, volunteering experience, student 'self branding' project and time for students to fundraise for a final cultural capital experience.

PREP PROGRAMME – 73 students supported

Weekly group coaching sessions with Year 11 students preparing for exams and the future. Students spend time every week working to Practice, Inspire and Evaluate. Students practice key skills for core subjects, are inspired through motivational activities, and evaluate and set their own SMART targets.

THE TRANSITION PROJECT

-260 students supported

Working with students in Year 6/ Year 7 to help deliver a smooth transition for the move to high school. Students spend time collaborating, learning new skills, and helping create a sense of identity with their new school.

SPECIALIST WORKSHOPS

– 422 students supported

PIE has delivered a range of short and day long workshops to complement conferences, programmes or to devise specialist or thematic events spanning, politics, leadership, digital futures and careers events

SUMMER CAMPS

A new and growing area of PIE's work is providing summer learning and experience opportunities.

Referral mechanisms & partnerships

Receiving education and leading learning which is tailored to young people's needs, aptitudes and capabilities is key to unlocking their potential. The PIE model achieves this as well as raising aspirations, aligning with current curriculum and creating a relevant workforce which is aware of wider local to global challenges and opportunities.

Core programmes such as Future Ready, The Prep Programme and The Transition Project comprise of individual and group sessions and involve interaction with industry professionals, community leaders and enable young people to develop their independence through visits to wider organisations. Young people devise their own goal, strategies and reflection plans and set their own targeted actions to help them progress.

The programmes, activities and experiences seek to balance education need, alongside employer need, whilst supporting student to become values led citizens who know their place in society and understand how to live purposeful lives both in their home lives and the world of work.

PIE has developed a number of trusted partnerships, which help to innovate education opportunities available to young people and bring learning to life and create opportunities to apply skills and build connections to create solid foundations for the future, be that at home, work or in social circles.

These include referral pathways with the High School Education providers, initially in Greater Manchester and now expanding across the North West, alongside range of community partners spanning public sector teams and voluntary/community services developing young people.

PIE has also innovated new interventions and sourced resources to test new learning concepts which may have been deemed risky or non-traditional which are now being rolled out and consistently run over multiple years across a range of learning settings.

Plus social media, events and word of mouth are another important way in which people get to know about PIE, the services they provide and the impact they are having across multiple and diverse communities across Greater Manchester and more widely across the North West of England.

Unity Academy Blackpool

PIE has delivered several intensive programmes with young people spanning Year 9 to Year 11. One specialist co-hort in particular was a group of boys identified as having a lower ability, behaviour challenges and concerns with effort. By the end of the programme 80% had completed the IDEA award and each commented on the boost that this had given their self esteem, as well as helping to start positive conversations with both teachers and carers about their achievements.

Harpold High School, Salford

PIE delivered a Future Ready programme to a group of mixed year 10 students, supported by Pupil Premium. Students were invited to apply experienced and interview to join the programme. Sessions included visits from local business people, trips to experience the world of work and development of a community fundraising campaign which raised £900.



Social Impact

PIE have started to look at the impact of their work and have a thorough evaluation process in place. Here we build on this, to analyse and combine findings from previous evaluations and add additional feedback, insights and observations from a range of stakeholders who have seen value from and benefited from the programmes and activities. PIE gather continuous feedback from schools, partners and young people themselves to understanding the educational, attitudinal and behavior change taking place through their work, as well as use findings directly to improve on service design. They are keen to co-design interventions that are fit for purpose and respond directly to the needs of their clients, partners and beneficiaries, recognising that they can only do this through two-way dialogue.

Methodology

A mixed approach was used combining desk research, analysis across 26 programmes of work, wider stakeholder consultation including of 7 telephone interviews and review of 8 in depth existing evaluations of programmes. Additionally we have considered findings from a critical review and evaluation carried out by Manchester Metropolitan University after PIE had been operating for 1 year.

We have started to quantify some basic value indicators and provided some concluding social impact data across a broad range of areas where social value is being created by the interventions and services PIE are running. In order to attach impact and value to the outcomes that PIE have delivered, we have identified a range of Educational, Youth Development and Employability priorities and reports which evidence base these statements and build the social value proposition for PIE. There are also a series of impact case studies giving testimony to the quality and impact of PIE's programmes and activities and highlighting the journey for partners and beneficiaries as well as how people's lives and opportunities are changing and improving as a result.

