

NEXT GEN LEADERS

Impact Report 2023/24

7,165

Beneficiaries impacted

190

Changemakers

28

Projects

16

Schools

15

SDGs addressed

#NextGenLeaders transforms communities and society through real-life social action and environmentally friendly enterprise. Our Changemakers develop projects with the help of community project partners, shaped by knowledge of the SDGs that they develop through project-based learning in a student-led environment.

#NextGenLeaders | #WeAllWin
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UK & Ireland



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A MESSAGE FROM THE CHAIR OF THE TRUSTEES

As Chair of the Trustees, I am pleased to present the 2023/24 NextGenLeaders Impact Report, highlighting our achievements in the programme's tenth year.

This report showcases our continued growth and impact, particularly following the challenges of the lockdown. This demonstrates the remarkable resilience and ingenuity of our changemakers – both students and the dedicated executive team. We've seen a fantastic response in the programme's second full year post-lockdown, and this wouldn't be possible without the unwavering support of our funders, volunteers, and donors.

A special thanks goes to the incredible teachers whose hard work, creativity, and support have empowered students to deliver impactful projects.



Our vision is to create a society where young people feel empowered.

Through project-based learning and youth-led action, we aim to empower young people to:

- Develop curiosity, creativity, and empathy.
- Challenge the status quo.
- Develop sustainable community-facing projects that make a difference.
- Harness their energy and drive for good!

We achieve this by inspiring and empowering young people to make change, whilst leveraging the expertise of industry and commerce through our partners. Young people are at the heart of this process; they lead projects and create sustainable social impact. They also, themselves, benefit from a free-to-access programme that supports their personal development.

Now, more than ever, our mission to create a more fair and engaged society through youth development is critical. I would like to thank our incredible network: students, business partners, funders, school staff, and especially our dedicated executive team. Their expertise, creativity, and unwavering support empowers students and truly makes a great impact.

I hope you enjoy reading about our work.

Robin Lassiter
Chair of the Trustees, Enactus UK

EMPOWERING THE NEXT GENERATION OF SOCIALLY RESPONSIBLE LEADERS

OUR VISION

An opportunity for young people to feel empowered to take action in their communities. Where privilege doesn't dictate engagement, but project-based learning helps to shape communities and no young person is disadvantaged or marginalised from youth-participatory action.

OUR MISSION

To support young people in social mobility cold spots to engage with their local communities and take action, while developing core capabilities of empathy, curiosity and creativity. To help young people to focus on solutions to social equity not just social mobility to help to bring about change.



IMPACT OVERVIEW

16

participating schools.

28

teams in mixed age groups from Year 7 to Year 13.

418

hours of lessons, workshops and events.

21

projects awarded grant funding.

7,165

beneficiaries impacted.

92%

of school leads say that Changemakers have developed core skills of empathy, curiosity and creativity.

5

events hosted with partner organisations.

22

educational professionals supported in project-based learning and SDG education.

31

community-based project partners.

190

changemakers involved in the programme.

This data is correct from data received from schools as at 29th May 2024
The raw data for this is available in the appendix



Changemakers from **Street Flow** meeting with **Asda** for a **Period Poverty Project Den**.



Changemakers at our Arla Accelerator event where they learnt about the 17 UN Sustainable Development Goals.



*Girls at Brownies taking part in STEM activities as part of the **Breaking Free** project by Garforth Academy.*

THE CHARACTERISTICS OF OUR SCHOOLS



16 schools delivered the NGL programme across the 2023/24 academic year.



We had a ratio of **13:7 Female to Male** Changemakers.



100% of our Schools were **State Schools**.

