

Start Small; Dream Big Primary Pilot

Final evaluation report

Autumn 2025



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Executive summary

The Department for Education (DfE) funded The Careers & Enterprise Company (CEC) to deliver a 2.5 year-long, career-related learning (CRL) pilot in primary schools called Start Small; Dream Big. The pilot sought to increase the awareness primary-aged children had of the world of work, raising aspirations, and reducing stereotypes. CEC aimed to specifically reach primary schools in England deemed disadvantaged, including those in the previous Government's Education Investment Areas (EIAs).

The pilot was rolled out in three distinct waves from 2023 to 2025, with each wave including the following activities:

- Matching primary schools to their local Careers Hub, where they were part of a Community of Practice and received expert support, additional resources and networks to deliver high-quality career-related learning (CRL).
- Providing a Lead Teacher in each participating school with Continuing Professional Development (CPD), designed to build knowledge and skills for the implementation of whole-school career-related learning programmes and careers in the curriculum.
- Delivery of employer encounters for schools, brokered by local networks of Careers Hubs and businesses.



THE CAREERS & ENTERPRISE COMPANY

Start Small; Dream Big

Primary careers
pilot programme

- 1,394 primary schools recruited
- Working with 20 regional Careers Hubs
- Participating schools had higher levels of disadvantage (FSM) compared to the national average over the pilot's academic years (22/23 to 24/25)
- 1,022 employers delivered 2,012 employer encounters



93% of employers commit to continue working with primary schools after the pilot.

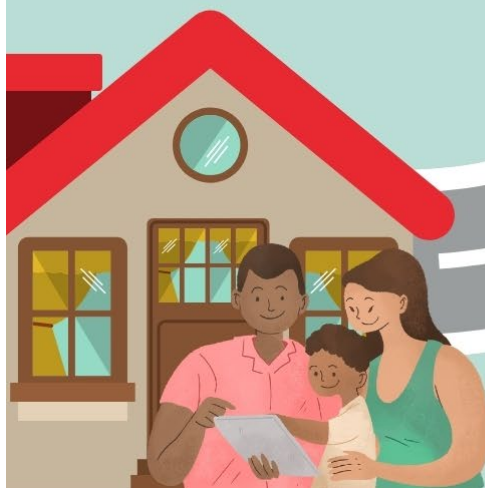
- 53% increase in schools having career-related learning embedded in their curriculum.



- 73% of schools had a careers strategy by the end of the pilot.
- 81% of SLT engaged in embedding careers related learning by the end of the pilot.



- 8% increase in children's understanding of the diversity of the world of work.
- 67% of teachers reported improved pupil confidence in equal access to the labour market



- 40% of parents have more conversations with their child about careers after the pilot.

A Theory of Change (ToC) was developed at the beginning of the evaluation (a simplified version is copied below, whilst the full version is in Appendix 1). The evaluation design was focused on the short-term and intermediate outcomes listed in the ToC. The evaluation found that the pilot's innovative approach, combining teacher CPD with the practical involvement of Career Hubs and local employers, led to many of the intended outcomes detailed in the ToC such as successfully building institutional capacity for CRL, with **73% of participating schools developing formal careers strategies by completion** - most had no careers strategy at the start. Schools established substantial new partnerships, including a **54% increase in employer links** and **74% increase in primary school networks**.

Teachers demonstrated considerable skill development, with notable improvements including a 21% increase in ability to identify essential skills needed by pupils and 14% improvement in explaining how biases affect workplace opportunities.

Pupils showed measurable progress in career awareness, with an 8% improvement in understanding job diversity beyond family experiences and a 6% increase in knowledge of different career types. Critically, **pupils expanded their career horizons** beyond traditional choices, reducing interest in stereotypical sectors like "Caring for animals and nature" while increasing consideration of areas like "Administration, business and finance."

Schools and stakeholders widely welcomed the pilot, strongly supporting its objective of strengthening careers provision in primary schools. Schools and other stakeholders (employers, parents, Hubs) came out of the pilot supportive of the importance of preparing pupils for future labour markets and committed to continuing work in this area.

Primary Fund – Simplified Theory of Change

immediately after activity

at the end of one-year Programme

Inputs/Activities

Careers Hubs, The CEC and Teach First

- Provide professional teacher CPD
- Provide up-to-date, quality assured resources to schools
- Provide schools with a network of careers education experts and employers (i.e., Hub infrastructure)

Teachers and schools

- Design and implement of a whole-school CRL programme that is conscious of stereotypes and bias
- Embed careers into the curriculum
- Plan and facilitate employer encounters for pupils
- Plan for and engage parents in school career related learning plans/activities

- **Employers** deliver encounters for pupils

- **Parents** engage in school CRL plans/activities

- **Pupils** receive CRL through whole-school programme, employer encounters and curriculum

Short-term outcomes

Lead teachers:

- understand the importance of CRL in primary school
- have the knowledge and skills to embed CRL into the curriculum
- have the ability to develop an effective whole-school strategy on careers
- are aware of their own and society's unexamined biases and stereotypes and how they affect the delivery of careers education and pupil choices

Schools:

- have improved knowledge and understanding of local employer networks and what they can offer primary schools

Pupils

- have improved understanding of the world of work
- have increased awareness of the diversity of jobs and career paths available
- have increased understanding of the links between education and the skills they develop, and the world of work and careers
- have increased essential skills for life and work

- **Parents** have increased confidence talking to their child about the world of work
- **Parents** have increased understanding of a diverse range of jobs and career paths, and how their own and society's biases and stereotypes affect careers and choices
- **Employers** have increased understanding of the benefits of working with primary schools

Lead teachers:

- design and deliver a whole-school strategy for careers that reduces bias and stereotypes and promotes a diverse range of careers

Teachers and senior leaders across school:

- understand the value of CRL and are committed to implementing this practice in the curriculum
- consciously deliver high-quality CRL to reduce bias and stereotypes

- have a whole-school strategy on careers in place
- CRL is embedded in the curriculum
- engage with a network of primary schools related to careers

- have increased interest in a diverse range of jobs and career paths regardless of their gender, ethnicity, disability and social background
- have increased self-efficacy, resilience and self-motivation
- demonstrate improved behaviour in school

- **Parents** are more likely to talk to their child about the world of work, covering a more diverse range of jobs and career paths
- Increased engagement of **employers** with local primary schools

School careers provision, partnerships, and leadership commitment improved

The pilot achieved substantial progress in developing teacher capabilities and institutional capacity for career-related learning (CRL).

► Improved teacher knowledge and skills in core CRL areas

Teachers demonstrated marked improvement in essential CRL competencies. For example, their ability to identify key skills needed by pupils improved by 21%, while their capacity to explain how biases and stereotypes affect workplace opportunities increased by 14% by the end of their wave (Table 11).

► Careers learning embedded within the curriculum

Most schools started the pilot without a formal careers strategy but almost three quarters (73%) had achieved this target by the end of their wave (Table 15). By the end of the pilot, there was a 53% increase in teachers reporting careers had been embedded in the curriculum (Table 13), and 81% of teachers reported that their Senior Leadership Team (SLT) was engaged in embedding CRL in the school (compared to 46% at baseline) (Table 14).

Many teachers reflected qualitatively on how CRL had been embedded within the curriculum. For example, one teacher noted that the focus of the pilot enabled the school to develop “career links for every subject in the National Curriculum.”

► Strengthened external partnerships for sustained CRL delivery

Schools significantly expanded their professional networks, with a 54% increase in reported links to local employers and a 74% increase in participation in primary school CRL networks (Table 16). These partnerships demonstrate the pilot's success in building local capacity for ongoing high-quality careers provision.

► Employer encounters positively received by schools and pupils

Employer encounters achieved impressive scale and impact. Careers Hubs coordinated partnerships between schools and 1,022 employers, delivering 2,012 professional encounters that reached 199,244 pupils. These sessions were consistently well-received by both schools and pupils, successfully encouraging students to explore career possibilities they had not previously considered.

Pupils' career horizons and understanding of the diversity of work broadened

Pupils demonstrated improvement in key areas of CRL, with increased understanding of the diversity of the world of work and improved knowledge of the type of skills needed for jobs.

► **Improvement in pupils' general understanding of the diversity of the world of work**

Pupils showed substantial growth in general career awareness, evidenced by an 8% increase in average scores for 'learning about different jobs other than those of my family/carers' (Table 2, sample of 45,855 at baseline and 8,928 at endline). This improvement was consistent across both boys and girls (Tables 3 and 4). Additionally, average scores for 'I know about lots of different types of jobs or careers' increased by 6% (Table 2, sample of 45,855 at baseline and 8,928 at endline).

► **Broadened career horizons in pupils' changing choice of possible future careers**

When asked to select potential career interests from 13 standard sectors, pupils demonstrated more balanced and expansive thinking by the end of their wave. Results showed reductions in child-typical¹ sectors—'Caring for animals and nature' and 'Teaching and education'—alongside increases in previously less considered areas such as 'Administration, business and finance' and 'Construction and building' (Table 7). This shift indicated growing confidence to consider options beyond commonly held assumptions.

► **Reduced gender stereotyping in career preferences**

Girls showed particularly encouraging progress in challenging traditional career limitations. There was movement away from stereotypically 'female' career areas, with 'Caring for animals and nature' decreasing by 12% and 'Teaching and education' by 9%. Simultaneously, interest increased in non-stereotypical female careers (Table 9). This change likely resulted from exposure to enhanced school CRL provision and employer encounters, representing significant pilot progress.

Teachers validated this transformation, with 67% reporting improved pupil confidence and stronger sense of equal access to future labour market opportunities by wave completion.

Employer and Hub engagement and satisfaction increased, and parents engaged more in careers

► **High stakeholder satisfaction and sustained engagement in primary CRL**

All participant groups viewed their pilot involvement as highly worthwhile. Employer satisfaction reached 94% for school engagement and 82% for Careers Hub collaboration (Table 26). Teachers reported 87% satisfaction with the pilot overall (Table 20). Crucially, 94% of teachers indicated their schools would continue CRL provision post their wave (Table 21), while 93% of employers committed to ongoing primary school partnerships, demonstrating the pilot's potential lasting impact.

¹ 'Child-typical' careers refer to the limited range of occupations that primary-aged children typically know about and aspire to, usually those they encounter directly in their communities such as teachers, nurses, veterinarians, and emergency service workers.

► **Parental engagement in careers increased**

Schools were encouraged to engage with parents regarding the CRL their children were receiving and there were signs of increasing attitudes supporting diverse career options for their child. A third of parents (36%) said their understanding of how society's biases could affect their child's future career choices had increased over the previous year (Table 39) and a quarter of parents (24%) said their understanding of the variety of careers available to their child had increased (Table 38). Alongside this improved understanding, parents also reported having more conversations with their child about careers (40%) (Table 33) and talking about more varied jobs and career paths than previously (38%) (Table 42).

Pilot learnings and legacy

► **Career knowledge development requires sustained commitment**

The evaluation revealed differential pupil uptake across career knowledge areas. Pupils readily absorbed broad career awareness and job diversity concepts but progressed more slowly in understanding specific employment pathways and education/skills requirements for future roles. This finding suggests that developing detailed career knowledge requires longer-term commitment.

► **CPD participation requires realistic expectations of school capacity**

Limited school capacity presented ongoing challenges for CPD engagement, reflecting broader pressures in the education sector. Despite these constraints, schools demonstrated clear commitment to strengthening careers provision and developing curriculum-wide CRL approaches. This indicates substantial willingness among primary schools to enhance provision and proactively prepare pupils for diverse, evolving labour markets.

► **Employer encounters make CRL more meaningful**

Professional encounters proved invaluable within the CRL package, bringing classroom learning to life and effectively challenging career assumptions. Pupils responded enthusiastically to these interactions, which likely generated significant learning impact. Local Careers Hubs played essential roles in facilitating these relationships and creating meaningful employer encounters. For example, 97% of Careers Hubs introduced primaries to local employers, and 91% supported organising activities with local employers (Table 47). This coordination function should be prioritised in ongoing CRL development.

► **Existing careers hub infrastructure supports primary engagement**

The existing Careers Hub infrastructure greatly supported the rollout of the pilot. When asked how they engaged schools in the project, 44% reported they already had existing relationships and 47% reported they were introduced by a partner (Table 48). 97% of Hubs introduced schools to local employers (Table 47), showing the value of existing relationships in the implementation of the pilot.

► **Pilot approach shows potential for long-term change in primary CRL**

Schools and stakeholders widely welcomed the pilot, strongly supporting its objective of strengthening careers provision in primary schools. There was a widespread belief that CRL in primary schools had been neglected and was limited in scope and that modernisation was needed. Schools came out of the pilot widely supportive of the importance of preparing pupils for a diverse and changing labour market and committed to continuing work in this area. Similarly, employers and Career Hubs that were involved also increased their appreciation of the value of primary CRL and were keen to continue working in this area. For these stakeholders the pilot had started important work and there was appetite for this to continue.

As such, the pilot has created momentum among schools, employers, parents, and Careers Hubs for a sustained commitment to national system leadership in primary career-related learning, as piloted through *Start Small; Dream Big*. Insights from the pilot evaluation should inform how this is shaped in the future.



The programme has highlighted CRL in primaries and its importance not just to pupils but to parents/carers and staff on how to engage students early to raise aspirations and break down stereotypes in young people. The programme initiated this process. Without it I think it would still be a thought!"

Hub staff member

1. Approach to primary pilot implementation

The Careers & Enterprise Company (CEC) is the national body for careers education in England supporting schools and colleges to deliver modern, 21st century careers education.

CEC works with primary and secondary schools, colleges, and employers to improve careers education and secure better outcomes for young people. CEC's work is delivered through a network of Careers Hubs that bring together schools, colleges, employers, and apprenticeship providers in local areas across England, working in partnership with Mayoral Combined and local authorities to connect with local skills needs.

The Department for Education (DfE) funded CEC to deliver a 2.5-year, career-related learning pilot called Start Small; Dream Big in primary schools. The pilot design was defined by the ambitions of the DfE's initial programme specification and sought to increase the awareness primary-aged children had of the world of work, raising aspirations, and reducing stereotypes. CEC aimed to specifically reach primary schools in England deemed disadvantaged, including those in the previous Government's Education Investment Areas (EIAs).

Teach First was commissioned by CEC to deliver the teacher Continuing Professional Development (CPD) element of the primary pilot. Teach First is an experienced provider of teacher training and leadership development. The CPD part of the pilot supported primary school teachers to design and implement a careers programme that aimed to increase pupils' awareness of the world of work, raise aspirations, and reduce stereotypes. The CPD was structured around four key themes for Career-Related Learning (CRL) at the primary phase: biases and stereotypes, careers in the curriculum, employer encounters and parental engagement. Teachers were asked to complete six self-paced online learning modules and participate in three online seminars led by expert facilitators. The CPD's content and structure were designed to meet the ambitions of the DfE's programme specification and in Waves 2 and 3, additional resources were made available to help teachers access the CPD more easily. Content was focused on practical implementation and were designed to meet the needs of teachers in schools facing the toughest challenges. The CPD aligns with, and is bolstered by, support provided by Careers Hubs in local Communities of Practice, creating a clear connection between learning from the pilot and sustainable long-term delivery in each school and the wider community.

At various stages of the pilot, supplementary support was made available to some schools from further CEC delivery partners such as the National Literacy Trust, the PSHE Association, Education & Employers and Skills Builder.

The overall pilot was rolled out in three distinct waves with each wave including the following key activities:

- Matching participating primary schools to their local Careers Hub where they could be part of a Community of Practice and receive expert support, additional resources, and networks to deliver high-quality CRL.

- Providing a Lead Teacher in each participating school with CPD, designed to build knowledge and skills for the implementation of whole-school career-related learning programmes and careers in the curriculum.
- Delivery of employer encounters for schools brokered by local networks of Careers Hubs and businesses.

Pilot waves, Careers Hubs and school recruitment

For each wave, regional Careers Hubs were selected by CEC according to the local target areas defined by the DfE. These Hubs then went on to recruit primary schools to participate in their wave.

- ▶ In Wave 1, four Careers Hubs and 302 schools were recruited.
- ▶ In Wave 2, 11 Careers Hubs (one of which had participated in a previous wave), and 419 schools were recruited.
- ▶ In Wave 3, 11 Careers Hubs (five of which had participated in a previous wave), and 673 schools were recruited.

Overall, 1,394 schools were recruited to participate in the pilot with 1,333 completing their respective wave. These schools had higher levels of disadvantage than the national average, with an average Free School Meal (FSM) rate of 31% compared to the national average of 25%.² Schools worked with a total of 20 regional Careers Hubs with six of these working in two waves³. A total of 1,022 employers worked in partnership with Careers Hubs to deliver 2,012 employer encounters, where professionals engaged with 199,244 pupils.

This report provides a summative evaluation of the impact and learning achieved by the overall Start Small; Dream Big Primary pilot (Wave 1, 2 and 3). Findings refer to the overall impact of the pilot, i.e. findings refer to the average across the three waves. Findings for individual waves are provided where relevant.

² National figure is average over the academic years covered by the pilot (2022/23-2024/25), Department for Education, [Schools, pupils and their characteristics, Academic year 2024/25](#)

³ In the West Midlands, the pilot was implemented by delivery partner SIPs, with support from the West Midlands Combined Authority Careers Hub.

2. Approach to evaluation

Research questions

The aim of the evaluation of the pilot was to answer the following research questions:

- What was the impact of the pilot on pupils attending schools that participated?
- What was the impact of the pilot on teachers, schools and parents at schools that participated?
- How was the pilot implemented by Careers Hubs and schools, and what factors were associated with greater outcomes?
- How did employer engagement and satisfaction affect outcomes?

The research questions were used for the evaluation of the overall pilot and the evaluation for each wave and focused on the extent to which intended outcomes had been achieved in key areas. First, research covered investigation of the intermediary outcome: whether and how inputs had facilitated the development of high-quality CRL in schools. Second, research covered investigating pupil impact; whether and how these activities had resulted in schools delivering effective CRL learning to pupils.

A Theory of Change (Appendix 1) was developed in the initial stages of the evaluation and used to inform design of the methodology.

Evaluation design

The evaluation used a mixed methods approach to investigate short-term and intermediate outcomes as detailed in Table 1.

Full details of the research tools used are available in Appendix 5.

Timeframe	Stakeholder	Outcome	Method
Short-term outcomes	Lead teachers	Importance of CRL in primary school	Teacher survey Teacher focus group
		Knowledge/skills to embed CRL in curriculum	Teacher survey Teacher focus group
		Ability to develop effective whole-school careers strategy	Teacher survey Teacher focus group
		Aware of their own/society's unexamined biases and stereotypes and how they affect the delivery of CRL and pupil choices	Teacher survey Teacher focus group
	Schools	Improved knowledge/understanding of local employer networks	Teacher survey Teacher focus group
	Pupils	Improved understanding of the world of work	Teacher survey Pupil survey Parent survey Teacher focus group
		Increased awareness of the diversity of jobs and career paths available	Pupil survey Teacher focus group
		Increased understanding of links between education and the skills they develop, and the world of work and careers	Pupil survey Teacher focus group
		Increased essential skills for life and work	Pupil survey Teacher focus group
	Parents	Increased confidence talking to their child about the world of work	Parent survey Parent focus group

Timeframe	Stakeholder	Outcome	Method
Intermediate outcomes	Employers	Increased understanding of diverse range of jobs/career paths, and how own/society's biases and stereotypes affect career choices	Parent survey Parent focus group
		Increased understanding of the benefits of working with primary schools	Employer survey Hub staff focus group
	Lead teachers	Design and deliver whole-school strategy for careers that reduces bias and stereotypes and promotes a diverse range of careers	Teacher survey Teacher focus group
	Teachers and senior leaders across school	Understand the value of CRL and committed to implementing this practice in curriculum	Teacher survey Teacher focus group
		Deliver high-quality CRL to reduce bias and stereotypes	Teacher survey Teacher focus group
	Schools	Whole-school strategy on careers in place	Teacher survey Teacher focus group
		CRL embedded in the curriculum	Teacher survey Teacher focus group
		Engage with a network of primary schools related to careers	Teacher survey Teacher focus group Hub staff focus group
	Pupils	Increased interest in a diverse range of jobs/career paths regardless of their gender, ethnicity, disability and social background	Pupil survey Teacher focus group Parent focus group
		Increased self-efficacy, resilience and self-motivation	Pupil survey

Timeframe	Stakeholder	Outcome	Method
		Demonstrate improved behaviour in school	ImpactEd platform data
	Parents	More likely to talk to their child about the world of work, covering a more diverse range of jobs and career paths	Parent survey Parent focus group
	Employers	Increased engagement with local primary schools	Teacher survey Employer survey CEC EAN-R data Hub staff focus group

Table 1: Outcomes and methods used to measure each, mapped against timeframes

Quantitative data: surveys and system data

Surveys of pupils and teachers were undertaken at the start of each wave (baseline) and at the end (endline). Baseline surveys were collected from Year 5 and 6 pupils and schools were asked to complete the endline survey with these same pupils at the end of the wave. For further details on the research tool timeline, see Appendix 3. Pupil data was collected using either a 'non-research intensive' or 'research intensive' approach.