Sample

A range of people and organisations were involved to give perspectives on value and impact of the PIE programmes and diverse feedback these included:

Several High Schools across the North West – views from senior managers, teachers and students

Parents of young people who had been through the programme

Local businesses and social enterprises providing experiences including Wakelet and The Sharp Project

Alternative and community education programmes including Sale Sharks and Rise Voice Vote

Wider commissioners of programmes including Stockport Council – Neighbourhood Team

Outcomes, Impact, Value & Key Documents

Evidence of Outcome	Impact	Value	Evidence Documents
<p><i>"PIE helps build and bring out who you are and realise your own strengths."</i></p> <p><i>"After the programme students were more inclined to work independently, complete homework and contribute in class"</i></p> <p><i>"We have seen more young people stay in education when they were are risk."</i></p>	<p>Improved attitude and approach to learning, combined with new tools and skills to learn independently</p>	<p>Increased educational attainment and achievement, particularly for young people from vulnerable backgrounds leading to a more diverse, skilled and capable workforce</p> <p>Increased skills, knowledge and future learning potential</p>	<p>https://www.suttontrust.com/research-paper/parent-power-2018-schools/</p> <p>https://www.theguardian.com/commentisfree/2018/sep/27/social-mobility-good-education</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf</p>
<p><i>"I have significantly improved my communication."</i></p> <p><i>"I feel less embarrassed."</i></p> <p><i>"I found my voice and spoke in front of 90 people."</i></p>	<p>Increased communication and interpersonal skills</p>	<p>Improved relationships, decision making and ability to communicate effectively in a range of home/life/work/settings</p>	<p>https://www.thecomunicationtrust.org.uk/media/2147/all-together-now-section-2.pdf</p>
<p><i>"I loved running cake sales and the car wash – I felt so successful after and it helped my confidence a lot."</i></p> <p><i>"Having this programme on a Monday really made me feel positive for the rest of the week."</i></p>	<p>Increased confidence, motivation and self esteem</p>	<p>Improved emotional wellbeing, resilience and confidence to take responsibility and action</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming_children_and_young_people_s_mental_health_provision.pdf</p>
<p><i>"I feel much more confident using a computer to complete work now."</i></p> <p><i>"Completing the different badges on the iDEA Award really helped me feel like I was achieving things all the time."</i></p>	<p>Increased Digital Skills, Competence and Connections to the industry</p>	<p>A more digitally aware workforce and increased aspirations/ learning potential for young people through greater career options</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807830/No_Longer_Optional_Employer_Demand_for_Digital_Skills.pdf</p>
<p><i>"This has helped me listen to others and respect their ideas and decisions"</i></p> <p><i>"This programme has given us loads of new opportunities and chance to visit new places."</i></p> <p><i>"This programme really helped me to understand how the world works compared to what I used to think!"</i></p>	<p>Increased Cultural Awareness and Community Connections</p>	<p>Increased sense of identity, awareness of diversity and equality of opportunity. Reduced isolation, access to wider community opportunities and ways to contribute to/appreciate arts, culture and community</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181542/DFE-RR033.pdf</p> <p>https://www.artscouncil.org.uk/sites/default/files/download-file/FINAL%20report%20web%20ready.pdf</p>
<p><i>"I feel much more prepared to apply for college, an apprenticeship or a job."</i></p> <p><i>"I gained lots of knowledge about how I can develop my skills and what I need to do for different jobs."</i></p> <p><i>"It was great to be taken seriously by business professionals and given constructive guidance"</i></p>	<p>Increased awareness of what good work ethics look like and ability to access the world of work</p>	<p>Improved employment opportunities and lifestyle prospects</p> <p>Increased confidence in people from vulnerable backgrounds to raise attainment, aspirations and aim higher</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/303334/er84-the-future-of-work-evidence-report.pdf</p> <p>https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/annualsurveyofhoursandearnings/2018</p>

NB. Evidence Documents highlight wider political/social context, statistics and importance of impact

Social Value Proposition – Future Commitment

Key Impact Indicator 1: *Increased educational attainment and achievement*

100% of schools undertaking the Future Ready programme saw increases across the outcome star areas of attainment and impact. With most schools seeing an increase of 2 points or more in Confidence, Communication and Motivation. Half of schools noted a jump of 3 point across some areas and those schools with students with most complex need saw 3 point jumps in areas such as confidence, motivation, teamwork, digital skills and cultural awareness.