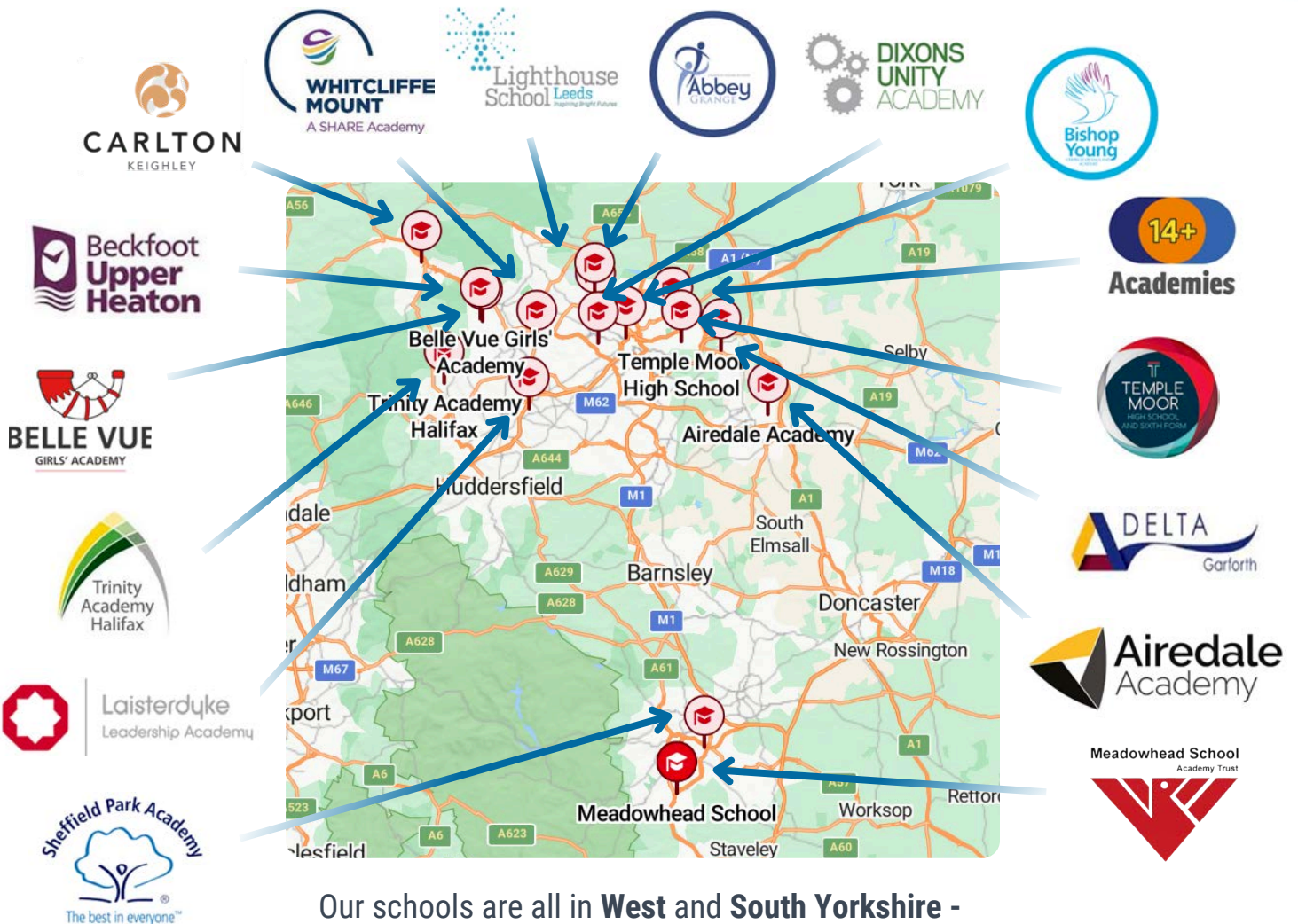


***36.32%** average pupil premium in our schools.



****40% average** pupil premium amongst our Changemakers.

**National average for pupil premium is 24.3%*



Our schools are all in **West and South Yorkshire** - predominantly in areas of **low social mobility**.



SHEFFIELD PARK ACADEMY

SAFE TOGETHER

THE ISSUE



Their mission is to ensure that young people feel safe walking around on the streets in their community. They are working closely with High Hazels Primary School, Acres Hill Academy of Self Defence, South Yorkshire Police, and Asda to achieve this.



