



RIGHT TO
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Blackpool Pathways for All

Annual Progress Report - Delivery Year 5

1 March 2024—31 April 2025

THE DULVERTON TRUST



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About Pathways for All

About Pathways for All

Pathways for All is a collaborative programme between Right to Succeed, Fylde Coast Academy Trust, Cidari Multi Academy Trust, Educational Diversity and Blackpool Council. It aims to support young people identified as most at risk of becoming NEET (not in education, employment or training). This support is targeted at the moment we see the highest dropout rate of post-16 education.

What is Pathways for All?

Our Pathways for All project in Blackpool takes a collective, research-informed approach to reducing the number of vulnerable young learners who become NEET. To deliver this project, Right to Succeed works with participating schools, the Pupil Referral Unit and Blackpool and Fylde College, in addition to other providers of post-16 education, employment and training.

How it works

- Programme partners share their data, allowing us to work with the schools to identify which young people are likely to be “at-risk” of becoming NEET and during which periods of time this risk increases.
- The students who are considered *at-risk* of becoming NEET are allocated an Engagement Coach to work with them to support their engagement in Education, Employment and/or Training.

- Data in Blackpool showed that the most significant period of risk for a young person was in the first six months of post-16 education. With this in mind, Engagement Coaches begin working with year 11 students in term 1, establishing relationships before the risk period begins. This continues through year 12, and beyond if necessary.

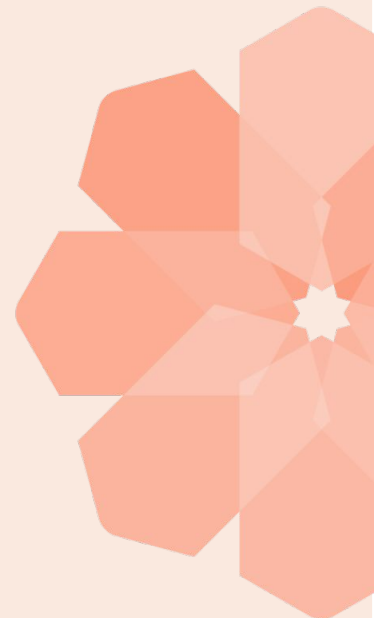
What do the Engagement Coaches do?

Engagement Coaches complete approximately five contact sessions with each young person per term, made up of a combination of:

- 1-to-1 sessions
- Group sessions
- Coaching sessions
- Visits to colleges or other post-16 providers

The sessions cover:

- Getting to know the young person
- Visioning and planning
- Individual coaching sessions
- They may include group coaching on specific skills, as well as campus visits and college/sixth form information sessions depending on the young person's interests.
- CV writing and completing application forms for employment, Further Education or training e.g. apprenticeships



Our Year in Numbers

3

Practitioners trained

16

Partner organisations worked with

315

children and young people received or accessed interventions

3635

children and young people supported or assessed through whole-school training

14

local organisations form the programme governance team

5

Schools worked with

“Life at school for me was hard, it was hard getting into a new routine, new curriculum, new schedule. It was hard but I was able to get through it - that’s when I met Tomika. Working with Tomika was good, it was fun...it was a calming environment and I really liked it.”

Shelton Ndu, former Pathways for All pupil.



Part 1: Pathways Impact

Education, Employment & Training

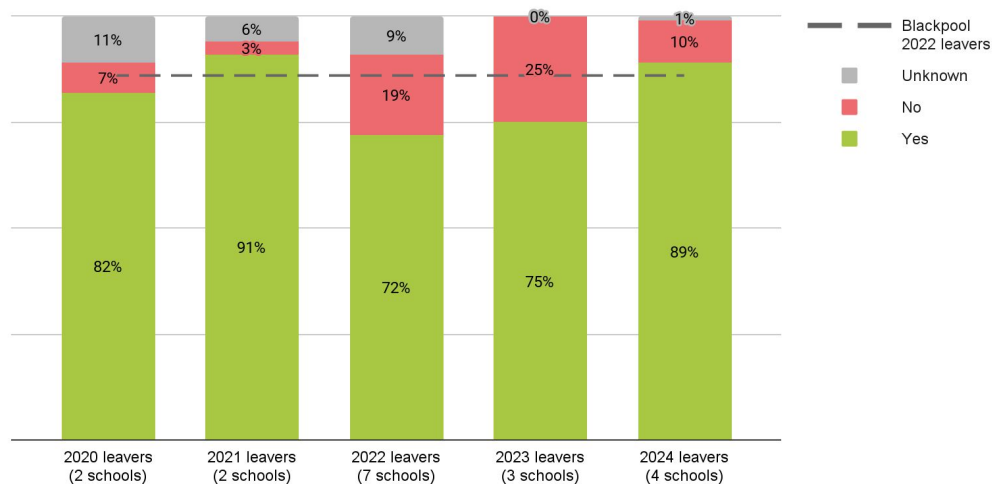
We adopt an early intervention and preventative approach to tackling the youth unemployment issue because we know that becoming NEET can have long term negative effects on future labour market opportunities for young people. NEET rates in the UK are worsening, (1 in 8 young people nationally) with the likelihood of becoming NEET being higher for those within the most disadvantaged communities that we serve.