The non-research intensive approach allowed pupils to complete the survey and collect basic demographic data (year group and gender), but this could not be matched to their Careers Hub or school, and responses by an individual pupil to both baseline and endline surveys could not be matched to each other.

44 research intensive schools were recruited to provide more detailed data on their pupils. These schools were asked to integrate their Management Information System with the ImpactEd platform to allow for matching of individual pupils' responses across the two surveys and demographic breakdown e.g. gender, eligibility for FSM and pupils with a Special Educational Need and/or Disability (SEND), as well as linking individuals to schools and Careers Hubs.

Most pupil data was collected from non-research intensive schools, with 45,855 completing the baseline and 8,928 completing the endline survey. This compared to 2,875 pupils from the research intensive schools completing the baseline survey and 2,059 the endline survey.⁴ The comparatively small sample of pupils and small number of schools from the research-intensive group, meant that pupil findings from these schools were less reliable than results from other schools, particularly when breaking down into subgroups. For further details on the research reach, see Appendix 2.

Like the pupil survey, the teacher survey consisted of a baseline and endline survey. For each survey, two teacher respondents were requested from each school: the designated Lead Teacher implementing the pilot at the school and a senior leader. 1,974 teachers completed the baseline survey and 521 completed the endline survey⁵ (with 361 individuals completing both surveys). In the teacher survey, not all questions were compulsory, so sample sizes for each question differ slightly (see each data table for question level sample sizes).

There were high levels of engagement from pupils and teachers in the baseline surveys, which was included as part of their onboarding process. Engagement in the endline surveys

⁴ The numbers here are the data used for the analysis. Data collection numbers are higher, but some responses have been removed during the data cleaning process (e.g., if a response was incomplete, a duplicate, or submitted after the deadline). For example, 50,647 pupils completed the baseline, and 11,296 pupils completed the endline survey prior to data cleaning (both research and non-research intensive schools).

⁵ Prior to data cleaning, 2,001 teachers completed the baseline, and 528 teachers completed the endline survey.

was lower. The sample was checked for representation and was considered large enough to draw insight.

Parents, employers delivering encounters to schools, and Careers Hub staff were surveyed at the end of their wave only. Sample sizes are provided in full in Appendix 6.

The evaluation was also provided with monitoring data from the pilot. This provided information on Lead Teacher engagement with CPD and seminars and details on employer encounter types and the number of pupils attending these activities.

Qualitative data: focus groups

Focus groups were conducted with teachers, parents, and Careers Hub staff over the three waves:

- ▶ Teachers: 11 focus groups (39 people)
- ▶ Pupils: seven focus groups (52 people)
- ▶ Parents: six focus groups (11 people)
- ▶ Hub staff: 4 focus groups (31 people)

Focus groups used a semi-structured approach focused on gaining insight into stakeholders' experience of the impact and implementation of the pilot, as well as perceptions of the impact of CRL on pupils.

Analysis approach

Averages were calculated for all quantitative data from baseline and endline surveys. The surveys used 4- or 5-point Likert scale questions in the form of statements with respondents asked to select a response from four or five ordinal choices on a scale. Responses were converted to numerical values to allow for quantitative analysis.

Where the same questions were asked at baseline and endline, average change was calculated between responses from each timepoint and is presented as percentage change (not percentage point change), i.e. the percentage increase relative to the baseline percentage value.

The report mainly consists of analysis of unmatched responses which includes data collected at the baseline and endline irrespective of school or pupil. Analysis of responses for specific subgroups of pupils, e.g. FSM and SEND, was done using matched responses from schools.

Analysis into the change observed in pupil and teacher measures included conducting paired t-tests to identify whether there was a significant difference.

The qualitative data obtained from the research was analysed using an inductive, thematic approach to identify and interpret meaningful patterns within coded data, providing deeper insights into participants' perspectives and experiences.

Limitations

There were some limitations in terms of the data collected which are important to note when considering findings.

The points at which baseline and endline surveys were completed by schools varied. While schools were encouraged to complete surveys in a timely manner it is possible that some schools completed the baseline survey after programme activities had started and similarly that some schools completed the endline survey before activities had been completed.

The majority of analysis referenced in this report compares unmatched data from pupils who completed the baseline and endline surveys. The respondents completing the survey at different timepoints were likely to be different in some way and therefore analysis was not strictly comparing like with like cohorts. However, analysis was conducted on matched data which showed that findings for both matched and unmatched data were consistent for most items, for both pupils and teachers.

Matched baseline and endline data were used for analysis of outcomes for disadvantaged subgroups of pupils e.g. FSM and SEND. This dataset was much smaller than the unmatched dataset and the smaller size limited the scope of analysis for some outcomes.

3. Implementation

Setting up the pilot

The operating context defined by the initial programme specification meant many Careers Hubs were working with compressed timelines to establish primary school relationships and develop appropriate CRL approaches, having previously focused primarily on secondary education. Similarly, rich CPD content was developed at pace to meet the ambitions set by DfE. Consequently, the pilot became innovative in nature. This section gives further detail on how the pilot was set up and implemented over the waves.

Iterative approach

The pilot adopted an iterative approach with learnings taken from each wave, and later waves incorporating changes aiming to improve the model. These changes included repeating Hub participation in later waves to make use of experience acquired, using bursaries to encourage school engagement, and expanding eligibility beyond schools only in the EIAs, to other schools that would benefit from the pilot. This approach allowed for learning from each wave to lead to practical improvements over the course of the pilot. Key outcomes were consistently higher for each successive wave suggesting that the iterative implementation led to improved performance. For example, improvement for 'I feel confident challenging pupils' assumptions about the 'correct' jobs for them' increased from 15% in Wave 1, 20% in Wave 2 to 23% in Wave 3.

Careers Hub recruitment and support of schools

Careers Hubs typically approached primary schools using their contacts and existing relationships. Careers Hubs had varied experiences recruiting schools to participate in the pilot, with some encountering schools that were unwilling to participate and others encountering schools that were enthusiastic. According to the Hubs, when schools declined the invitation to participate, they did so mostly because of three factors:

1. Resource concerns e.g. limited capacity.
2. Lack of familiarity with Careers Hubs.
3. Perception that the programme's overall value or the value of the CPD being offered was limited.

“The biggest challenge was the CPD commitment. In terms of expressions of interest in schools coming to find out and want to join it, we probably had over our target. But when they heard about the CPD commitment, that put a few of the schools off.”

Hub staff

Hub Leads highlighted that schools' concern about capacity was often voiced as part of a larger frustration of being overwhelmed with new initiatives. As one Hub Lead explained, when a headteacher was approached she responded saying, *"Oh, another initiative. There's just too much to keep on top of to take on new things at the moment."*

The recruitment of schools often depended on getting an opportunity to talk about the programme and Hubs found presenting at meetings a useful way of doing this. Hubs also highlighted how local authorities had been a useful route for getting introduced to primary schools.

In early waves, Hubs were restricted to recruitment from a limited number of eligible schools in accordance with the programme specification. However, in Wave 3, this criteria was lifted by the DfE to include those outside the EIAs who met other disadvantaged criteria such as the number of pupils in receipt of FSM. Consequently, Wave 3 saw the largest number of schools recruited, with the highest disadvantaged indicators (average 35% FSM, 64% of schools had above national average FSM).

Careers Hubs recruiting employers

Careers Hubs used their contacts and existing relationships to recruit employers to participate in the pilot. The employers recruited were from an appropriate mix of business sectors: 55% private, 30% public and 15% third sector (Table 27). Employers were also a mix of business sizes, with very large organisations representing almost half: 7% sole-trader, 7% micro, 13% small, 15% medium, 11% large and 47% very large organisations (Table 28).

Most employers had not supported CRL in primary schools before and attributed their involvement in the pilot to outreach by the Hub (36%), an employer initiative to support primaries (39%), and wanting to support primary schools after previously supporting at secondary phase (32%) (Table 29).

Upskilling schools

Teachers engaging with CPD

The CPD's content and structure was designed to meet the ambitions of the DfE's programme specification and capacity challenges posed a serious obstacle for many schools in engaging with the CPD requirements. While teachers widely valued the learning gained, they often reported they did not have the time to fully engage with the CPD and reported that requirements had been a challenge to complete. The 30 hours of study required to complete the modules was highlighted as a challenge. As one teacher said, *"The modules were very intensive and took a long time to complete. The examples were helpful, and I found the work interesting but there was too much content."* The challenges of CPD requirements were raised by many schools but were particularly pressing for small schools where staff involved in the pilot were also performing other key roles. In waves 2 and 3, additional resources were made available to help teachers access the CPD more easily. At various stages of the pilot, supplementary support was made available to some schools from further CEC delivery

partners such as the National Literacy Trust, the PSHE Association, Education & Employers and Skills Builder.

“The only criticism I have is that the CPD required alongside the practical aspects of the employer encounter deliveries and career-related learning within our curriculum was too much and not really possible to do alongside other key roles I hold in school. The resources are fantastic, but the amount of CPD is too much and could be slimmed down.”

Teacher

Despite the capacity issues experienced at many schools, a majority of Lead Teachers (63%) (Table 24) completed at least one module, with higher rates of engagement seen in the earlier modules in comparison to the later. Engagement in CPD modules and seminars was consistently higher for successive later waves.

A series of three online seminars were also offered as part of the CPD programme. These were organised by Teach First for each Careers Hub area and were supported by the local Hub. These events achieved an average attendance of 45% for Seminar 1 and lower levels for subsequent seminars (Table 23). Seminars were recorded and accessible to Lead Teachers after the event, so attendance figures were likely to underrepresent the full extent of teacher engagement with them.

In response to these challenges faced by teachers, and in line with the iterative approach to the pilot, Teach First developed a variety of more accessible supporting resources, including a succinct ‘wrap-up’ resource that enabled teachers to more easily access the key elements of the CPD at the end of their wave. Careers Hubs also increased their support to teachers by delivering elements of the CPD and distributing resources in local Communities of Practice.

Careers Hub support

Careers Hubs offered a range of resources to schools including primary-level learning resources, introductions to local employers and support to facilitate encounters, and participation in local Communities of Practice. Teachers and Careers Hub staff reported that this Hub support had been well received and helped foster networks and relationships with employers.

“It has been a whirlwind of learning and adapting but I have really enjoyed being part of it - and seeing aspirations raise at such a young age has been very inspiring.”

Hub staff

According to the Careers Hubs, the most significant barriers to keeping schools engaged with the pilot was a lack of capacity and an unwillingness by schools to prioritise CRL over competing initiatives.

School delivery

Employer encounters

Employers successfully delivered a total of 2,012⁶ encounters across the 20 areas which were attended by 199,244 pupils; 54% of encounters consisted of in-person presentations in a class or assembly and 60% of pupils that attended encounters attended either of these encounter types.

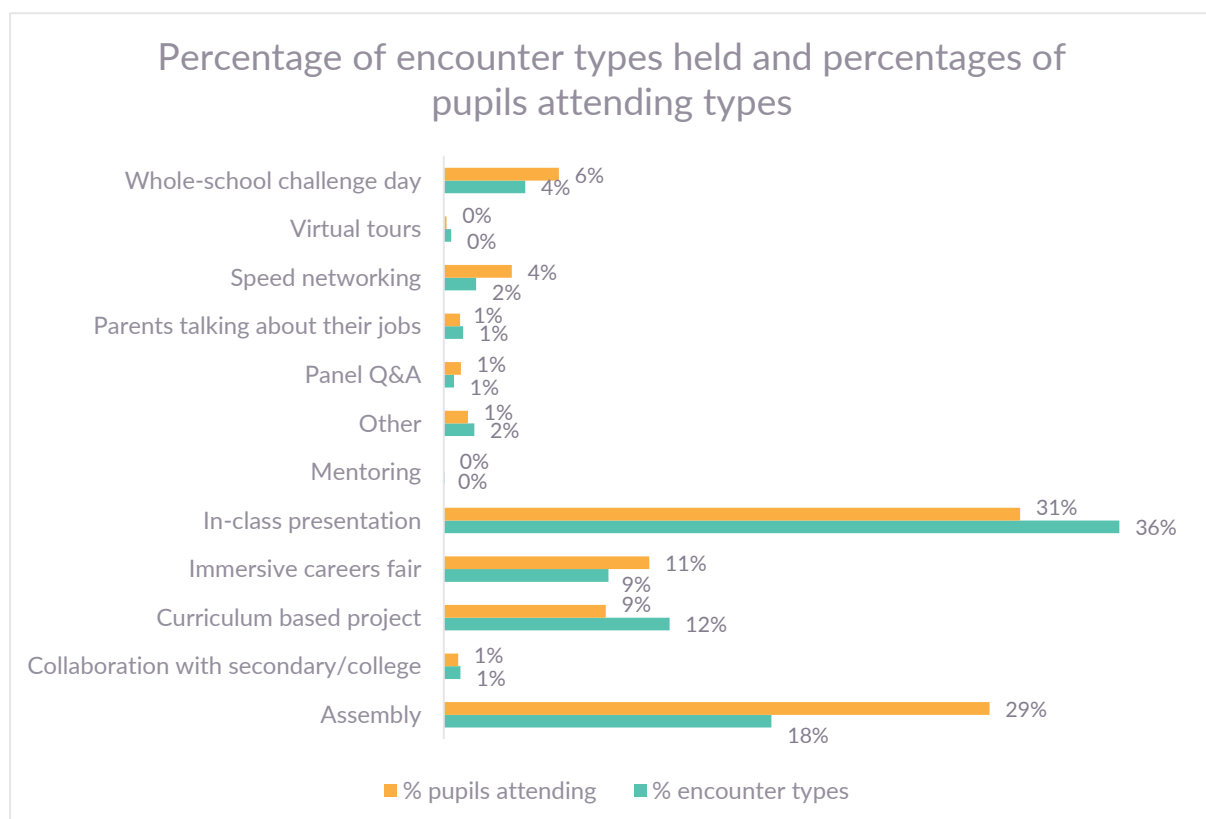


Figure 1: Percentage of types of employer encounters (n=2001) and percentage of pupils that attended types of employer encounters (n=198,537)

These encounters were positively received by schools and teachers reported that pupils had greatly enjoyed these events.

“Our children have benefited from visits from local employees who shared their career and educational experiences with them. Children had the opportunity to question the visitors and were so inspired. One of our visitors to our Year 6 children, during our recent Careers Week, was a female Funeral Celebrant. The children were fascinated by this role; many of them had no idea that this role even existed.”

Teacher

⁶ The pilot delivered a total of 2,012 encounters, but evaluation data was available for only 2,001 of these, hence n = 2,001 for the encounter analysis table, Figure 1.

Teachers spoke with enthusiasm about the career-focused assemblies they had held in which employers spoke to pupils about skills they might require for their respective industry.

Some employers noted that encounters benefitted from close coordination with schools so that presentation content could be made age-appropriate for the specific primary audience.

“Employers...need guidance on how to adapt content to different age ranges of primary students. Feedback from teaching staff would also assist in ensuring content is suitable for future sessions.” - Employer

Case Study: STEM-oriented employer encounter

Context

Barwic Parade is a small primary school in the rural town of Selby in Yorkshire. The Headteacher was keen to organise an employer encounter that would encourage Year 5 children to think about future careers and consider a wide range of options including STEM careers. The local Careers Hub introduced the Headteacher to a local waste management company and it was decided to deliver a Year 5 CRL event at the school.

What happened?

The day-long event started with an assembly which highlighted how literacy and numeracy learning could lead to STEM-related jobs with local employers. Pupils then received a presentation by a staff member from the waste management company. She explained the process by which the company recycled household waste into useful materials and energy. She explained the different job roles at the company ranging from administration, science, engineering, finance, operations to IT and legal. Finally, she explained the pathways through education that could lead to these jobs, highlighting SATs, GCSEs, Degrees and Apprenticeships.

Pupils then started work on a Design and Technology/Art project using found and reclaimed plastics that they had brought in from home. Pupils were asked to create an artistic representation of a sea creature e.g. turtle or whale that suffers from living in polluted oceans. Working with a representative from the waste management company the children created wonderful pieces of art.

After lunch, the day continued with a litter picking session in the local area. Several parents joined the children to collect rubbish and identify materials that could be recycled and those that were landfill rubbish.

Impact

“The pupils found it fascinating that many scientists work at the site, including chemical engineers. She also spoke about the ratio of male to female workers and explained that they had many women working at the site in high profile scientific roles, which led to an interesting discussion about STEM roles and gender stereotypes.”

Engagement with parents

Schools were encouraged to complement their CRL teaching with engagement with parents about careers learning for their child. Despite other competing pilot priorities for participating schools, there were encouraging results that suggested schools had been active in this area.

According to teachers, over two thirds of schools (70%) did some form of parent engagement including inviting them to career-related events at the school and providing them with information about careers for their children (Table 25). The proportion of schools engaging with parents varied considerably by region which may have been attributable to varying support by regional hubs for these activities. Parents interviewed reported their school had invited some parents in to discuss their jobs with the children in an assembly and they had also been invited to school careers fairs.

Satisfaction with pilot

Stakeholders widely reported satisfaction with the pilot.

A large majority of Lead and non-Lead Teachers were broadly satisfied with the pilot; 87% satisfied or very satisfied (Figure 2, Table 20). Nearly all teachers (94%) said their school would continue to provide CRL after the wave they were involved in had finished (Table 22).

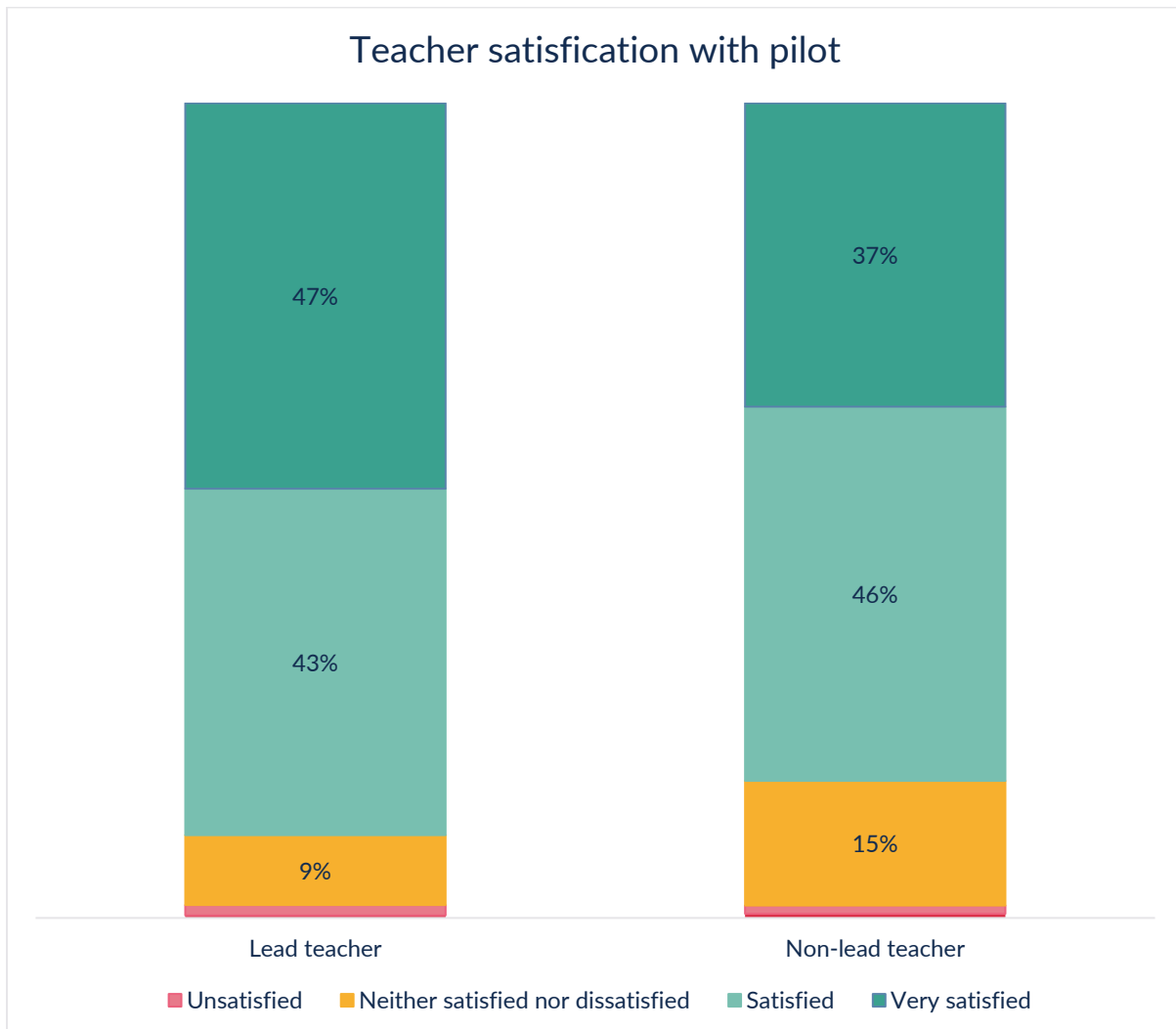


Figure 2: Responses to 'How satisfied have you been with the Start Small; Dream Big pilot as a whole?' question in endline teacher survey (n=1022). 1-5 scale, 1: Very unsatisfied - 5: Very satisfied

Teachers reported that, whilst the workload with the modules had been more than they had anticipated, the pilot had increased their confidence in teaching about careers. The teachers who participated in focus groups were all planning to continue CRL in their school after the pilot.