62% of young people feel unsafe on public transport and **75%** of young people feel unsafe when walking in the evening. Sadly, **81%** of young people who were stabbed last year later died due to their injuries.

TAKING ACTION



Step 1 - Collected vital data so they can fully understand the issues in their community.

Step 2 - Raise awareness in local Primary School. Created the 'Ask for Nik' campaign. Ordered a Community Bleed Control Kit.

Step 3 - In the future they plan to organise a community cohesion day where the primary schools will come to Sheffield Park and take part in a series of activities where students from different postcodes will come together to promote community cohesion. During this day, they'll introduce the students to "Ask for Nik" and make safety key chains and deliver street first aid and self-defence classes. Continually make key chains for sale at our school and Asda and begin creating a resource pack to deliver the "Ask for Nik" campaign in more schools.



“The children really enjoyed the presentation and I felt that it helped them to understand what to do if they feel unsafe. We can’t wait for the next part of the project”

“I now know where to go whenever I feel unsafe in my local area.”

– **Year 5 student** from Acres Hill Primary School

“We will always be on hand to look after a child if they feel unsafe. You are going to make a difference - thank you!”

– **Co-op**

SUSTAINABLE POSITIVE IMPACT



“Ask for Nik” is now active in Sheffield, but Safe Together want the campaign to spread across Yorkshire and further. They plan to **work closely with the police to spread the initiative to other areas**, as well as encourage the presence of **more cameras** across the community to create a safer environment.



Safe Together **plans to expand to more schools and local groups** to ensure that the project is delivered to as many young people as possible, and that more bleed kits are available across the city.



They will **continue to make key chains and sell them to their local community using a ‘Robin Hood Model’**. By using this sustainable business model, anyone who cannot afford to purchase a keychain can receive one for free from sales profit.



LIGHTHOUSE SCHOOL

SENS-FREE

THE ISSUE

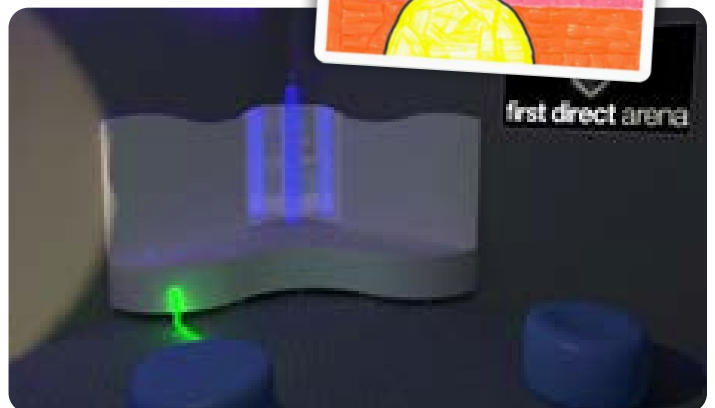


Imagine not being able to watch live sport at a stadium or go to watch your favourite singer or band live at a music venue? This is a reality for many neurodivergent individuals. Sens-Free's mission is to increase the prominence of sensory spaces in public areas across the UK and increase the understanding of the term 'neurodivergent' in their local community. They are working closely with York St. John University, Experia and First Direct Arena.



86% of autistic young people said that they would like a sensory space in a music venue as **55%** find public areas stressful. A shocking **72%** say they haven't used sensory spaces in public places as there's not enough availability.

TAKING ACTION



The sensory room (pictured above, right) needs to be a safe, calm environment for people to take a break and re-regulate. To make the rooms appropriate, they should be/have:

- Soundproof with dimmable lighting.
- A privacy mirror that is one way to allow users to see the stage, without the audience being able to see in as many autistic young people don't want to be seen when dysregulated.
- A live music and video feed to allow users to hear the music whilst maintaining full control of the volume within the space and not missing any of the action.



Changemakers from **Lighthouse School** finding out about the spaces available at **first direct arena, Leeds**, in May 2024.

SUSTAINABLE POSITIVE IMPACT



Sens-Free have met with the management at First Direct Arena who are really excited by the idea and will be submitting a business case in September. If this is successful, the next step will be a conversation with the Manchester Arena as they are part of the same group as the first direct arena.