Through our Pathways for All project, young people who are potentially 'at-risk' of becoming NEET are identified early and supported by their Engagement Coach to successfully transition to a sustainable post 16 destination. Engagement Coaches also share the structural barriers faced by young people with key strategic decision makers in the town to help the local system improve its offer.

Sustaining EET Impact

Year 12 EET Status 2024-25 (mainstream)

Sustained EET (mainstream)



89% of at risk young people sustained destinations after leaving mainstreams (vs 86% across Blackpool). **EET rates for at risk students increased** from 75% in 2023 to 89% in 2024. This rate is higher than the EET rate across Blackpool mainstreams (89%).

Pathways for All: Destination Case Studies

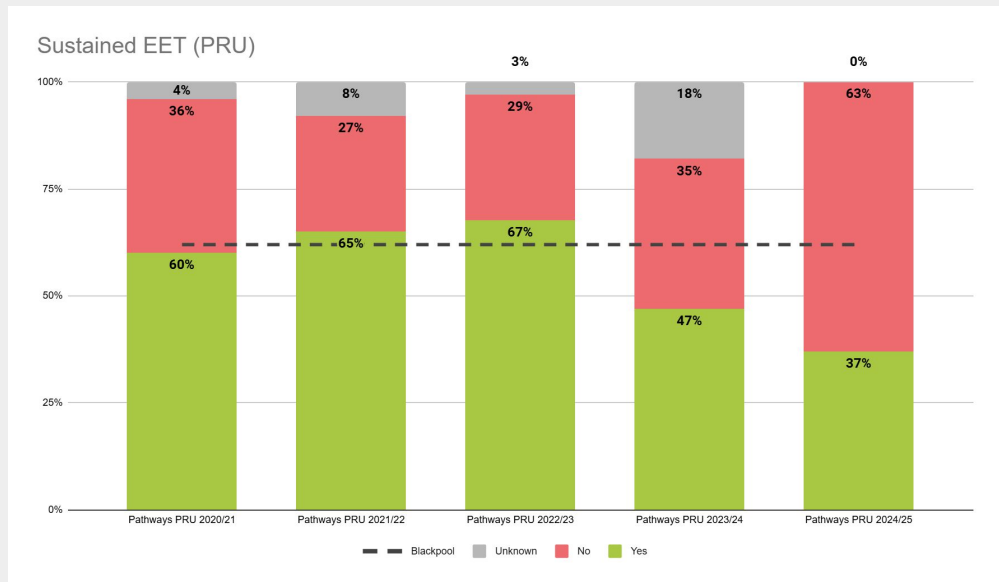
Showcasing our pupils' progress: Carley and Shelton share their experiences of Pathways for All. From the challenges to the triumphs, both incredible students describe their journeys from school to college, and the stage to the football pitch.



To watch more amazing case studies visit: [Pathways Playlist](#)



Year 12 EET Status 2024-25 (PRU)



37% of at risk young people sustained destinations after leaving the PRU.

The official DfE's destinations show that the Blackpool PRU made year on year improvements to the proportion of year 11s that went on to sustained Education, Employment or Training. Prior to the Pathways programme, 37% of school leavers sustained EET.

Collective Working: Impact

Results from our collective working survey that measures collective working conditions and if they have been met, showed that further progress had been made on the previous year leading to the following results.