“We have absolutely loved engaging with the Start Small; Dream Big career-related learning pilot. It has been a fantastic opportunity for our children to explore their aspirations and develop key skills for the future. The resources and activities have been both inspiring and impactful, helping to broaden their horizons and ignite their ambitions.”

Teacher



[The pilot] was a very effective and purposeful way to focus our school's journey towards embedding CRL into our curriculum and the wider life of the school."

Teacher

Employers considered their involvement in the pilot a worthwhile experience. A high proportion were satisfied with their engagement with schools (94% satisfied) and with their relationship with their Careers Hub (82% satisfied) (Table 26).

These were the two employer-related outcomes in the ToC; that employers have increased understanding of the benefits of working with primary schools and that there is an increased engagement of employers with local primary schools. Employers that participated were generally committed to continuing to engage with primary schools for CRL (93%) and understood more about the benefits of working with primary schools at the end of the pilot (69%) (Table 31, Table 30).

4. Outcomes for teachers, schools, and parents

Teacher outcomes

The pilot worked directly with a designated Lead Teacher at each participating school who then disseminated learning among other staff at their school i.e. non-lead Teachers. The intended outcomes for Lead and non-Lead Teachers from the ToC are detailed below.

Short-term outcomes	Intermediate outcomes
Lead teachers <ul style="list-style-type: none"> • Understand the importance of CRL in primary school. • Have the knowledge and skills to embed CRL into the curriculum. • Have the ability to develop an effective whole-school strategy on careers. • Are aware of their own and society's unexamined biases and stereotypes and how they affect the delivery of careers education and pupil choices 	Lead teachers <ul style="list-style-type: none"> • Design and deliver a whole-school strategy for careers that reduces bias and stereotypes and promotes a diverse range of careers Teachers and senior leaders across school <ul style="list-style-type: none"> • Understand the value of CRL and are committed to implementing this practice in the curriculum • Consciously deliver high-quality CRL to reduce bias and stereotypes

Outcome results were generally similar between Lead Teachers and non-lead Teachers, with improvements marginally better for the former. Because of this similarity we have treated teachers as a single group and have only disaggregated results when relevant.

For each wave teachers had only 12 months to learn and implement new CRL content. Despite this short timeline, the pilot made notable progress in upskilling teachers in the delivery of high-quality CRL, with marked improvement in teaching key concepts, for example helping pupils understand the diversity of the world of work available to them. This progress in building teaching capacity provided the basis for effective delivery of CRL to pupils leading to positive learning outcomes.

Knowledge of CRL

Teachers developed their skills to deliver CRL and demonstrated substantially improved knowledge and skills in key areas. There was particularly marked improvement in knowledge of how to teach key CRL concepts where knowledge was less at the start of their wave. For example, there was a 20% increase in 'I can explain how biases and stereotypes affect pupil choices in primary school' and an 18% increase in 'I can explain how biases and stereotyping affect the workplace' (Table 11).

In areas of more general CRL knowledge where preexisting knowledge was fairly high, more modest improvement was observed. For example, there was a 14% increase in 'I can identify biases and stereotypes that exist in the world of work', an 8% increase in 'I understand the benefits of my school engaging with local employers' and a 7% increase in 'I understand the reasons why it is important to teach careers education in primary school' (Table 11).

CRL teaching skills

Teachers demonstrated different levels of knowledge across the different areas at the onset of their wave, showing higher levels of more general knowledge and lower levels for more detailed knowledge. By the end of their wave, high levels of improvement were observed across all areas of teaching skills with particularly high levels for areas where the starting point was lower. For example, there was a 36% increase for 'I can tailor careers advice, support and opportunities to the needs of each learner', a 28% increase for 'I feel confident talking to pupils about a wide range of careers', a 25% increase for 'I can teach pupils about different roles and responsibilities of employers and employees' and a 24% increase for 'I am confident responding to questions from pupils related to careers' (Table 12). Levels of improvement for each area of knowledge were consistently higher for each successive wave. For example, improvement for 'I feel confident challenging pupils' assumptions about the 'correct' jobs for them' increased from 15% in Wave 1, 20% in Wave 2 to 23% in Wave 3.

Teachers spoke about how the pilot had helped them become more aware of their own unexamined biases and stereotypes and how this could affect their own teaching of the career choices available to pupils. As one teacher noted,

“ I had to consider the way I've limited children, perhaps by not allowing them to see their true potential or opportunities that are there. You know, mainly from ignorance. I wasn't quite aware myself, so just being able to think about ways I can make sure my practice is more inclusive.”

Teacher

Teachers also highlighted how the pilot had made them aware of the diversity of job roles including jobs that they had previously not known existed. Teachers were able to pass on this knowledge in their CRL teaching, helping pupils appreciate the range of employment opportunities available to them.

“ It's great to provide the opportunity to gauge and challenge stereotypes among our pupils and also provide them with the insight of the world of work.”

Teacher

Overall, teachers started the programme supportive of the idea of primary careers education but were not fully confident to communicate to pupils key aspects such as the barriers posed by biases and stereotypes. One notable improvement in CRL skills was 'I can tailor careers

advice, support and opportunities to the needs of each learner' which gained the lowest baseline score among the seven areas but received the highest increase (36%), as shown in Figure 4 (Table 12).

By the end of the pilot, teachers felt more confident in these areas. The percentage change for baseline and endline scores from the teacher survey for statements related to individual knowledge and skills in relation to CRL are depicted in Figures 3 and 4 (Tables 11 and 12).

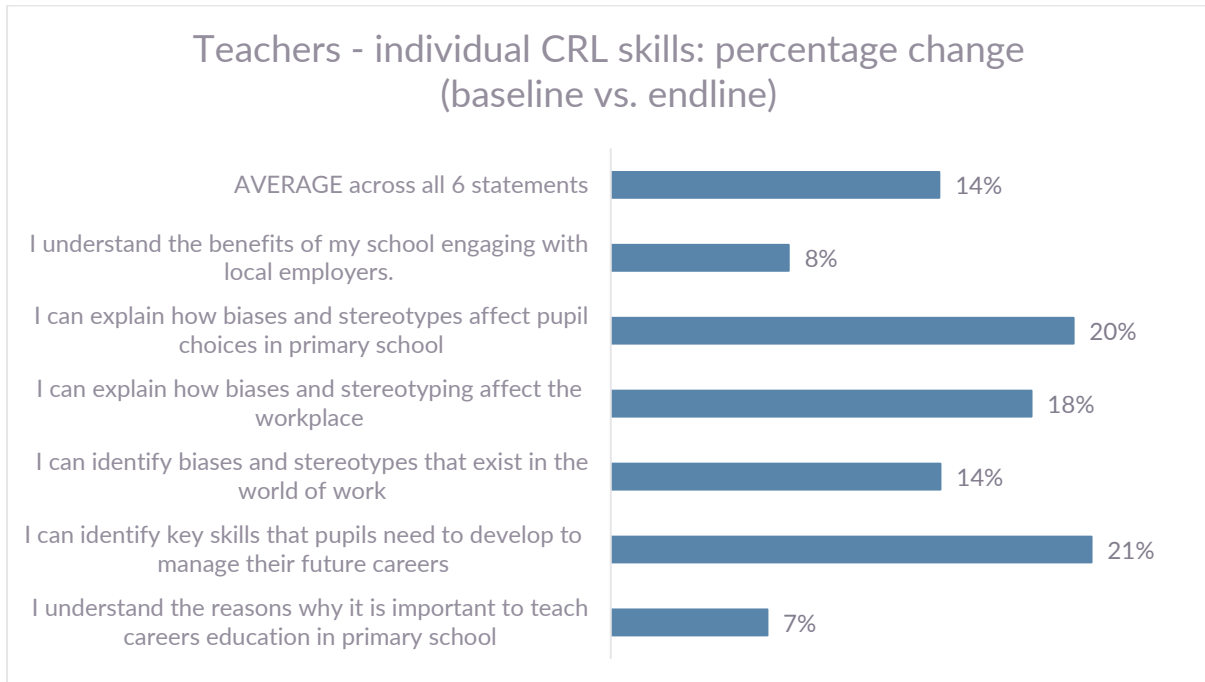


Figure 3: Percentage change on responses to statements related to individual CRL knowledge in teacher survey (n=11,819 baseline, n=3,043 endline)

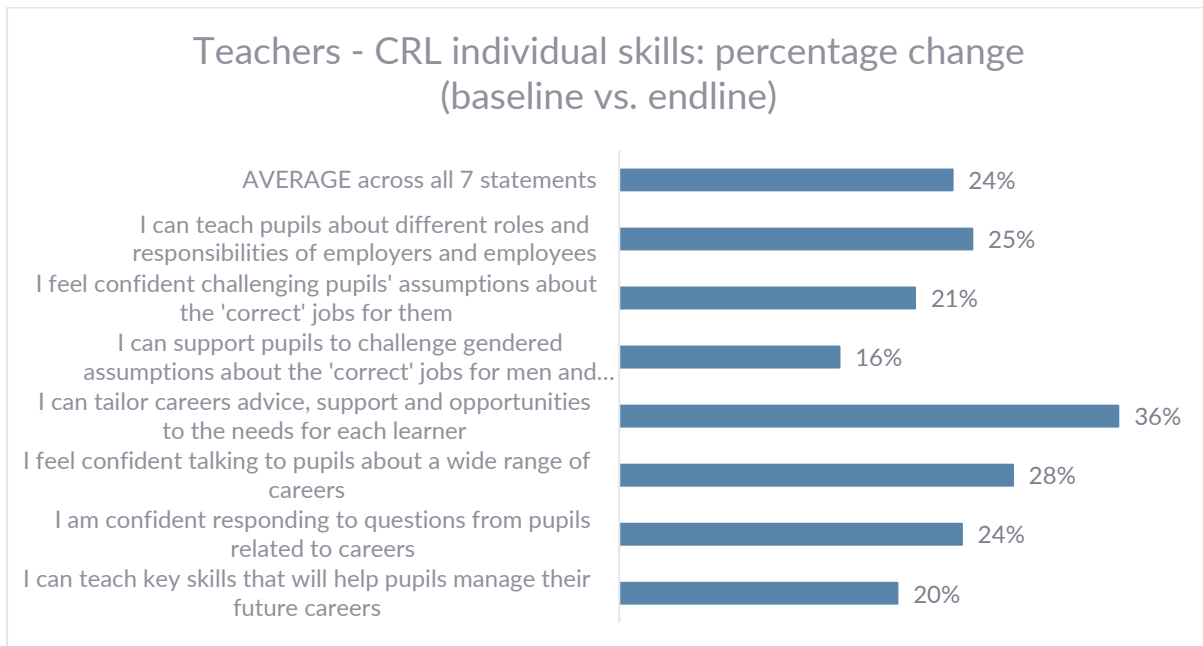


Figure 4: Percentage change in responses to statements related to individual CRL skills in teacher survey (n=3,465 baseline, n=765 endline)

School outcomes

Schools' provision and strategy

Despite only having 12 months to learn and implement a careers strategy, many schools made significant progress in this key area. The intended outcomes from the ToC for schools is detailed in the below table.

Short-term outcomes	Intermediate outcomes
<ul style="list-style-type: none"> Have improved knowledge and understanding of local employer networks and what they can offer primary schools. 	<ul style="list-style-type: none"> Have a whole-school strategy on careers in place. CRL is embedded in the curriculum. Engage with a network of primary schools related to careers.

Schools were generally committed to the pilot target of adopting a formal careers strategy and made efforts to have one in place by end of their wave. Only a small minority of schools had a careers strategy at the beginning of their wave; 10% in Wave 1 and 2 and 19% in Wave 3. By the end of their wave, a majority of schools had achieved this, with 52% and 54% achieving this in Waves 1 and 2 respectively. Significantly more progress was made in Wave 3, with schools achieving a 68% improvement with an increase from 19% to 87%. This may have been attributable to the impact of bursary funding for a proportion of schools in Wave 3, and other pilot innovations, which was aimed at encouraging engagement with the pilot.

For example, 50% of Hubs reported that the bursary helped to sustain the engagement of the Lead Teacher (Table 49).

“[The pilot] has allowed time to focus as a school. We have a whole-school strategy now and we have career links for every subject in the National Curriculum.”

Teacher

“The project has been a fantastic 'springboard' to pushing forward our CRL and has given us a clear vision of what we want this to look like at our school. We are now focusing on embedding our CRL Curriculum that we have developed as part of the project.”

Teacher

On CRL provision at their school, teachers reported particularly strong improvement in ‘Our school helps pupils understand current changes in career patterns and trends’ (65% improvement). ‘Our school helps pupils understand changes in the world of work over time’ is similarly high (55% improvement), as indicated in Figure 5 (Table 13).

Additionally, there was a much stronger perception amongst teachers of their schools’ capabilities in ‘Our school explores the rewards and risks of a wide range of careers’ (50% improvement) and ‘Our school helps pupils explore the future world of work and what it might look like’ (47% improvement), as indicated in Figure 5 (Table 13).

By the end of the pilot, 81% of teachers reported that their SLT was engaged in embedding CRL in the school (compared to 46% at baseline) (Table 14).

Schools also made advances in creating new external links supporting careers learning. Overall, schools reported significant improvements over the course of their wave, with 54% improvement on ‘Our school has links to local employers’, 61% on ‘Our school engages parents in career-related plans and activities’ and 74% on ‘Our school is part of a network of primary schools working on embedding careers learning’ (Table 16). These gains were slightly improved in each successive wave, with an overall average improvement of 52% for Wave 1, 61% for Wave 2 and 66% for Wave 3.

“Collaborating with other schools whilst being led by a careers expert was invaluable. The knowledge shared has enabled me to review what we have in place and begin to see where we need to move in the future.”

Senior Teacher

Teachers reported very high levels of satisfaction with the pilot; overall average of 87% (Table 20). Nearly all schools, 94%, reported they were intending to continue providing CRL as a school beyond the pilot (Table 21).

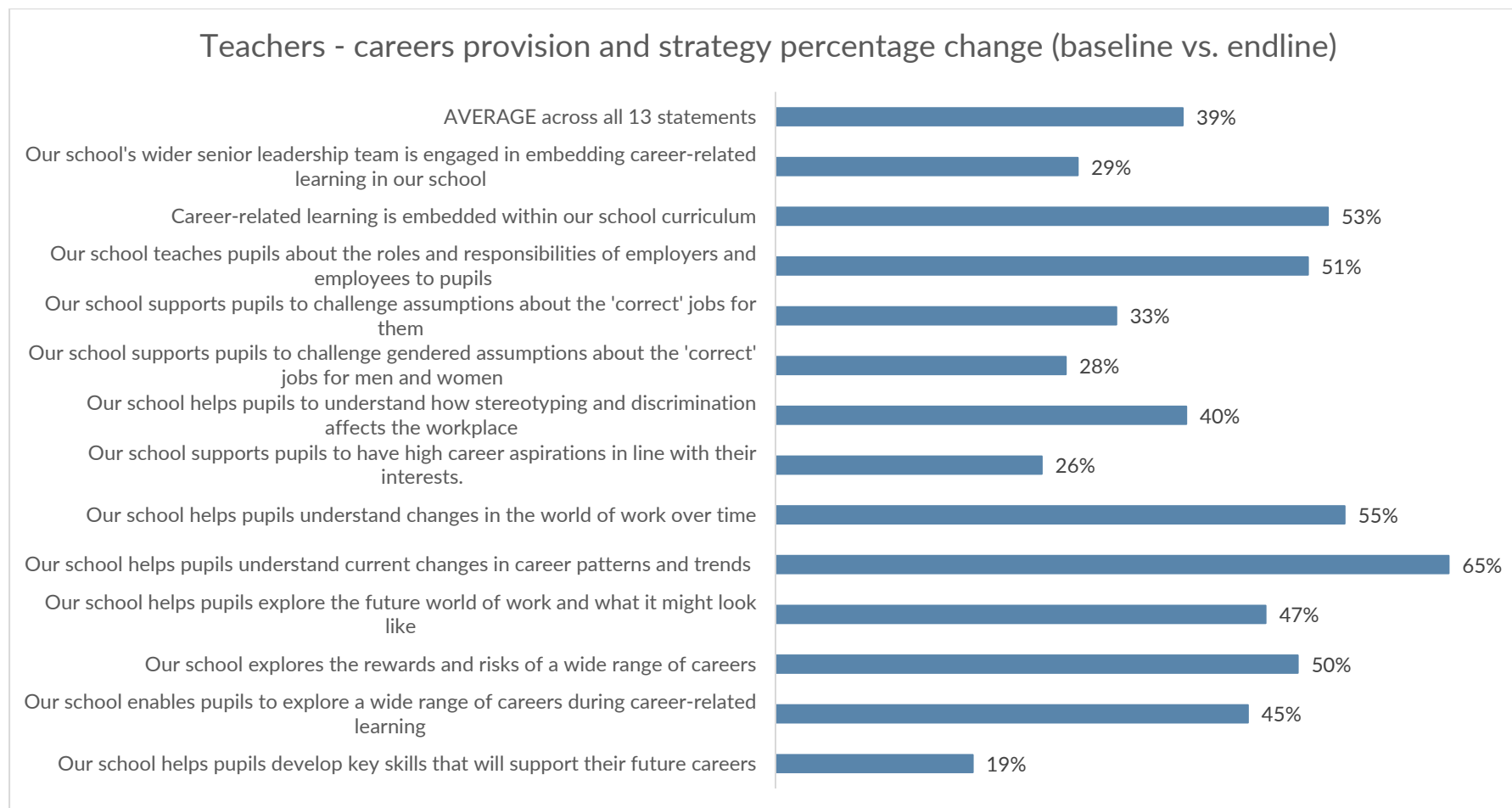


Figure 5: Percentage change in responses to statements related to school careers provision and strategy in teacher survey (n=6,293 baseline, n=1,430 endline)

Teachers acknowledged the value of developing a whole-school strategy and a number reported that their school had had successes using this approach. They highlighted how a whole-school strategy had helped to raise the profile of careers and offer more opportunities for pupils to learn.

“This whole-school approach has helped to raise the profile of careers, enhance the pupil engagement through visits, given aspirations for our children’s future, made the partnership between families and parents in our community stronger, challenged stereotypes, helped to focus the job roles children are exposed to.”

Teacher

There was also strong improvement in teachers’ perceptions that their school had links to local employers, engages with parents on CRL and was part of a primary school network working on CRL (Table 16).

Case Study: Embedding CRL across the curriculum

Context

Oakhill is a small primary school in the city of Stoke. The Lead Teacher wanted to strengthen careers teaching at the school by increasing pupil awareness of the current and future labour market and encouraging pupils to be ambitious in their career choices.