After seeing the positive impact the sensory space is having for neurodivergent individuals, Sens-Free want to broaden the scope of their project to look at spaces, such as shopping centres (e.g. White Rose), running events (e.g. London marathon) and sporting events (ice skating at Planet Ice). This is important as these environments are overstimulating and cause sensory overload for neurodivergent individuals.



Sens-Free hope to reach out to celebrities that have autism or have children with autism (e.g. Christine McGuinness) to help support and engage with their project.



Changemakers listening to speakers from community partners at one of our Accelerator Events.



Changemakers collecting their awards at the annual NextGenLeaders Regional Final in April 2024.

TRINITY ACADEMY STREET FLOW



THE ISSUE

Street Flow have been helping to tackle period poverty in their area by donating Period Packs to their local homeless charity. Their project has impacted the community by helping women experiencing homelessness who don't have period products to be able to now use reusable products so they will not have to save up to buy disposable products. For every woman who is provided with reusable sanitary products, approximately 86,900kg of CO2 is saved over a lifetime!



Street Flow teamed up with MyGroup, &Sisters, Halifax Homeless and Community kitchen, and ASDA.



When someone buys a pack in the supermarket this will fund two packs so an **extra pack can be donated**.



7 billion tampons and 12 billion pads are discarded each year - that is around 500 million sanitary products ending up in landfill each month! Moon cups have less than 1.5% environmental impact.



NO POVERTY: SDG 1

Sub Goal 1.4

By 2030, ensure that all men and women, in particular the poor and vulnerable, have equal access to economic resources.

CLIMATE ACTION: SDG 13

Sub Goal 13B

Promote mechanisms for raising capacity for effective climate change-related planning and management, focusing on women, youth and local marginalised communities.

GENDER EQUALITY: SDG 5

Sub Goal 5.6

Ensure universal access to sexual and reproductive health and reproductive rights.

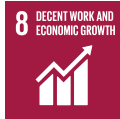




GARFORTH ACADEMY

BREAKING FREE

THE ISSUE



Breaking Free's mission is to tackle gender inequality in all ages through education and providing interactive games within their community.



Breaking Free teamed up with Third Garforth Guides by hosting STEM activities to Year 5 and Year 6 girls at Brownies.



27% of girls aged 7-10 think Physical Education (PE) is more for boys.
75% of girls aged 11-21 believe gendered toys and clothing **increases stereotyping**.
Research shows it will take **136 years to close the gender divide**.



QUALITY EDUCATION: SDG 4

Sub Goal 4.5

Eliminate gender disparities in education and ensure equal access to all levels of education.

GENDER EQUALITY: SDG 5

Sub Goal 5.1

End ALL forms of discrimination against ALL women and girls everywhere.



DECENT WORK & ECONOMIC GROWTH: SDG 8

Sub Goal 8.5

Achieve full and productive employment and decent work for all women and men and equal pay for work of equal value.

REDUCED INEQUALITIES: SDG 10

Sub Goal 10.3

Ensure equal opportunities and reduce inequalities of outcome.

PROGRAMME VISIBILITY

*Social media impressions are a combination of LinkedIn, X, YouTube and Instagram.

This data is correct as of the 29th May 2024 and spans 365 days- the raw data for this is available in the Appendix.

18,915 social media impressions*

1,436 YouTube views

Article in a **regional newspaper**

Mentioned in an **Ofsted** report

7,862 LinkedIn views

1,923 website visits

3 MPs/local councillors engaged

The collage features several key elements:

- News Article:** A snippet from 'The Star' newspaper with the headline 'Sheffield Park Academy students awarded for community project'. The text describes how Year 7-11 students won a regional award for their 'Safe Together' social impact project, which involved working with local businesses like Asda and Lidl to ensure streets are safe for young people.
- Instagram Post:** A post from 'lct14aa' (Litter Lifters) celebrating the school's participation in the NextGenLeaders programme, mentioning Year 10 learners and their work on social action projects.
- Instagram Post:** A post from 'sustainabag_nextgen' celebrating the school's success in winning a regional award for their 'Safe Together' project.
- Instagram Post:** A post from 'enactusuk' praising the school's social action project.
- Instagram Post:** A post from 'nextgenleadersuk' thanking the school for their participation in the programme.
- Instagram Post:** A post from 'SheffieldParkAcademy' (@SheffPark_Acad) dated Jan 22, announcing that the 'Safe Together' team was invited to present to the South Yorkshire @asda Store Managers.
- Instagram Post:** A post from 'Trinity Multi-Academy Trust' (860 followers) dated 5 days ago, celebrating the school's success in winning 4 awards, including 'Curiosity', 'Sustainable Communities', and 'Climate Impact'.
- Instagram Post:** A post from 'edcleeds' (4 weeks ago) praising the school's participation in the regional NextGenLeaders event, highlighting their work on social issues like vape waste and fast fashion.
- MP Meeting:** A text block titled 'MP Meeting' reporting that the school's NextGen Leaders team, the Litter Lifters, were invited to meet with Naz Shah MP and her team in Bradford to discuss their community project and social issues.
- Ofsted Report:** A snippet from an Ofsted report stating that pupils have access to a range of enrichment activities, including sports, arts, and mock bar trials, and that the school's Next Gen leaders group promotes projects like the community garden and textile recycling initiative.
- Images:** Various photos showing students in action, including a group of students sitting in red stadium seats, a group of students standing together, and a student working in a garden.
- Awards:** Photos of several trophies and awards won by the school.