- Over four out of five members (**85%**) felt that the conditions for having a **common agenda** were met, a **22 percentage point increase** from the previous year
- Four out of five members (**83%**) felt that the conditions for **mutually reinforcing activities** were met, an **8 percentage point increase** from the previous year

Collective Working in Action

In year five of delivery of the Pathways for All programme, we're reflecting on the positive impact our partner schools have experienced. Emma, Assistant Head Teacher at St Georges High School, shares her experience of collective working and shared best practice on Pathways for All.



Follow a day in the life of an Engagement Coach . We spoke to Tomika about her experience working on the programme and the impact she has seen for the young people she has worked with. Tomika gives first-hand insight of the challenges and benefits of the Engagement Coach role and how it can change the lives of young people.



Elective Home Education Case Study:

Laura's Story

Laura has been Electively Home Educated since September 2024. She elected to come out of school and be home educated due to a number of factors. Suffering from bipolar disorder, prior to diagnosis, caused her many difficulties in school. In addition, once diagnosed, Laura continued to struggle with the prescribed medication, which caused constant fatigue, and there were periods of time when she was on and off the medication which had an impact on her hormones and sense of wellbeing. She turned instead to alcohol and drugs and struggled with addiction for some time. Laura's home life was incredibly chaotic, with many siblings in the family home, which also had a negative impact on her mental health. Laura left home due to clashes with family and moved several times during year 11, eventually finding a family friend to take her in.

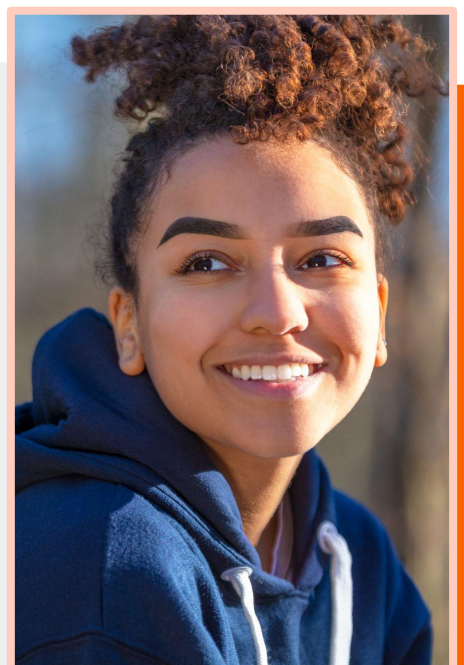
Risk of NEET indicators

- Chaotic home life/home instability
- Period of homelessness
- Mental health / bipolar disorder
- Addiction / substance misuse

Positive outcomes

Laura successfully interviewed for Blackpool and the Fylde College. She is now attending Gateway campus full-time and says that the college is brilliant. She is really enjoying her course, loves the staff there and has made lots of friends. She is no longer misusing alcohol or drugs and is in a much healthier routine with their medication.

"I honestly feel that without the help of an Engagement Coach I would not be where I am now. I had no idea that I could even go to college as I did not go to school or sit exams. My Engagement Coach helped me to find the right place for me. I love college. The staff are great and I have loads of new friends".



Key Learnings

- Where there is movement between Engagement Coaches and a transfer of caseload, it is essential that students on the caseload, and their parents/carers are informed, and a robust handover process is key to aid the transition. It is imperative that all relevant data is shared with the new Engagement Coach, including contact details for the young person, parents/carers to arrange engagement sessions.
- Regular caseload review meetings with post 16 providers are essential to ensure that any issues that young people may be facing during their transition are proactively addressed with additional support put in place to reduce the risk of them becoming NEET.

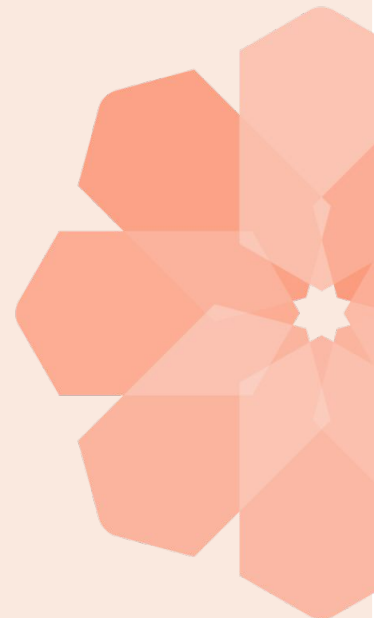
Key Outcomes

Overall: we worked with 315 pupils during 2024-25.