What happened?

To this end, the Lead Teacher created a careers and aspirations curriculum that integrated learning about careers to all curriculum units from Year 1 to Year 6. The careers curriculum will expose pupils to increasingly more sophisticated jobs as they are taught specific units over the years. For example, in science unit 'Animals including Humans' pupils are introduced to a Vet in Year 1 and end with a Marine Biologist in Year 6.

The Lead Teacher used information from the pilot modules to create the curriculum and also consulted with other staff and the Headteacher. The key tool used to teach about each role was a specially created video. Created using AI, the videos discussed the job role and the qualifications, skills and qualities needed to perform them. Staff embed the videos into their teaching slides and then play them at the beginning of each lesson in their unit.

The Lead Teacher also created an accompanying 'aspirations and wellbeing' learning programme that is designed to support the new curriculum CRL. This consists of a tailored wellbeing workshop and an aspirations workshop created for each year group. The wellbeing workshops focus on the personal characteristics, qualities and skills helpful for the workplace and these are taught by class teachers during mental health week. The aspirations sessions are centred around career ambitions and are taught as a stand-alone session.

The Lead Teacher plans to further support learning in the new careers curriculum by organising a Careers Fair for pupils during the summer term. Several employers will be attending to help pupils learn about a range of different careers.

Impact

“*The children's knowledge of career-related learning has been incredibly evident and so far, they have gained knowledge of a range of different careers that are on offer for them and are able to articulate why they want to achieve a career and have a much clearer idea of the skills, qualities and qualifications needed to support them in achieving their future goals. The work on stereotypes has been presented as a link with PSHE and this impact has been fantastic. The impact of the overall programme has been outstanding, and I am incredibly excited to continue building on what I have implemented so far and continue using what I have learned from the course, as well as the employee encounter to further embed my ideas into practice.***”**

Parent outcomes

Schools were encouraged to complement their CRL teaching with engagement with parents about careers learning for their child. Despite other competing pilot priorities for participating schools, there were encouraging results that suggested schools had been active in this area. The intended outcomes from the ToC are detailed below.

Short-term outcomes	Intermediate outcomes
<ul style="list-style-type: none"> Parents have increased confidence talking to their child about the world of work. Parents have increased understanding of a diverse range of jobs and career paths, and how their own and society's biases and stereotypes affect careers and choices. 	<ul style="list-style-type: none"> Parents are more likely to talk to their child about the world of work, covering a more diverse range of jobs and career paths.

Schools were encouraged to engage with parents regarding the careers learning their child was receiving at school. There were signs of more engagement by schools in each successive wave and this activity was correlated with improved parent attitudes and behaviours related to careers learning.

On average, 41% of parents were aware of a careers programme taking place at their child's school (Table 32). This awareness rose slightly through the course of pilot with 35% of parents aware during Wave 1 and 45% aware during Wave 3. Given the challenges in engaging parents, this figure represents a positive outcome and suggests schools had some success in their communication with parents.

Parent views and behaviour

The programme aimed to reinforce the CRL pupils received at school within the home environment. Schools were encouraged to include parents in careers learning, helping to broaden their own understanding of career paths available to their children and how stereotypes could impact careers. Through outreach activities parents were encouraged to develop this thinking and share it with their children in conversations at home.

The evaluation found evidence of positive changes in the views and behaviours of parents with higher improvements in each successive wave.

There were signs of increasing attitudes supporting diverse career options for their child. A third of parents, 36%, said their understanding of how society's biases could affect their child's future career choices had increased over the previous year (Table 39) and 31% of parents said their understanding of how their own biases and stereotypes could affect their

child's future career choices had increased (Table 40). There was more modest improvement for more generic areas of careers knowledge, for example understanding the variety of jobs available to their child and understanding of careers for their child, which increased by 25% and 24% respectively (Table 38 and Table 35).

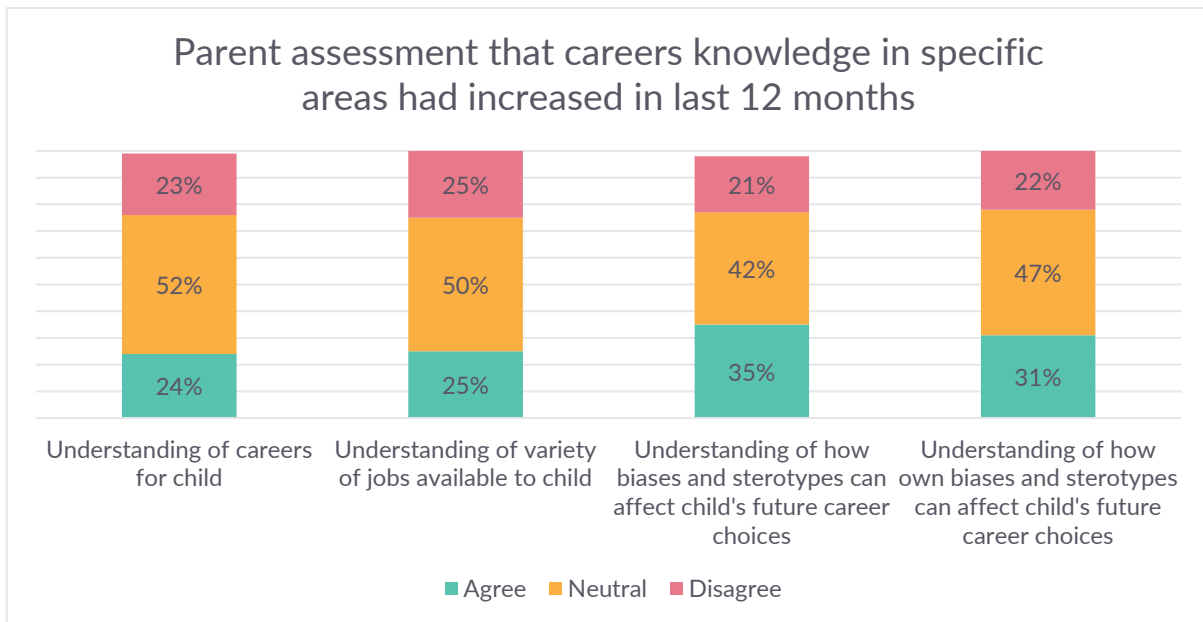


Figure 6: Percentage of aggregated responses to statements related to whether parent's career knowledge in specific areas had increased in previous 12 months (n=963)

Alongside this improved understanding, parents also reported having more conversations with their child about careers (40%, Table 33) and talking about more varied jobs and career paths than previously (38%, Table 42). Some of these changes may have occurred simply because of the child getting older but it is likely that children being exposed to new careers learning at school had some impact.

“My daughter used to want to be an ice cream driver when she grew up, but she now wants to be an architect after a construction company came to the school to talk about the work they do.”

Parent

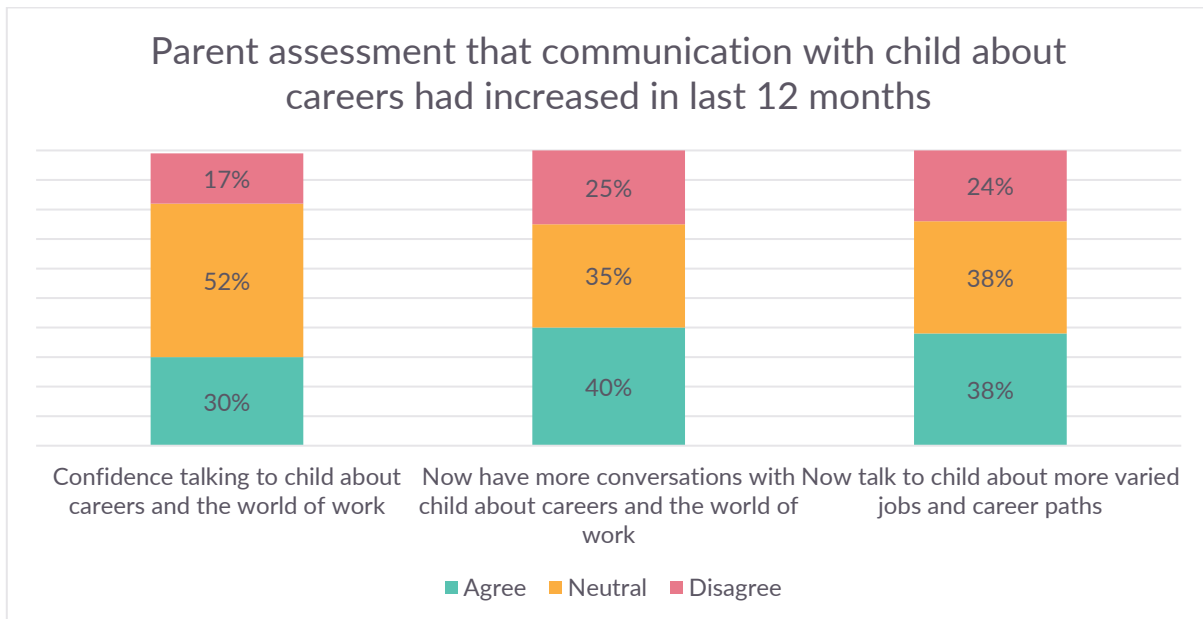


Figure 7: Percentage of aggregated responses to statements related to whether communication with child in specific areas had increased in previous 12 months (n=985)

These improvements in the views and behaviours of parents were generally higher in each successive wave suggesting that schools were increasingly more active in engaging parents as the pilot progressed. This was corroborated by programme monitoring data that showed the proportion of schools that engaged with parents as increasing from 35% in Wave 1, 33% in Wave 2 to 42% in Wave 3.

Qualitative research highlighted the uncertainty some parents felt in talking to their child about future careers. One parent talked about the difficulty in providing guidance on the rapidly evolving job landscape, particularly in areas like technology.

Parents noted the increase in conversations they were having with their children about careers. One parent commented that the school had been teaching about careers and trying to make pupils “*more independent and getting them to make their own choices about their future*”. Another parent said that their child had been prompted by the school’s ‘Career Week’ to ask about the jobs she and his dad had done and talked about the jobs he could do in the future.

5. Pupil outcomes

Despite only having 12 months to learn and implement new CRL, schools made significant progress in improving pupil knowledge about careers and broadening horizons regarding their possible future careers. The intended pupil outcomes from the ToC are detailed below.

Short-term outcomes	Intermediate outcomes
<ul style="list-style-type: none"> • Have improved understanding of the world of work. • Have increased awareness of the diversity of jobs and career paths available. • Have increased understanding of the links between education and the skills they develop, and the world of work and careers. • Have increased essential skills for life and work. 	<ul style="list-style-type: none"> • Have increased interest in a diverse range of jobs and careers paths regardless of their gender, ethnicity, disability, and social background. • Have increased self-efficacy, resilience, and motivation. • Demonstrate improved behaviour in school.

Pupil knowledge about careers and world of work

Pupils demonstrated improvement in key areas of careers learning with increased understanding of the diversity of the world of work and improved knowledge of the type of skills needed for jobs. This knowledge encouraged pupils to explore new possibilities and by the end of their wave pupils considered new options regarding possible future careers including some that were not gender or child-typical.

Improvement in pupils' general understanding of the diversity of the world of work was evident in an 8% increase in average scores for 'learning about different jobs other than those of my family/carers' (Table 2, sample of 45,855 at baseline and 8,928 at endline). This improvement in general careers knowledge was similar across boys and girls (Table 3 and Table 4). Average scores for 'I know about lots of different types of jobs or careers' increased by 6% (Table 2, sample of 45,855 at baseline and 8,928 at endline).

There was much less or no improvement in more detailed careers knowledge e.g. specific employment pathways and education and skills needed for possible future jobs. The scores for 'I understand there are skills I need to learn at school to help me get a job in the future' and 'I have ideas about the job or careers I might like to do in the future' increased by 2% and 0% respectively (Table 2). We would expect progress in this more challenging area to be incremental and developed over several years, beyond the duration of a 12-month pilot. Gains in careers knowledge did not have much impact on feelings of hopefulness about their

future job or career, which started at a fairly high level and increased by 1% by the end of their wave (Table 2).

There were no discernible differences in findings for boys and girls. There were some small differences for disadvantaged pupils with generally slightly higher improvements for FSM and SEND pupils. For example, scores for 'I know about lots of different types of jobs or careers' improved by 6% (FSM) and 5% (SEND) compared to 3% for both non-FSM and non-SEND pupils (Tables 5 and 6).

Evidence from qualitative research conducted with teachers focusing on outcomes for pupils echoed these findings. Pupils told their teachers that they had been influenced in their thinking about future careers from parents and family but also mentioned the influence of learning from school. Learning about diverse careers at school had helped them think beyond their initial ideas and consider a broader range of options. For example, pupils talked about how they had initially thought about becoming YouTubers or influencers but discussion at school had helped them "open it up a little bit more" and consider being a poet, a dancer, or an engineer.

Teachers reported that most pupils felt it was important to begin learning about careers and job options at an early age in school. They emphasised the importance of learning about a variety of jobs and the skills needed to be successful in them whilst at school. Pupils believed that exploring different jobs while in school allowed them to discover their interests and talents over time, helping them make more informed decisions in the future.

According to teachers, pupils spoke with enthusiasm about employer encounters. These experiences had stimulated their thinking about future career options, often opening up ideas about jobs they had not previously considered or known were available to them.

Pupil career options

A key aim for the pilot was to encourage increased pupil awareness of the diversity of jobs and the career paths available to them. This was particularly important in relation to the biases and stereotypes that could affect children's career choices. Results showed signs of broadening career horizons in pupils' changing choice of possible future careers and this is an indication of strong performance by the pilot.

Pupils were asked at the beginning and end of their wave to choose areas of work they might be interested in the future from a list of 13 standard sectors. Results showed a slightly more balanced distribution of choices with reductions in two of the more popular and primary-typical sectors – 14% reduction for 'Caring for animals and nature' and 13% reduction for 'Teaching and education' - and increases for less popular sectors with a 28% increase for 'Administration, business and finance' and a 19% increase for 'Construction and building' (Table 7). This shift demonstrated how pupils had become confident to consider new options beyond commonly held assumptions.

The breakdown of career choices by gender confirmed this willingness to explore diverse career options and challenge traditional biases. For boys, there was reduced interest in child-

typical options 'Teaching and education' (26% decrease) and 'Caring for animals and nature' (18% decrease). Conversely, there was increased interest in formerly less popular options 'Administration, business and finance' (26% increase) and 'Construction and building' (19% increase) (Table 8).

For girls, this shift showed positive signs of a slightly declining importance of gender stereotypes with a move away from two traditional 'female' career areas, 'Caring for animals and nature' (12% decrease) and 'Teaching and education' (9% decrease). Alongside these changes was increased interest in non-stereotypical female careers, 'Administration, business and finance' (31% increase), 'Law' (23% increase) and 'Construction and building' (19% increase) (Table 9). This change in pupil thinking was likely to be a result of exposure to new CRL at schools and is a significant achievement for the pilot.

 ***I think that all the jobs can be done by a woman or man, no matter what."***

Pupil

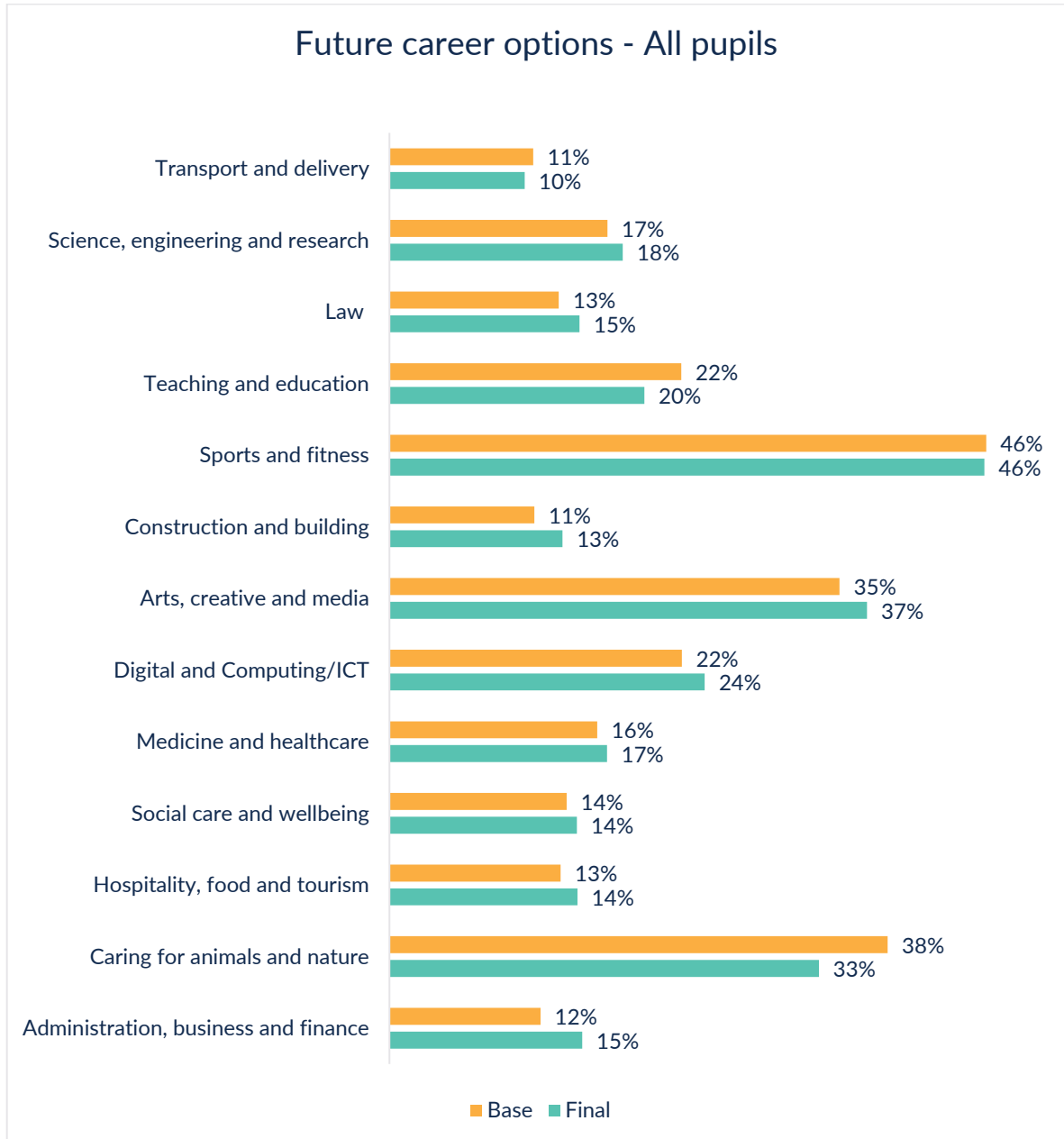


Figure 8: Career options selected by pupils as areas they might be interested in in the future in survey (n=44,172 baseline, n=8,690 endline)

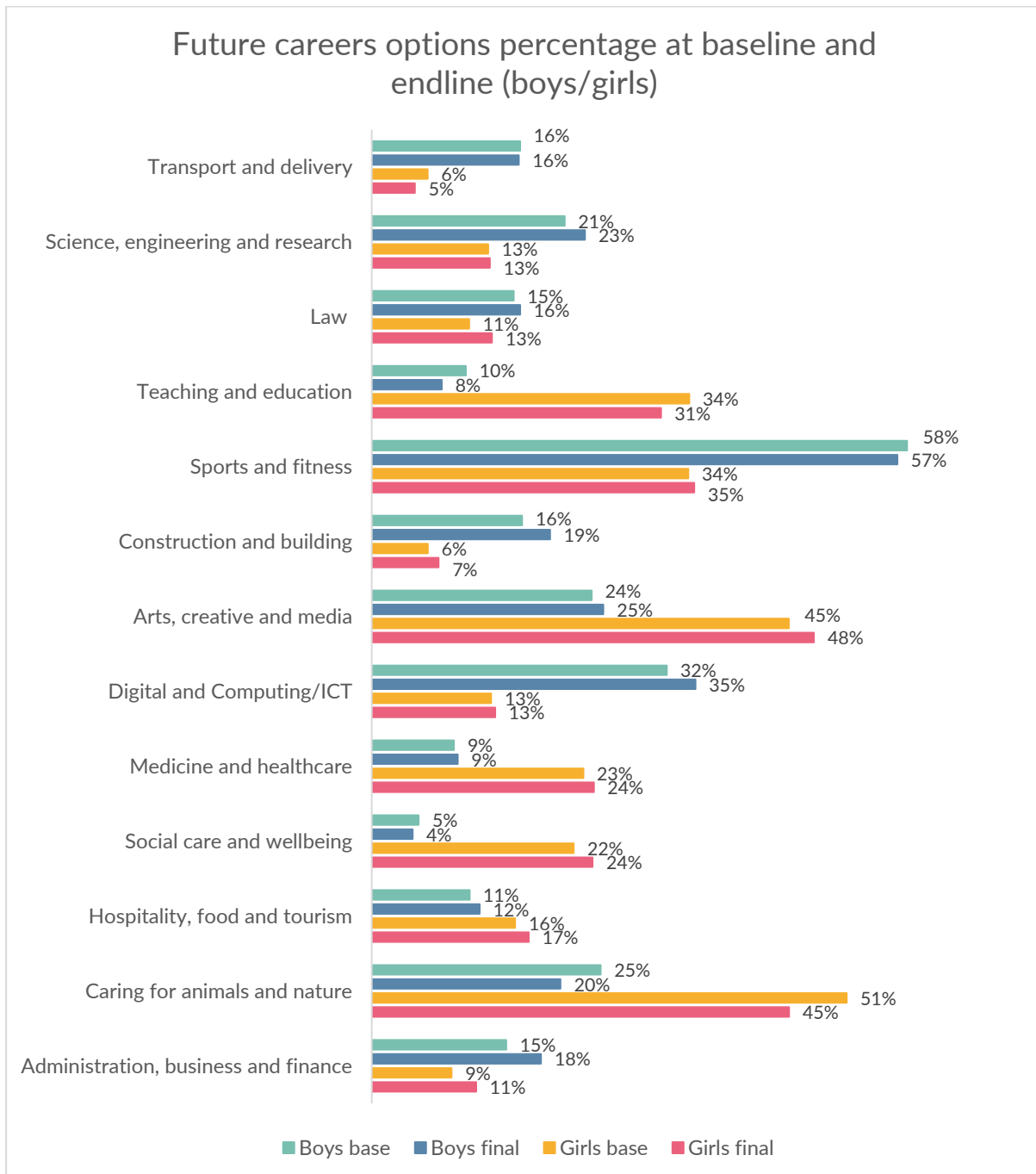


Figure 9: Career options selected by pupils as areas they might be interested in the future in survey (Boys: baseline n=54,836 endline=11,015, Girls: baseline n=61,846 endline=12,264)

Teachers' perception of pupils' confidence on CRL

Teachers corroborated this impression that pupils had broadened their career horizons by the end of their wave. A majority of teachers (67%) reported at the end of their wave that they felt their pupils' confidence regarding employment options available to them had increased. Similarly, 75% of teachers reported that their pupils' feeling that they were restricted by

stereotypes in relation to their future job/career had decreased, as indicated in Figure 10 (Table 17).