SKILLS AND KNOWLEDGE DEVELOPMENT



CREATIVITY

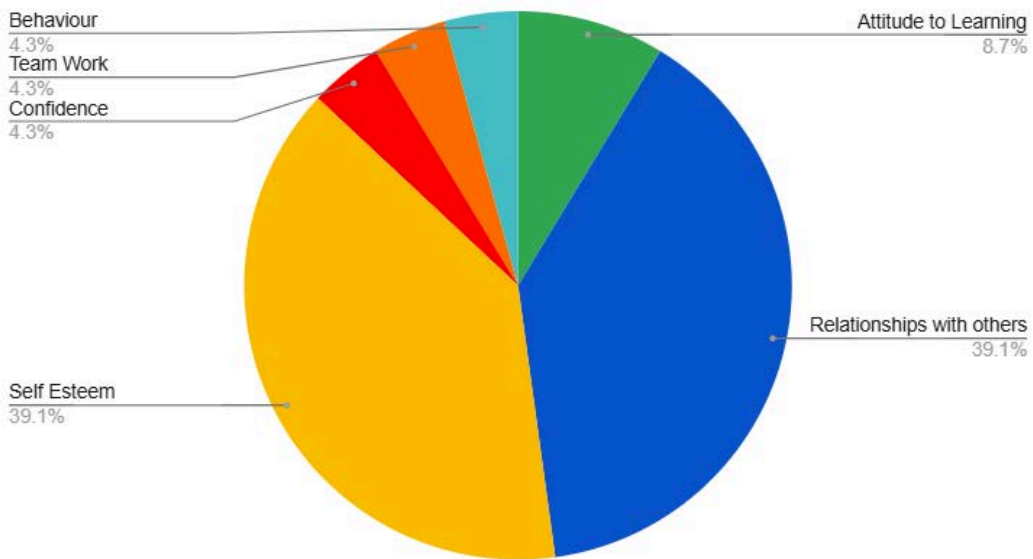


CURIOSITY



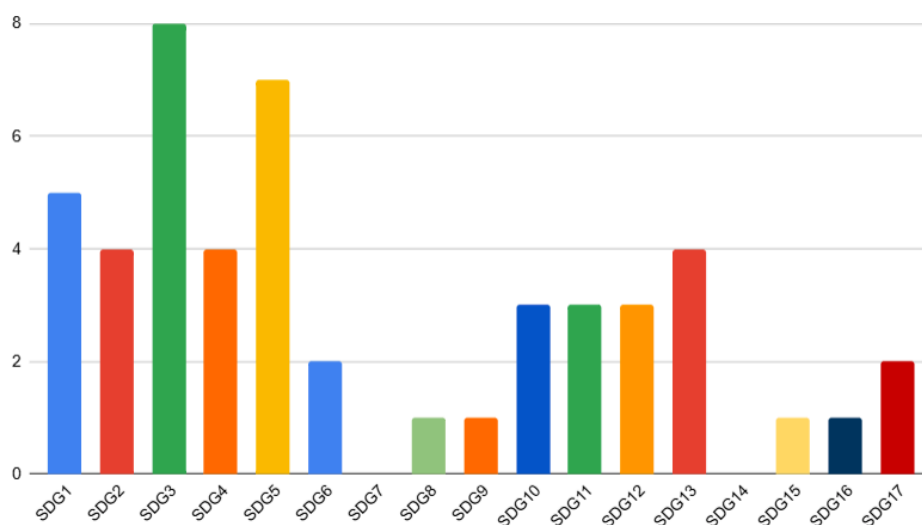
EMPATHY

Staff perception of areas of highest impact on Changemakers



In addition to the **distribution** of the areas of impact above, **91%** of staff leads reported that their students' **self esteem** had improved.

SDGs addressed by projects launched in 2023/24



SDG 3, Good Health and Wellbeing, was the SDG most addressed by Changemakers this year.

CHANGEMAKER TESTIMONIALS

"I have grown more aware of society as a whole and who makes it up. Also, I have become more knowledgeable about how small actions can have a big impact"

Changemaker, Year 12

"I pledge to put effort in and collaborate with others"

Changemaker, Year 9

"I pledge to help change things for the better and educate others"

Changemaker, Year 10

"Even if I am not part of NGL in the future, I will continue to spread my knowledge and educate people to help positively impact our community"

Changemaker, Year 12



STAFF TESTIMONIALS

"Students have engaged really well with the programme. They have shown so much commitment and enthusiasm to every aspect of the project and have really enjoyed working with the children who visited our school. They have had overwhelmingly positive feedback on what they have achieved so far and gained confidence from presenting their project at the celebration event."

Jo Sergeant, Airedale Academy

"The students have been pushed out of their comfort zone but have embraced the unique experiences that the Next Gen Leaders programme offers. The biggest win for me isn't the trophies, it's that these incredible young people recognise that they've developed teamworking skills, presentation skills, confidence, communication skills, resilience and the ability to balance priorities- their future applications are going to be amazing!"

Lauren Llewellyn, Garforth Academy

"We are very proud of our students for their hard work on this project, both this year and in previous years. Their engagement in a social action project that improves and benefits our local community has been really impressive and this NextGenLeaders award is a brilliant testament to that. "I would like to thank the businesses that have already supported the students, especially Asda, and I look forward to seeing the project grow even more in the years to come!"

Laura Booth, Sheffield Park Academy



Red Tape The Vape's winning project stand at the Carousel Competition for the Regional Final in April 2024.



Changemakers presenting an assembly about their ideas to a linked Primary school.

COMMUNITY TESTIMONIALS

"It was fantastic to hear so many school groups with such positive projects and well thought out and practical approaches to identifying and tackling community problems. I never got the chance to have a quick chat with your group from Sheffield who created the 'Ask for Nik' campaign, but I thought it was a really well thought out community approach to something that clearly had personal significance for members of their group, their school and wider community. The fact that they'd gone so far as to create the keychains etc. again showing a high level of thought around practicalities and awareness of an initiative that could be adopted in other areas - really impressed!"

Matt Woodall, West Yorkshire Police

"I am blown away by NextGenLeaders. It's an extraordinary programme that equips young people to do extraordinary things and it gives me great hope for the future of our country and the world"

Steve Pipe, Author of 'Our time to RISE' and former UK Entrepreneur of the Year

"The team have identified a real concern for many children and have produced a real idea to tackle it. It's a brilliant plan and it's practical"

Paul Blomfield, Former MP for Sheffield Central

ADVANCING KNOWLEDGE WITH TECH

The **EY STEM App** was introduced as part of the **SDG education** element of the NextGenLeaders programme. It is a free App, students register with a code specific to NextGenLeaders so that their engagement and progress can be tracked. On this page is the data provided by EY, specific to students who registered this year with the NextGenLeaders code.