Evidence of schools and parents reporting grade increases in exam results:

"Working with PIE increased attainment levels in English exam results" Key stage 3 teacher

"Our son achieved much better results than predicted – PIE programme has made a huge difference to his future prospects." Parent of son with autism

Key Impact Indicator 2: *Increased skills and opportunities to access training and employment*

In addition to 100% reported skills increase across all areas, all schools saw an increase in Digital skills impact and 15 students completed the IDEA Digital Skills Award

All schools buying in PIE Future Ready programmes for Year 10 reported over 75% of young people feeling much better prepared to undertake their GCSES – 3 schools reported 100%

188 young people to date have accessed multiple immersive experiences to meet with business leaders and experience the world of work across different sectors

Key Impact Indicator 3: *Improved preparation for transition into adulthood*

One cannot underestimate the impact of increased motivation, self-reliance and increased capability to take responsibility for ones actions which the reflective and practical elements of the PIE programmes promote, which builds resilience at a timely point in these young people's lives as they transition into adulthood.

"Following the PIE programme students were more inclined to work independently, contribute in class and there was a marked improvement in homework" Year 10 Teacher

"We haven't seen these young people as difficult or naughty, they really engaged" Local business

"The difference the programme has made to our child is unbelievable – their communication, confidence and independence they have developed has opened doors to so many more opportunities as a result, such as the NCS programme and independent learning residential." Parent of PIE programme participant

Key Impact Indicator 4: *Improved lifestyle opportunities*

The ultimate value of the programme is being able to shine a spotlight on and unlock hidden talent, whatever a person's upbringing, background or initial school experience. enabling social mobility via a spring board of skills development, social experiences, a catalyst for emotional maturity and building connections which wouldn't otherwise happen.

"Our child has developed their social skills and will now come out for a meal with us to a restaurant which would never have previously happened." Parent of PIE programme participant

"Through opportunities brokered through the PIE programme, one of our students has secured an apprenticeship as a Media Executive when he was previously looking at becoming a brick layer, this has instantly increased his future earning prospects given the variance in hourly rates and potential future roles and opportunities in the Media industry." Alternative Education Provider of NEET student programmes

Impact Case Studies

With over 1000 young people to date taking part in PIE programmes and activities there are numerous examples and case studies outlining how young people have been improving their educational attainment, confidence, motivation and attitudes to learning and work, as well as their social skills, personal relationships and developing a mature and independent approach to help them transition into adulthood. Below are a few stand out examples.....

Josh took part in a Future Ready Programme. He is Autistic, has dyslexia and was relatively insular and reliant on his family growing up. His Mum Gail has been amazed by the transformation the PIE programme, activities and support of his school have provided. *"You really wouldn't recognise Josh now, from what he was like before the programme, it has really brought him out of his shell, given him opportunity to experience new things and gain independence. Josh never liked socialising so it was a surprise that he applied to the programme – it was like a lightbulb switched on and improved his communication."* Josh has since gone on to gain a distinction in his Business Studies course, undertaken the NCS programme and using his communication and leadership skills to support others and promote quality of opportunity. *"To see him with the confidence to travel independently, stay overnight on residential and contact national organisations makes us really happy."*

Kieran took part in a specialist Future Ready Programme which was delivered in partnership with Sale Sharks. Kieran was brought up in care, left school with no qualifications and accessed the PIE programme being offered to young people Not in Education, Employment or Training via Sale Sharks. A core part of the programme is a visit to The Sharp Project and as a result Kieran found his passion for Media and an aptitude in this area. Both the Sale Shark's Youth Programme Manager and staff at the Sharp Project have been impressed by his attitude, eagerness to progress and professionalism. *"We talent scouted Kieran during a visit to The Sharp Project and offered him a work experience opportunity. He has since gone on to secure work with us supported via an apprenticeship. As part of his work he has given a public presentation to 80 people with the Greater Manchester Mayor, Andy Burnham in attendance."*

Kenya took part in a specialist PIE Programme seeking to support students improve their confidence, attitude to learning and provide some specialist English Language and Literature support. As part of the programme the group were supported to develop their thinking, communication and presentation skills as part of a 'Take a Stand' project, alongside the wider programme of activities. Kenya used the opportunity to reflect on her own life experience and delivered a presentation to almost 200 students on knife crime. Her teacher proudly recalls *"The presentation was delivered to a diverse group of staff and students and it had a profound effect, especially as Kenya spoke with clarity and compassion having a family member who has been affected by knife crime. The PIE Programme really helped students increase their confidence, communication, self-awareness and attitude towards learning."*

Feedback and Recommendations

Feedback was gathered through the stakeholder engagement process from a range of partners, schools and parents. A brief summary is below of ideas and suggestions to improve the programme going forward. Although it has to be said that there was 100% satisfaction rate with all those interviewed giving PIE a highest score of 5 out of 5 when asked on a scale of 1-5 (where 1 is failed at meeting expectations and 5 is exceeded expectations) 'To what extent has the PIE programme achieved it's aims'. Plus all of those interviewed would recommend the PIE programmes.