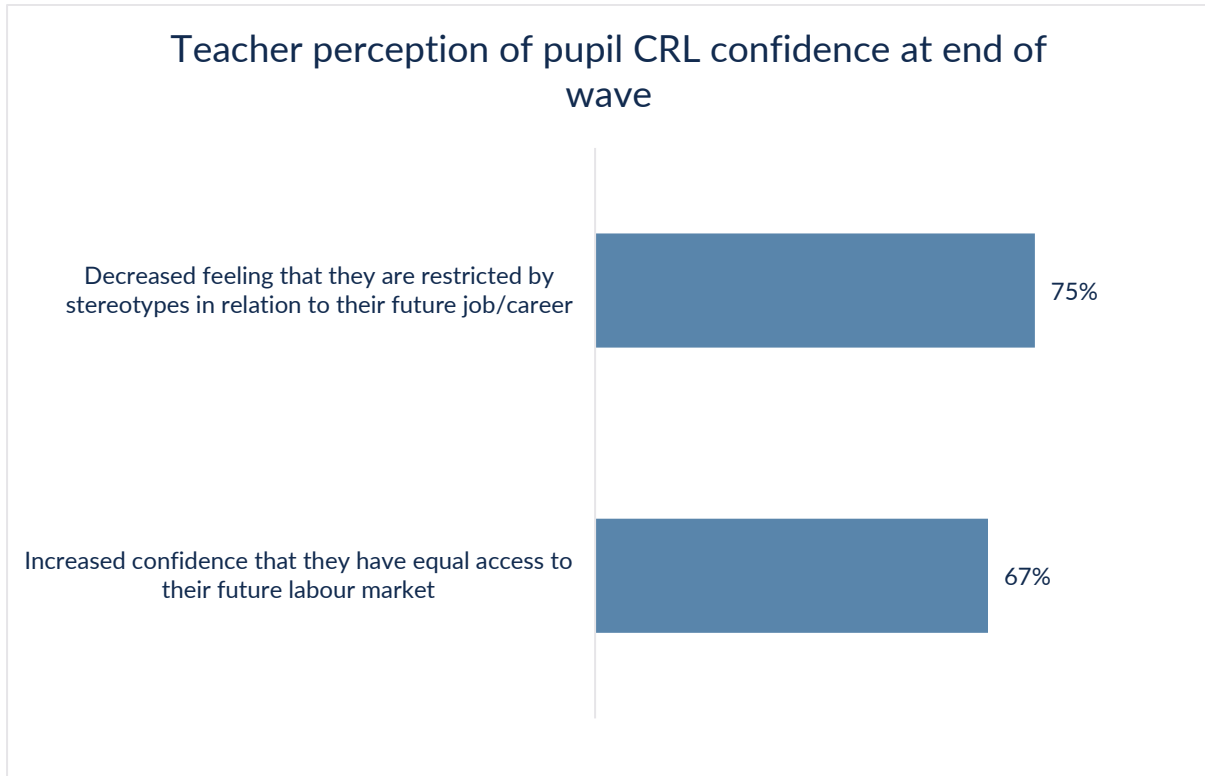


Figure 10: % Agree/Strongly agree responses to questions in endline teacher survey (n=512, 521). 1-5 scale 1: Strongly disagree - 5: Strongly agree

Teachers echoed this sentiment in qualitative research, highlighting how pupils had responded enthusiastically to CRL and often embraced the opportunity to consider diverse career options. Teachers reported how pupils had been encouraged to think creatively about future career opportunities and had been willing to open up to options not previously considered.

“It has been a fantastic opportunity for our children to explore their aspirations and develop key skills for the future. The resources and activities have been both inspiring and impactful, helping to broaden their horizons and ignite their ambitions.”

Teacher

6. Key themes and learning

Implementation

The pilot used an innovative, system-leadership approach to develop CRL in primary schools combining CPD with a practical element involving Careers Hubs and local employers. The approach aimed to facilitate the learning of new content by teachers as well give access to partnerships that could enrich pupil learning.

The pilot's operating context was in part shaped by the ambitions of the DfE's programme specification, which necessitated rich support for schools situated in specified areas, and in a given timeframe, so as to achieve the desired outcomes. During the pilot, schools themselves experienced typical capacity issues, compounded by the extra pressures faced by those with high levels of disadvantage. As such, while teachers widely valued the learning gained, they often reported they did not have the time to fully engage with the CPD. Despite such obstacles for many to fulfilling the CPD requirement, 62% of teachers completed at least one CPD module and at the end of the pilot there was a 53% increase in teachers reporting that careers had been embedded in the curriculum.

Despite varying levels of CPD engagement, schools demonstrated a commitment to improving CRL and made tangible progress in developing capacity and delivering learning to pupils. Schools seem to have used resources selectively but gained sufficient knowledge and support to deliver positive results.

Acknowledging the capacity issues faced by schools and their impact on engaging with the pilot, CEC introduced financial bursaries to selected schools in Wave 3 to encourage engagement. This change led to improved levels of CPD engagement and performance on strategic outcomes in Wave 3.

External partnerships

The pilot model aimed to strengthen the provision of CRL in primary schools by actively involving Careers Hubs and local employers. The evaluation found this aspect of the pilot model to be a particularly valuable part of generating positive outcomes for pupils.

Careers Hubs and local employers helped to create new partnerships with schools that could support ongoing careers learning. Careers Hubs also worked to coordinate effective employer encounters. These encounters were valuable experiences that brought learning alive for pupils encouraging them to think about the world of work ahead of them and consider career options they may not have considered previously.

The existing Careers Hub infrastructure greatly supported the rollout of the pilot. When asked how they engaged schools in the project, 44% reported they already had existing relationships and 47% reported they were introduced by a partner (Table 48). 97% of Hubs introduced schools to local employers (Table 47), showing the value of existing relationships in the implementation of the pilot.

“The schools that have engaged with the programme have really seen the benefits to children, employers and with parental engagement. Children's reflections highlight the positive impact the programme has had on their understanding of skills, links to the curriculum and career possibilities for the future. Feedback from employers has been extremely positive and relationships with schools are set to continue beyond the pilot. Lead Teachers are really positive about continuing the work and implementing their careers strategies in the coming months.”

Careers Hub staff member

Logistical challenges

Implementation of the pilot model experienced some logistical challenges in the earlier waves. These challenges included technical difficulties accessing online CPD resources, tight timelines for schools to design and deliver CRL programmes and short lead-in times for schools to develop relationships with Hubs. CEC addressed these issues as they arose and made adaptations to the pilot for each wave, including the introduction of a bursary scheme providing schools a financial incentive for engagement. There is evidence of improved performance by schools across key outcomes in Wave 3 which suggests these changes had some impact.

Satisfaction and continued work

Participation in the pilot generated widespread enthusiasm among stakeholders for ongoing careers work at the primary level.

Stakeholders were satisfied with the experience of working with the pilot and came out of it with a strengthened commitment to primary CRL. Employers were generally satisfied with their engagement with schools (94% satisfied) and with their relationship with their Careers Hub (82% satisfied), (Table 26). Most employers (69%) felt they understood the benefits of working with primary schools more after their involvement in the pilot (Table 30) and nearly all (93%) intended to continue supporting local primary schools with CRL (Table 31). Likewise, most Careers Hubs said that primary CRL was more of a priority for them since working in the pilot (55%, Table 45) and that they intended to continue working with primary schools in the future (85%, Table 46). Most teachers were also broadly satisfied with the pilot (87% satisfied) (Table 20) and nearly all (94%) said their school would continue to provide CRL after their wave had finished (Table 21).

Outcomes for teachers, schools, and parents

School and teacher outcomes

The pilot made notable progress in upskilling teachers in the delivery of high-quality CRL. This progress in building teaching capacity provided a strong basis for effective delivery of CRL to pupils leading to positive learning outcomes.

Marked improvement was witnessed in the ability to teach key concepts, for example helping pupils understand the diversity of the world of work available to them with a 20% increase in

'I can explain how biases and stereotypes affect pupil choices in primary school' (Table 11). There were more modest gains in areas of more general CRL knowledge where preexisting knowledge was fairly high. For example, there was a 7% increase in 'I understand the reasons why it is important to teach careers education in primary school' (Table 11).

Overall, teachers started the programme supportive of the idea of primary careers education but were not fully confident to communicate to pupils key aspects such as the barriers posed by biases and stereotypes. By the end of the pilot, teachers had acquired more knowledge and felt more confident to teach on these topics.

Schools showed commitment to the aims of the pilot and made significant progress in achieving the pilot's aims. Schools made an effort to properly implement high-quality CRL by embedding CRL in the curriculum and delivering high-quality CRL learning to pupils. The strategic commitment to CLR was evident in the progress made in adopting a school-wide careers strategy. According to teachers, only 15% of schools had a careers strategy in place at the beginning of their wave but 73% did by the end (Table 15).

“The pilot has enabled me to become more strategic with the development of careers education. It has focused my thinking, and it has been great to share good practice and learn from other schools.”

Senior teacher

Likewise, there was consistent improvement over the course of each wave of teachers' perceptions of their school's CRL approach and capabilities. There was a 65% improvement in 'Our school helps pupils understand current changes in career patterns and trends' and a 50% improvement in 'Our school explores the rewards and risks of a wide range of careers' (Table 13).

Schools also recognised the importance of working with external partners to deliver high-quality CRL. Many schools made new links with employers and the local Careers Hub and worked closely with them to deliver encounter experiences with employers. Schools widely recognised the value of these activities and saw them as a key part of ongoing CRL.

Parent outcomes

There were signs of more engagement with parents by schools in each successive wave and this activity was correlated to improved parent attitudes and behaviours related to careers learning.

Parent attitudes supporting diverse career options for their child increased with a about a third of parents saying their understanding of how society's biases could affect their child's future career choices had increased over the previous year. Parents also reported having more conversations with their child about careers (40%, Table 33) and talking about more

varied jobs and career paths than previously (38%, Table 42). It is likely that children being exposed to new careers learning at school had an impact on these changes.

Outcomes for pupils

The progress made by schools in developing capacity and delivering CRL led to small but important gains for pupils. Pupils improved in key areas of careers learning with increased understanding of the diversity of the world of work. For example, there was an 8% improvement in pupils' general understanding of the diversity of the world of work (Table 2).

More detailed careers knowledge was harder to attain with little or no improvement in this area. This was to be expected given the short time frame of a wave, and the age of the pupils participating. These results suggested a complex picture of careers learning for young children where they readily picked up general concepts but were slower in making progress in developing more detailed careers knowledge. This is to be expected at primary age, when pupils are still several years away from making decisions about their careers, and reflects CEC's equalex framework⁷, where younger age groups are 'introduced and inspired' by the world of work. The commitment of schools to ongoing CRL suggests progress is likely to be made in more detailed careers knowledge over the long term.

This knowledge encouraged pupils to explore new possibilities and by the end of their wave pupils considered new options regarding possible future careers including some that were not gender or child-typical. Compared to the beginning of their wave, pupils demonstrated a more balanced range of choices with a reduction in more child-typical sectors - 'Caring for animals and nature' and 'Teaching and education' – and increases in previously less popular sectors 'Administration, business and finance' and 'Construction and building'.

For girls, this shift showed signs of a slightly declining importance of gender stereotypes with a move away from two traditional 'female' career areas, 'Caring for animals and nature' and 'Teaching and education' and increased interest in non-stereotypical female careers, 'Administration, business and finance', 'Law' and 'Construction and building'. This change in pupil thinking was likely to be a result of exposure to new CRL at schools and was a sign of significant progress for the pilot.

Legacy

The pilot gave strong impetus to ongoing improvement of CRL in primary schools. Participating schools understood the importance of strengthening careers provision and showed commitment in their efforts to develop curriculum-wide CRL and improve content taught. Schools were motivated to take these steps forward and become more proactive in preparing pupils for a diverse and changing future labour market. The pilot initiated these early steps but there was widespread belief these improvements should be ongoing.

The partnerships created with Career Hubs and employers also created a foundation for ongoing high-quality CRL. Involvement in the pilot helped these stakeholders appreciate the

⁷ [equalex for educators | The Careers and Enterprise Company](#)

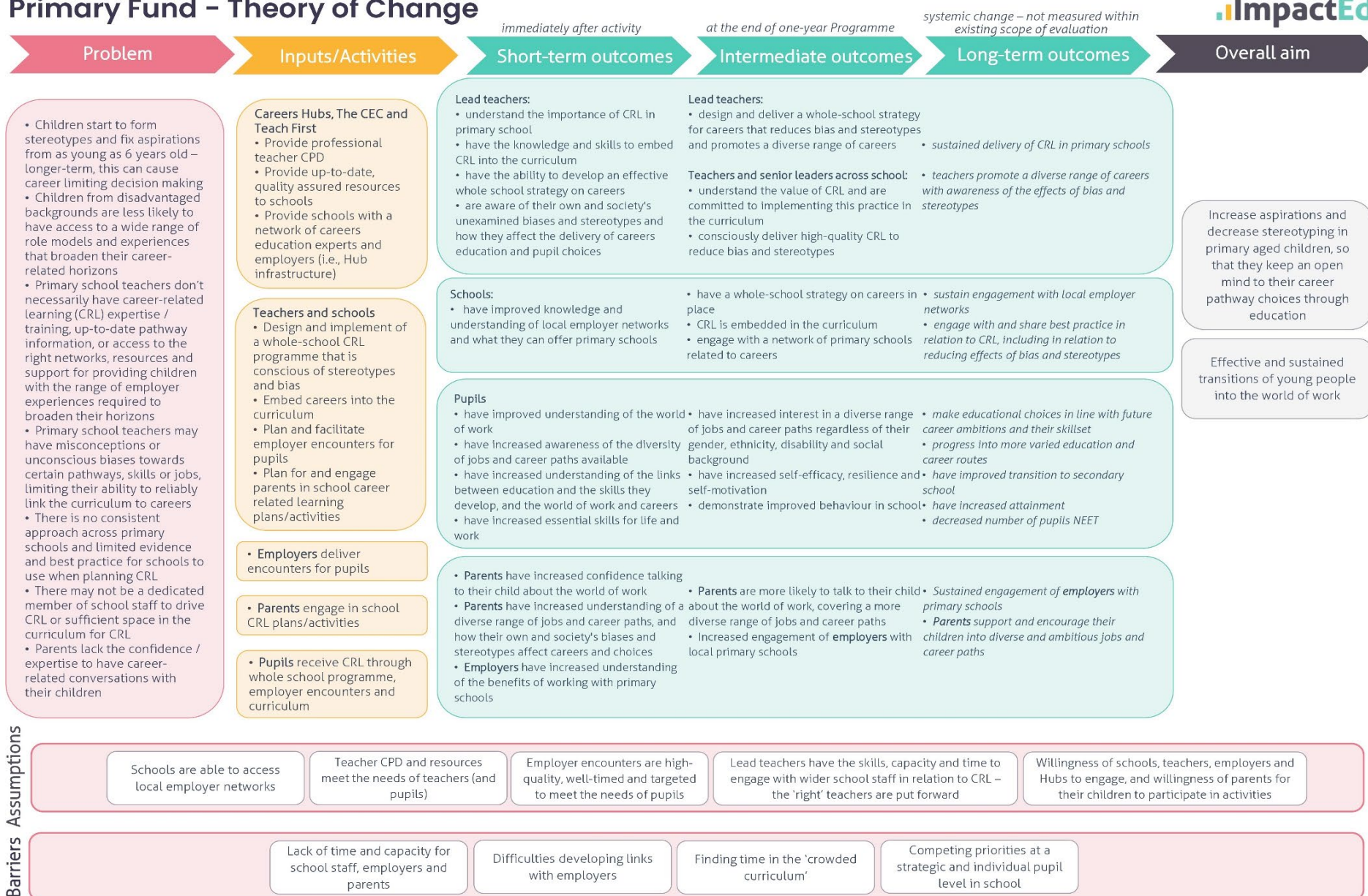
value of primary CRL and they ended their involvement committed to continuing their work in this area. The relationships schools developed with these external system-level actors created new partnerships that could support ongoing high-quality CRL in primary schools.

“Some of the things that they've embedded in their schools are really, really high-quality and really well embedded as well. So, I think in terms of the quality that can come from it, despite the fact that it's not for everyone in the time and is challenging, those who have been through it have really gained a lot from it. So, we're seeing situation where there's lots of schools in our region now engaged in this work and the quality of what they're doing is certainly improved.”