EET: 89% of the young people that were mainstream school leavers in the summer of 2024 have secured and ultimately sustained their EET status.

Elective Home Education: 39 young people who were of official school leaving age in summer 2024, have been supported by an Engagement Coach. Of these, 24 (62%) young people have had a positive EET destination (either enrolled in college, secured employment or begun an apprenticeship). Those who were not ready to transition to EET in September 2024, were supported in other ways, for example, through referral to The Platform-a youth skills and employment hub in Blackpool.

“The Engagement Coach was the best person who worked with my child. The Engagement Coach attended the college interview to support them and it was really important to know that they had someone to speak to or ask advice if needed. My child is really happy and engaged at college and I have not seen them smile like this in years.” Parent of Elective Home Education Pupil





Part 2: Year 5 & Beyond

Working collectively to effect change

Right to Succeed supports communities in areas of high deprivation to work collectively to give children and young people the best start in life.

We do this because we believe every child deserves the right to succeed, no matter where they live. We bring together residents, professionals and decision-makers to co-design a programme that is bespoke to the needs of the local community. We call this way of working “place-based change”.

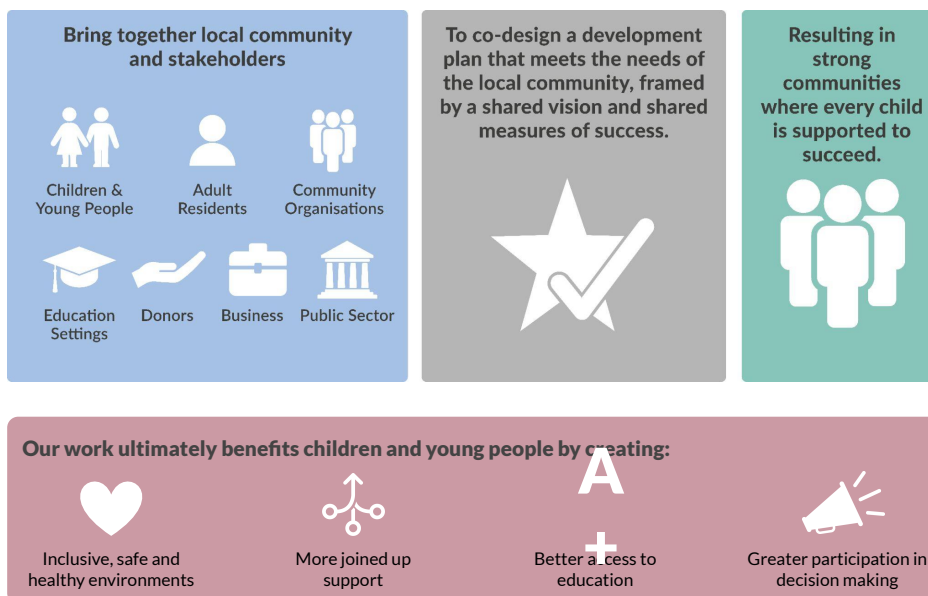
How we work

Our Theory of Change

Our Theory of Change sets out the steps that we take in order to effect change.

The target beneficiaries are the children and young people living in the communities

Together with local residents, professionals and leaders, we:



Our approach to sustainability

Building on our work to date, we've set out what we expect to achieve during the delivery years of our programme and how this builds towards achieving the 10-year ambition, embedding the principles of collective working and locally-led decision making

Overarching plans

Continuing the momentum and energy of the programme to grow impact

Embedding place-based change principles of collective ambition

Increasing the capacity of individuals and organisations

Continue to learn and evaluate and share that knowledge for continuous improvement

Creating the blueprint and conditions for long-term legacy and sustainability

EET - Ensuring Sustainability

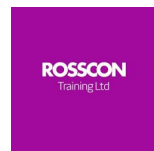
Shared best practice: 2 Engagement Coaches are now employed by their schools and have become embedded in the permanent staffing structure.

Working towards a common goal: 1 Engagement Coach has been part funded by the school for the next academic year 2025-26 in a move towards sustainability.

Developing partnerships: We are working with the Local Authority to explore opportunities to make the EHE Engagement Coach role sustainable, post the finding period.



Thank you to our programme partners



Thank you to our programme Funders

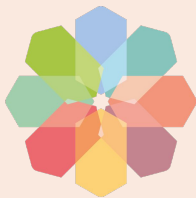
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