Suggestions:

"Beth's delivery was fantastic and she was constantly reviewing and tweaking sessions to tailor them to the student's needs. One area to improve might be to give students more time to prepare when having to give presentations – help them overcome their shyness and public speaking skills."

"It would be great to help keep connected and help students continue to have PIE style experiences beyond the programme – maybe through a social platform or an annual event."

"Some learners found the computer/ digital IDEA award a bit tedious and hard to concentrate– maybe split this across a couple of sessions"

"Overall the programme went really well and it would be good to keep building on this year on year. In some instances where young people dropped out of the programme it might be helpful to have wider ongoing opportunities or activities beyond school which they could join."

"I really can't sing Beth's praises highly enough she has a fantastic approach with the students, is great at communicating and always took the initiative to provide progress updates. From the first meeting we knew we were in safe hands. One improvement would have been good to factor in more time to review what was evolving during the programme and to reflect on the overall impact."

"I wish we had created more time for personal reflection and de-briefing. It would also be interesting to introduce more aspects of 'Philosophy for Children'

"There are very few like for like opportunities, it would be great for more people to have access to PIE approach and experiences. Perhaps a club to create ongoing activities, keep in contact and hold onto peer mentors and role models."

Concluding recommendations:

Disseminate, celebrate and shout about your impact – PIE is achieving some amazing outcomes and gaining consistently positive feedback from all stakeholders. This isn't easy to achieve and finding ways to promote your success, highlight achievements and potentially bring schools, partners and young people along as champions and ambassadors with both save time, come across as more authentic and build trust.

Look at a thorough competitor analysis. PIE offer highly authentic and impactful programmes. Understanding how it compares to programmes across the wider landscape such as [NCS](#) , [Mosaic](#) or [The Challenge](#) with similar underlying aims and outcomes would be helpful to stand out, demonstrate the value for money of the PIE programme and may support with commissioning cases.

Develop strategic leadership champions locally and nationally – to help the work of PIE programmes to be recognised and stand out above the competition. PIE programmes are a real tool for social mobility, evidence through surveys and interviews undertaken demonstrate the PIE approach is able to fast-track and unlock the potential of children and young people who have barriers to getting ahead in life and who are underachieving and could potentially be written off by schools, their family, wider community and employers. Given the step change in motivation, confidence, independence, resilience and awareness as well as ability to connect to their wider community and future employment pathways the programme has a real significance when it comes to tackling current national challenges such as record rates of 16-19 years olds leaving school without the level of skills they need and given there are challenges to preparing people to be work ready, productive and contribute to GVA. Initial findings from the programme are encouraging to demonstrate a cost effective way to develop significant social value due to the range of schools involved, the diversity of the young people, the complex needs of some of the PIE participants, the achievements and progress made after a short intervention via the PIE programmes and the collaborative and trusted partnerships build with community and business sectors

Continuity and expansion of social impact and value measurement. For a purpose driven business like PIE which seeks to secure both public sector contracts and funding to increase its impact and ability to work with those most in need. Having evidence to back up the impact and value of programmes is paramount. Continuing with the evaluation forms, including some additional questions to seek out more in depth social outcomes and value in line with the key value indicators outlined and having a longitudinal programme of follow up and research will strengthen the evidence base for the longer term impact of PIE and aid in negotiating contracts and communicating and promoting PIE. This has been an initial, very basic report and considering budget needs to continue this work and have independent involvement will be important as well as how you communicate this to stand out from your competitors (the hyperlinks above are to impact reports). Longitudinal tracking to see if the increased aspirations in young people and accessibility to better job prospects improves their salary potential and overall GVA to the local area in the decades to come. The digital angle of your work should demonstrate a step change in salary bracket for those previously not accessing higher paid roles and this should set you apart given [overall, roles requiring digital skills pay 29% \(£8,300 per annum\) over those roles that do not \(£37,000 p.a. vs £28,700 p.a.\)](#).

Consider wider markets for your programmes beyond those who are school aged. With the need to develop the workforce and ongoing barriers and challenges for those both long term unemployed and being made redundant due to automation PIE programmes would be beneficial to adults and young people alike.

For further information

Visit www.pieUK.org or contact Beth Nunn on beth@pieuk.org.

About the authors of this report

This report has been undertaken by Nickala Torkington, Social Business development consultant and Social Value specialist with 20 years experience of working in the Voluntary, Community and Social Enterprise sector. Nickala is a co-founder of Flourish Together CIC a pay it forward consultancy and network of support for social entrepreneurs which invests its surplus resources in supporting women changemakers to create the change they see needed, whilst increase their economic independence.

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