Hub staff

Appendix 1: Theory of Change

Primary Fund – Theory of Change



Appendix 2: Research tool reach

Stakeholder	Tool	Reach	% of participating in programme	No. participating in programme
Schools				
Schools (1 or more baseline/endline teacher survey response per school)	Baseline/endline teacher survey	1,221	92%	1,333
Schools participating in Research Intensive evaluation	IE platform	44	100%	44
Teachers				
Lead teachers	Baseline teacher survey	1,080	81%	1,333
	Endline teacher survey	319	24%	1,333
	Focus groups (no. individuals)	39	N/A	N/A
Senior leaders (non-Lead Teachers)	Baseline teacher survey	894	67%	1,333
	Endline teacher survey	202	15%	1,333
Pupils				
	Baseline pupil survey	48,730	12%	393,884
	Endline pupil survey	10,987	3%	393,884

Stakeholder	Tool	Reach	% of participating in programme	No. participating in programme
	Pupil focus groups (no. individuals)	52	N/A	N/A
Parents				
	Parent endline survey	985	N/A	N/A
	Parent focus group (no. individuals)	11	N/A	N/A
Employers				
	Employer endline survey	1,022	51%	2,012
Hub staff				
	Hub endline survey	31	91%	34
	Focus group (no. individuals)	31	N/A	N/A

Appendix 3: Research tool timeline

	Research Tool	Baseline			Endline		
		W1	W2	W3	W1	W2	W3
Quantitative	Teacher survey	Feb 2023 – Apr 2023	Sep 2023 – Dec 2023	Apr 2024 – May 2024	Jan 2024 – Mar 2024	May 2024 – Jul 2024	Mar 2025 – May 2025
	Pupil survey	Mar 2023 – Apr 2023	Sep 2023 – Jan 2024	Apr 2024 – May 2024	Dec 2023 – Apr 2024	May 2024 – Jul 2024	Mar 2025 – May 2025
	Parent survey	N/A	N/A	N/A	Dec 2023 – Apr 2024	May 2024 – Jul 2024	Mar 2025 – May 2025
	Employer survey	N/A	N/A	N/A	Dec 2023 – Apr 2024	Jan 2024 – Jul 2024	Mar 2025 – May 2025
	Careers Hub survey	N/A	N/A	N/A	Oct 2023 – Dec 2023	May 2024 – Jul 2024	Mar 2025 – May 2025
Qualitative	Teacher focus group	N/A	N/A	N/A	Nov 2023	Jun 2024	Jan 2025 – Mar 2025
	Parent focus group	N/A	N/A	N/A	Jan 2024	Jun 2024	Mar 2025 – May 2025
	Hub focus group	N/A	N/A	N/A	Feb 2024	Jun 2024	Feb 2025 – Mar 2025
	Pupil focus group	N/A	N/A	N/A	Jan 2024	N/A	Feb 2025 – Apr 2025

Appendix 4: Research tools

Teacher Survey		
	Question text	Response options
1	Please provide your full name (first name and surname)	Open text
2	Please provide your work email address (this should be the same email address you are registered for Brightspace with, if you are participating in the career-related CPD)	Open text
3	Which of the following Hubs is your school engaging with? (Please select one option)	Options: (single selection) <ul style="list-style-type: none"> • <i>Hubs in each respective wave, and 'not listed'</i>
4-14	What is the name of your school? (Please select from the drop down box below. You can begin typing to find your school name. If you can't find your school name, you can select 'Other').	Drop-down list plus 'Other' option.
15	If you selected 'Other', please specify your school name and postcode.	Open text
16	What is your role within your school? (Please select all that apply)	Options (multiple selection): <ul style="list-style-type: none"> • Classroom teacher • Head of Key Stage • Head of Department • Subject Lead • SENDCo • Assistant Head / Deputy Head • Headteacher / Head of School • Other (please specify)

17	Are you the person in your school who is participating in the career-related CPD delivered by Teach First through Brightspace? (Lead Teacher)	Yes / No
18	I understand the reasons why it is important to teach careers education in primary school	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree
19	I can identify key skills that pupils need to develop to manage their future careers	
20	I can identify biases and stereotypes that exist in the world of work	
21	I can explain how biases and stereotyping affect the workplace	
22	I can explain how biases and stereotypes affect pupil choices in primary school	
23	I understand the benefits of my school engaging with local employers.	
24	I can teach key skills that will help pupils manage their future careers	
25	I am confident responding to questions from pupils related to careers	
26	I feel confident talking to pupils about a wide range of careers	
27	I can tailor careers advice, support and opportunities to the needs to each learner	
28	I can support pupils to challenge gendered assumptions about the 'correct' jobs for men and women	
29	I feel confident challenging pupils' assumptions about the 'correct' jobs for them	
30	I can teach pupils about different roles and responsibilities of employers and employees	
31	Our school helps pupils develop key skills that will support their future careers	1. Not at all True

32	Our school enables pupils to explore a wide range of careers during career-related learning	2. Slightly True 3. Moderately True 4. Mostly True
33	Our school explores the rewards and risks of a wide range of careers	5. Completely True
34	Our school helps pupils explore the future world of work and what it might look like	
35	Our school helps pupils understand current changes in career patterns and trends	
36	Our school helps pupils understand changes in the world of work over time	
37	Our school supports pupils to have high career aspirations in line with their interests.	
38	Our school helps pupils to understand how stereotyping and discrimination affects the workplace	
39	Our school supports pupils to challenge gendered assumptions about the 'correct' jobs for men and women	
40	Our school supports pupils to challenge assumptions about the 'correct' jobs for them	
41	Our school teaches pupils about the roles and responsibilities of employers and employees to pupils	
42	Career-related learning is embedded within our school curriculum	
43	Our school's wider senior leadership team is engaged in embedding career-related learning in our school	
44	Does your school have a strategy for careers in place?	Yes / No / Don't know
45	Our school has links to local employers	1. Not at all True
46	Our school engages parents in career-related plans and activities	2. Slightly True 3. Moderately True

47	Our school is part of a network of primary schools working on embedding careers learning	4. Mostly True 5. Completely True
48	Over the last year, my pupils' confidence that they have equal access to their future labour market has increased.	1. Strongly disagree 2. Disagree
49	Over the last year, my pupils' feeling that they are restricted by stereotypes in relation to their future job/career has decreased (e.g. around gender, ethnicity, disability and social background).	3. Neither agree nor disagree 4. Agree 5. Strongly agree
50	Outside of developing a whole-school strategy, what have you done as a result of the 'Start small, dream big' pilot? (Please select all that apply)	Options (multiple choice): <ul style="list-style-type: none"> • Revisited our curriculum to embed career-related learning. • Delivered employer encounter(s) in school for our pupils. • Organised workplace visit(s) for our pupils. • Organised virtual tours of workplace(s) for our pupils. • Delivered training or CPD for other school staff members related to career-related learning. • Shared labour market information with pupils. • Organised a whole-school challenge day. • Provided parents with information about career-related to their children. • Provided parents with opportunities to attend events in school (e.g. talks from employers, meeting to discuss career-related to their children). • Worked in partnership with secondary schools to support with transition in relation to careers. • Worked in partnership with a Careers Hub or other local careers partner? • Other (please specify):

51	<p>Beyond the career-related CPD delivered by Teach First through Brightspace, which of the following helped your school(s) to develop your career-related learning over the course of the 'Start Small; Dream Big' pilot? (Please select all that apply)</p>	<p>Options (multiple choice):</p> <ul style="list-style-type: none"> • Being part of a local network of schools that came together to share best practice. • Receiving communications from Teach First containing additional resources. • The Career & Enterprise Company's Primary Resources Platform. • Support provided by the Careers Hub. • Support from employers. • Support provided by either the National Literacy Trust, the PSHE Association or Skills Builder. • Support from other staff in the school (including Governors). • Support from other schools participating in the pilot. • Outside factors not related to the 'Start Small; Dream Big' pilot. • Additional resources purchased by receiving a bursary as part of the pilot. • Other.
52	<p>Lead teachers only – If your school received a bursary as part of the programme, what difference did this make? (Please select all that apply. If you are not the Lead Teacher, select N/A or skip to the next question).</p>	<p>Options (multiple choice):</p> <ul style="list-style-type: none"> • Helped to increase my engagement. • Helped to sustain my engagement. • Helped to secure backing from wider school staff (including senior leaders) for me to continue to participate. • Enabled my school to allow me time off timetable to participate. • Increased quality of pupil-facing activities. • Increased quantity of pupil-facing activities. • Increased quality of parent-facing activities.

		<ul style="list-style-type: none"> Increased quantity of parent-facing activities. Helped to increase participation in the evaluation (e.g., signing-up for focus groups, ensuring completion of surveys). N/A – Our school wasn't eligible for a bursary, or I am not the Lead Teacher. Other.
53	How satisfied have you been with the 'Start small, dream big' pilot as a whole? (By pilot, we mean the CPD, Careers Hub or other local partner support, employer encounters, pupil activities and also the whole-school strategy.)	1. Very unsatisfied 2. Unsatisfied 3. Neither satisfied nor dissatisfied 4. Satisfied 5. Very satisfied
54	Do you intend to continue providing career-related learning as a school now the pilot is over?	Options (single choice): <ul style="list-style-type: none"> Yes, to a greater extent than while we have been engaging with the pilot. Yes, to the same extent as we have while engaging with the pilot. Yes, to a lesser extent than while we have been engaging with the pilot. No, not at all. Don't know / unsure
42	Do you have any other comments on the 'Start small, dream big' career-related learning pilot?	Open text
Pupil Survey		
	Question text	Response options
1	I am a...	Boy, Girl, Other
2	What year group are you in?	Year 5, Year 6
3	I have learned about different jobs other than those of my family/carers	1. No, not yet 2. Possibly, I'm not sure 3. Yes, to some extent
4	I know about lots of different types of jobs or careers.	



5	I know what skills employers need (Skills are personal qualities and things someone is able to do)	4. Yes, to a great extent
6	I understand how different types of jobs and careers might change in the future.	
7	I know how to find out how much I can earn in different types of jobs or careers.	
8	I have ideas about the job or careers I might like to do in the future.	
9	I have ideas about the subjects I'd like to study at secondary school. (For example, for your GCSEs).	
10	I understand there are skills I need to learn at school to help me get a job in the future.	
11	I feel hopeful when I think about my future job or career.	
12	I feel I can do any job or career that I want to.	
13	Which career areas do you think you would be interested in, in the future? (Select all that apply)	12 career areas with pictures and examples
14	I can use my own ideas, in my schoolwork and in the things I do outside of school.	1. No, not yet 2. Possibly, I'm not sure 3. Yes, to some extent 4. Yes, to a great extent
15	I can solve problems by thinking about the positives and negatives of different options.	
16	I can take part in group work to complete a task.	
17	I work well with others by respecting different people's opinions.	
18	I can listen carefully, for example by taking notes or asking questions if I don't understand.	
19	I can speak clearly by making points in a sensible order and using appropriate language.	

20	I have a positive approach to new challenges.	
21	I keep trying when something goes wrong.	
22	I think I will do very well in this school.	
23	I am very good at learning outside lessons.	
Parent Survey		
	Question text	Response options
1	In which of the following areas is your child/ren's school in? (If you have children at different schools, please answer based on the school that sent you this survey).	Options: (single selection): <ul style="list-style-type: none">• Devon, Plymouth and Torbay• Dorset• Greater Lincolnshire• Greater Manchester• Lancashire• Liverpool• North East• South Yorkshire• Stoke-On-Trent and Staffordshire• West Midlands• Yorks and North Yorkshire• Other (please specify)
2	What is the name of your child's school? (If you have children at different schools, please answer based on the school that sent you this survey).	Drop-down list plus 'Other' option .
3	What year group is your child? (If you more than one child at this school, please answer about your oldest child.)	Options: (single selection): <ul style="list-style-type: none">• Nursery / EYFS• Year 1• Year 2• Year 3• Year 4• Year 5• Year 6
4	Before receiving the link to this survey, were you aware that your child's school has been taking part in a national programme about career-related learning	Options (single choice): <ul style="list-style-type: none">• Yes• No• Not sure

	for primary school pupils? You may have heard this called 'Start small; dream big'.	
5	Over the last 12 months, my child's understanding of careers and the world of work has increased.	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree
6	Over the last 12 months, my own understanding of careers and the world of work for my child has increased.	
7	Over the last 12 months, my confidence talking to my child about careers and the world of work has increased.	
8	Over the last 12 months, my understanding of the variety of jobs and career paths available to my child has increased.	
9	Over the last 12 months, my understanding of how society's biases and stereotypes can affect my child's future career choices has increased.	
	Biases and stereotypes could be in relation to gender, ethnicity, disability and social background or other factors.	
10	Over the last 12 months, my understanding of how my own biases and stereotypes can affect my child's future career choices has increased.	
	Biases and stereotypes could be in relation to gender, ethnicity, disability and social background - or other factors.	
11	Compared to before April 2024, I now have more conversations with my child about the world of work.	
12	Compared to before April 2024, I now talk to my child about more varied jobs and career paths.	

13	<p><i>If you said you now have more or more varied conversations with your child: What are the most important factors that have played a part in this change? (Select up to 3 that have been most important)</i></p>	<p>Options (multiple choice):</p> <ul style="list-style-type: none"> • My child has reached an age where I think this is important. • My child has been bringing up the world of work more in conversations. • My child's school has been engaging more with parents in relation to careers (e.g. providing information, holding talks or events). • My child has been participating in school trips to local employers. • My child's school set them a task to think about this. • My child's school suggested we talk about this. • My child's school provided resources to support me with this conversation. • Other (please specify)
14	<p>What support would you most like to receive from your child's school in relation to careers? (Select up to 3 that you would most like to receive)</p>	<p>Options (multiple choice):</p> <ul style="list-style-type: none"> • Information about career paths and the world of work. • Information about the local job market. • Opportunities to attend careers fair. • Opportunities to attend talks from employers. • One-on-one meeting with a teacher to discuss my child's future career choices. • One-on-one meeting with a careers adviser to discuss my child's future career choices. • Signposting to further information about careers for my child (e.g. websites of external organisations). • Information about how career-related learning can support the

		transition from primary to secondary school. • Other (please specify).
15	How important do you think it is for primary schools to start talking to children about their career options?	1. Not at all important 2. Marginally important 3. Somewhat important 4. Quite important 5. Very important
Employer Survey		
	Question text	Response options
1	Which of the following local areas are you based in? (If you select 'Other', please state which are you are based in)	Options: (single selection): <ul style="list-style-type: none"> • Greater Lincolnshire • Greater Manchester • Lancashire • Liverpool City Region • Stoke on Trent and Staffordshire • York and North Yorkshire • Black Country SIPs • South Yorkshire Mayoral Combined Authority • North East (NELEP) • Devon, Plymouth and Torbay • Dorset • Other (please specify)
2	Which of the following best describes your current job role?	Options (single selection): <ul style="list-style-type: none"> • Senior Leader e.g. Chief Executive/ Chair/ Director • Head of function/ Head of department • Middle Manager/ Professional e.g. Corporate Manager/ Public Sector Manager/ Professional Services • Supervisor/ Officer/ Paid employee • Self-employed professional • None of the above.

3	Which sector does your organisation sit within? Please select the main one that applies.	Options (single selection): <ul style="list-style-type: none"> • Private sector • Public sector • 3. Third sector, including charities, social enterprises and not-for-profit organisations.
4	What is the size of the organisation you work for?	Options (single selection): <ul style="list-style-type: none"> • Sole trader (0 employees) • Micro (1-9 employees) • Small (10-49 employees) • Medium (50-249 employees) • Large (250-499 employees) • Very large (500+ employees)
5	When did you become involved in engaging with primary schools in relation to supporting career-related learning?	Options (single selection): <ul style="list-style-type: none"> • From April 2024 onwards • Before April 2024
6	Why did you become involved in engaging with primary schools in relation to supporting career-related learning? (If you select 'Other', please specify the reason you become involved in engaging with primary schools)	Options (multiple choice): <ul style="list-style-type: none"> • I have an individual interest or investment in a specific primary school that I wanted to support (e.g. as a parent / alumni / governor). • Our employer has an initiative to support primary schools in relation to careers. • The Careers Hub reached out directly to me to ask me to be involved. • I have supported secondary schools before and wanted to now support primary schools. • Not sure / I don't remember. • Other (please specify).

7	<p>How were you connected with the primary school? Please select all that apply if you supported multiple primary schools. For the following questions, we are specifically interested in the career-related learning pilot for primary schools delivered since April 2024.</p>	<p>Options (multiple choice):</p> <ul style="list-style-type: none"> • Hub reached out to me and facilitated communications with the school. • Hub introduced me to the school and then I communicated directly with the school. • Pre-existing relationship with the school (e.g. parent / alumni / governor / volunteered at the school previously). • School reached out to me directly. • I reached out directly to the school. • Other (please specify).
8	<p>How many primary schools have you engaged with in your local area since April 2024?</p>	<p>Number</p>
9	<p>How many of each type of employer encounters did you participate in primary schools in your local area since April 2024? For each type, please select either 0, 0-3 or more than 3.</p>	<p>Matrix - frequency (zero, 1-3, more than 3):</p> <ul style="list-style-type: none"> • Curriculum-based project • Whole-school challenge day • Workplace visit • Assembly • In-class presentation • Collaboration with secondary/college • Immersive careers fair • Virtual tours • Mentoring • Speed networking • Panel Q&A • Parents talking about their jobs • Other (please specify)
10	<p>How satisfied were you with your engagement with local primary school(s) since April 2024?</p>	<p>1. Very dissatisfied 2. Dissatisfied 3. Neither satisfied nor dissatisfied 4. Satisfied 5. Very satisfied</p>
11	<p>How satisfied were you with your engagement with the local Careers Hub since April 2024?</p>	

12	Thinking about your experiences since April 2024, choose up to 3 factors that were the most significant enablers to you successfully engaging with primary schools.	<p>Options (multiple choice):</p> <ul style="list-style-type: none"> • Flexibility in scheduling. • Information shared in advance. • Clear communication of the benefits to me. • Clear communication of the benefits to pupils. • Timely communication. • Access to guidance on how to tailor or deliver activities to primary aged children. • Clear learning outcomes set for the session. • Clear communication from the Careers Hub. • Support from the Careers Hub in engaging with schools. • Expectations clearly communicated.
13	Thinking about your experiences since April 2024, choose up to 3 factors that were the most significant barriers to you successfully engaging with primary schools.	<p>Options (multiple choice):</p> <ul style="list-style-type: none"> • Flexibility in scheduling. • Information shared in advance. • Clear communication of the benefits to me. • Clear communication of the benefits to pupils. • Timely communication. • Access to guidance on how to tailor or deliver activities to primary aged children. • Clear learning outcomes set for the session. • Clear communication from the Careers Hub. • Support from the Careers Hub in engaging with schools. • Expectations clearly communicated.

14	Please tell us about any other important enabler or barrier of success that weren't listed.	Open text
15	How important do you think it is for employers to engage with primary schools for career-related learning?	1. Not at all important 2. Marginally important 3. Somewhat important 4. Important 5. Very important
16	Compared to before April 2024, I now understand more about the benefits of working with primary schools for employers.	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree
17	Compared to before April 2024, I now understand more about the benefits of working with primary schools for schools and pupils.	
18	Do you intend to continue supporting the same or other local primary schools in relation to career-related learning in the future?	Options (single selection): <ul style="list-style-type: none"> • Yes • No • Not sure
19	Please explain your answer:	Open text
20	Do you have any further comments on the career-related learning pilot for primary schools?	Open text
Careers Hub Survey		
	Question text	Response options
1	What is your full name? (Please provide all individuals' names if you are completing this as a pair/small group).	Open text

2	What is your role? (Please provide all individuals' roles if you are completing this as a pair/small group).	Open text
3	Which of the following Careers Hubs do you work in?	Options: (single selection): <ul style="list-style-type: none"> • Devon, Plymouth and Torbay • Dorset • Greater Lincolnshire • Greater Manchester • Lancashire • Liverpool • North East • South Yorkshire • Stoke-On-Trent and Staffordshire • West Midlands • York and North Yorkshire
4	How did you engage schools in the project?	Options (multiple choice): <ul style="list-style-type: none"> • Reached out directly • Were introduced by a partner • Already had existing relationships • Other (please specify)
5	Choose up to 3 factors that were the most significant barriers to recruiting schools to the programme. (If you didn't experience any barriers, please select 'We did not experience any barriers').	Options (multiple choice): <ul style="list-style-type: none"> • The school did not prioritise career-related learning. • The school did not have capacity to support the project. • The school were already delivering career-related learning. • The school did not see the value in engaging with the project. • The school did not know about the Careers Hub. • We did not have sufficient capacity to engage schools. • Poor understanding of the Teach First CPD (not seeing the value of the CPD).

		<ul style="list-style-type: none"> • Complicated offer to schools. • We did not experience any barriers. • Other (please specify).
6	What support did you offer schools during the project?	<p>Options (multiple choice):</p> <ul style="list-style-type: none"> • Regular communications and reminders. • Tailored resources for career-related learning in primary. • Introductions to local employers. • Support organising activities with local employers. • Set up a Community of Practice. • Other (please specify).
7	If participating schools in your Hub had access to a bursary as part of the programme, what difference did this make?	<p>Options (multiple choice):</p> <ul style="list-style-type: none"> • Helped to increase the engagement of the Lead Teacher. • Helped to sustain the engagement of the Lead Teacher. • Helped to secure backing from wider school staff (including senior leaders) for the Lead Teacher to continue to participate. • Enabled the school to allow the Lead Teacher off timetable to participate. • Increased quality of pupil-facing activities. • Increased quantity of pupil-facing activities. • Increased quality of parent-facing activities. • Increased quantity of parent-facing activities. • Helped to increase participation in the evaluation (e.g., signing-

		up for focus groups, ensuring completion of surveys). <ul style="list-style-type: none"> • N/A – schools in our Hub were not eligible for a bursary. • Other (please specify).
8	Choose up to 3 factors that were the most significant barriers to keeping schools engaged with the programme. (If you didn't experience any barriers, please select 'We did not experience any barriers').	Options (multiple choice): <ul style="list-style-type: none"> • Schools did not prioritise career-related learning over other competing initiatives. • Schools did not have capacity to engage with the project. • Schools did not see the value in engaging with the project. • We did not have sufficient capacity to keep schools engaged. • Schools had difficulty accessing the CPD. • Schools did not feel that the CPD was of high-quality. • We did not experience any barriers. • Other (please specify).
9	How did you engage employers in the project?	Options (multiple choice): <ul style="list-style-type: none"> • Reached out directly. • Were introduced by a partner. • Already had existing relationships. • Other (please specify).
10	Overall, what do you feel was the biggest risk to programme success?	Options (single selection): <ul style="list-style-type: none"> • Difficulty recruiting schools. • Difficulty keeping schools engaged. • Challenges recruiting employers. • Challenges keeping employer engaged. • Local buy-in. • Other.

11	How important do you think career-related learning for primary aged children is?	Options (single selection): <ul style="list-style-type: none"> • Very important • Quite important • Not important
12	Is engaging primary aged children in career-related learning a priority for your local area?	Options (single selection): <ul style="list-style-type: none"> • Yes, to a great extent • Yes, to some extent • No • Not sure
13	Has this changed as a result of your engagement with the project?	Options (single selection): <ul style="list-style-type: none"> • Yes, CRL in primary is more of a priority now. • No, CRL in primary is the same level of priority. • No, CRL in primary is of lesser priority now.
14	Do you intend to continue working with primary schools in your area?	Options (single selection): <ul style="list-style-type: none"> • Yes, we intend to continue working with them in the same way. • Yes, we intend to continue working with them but in a different way. • No, we do not intend to continue working with them
15	What support would you need to continue working with primary schools in your area?	Options (multiple choice): <ul style="list-style-type: none"> • Additional funding. • Dedicated member of staff in the Hub. • Primary specific resources. • Duty for schools to provide career-related learning at primary stage. • Other (please specify).
16	Do you have any other comments on the 'Start small, dream big' career-related learning programme?	Open text

Parent Qualitative Research	
Question/ Activity	Probes / follow up Qs / notes
Contextual questions	
Introductions - name, year group of child/ren	
Were you aware that your child's school has been taking part in a CRL programme over the last year?	If so, what have your perceptions or experiences been so far?
What activities related to career-related learning has your child's school delivered over the last year that you know about?	This could include activities delivered both to children and parents. For example, has your school talked to pupils' in lessons about careers, set homework / tasks, sent out information to parents or held talks / events, school trips to local employers, employers done talks in school.
Outcome related questions	
How has your child's understanding of the world of work changed over the last year?	Probe for understanding of the variety of jobs and career paths available, understanding of how biases and stereotypes can affect future career choices (Biases and stereotypes could be in relation to gender, ethnicity, disability and social background - or other factors) What do you think has caused that?
How has your own understanding of the world of work changed over the last year?	What do you think has caused that?
Have you noticed any changes in your child's understanding and awareness of biases and stereotypes in the world of work over the past year?	What do you think has caused this?
How has your own awareness and understanding of biases and stereotypes in the world of work changed over the past year?	What has prompted this change if so?
Have you had a conversation with your child about the world of work or careers over the last year?	If so, what prompted this conversation?
Has the amount you talk to your child about the world of work changed over the last year? Have the types of conversations you have with your child about the world of work changed over the last year?	

How has your own confidence talking to your child about the world of work changed over the last year?	Can you share any examples of experiences that have boosted your confidence?
Reflections	
What support would you like your child to receive from school in relation to careers?	Probe for links to specific times they think children should receive this (e.g. certain age, or primary vs secondary school)
As a parent, what support would you like to receive from your child's school in relation to careers?	Why, how would this help? Do you feel you have been engaged with your schools CRL plans so far?
How important do you think it is for primary schools to start talking to children about their career options, and why?	
Do you have any other comments on career-related learning at primary school?	
Careers Hub Qualitative Research	
Question	Probes / follow up Qs / notes
Implementation questions	
You recently answered a survey for us and outlined how you initially engaged with schools. Why did you opt for the approach you chose and how effective did you find it?	Did you adapt your approach over time or would you adapt in the future?
We understand from your survey responses that you faced some barriers when recruiting schools (e.g., schools did not have capacity to engage, you felt it was a complicated offer and had a short lead-in time), can you tell me more about this?	How did you try to overcome this and how effective was it? Why did schools decline to participate in the pilot?
How has your Hub's resourcing, including uncompensated time or in-kind support, contributed to the program's implementation and outcomes? What would be needed to make this input more sustainable in the future?	
You supported schools by sending regular communications, tailoring resources, 1-1 and groups support with CPD modules, amongst other strategies. Can you tell me more about what this looked like in practice?	How effective do you think this was in supporting schools? What was most and least well received?

We understand from your survey responses that you faced some barriers when keeping schools engaged (e.g., schools had difficulty accessing the CPD or believe it was high enough quality; schools did not have capacity to engage), can you tell me more about this?	What did you do to try and overcome this , and how effective was it? What did poor engagement of the schools look like?
[How did you engage employers?] You engaged employers to take part in the pilot by reaching out directly, you already had existing relationships or you were introduced; how successful were these approaches? Would you opt for this/a different approach if doing again in the future?	
Outcome related questions	
What have been the key successes of the pilot for your Hub?	
What have been the key successes of the pilot overall?	And for the schools you have engaged with, their pupils and parents?
What were the key factors that enabled the changes discussed above?	Probe for central support, CPD, internal school factors like support from SLT, factors related to employers
What aspects of your approach do you believe are scalable, and what resources or changes would be needed to expand the program effectively while ensuring sustainability?	
Have there been any other key barriers or risks that have affected delivery or prevented changes that we haven't already discussed?	
Reflections	
We asked in the survey about whether career-related learning for primary aged children is important . Can you tell me more about your answer for this?	Has your opinion on this changed as a result of the pilot?
We asked in the survey about whether engaging primary aged children in career-related learning is a priority for your local area . Can you tell me more about your answer for this?	Has this changed for your Hub as a result of the pilot?
You said that you intend to continue working with primary schools in the same way going forward - can you tell me more about this?	

Can you tell me more about the support you would need to continue working with primary schools in your area?	Survey options included: <ul style="list-style-type: none"> • Additional funding, • Dedicated member of staff in the Hub, • Primary specific resources, • Duty for schools to provide career-related learning at primary stage.
How has the community of practice supported the success of the program, and what could be done to strengthen this collaboration in the future?	
Do you have any other comments on the 'Start Small, Dream Big' career-related learning pilot?	
Teacher Qualitative Research	
Question	Probes / follow up Qs / notes
Contextual questions	
What were your motivations for taking on the Lead Teacher role? How did you get selected for this?	
What were your school's motivations for taking part in the programme?	
What support have you received from your Careers Hub?	Did it meet your expectations?
How have you engaged with employers since starting the programme?	
Implementation questions	Clarify with participants what we mean by 'programme': When I use the term 'programme' during these questions, I am referring to the CPD, Careers Hub support, employer encounters, pupil activities and also the whole-school approach. Please bear this in mind when answering.
What have you done in school because of the programme?	What are you hoping to do in the future? Probe for: did you focus on a particular year group, specific timeframes, progress with whole-school strategy, engaging with pupil groups such as FSM/SEND/LAC etc.

What did you find easiest to deliver or implement in school? What did you find hardest?	Does this relate to whether or how topics were covered in the CPD and why/why not?
Outcome related questions	
What changes have you personally experienced as a result of the Start small, Dream big pilot? Has there been a change in your teaching practice?	Probe for changes in confidence, knowledge and skills related to career-related learning, try to understand whether this has been a linear journey and timeframes of change
What impact has the programme had on your school curriculum and strategy?	Probe for how well embedded career-related learning is in the curriculum/whole-school strategy.
What impact has the programme had on pupils?	
What impact has the programme had on your engagement with employers, parents and other schools in relation to careers?	
What have been the key barriers that may have affected delivery or ability to make changes / further change?	For example, barriers for teachers/pupils, structural barriers, timetable clashes, support from SLT, engagement of other staff.
What, if any, barriers have you faced when engaging with the CPD, and what could the CPD curriculum have covered to enable you to overcome these barriers?	
Reflections	
What have been the key successes of the programme for you, your school and pupils?	
What have been the key challenges?	
How satisfied were you and why with: <ul style="list-style-type: none"> • The programme • The CPD • Support from your Hub • Engagement with the employer 	Why?
What are the next steps for you / your school in relation to career-related learning? Do you intend to continue with this level of delivery? Why/ why not?	How sustainable do you think the pilot outcomes are?
Do you have any other comments on the 'Start small, dream big' career-related learning pilot?	

Pupil Qualitative Research	
Activities & Main questions	Discussion questions / probes / notes
Awareness of the labour market	
Activity 1: Job Groups Pupils are provided with some job groups and they have to say as many jobs that match those groups as they can. Job groups provided are: <ul style="list-style-type: none"> • Caring for people. • Caring for animals or the environment. • Working with food. • Working in construction or with buildings. • Working with computers or other technology. • Creative jobs (art, media, performance, music). • Working in sports and fitness. • Law / military / government jobs. • Working in science, engineering or research. • Education jobs. 	Where did you hear about these jobs? Have you ever heard of a job that surprised you or a job that you didn't know what it was/what they do? If so, what was it?
Aspirations	
What kinds of jobs/careers interest you in the future? Why?	What has made you interested in this job?
Do you think it's important to have a job that you're good at or that you enjoy doing?	Why do you think this or why not?
Activity 2: My Career Story Pupils are given a template/worksheet with 3 squares, where they are asked to fill the spaces: <ul style="list-style-type: none"> • "When I was younger, before I started school, I wanted to be a" _____ • "When I was in year R or year 1, I wanted to be a" _____ • "Now I am older, when I grow up I want to be a" _____ Then, they are asked to draw a picture of what they currently want to be when they are older. Pupils are then asked to share with everyone they're sheet and talk about each square.	Can you think of a skill or subject you learn at school that might help you in your future career? Probe for what they feel it might help. Prompt: learning to read/write could help you become an author.
Stereotypes	
Do you think there are different jobs for boys and girls / men and women?	What makes you think this? Can you explain your reasons?

Activity 3: Job matching game Pupils are shown a range of different people and different jobs. They have to say whether or not they think the person on the screen can do/is able to do the job that is shown. Pupils take turns to speak and share their opinions.	Why do you think they can do the job? Or why not? Are you unsure? What makes you unsure?
Activity 4: Jobs and Cultures Pupils are shown a slide with groups of different people from different cultures and backgrounds. Pupils are asked to think about what types of jobs these people could do and why, sharing their thoughts with the group.	Why made you think about that job for that person?
Reflections	
Do you think it's important for you to start thinking about and learning about your future job whilst you're at school?	Why? / Why not?

Appendix 5: Data tables⁸

Pupils

Table 2

Career knowledge (Full Baseline/Full Endline, non-Research Intensive Schools, All) Answer scale: 1: No, not yet - 2: Possibly, I'm not sure - 3: Yes, to some extent - 4: Yes, to a great extent					
	Base	Final	Change	Change %	P(T<=t) two-tail
I have learned about different jobs other than those of my family/carers	2.9	3.1	0.2	8%	0.0000
I know about lots of different types of jobs or careers.	3.0	3.2	0.2	6%	0.0000
I know what skills employers need	2.5	2.7	0.2	8%	0.0000
I understand how different types of jobs and careers might change in the future.	2.8	3.0	0.2	7%	0.0000
I know how to find out how much I can earn in different types of jobs or careers.	2.5	2.7	0.2	8%	0.0000
I have ideas about the job or careers I might like to do in the future.	3.3	3.3	0	0%	0.5808
I have ideas about the subjects I'd like to study at secondary school.	2.8	2.9	0.1	2%	0.0000
I understand there are skills I need to learn at school to help me get a job in the future.	3.2	3.3	0.1	2%	0.0000
I feel hopeful when I think about my future job or career.	3.1	3.1	0	1%	0.0079

⁸ All numbers have been rounded to one decimal point.

I feel I can do any job or career that I want to.	2.9	3.0	0	1%	0.1262
<i>Average across all 10 statements</i>	2.9	3.0	0.1	4%	

Table 3

Career knowledge (Full Baseline/Full Endline, non-Research Intensive Schools, Girls) Answer scale: 1: No, not yet - 2: Possibly, I'm not sure - 3: Yes, to some extent - 4: Yes, to a great extent					
	Base	Final	Change	Change %	P(T<=t) two-tail
I have learned about different jobs other than those of my family/carers	2.8	3.1	0.2	9%	0.0000
I know about lots of different types of jobs or careers.	3.0	3.2	0.2	6%	0.0000
I know what skills employers need	2.5	2.7	0.2	9%	0.0000
I understand how different types of jobs and careers might change in the future.	2.7	2.9	0.2	7%	0.0000
I know how to find out how much I can earn in different types of jobs or careers.	2.4	2.6	0.2	9%	0.0000
I have ideas about the job or careers I might like to do in the future.	3.3	3.3	0	0%	
I have ideas about the subjects I'd like to study at secondary school.	2.8	2.8	0	1%	
I understand there are skills I need to learn at school to help me get a job in the future.	3.2	3.3	0.1	2%	
I feel hopeful when I think about my future job or career.	3.1	3.1	0	1%	

I feel I can do any job or career that I want to.	3.0	3.0	0	0%	
<i>Average across all 10 statements</i>	2.9	3.0	0.1	4%	

Table 4

Career knowledge (Full Baseline/Full Endline, non-Research Intensive Schools, Boys) Answer scale: 1: No, not yet - 2: Possibly, I'm not sure - 3: Yes, to some extent - 4: Yes, to a great extent					
	Base	Final	Change	Change %	P(T<=t) two-tail
I have learned about different jobs other than those of my family/carers	2.9	3.1	0.2	8%	0.0000
I know about lots of different types of jobs or careers.	3.1	3.2	0.2	5%	0.0000
I know what skills employers need	2.5	2.7	0.2	7%	0.0000
I understand how different types of jobs and careers might change in the future.	2.8	3.0	0.2	7%	0.0000
I know how to find out how much I can earn in different types of jobs or careers.	2.6	2.7	0.2	6%	0.0000
I have ideas about the job or careers I might like to do in the future.	3.3	3.3	0	0%	
I have ideas about the subjects I'd like to study at secondary school.	2.8	2.9	0.1	3%	
I understand there are skills I need to learn at school to help me get a job in the future.	3.2	3.3	0.1	2%	
I feel hopeful when I think about my future job or career.	3.1	3.2	0	1%	

I feel I can do any job or career that I want to.	2.9	3.0	0	1%	
<i>Average across all 10 statements</i>	2.9	3.0	0.1	4%	

Table 5

Career knowledge (Full Baseline/Full Endline, Research Intensive Schools, FSM) Answer scale: 1: No, not yet - 2: Possibly, I'm not sure - 3: Yes, to some extent - 4: Yes, to a great extent					
	Base	Final	Change	Change %	P(T<=t) two-tail
I have learned about different jobs other than those of my family/carers	2.8	3.0	0.2	7%	0.0000
I know about lots of different types of jobs or careers.	3.0	3.1	0.2	6%	0.0003
I know what skills employers need	2.5	2.7	0.3	11%	0.0000
I understand how different types of jobs and careers might change in the future.	2.7	2.9	0.2	9%	0.0000
I know how to find out how much I can earn in different types of jobs or careers.	2.5	2.6	0.1	4%	0.0631
I have ideas about the job or careers I might like to do in the future.	3.3	3.3	0.1	2%	
I have ideas about the subjects I'd like to study at secondary school.	2.8	2.9	0	1%	
I understand there are skills I need to learn at school to help me get a job in the future.	3.2	3.2	0.1	2%	
I feel hopeful when I think about my future job or career.	3.0	3.0	0	0%	

I feel I can do any job or career that I want to.	2.9	2.9	0	-1%	
Average across all 10 statements	2.9	3.0	0.1	4%	

Table 6

Career knowledge (Full Baseline/Full Endline, Research Intensive Schools, SEND) Answer scale: 1: No, not yet - 2: Possibly, I'm not sure - 3: Yes, to some extent - 4: Yes, to a great extent					
	Base	Final	Change	Change %	P(T<=t) two-tail
I have learned about different jobs other than those of my family/carers	2.7	3.0	0.2	9%	0.0003
I know about lots of different types of jobs or careers.	2.9	3.1	0.2	5%	0.0144
I know what skills employers need	2.4	2.6	0.1	6%	0.0383
I understand how different types of jobs and careers might change in the future.	2.6	2.8	0.2	9%	0.0007
I know how to find out how much I can earn in different types of jobs or careers.	2.5	2.5	0.1	3%	0.3006
I have ideas about the job or careers I might like to do in the future.	3.2	3.3	0.1	3%	
I have ideas about the subjects I'd like to study at secondary school.	2.8	2.8	0	0%	
I understand there are skills I need to learn at school to help me get a job in the future.	3.1	3.1	0	0%	
I feel hopeful when I think about my future job or career.	3.0	3.0	0	0%	
I feel I can do any job or career that I want to.	2.8	2.9	0	1%	

Average across all 10 statements	2.8	2.9	0.1	3%
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Table 7

Career options (Full Baseline/Full Endline, non-Research Intensive Schools, All)						
Baseline: n=44172, Endline: n=8690						
	Base	Final	Base	Final	Change (point)	Change %
Administration, business and finance	5135	1289	12%	15%	3.2	28%
Caring for animals and nature	16930	2871	38%	33%	-5.3	-14%
Hospitality, food and tourism	5817	1257	13%	14%	1.3	10%
Social care and wellbeing	6021	1253	14%	14%	0.8	6%
Medicine and healthcare	7061	1455	16%	17%	0.8	5%
Digital and Computing/ICT	9935	2107	22%	24%	1.8	8%
Arts, creative and media	15293	3192	35%	37%	2.1	6%
Construction and building	4926	1157	11%	13%	2.2	19%
Sports and fitness	20277	3977	46%	46%	-0.1	0%
Teaching and education	9918	1704	22%	20%	-2.8	-13%
Law	5754	1270	13%	15%	1.6	12%
Science, engineering and research	7408	1560	17%	18%	1.2	7%
Transport and delivery	4884	904	11%	10%	-0.7	-6%

Table 8

Career options (Full Baseline/Full Endline, non-Research Intensive Schools, Boys)						
Baseline: n=21355, Endline: n=4214						
	Base	Final	Base	Final	Change (point)	Change %
Administration, business and finance	3113	773	15%	18%	3.8	26%
Caring for animals and nature	5300	862	25%	20%	-4.4	-18%
Hospitality, food and tourism	2268	493	11%	12%	1.1	10%
Social care and wellbeing	1086	187	5%	4%	-0.6	-13%
Medicine and healthcare	1902	393	9%	9%	0.4	5%
Digital and Computing/ICT	6832	1479	32%	35%	3.1	10%
Arts, creative and media	5091	1058	24%	25%	1.3	5%
Construction and building	3482	815	16%	19%	3.0	19%
Sports and fitness	12393	2401	58%	57%	-1.1	-2%
Teaching and education	2179	320	10%	8%	-2.6	-26%
Law	3287	678	15%	16%	0.7	5%
Science, engineering and research	4467	974	21%	23%	2.2	10%
Transport and delivery	3436	672	16%	16%	-0.1	-1%

Table 9

Career options (Full Baseline/Full Endline, non-Research Intensive Schools, Girls)						
Baseline: n=21872, Endline: n=4273						
	Base	Final	Base	Final	Change (point)	Change %
Administration, business and finance	1894	484	9%	11%	2.7	31%
Caring for animals and nature	11262	1933	51%	45%	-6.3	-12%
Hospitality, food and tourism	3399	727	16%	17%	1.5	9%
Social care and wellbeing	4789	1023	22%	24%	2.0	9%
Medicine and healthcare	5018	1029	23%	24%	1.1	5%
Digital and Computing/ICT	2829	572	13%	13%	0.5	3%
Arts, creative and media	9889	2048	45%	48%	2.7	6%
Construction and building	1329	310	6%	7%	1.2	19%
Sports and fitness	7506	1494	34%	35%	0.6	2%
Teaching and education	7529	1340	34%	31%	-3.1	-9%
Law	2312	557	11%	13%	2.5	23%
Science, engineering and research	2763	547	13%	13%	0.2	1%
Transport and delivery	1327	200	6%	5%	-1.4	-23%

Table 10

Careers knowledge based on encounter mode (Research Intensive Schools, matched baseline/endline)								
	Face to face (n=1363)				Blended (n=163)			
	Base	Final	Change	% Change	Base	Final	Change	% Change
I have learned about different jobs other than those of my family/carers	2.9	3.1	0.3	9%	2.9	3.0	0.1	4%
I know about lots of different types of jobs or careers.	3.1	3.2	0.1	3%	3.0	3.1	0.1	2%
I know what skills employers need	2.5	2.7	0.2	7%	2.6	2.7	0.1	4%
I understand how different types of jobs and careers might change in the future.	2.8	3.0	0.2	8%	2.9	3.0	0.1	5%
I know how to find out how much I can earn in different types of jobs or careers.	2.5	2.6	0.1	5%	2.7	2.6	-0.1	-4%
I have ideas about the job or careers I might like to do in the future.	3.4	3.4	0	0%	3.2	3.3	0.1	2%
I have ideas about the subjects I'd like to study at secondary school.	2.8	2.9	0	1%	2.9	2.9	0	-1%
I understand there are skills I need to learn at school to help me get a job in the future.	3.2	3.3	0	1%	3.3	3.3	0	0%

I feel hopeful when I think about my future job or career.	3.1	3.1	0	0%	3.0	3.1	0	2%
I feel I can do any job or career that I want to.	3.0	3.0	0	0%	3.1	3.1	0	-2%
Average across all 10 statements	2.9	3.0	0.1	3%	3.0	3.0	0	1%

Teachers

Table 11

Individual knowledge in relation to career-related learning (Baseline/ Endline, All, unmatched) 1-5 scale 1: Strongly disagree 3: Neither agree nor disagree 5: Strongly agree				
	Baseline	Endline	Change	% Change
I understand the reasons why it is important to teach careers education in primary school	4.4	4.7	0.3	7%
I can identify key skills that pupils need to develop to manage their future careers	3.6	4.4	0.8	21%
I can identify biases and stereotypes that exist in the world of work	4.0	4.5	0.6	14%
I can explain how biases and stereotyping affect the workplace	3.7	4.4	0.7	18%
I can explain how biases and stereotypes affect pupil choices in primary school	3.7	4.5	0.8	20%
I understand the benefits of my school engaging with local employers.	4.4	4.8	0.3	8%
Average across all 6 statements	4.0	4.5	0.6	14%

Table 12

Individual skills in relation to career-related learning (Baseline/ Endline, All, unmatched) Answer scale: 1: Not at all true 2: Slightly true 3: Moderately true 4: Mostly true 5: Completely true				
	Baseline	Endline	Change	% Change
I can teach key skills that will help pupils manage their future careers	3.5	4.2	0.7	20%
I am confident responding to questions from pupils related to careers	3.4	4.3	0.8	24%
I feel confident talking to pupils about a wide range of careers	3.4	4.3	0.9	28%
I can tailor careers advice, support and opportunities to the needs for each learner	2.9	3.9	1.0	36%
I can support pupils to challenge gendered assumptions about the 'correct' jobs for men and women	3.9	4.6	0.6	18%
I feel confident challenging pupils' assumptions about the 'correct' jobs for them	3.7	4.5	0.8	22%
I can teach pupils about different roles and responsibilities of employers and employees	3.4	4.3	0.9	25%
<i>Average across all 7 statements</i>	3.5	4.3	0.8	23%

Table 13

School's careers provision and strategy (Baseline/ Endline, All, unmatched) Answer scale: 1: Not at all true 2: Slightly true 3: Moderately true 4: Mostly true 5: Completely true				
	Baseline	Endline	Change	% Change
Our school helps pupils develop key skills that will support their future careers	3.6	4.2	0.7	19%
Our school enables pupils to explore a wide range of careers during career-related learning	2.8	4.1	1.3	45%
Our school explores the rewards and risks of a wide range of careers	2.4	3.7	1.2	50%
Our school helps pupils explore the future world of work and what it might look like	2.7	4.0	1.3	47%
Our school helps pupils understand current changes in career patterns and trends	2.1	3.4	1.3	65%
Our school helps pupils understand changes in the world of work over time	2.3	3.6	1.3	55%
Our school supports pupils to have high career aspirations in line with their interests.	3.5	4.4	0.9	26%

Our school helps pupils to understand how stereotyping and discrimination affects the workplace	3.0	4.1	1.2	40%
Our school supports pupils to challenge gendered assumptions about the 'correct' jobs for men and women	3.4	4.4	1.0	28%
Our school supports pupils to challenge assumptions about the 'correct' jobs for them	3.2	4.3	1.1	33%
Our school teaches pupils about the roles and responsibilities of employers and employees to pupils	2.5	3.8	1.3	51%
Career-related learning is embedded within our school curriculum	2.4	3.7	1.3	53%
Our school's wider senior leadership team is engaged in embedding career-related learning in our school	3.3	4.2	1.0	29%
<i>Average across all 13 statements</i>	2.9	4.0	1.1	39%

Table 14

School's careers provision and strategy (Baseline/ Endline, All, unmatched) Answer scale: 1: Not at all true 2: Slightly true 3: Moderately true 4: Mostly true 5: Completely true						
	% Agree + Strongly Agree		n Agree + Strongly Agree		n Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline
Our school helps pupils develop key skills that will support their future careers	56%	88%	1100	456	1951	520
Our school enables pupils to explore a wide range of careers during career-related learning	26%	78%	507	399	1929	509
Our school explores the rewards and risks of a wide range of careers	16%	60%	298	314	1896	520
Our school helps pupils explore the future world of work and what it might look like	21%	77%	416	395	1935	514
Our school helps pupils understand current changes in career patterns and trends	10%	48%	198	249	1889	518

Our school helps pupils understand changes in the world of work over time	13%	57%	250	292	1901	515
Our school supports pupils to have high career aspirations in line with their interests.	52%	91%	1015	469	1952	518
Our school helps pupils to understand how stereotyping and discrimination affects the workplace	32%	81%	625	420	1924	517
Our school supports pupils to challenge gendered assumptions about the 'correct' jobs for men and women	50%	90%	967	467	1947	517
Our school supports pupils to challenge assumptions about the 'correct' jobs for them	42%	89%	813	461	1924	517
Our school teaches pupils about the roles and responsibilities of employers and employees to pupils	19%	67%	358	348	1884	517

Career-related learning is embedded within our school curriculum	17%	60%	337	307	1931	515
Our school's wider senior leadership team is engaged in embedding career-related learning in our school	46%	81%	874	421	1909	517

Table 15

School's engagement with other stakeholders in relation to careers (Baseline/ Endline, All, unmatched)				
Does your school have a formal, written whole-school strategy for careers in place?	Base	Final	Base	Final
Yes	288	380	15%	73%
No	1222	93	62%	18%
Don't Know	463	48	23%	9%
<i>Total</i>	1973	521		

Table 16

School's career provision and strategy (Baseline/ Endline, All, unmatched) Answer scale: 1: Not at all true - 2: Slightly true - 3: Moderately true - 4: Mostly true - 5: Completely true					
	Baseline	Endline	Change	% Change	P(T<=t) two-tail
Our school has links to local employers	2.5	3.9	1.4	54%	0.0000
Our school engages parents in career-related plans and activities	2.2	3.5	1.3	61%	0.0000
Our school is part of a network of primary schools working on embedding careers learning	2.1	3.6	1.5	74%	0.0000
<i>Average across all 3 statements</i>	2.3	3.7	1.4	62%	

Table 17

Endline, All, Answer scale: 1: Strongly Disagree 2: Disagree 3: Neither agree nor disagree 4: Agree 5: Strongly Agree			
	n	Mean	% Agree/Strongly Agree
Over the last year, my pupils' confidence that they have equal access to their future labour market has increased.	521	3.8	67%
Over the last year, my pupils' feeling that they are restricted by stereotypes in relation to their future job/career has decreased (e.g. around gender, ethnicity, disability and social background).	512	3.9	75%

Table 18

Outside of developing a whole-school strategy, what have you done as a result of the 'Start small, dream big' pilot?						
	All n	All %	Lead teacher n	Lead teacher %	Non-Lead teacher n	Non-Lead teacher %
Revisited our curriculum to embed career-related learning	368	71%	229	72%	139	69%
Delivered employer encounter(s) in school for our pupils	398	76%	272	85%	126	62%
Organised workplace visit(s) for our pupils	194	37%	121	38%	73	36%
Organised virtual tours of workplace(s) for our pupils	108	21%	70	22%	38	19%
Delivered training or CPD for other school staff members related to career-related learning	241	46%	160	50%	81	40%
Shared labour market information with pupils	75	14%	54	17%	21	10%
Organised a whole-school challenge day	105	20%	65	20%	40	20%

Provided parents with information about career-related to their children	213	41%	148	46%	65	32%
Provided parents with opportunities to attend events in school (e.g. talks from employers, meeting to discuss career-related to their children)	54	10%	39	12%	15	7%
Worked in partnership with secondary schools to support with transition in relation to careers	100	19%	64	20%	36	18%
Worked in partnership with a Careers Hub or other local careers partner?	212	41%	164	51%	48	24%

Table 19

How satisfied have you been with the Start small; Dream Big pilot as a whole? (By pilot, we mean the CPD, Careers Hub or other local partner support, employer encounters, pupil activities and also the whole-school approach.)											
Answer scale: 1: Very unsatisfied - 3: Neither satisfied nor unsatisfied - 5: Very satisfied											
	1	2	3	4	5	n	1	2	3	4	5
All	2	6	57	224	222	511	0%	1%	11%	44%	43%
Lead teacher	1	4	27	134	149	315	0%	1%	9%	43%	47%
non-Lead teacher	1	2	30	90	73	196	1%	1%	15%	46%	37%

Table 20

How satisfied have you been with the Start small; Dream Big pilot as a whole? (By pilot, we mean the CPD, Careers Hub or other local partner support, employer encounters, pupil activities and also the whole-school approach.) Answer scale: 1: Very unsatisfied - 3: Neither satisfied nor unsatisfied - 5: Very satisfied		
	Satisfied/Very satisfied	Mean
All	87%	4.3
Lead teacher	90%	4.4
non-Lead teacher	83%	4.2

Table 21

Do you intend to continue providing career-related learning as a school, now the pilot is over?						
	Yes, to a greater extent than while we have been engaging with the pilot	Yes, to the same extent as we have while engaging with the pilot	Yes, to a lesser extent than while we have been engaging with the pilot	No, not at all	Don't know / unsure	n
All	60%	34%	0%	0%	5%	499
Lead teacher	62%	35%	1%	0%	2%	305
non-Lead teacher	57%	33%	0%	0%	10%	194

Table 22

Do you intend to continue providing career-related learning as a school, now the pilot is over?											
	Yes, to a greater extent than while we have been engaging with the pilot	Yes, to the same extent as we have while engaging with the pilot	Yes, to a lesser extent than while we have been engaging with the pilot	No, not at all	Don't know / unsure	n	Yes, to a greater extent than while we have been engaging with the pilot	Yes, to the same extent as we have while engaging with the pilot	Yes, to a lesser extent than while we have been engaging with the pilot	No, not at all	Don't know / unsure
All	300	170	2	1	26	499	60%	34%	0%	0%	5%
Lead teacher	190	106	2	1	6	305	62%	35%	1%	0%	2%
Non-Lead Teacher	110	64	0	0	20	194	57%	33%	0%	0%	10%

Table 23

Attendance of CPD seminars by Lead teachers (pilot monitoring data)				
	Yes	No	Yes	No
Seminar 1 attendance	595	723	45%	55%
Seminar 2 attendance	419	899	32%	68%
Seminar 3 attendance	228	1090	17%	83%

Table 24

Completion of modules by Lead teachers (pilot monitoring data)				
	Yes	No	Yes	No
Module 1 completion	819	499	62%	38%
Module 2 completion	643	675	49%	51%
Module 3 completion	468	850	36%	64%
Module 4 completion	392	926	30%	70%
Module 5 completion	333	985	25%	75%
Module 6 completion	279	1039	21%	79%
Completed at least one module	835	483	63%	37%

Schools

Table 25

No. schools engaging with parents (pilot monitoring data)				
	Yes	No	Yes	No
School engaged the parent body	918	400	70%	30%

Employers

Table 26

Employer satisfaction with school recruitment									
	Very satisfied		Quite satisfied		Neither satisfied nor dissatisfied		Very dissatisfied		Total n
How satisfied were you with your engagement with local primary school(s) since the start of the programme?	129	68%	49	26%	8	4%	3	2%	189
How satisfied were you with your engagement with the local Careers Hub since the start of the programme?	115	64%	32	18%	28	15%	6	3%	181

Table 27

Which sector does your organisation sit within? Please select the main one that applies		
Private sector	104	55%
Public sector	56	30%
Third sector, including charities, social enterprises and not-for-profit organisations	29	15%
<i>Grand total</i>	189	

Table 28

What is the size of the organisation you work for?		
Large (250-499 employees)	22	11%
Medium (50-249 employees)	29	15%
Micro (1-9 employees)	14	7%
Small (10-49 employees)	25	13%
Sole-trader (0 employees)	13	7%
Very large (500+ employees)	91	47%
<i>Grand Total</i>	194	

Table 29

Why did you become involved in engaging with primary schools in relation to supporting career-related learning?			
	Count	%respondents	%responses
I have an individual interest or investment in a specific primary school that I wanted to support (e.g. as a parent / alumni / governor)	41	22%	15%
Our employer has an initiative to support primary schools in relation to careers	74	39%	27%
Other	26	14%	9%
The Careers Hub reached out directly to me to ask me to be involved	68	36%	25%
I have supported secondary schools before and wanted to now support primary schools	61	32%	22%
Not sure / I don't remember	7	4%	3%
<i>Total responses</i>	<i>277</i>		
<i>Total respondents</i>	<i>189</i>		

Table 30

Compared to before the programme, I now understand more about the benefits of working with primary schools for schools and pupils		
Strongly disagree	4	2%
Disagree	2	1%
Neither agree nor disagree	51	28%
Agree	53	29%
Strongly agree	73	40%
<i>Grand total</i>	183	

Table 31

Do you intend to continue supporting the same or other local primary schools in relation to career-related learning in future?		
Yes	174	93%
Not sure	14	7%
No	0	0%
<i>Total</i>	188	

Parents

Table 32

Before receiving the link to this survey, were you aware that your child's school has been taking part in a national programme about career-related learning for primary school pupils? You may have heard this called 'Start small, dream big'		
No	456	46%
Not sure	125	13%
Yes	402	41%
<i>Grand Total</i>	983	

Table 33

Compared to before the programme, I now have more conversations with my child about careers and the world of work.		
Strongly agree	137	14%
Agree	256	26%
Neither agree nor disagree	347	35%
Disagree	126	13%
Strongly disagree	119	12%
<i>Grand Total</i>	985	

Table 34

If strongly agree / agree to 'I now have more conversations with my child about careers and the world of work' - What are the most important factors that have played a part in this change? (Select up to 3 that have been most important)		
		% by total respondents
My child has reached an age where I think this is important	319	35%
My child has been bringing up the world of work more in conversations	375	41%
My child's school has been engaging more with parents in relation to careers (e.g. providing information, holding talks or events)	131	14%
My child has been participating in school trips to local employers.	61	7%
My child's school set them a task to think about this.	67	7%
My child's school suggested we talk about this.	67	7%
My child's school provided resources to support me with this conversation.	34	4%
Other	204	23%
Responses	1258	
Respondents	906	

Table 35

Over the last 12 months, my own understanding of careers and the world of work for my child has increased.		
Strongly agree	92	10%
Agree	135	14%
Neither agree nor disagree	500	53%
Disagree	104	11%
Strongly disagree	117	12%
Total	948	

Table 36

Over the last 12 months, my own understanding of careers and the world of work for my child has increased.		
Strongly agree	92	10%
Agree	135	14%
Neither agree nor disagree	500	53%
Disagree	104	11%
Strongly disagree	117	12%
<i>Total</i>	948	

Table 37

Over the last 12 months, my confidence talking to my child about careers and the world of work has increased.		
Strongly agree	115	12%
Agree	171	18%
Neither agree nor disagree	497	52%
Disagree	78	8%
Strongly disagree	88	9%
<i>Total</i>	949	

Table 38

Over the last 12 months, my understanding of the variety of jobs and career paths available to my child has increased		
Strongly agree	100	10%
Agree	138	14%
Neither agree nor disagree	481	50%
Disagree	122	13%
Strongly disagree	122	13%
<i>Total</i>	963	

Table 39

Over the last 12 months, my understanding of how society's biases and stereotypes can affect my child's future career choices has increased.		
Strongly agree	144	15%
Agree	198	21%
Neither agree nor disagree	409	43%
Disagree	102	11%
Strongly disagree	105	11%
<i>Total</i>	958	

Table 40

Over the last 12 months, my understanding of how my own biases and stereotypes can affect my child's future career choices has increased.		
Strongly agree	109	11%
Agree	190	20%
Neither agree nor disagree	451	47%
Disagree	104	11%
Strongly disagree	113	12%
<i>Total</i>	967	

Table 41

Compared to before the programme, I now have more conversations with my child about careers and the world of work		
Strongly agree	137	14%
Agree	256	26%
Neither agree nor disagree	347	35%
Disagree	126	13%
Strongly disagree	119	12%
<i>Total</i>	985	

Table 42

Compared to before the programme, I now talk to my child about more varied jobs and career paths.		
Strongly agree	135	14%
Agree	237	24%
Neither agree nor disagree	375	38%
Disagree	121	12%
Strongly disagree	117	12%
Total	985	

Table 43

Over the last 12 months, my child's understanding of careers and the world of work has increased.		
Strongly agree	115	12%
Agree	223	24%
Neither agree nor disagree	458	49%
Disagree	75	8%
Strongly disagree	62	7%
Total	933	

Hubs

Table 44

Is engaging primary aged children in career-related learning a priority for your local area		
Yes, to a great extent	12	36%
Yes, to some extent	19	58%
No	0	0%
Not sure	2	6%
Total	33	

Table 45

Has this changed as a result of your engagement with the project?		
Yes, CRL in primary is more of a priority now	18	55%
No, CRL in primary is the same level of priority	15	45%
No, CRL in primary is of lesser priority now	0	0%
Total	33	

Table 46

Do you intend to continue working with primary schools in your area?		
Yes, we intend to continue working with them in the same way	5	15%
Yes, we intend to continue working with them but in a different way	23	70%
No, we do not intend to continue working with them	5	15%
Total	33	

Table 47

What support did you offer schools during the project?		
Regular communications and reminders	33	100%
Tailored resources for career-related learning in primary	26	79%
Introductions to local employers	32	97%
Support organising activities with local employers	30	91%
Set up a community of practice	32	97%

Total	33
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Table 48

How did you engage schools in the project?		
Reached out directly	32	100%
Were introduced by a partner	15	47%
Already had existing relationships	14	44%
Total	32	

Table 49

If participating schools in your Hub had access to a bursary as part of the programme, what difference did this make? (Wave 3 only)		
Helped to increase the engagement of the Lead Teacher	8	44%
Helped to sustain the engagement of the Lead Teacher	9	50%
Helped to increase participation in the evaluation (e.g., signing-up for focus groups, ensuring completion of surveys)	6	33%
Helped to secure backing from wider school staff (including senior leaders) for the Lead Teacher to continue to participate	5	28%
Enabled the school to allow the Lead Teacher off timetable to participate	3	17%
Increased quality of pupil-facing activities	1	6%
Increased quantity of pupil-facing activities	1	6%
N/A – schools in our Hub were not eligible for a bursary	1	6%
The offer was welcomed but came 6mths down the line.	1	6%
Didn't push the bursary	1	6%
Not sure it made a difference as the schools that were eligible were already doing the work	1	6%
Total	18	



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