Total registered users
135

Learning steps completed
2088

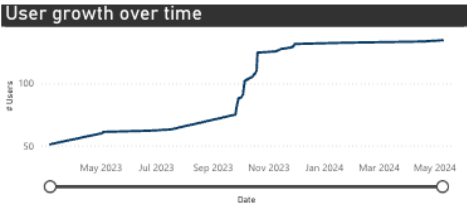
Girls with increase in knowledge levels
73%

Girls who understand SDGs better
100%

'No poverty' is the SDG reported as being the **most enjoyable** to complete on the app.



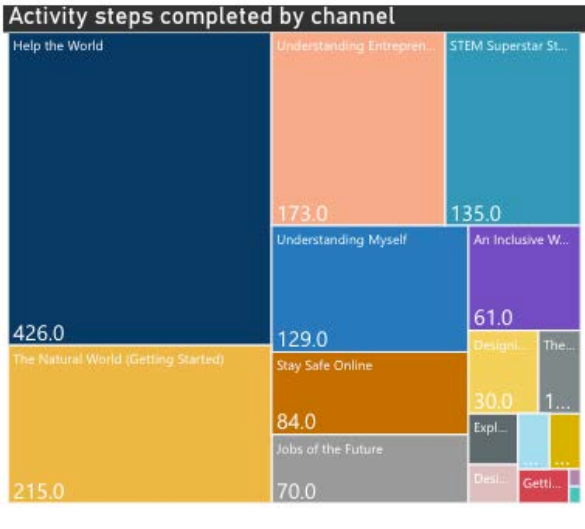
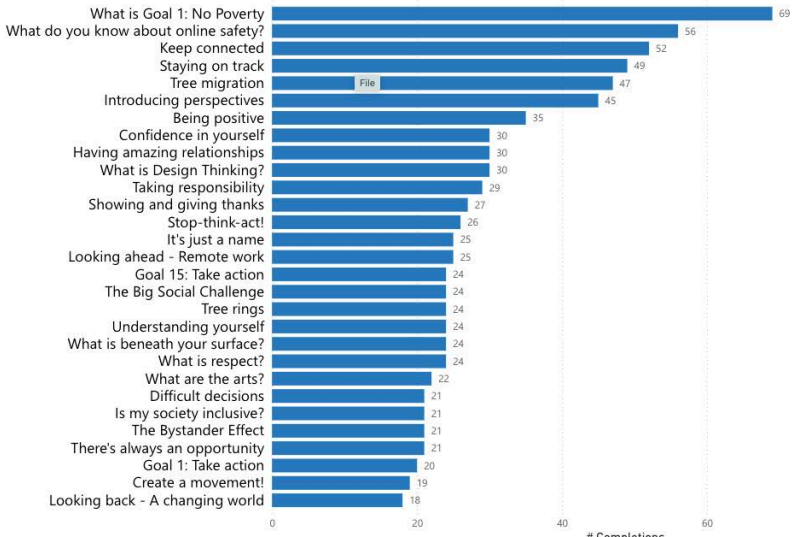
There is a **clear increase** in engagement with the EY app at the time when it was introduced to the new NextGenLeaders cohort.



'Helping the world' is the topic area most completed by students.



ACTIVITY FULL COMPLETIONS: MOST ENJOYABLE



2023/24 TEAM PROJECTS

| School Name | Project Name | Year-group | Project Summary | SDGs |
|-----------------------|-----------------------|-------------------|--|---------------|
| Garforth Academy | Breaking Free | Y8 Y9 | Raising awareness of gender-stereotyping in jobs and school subjects. Following a survey, this year's focus was on young girls engaging with STEM. | 4, 5, 8, 10 |
| | Red Tape the Vape | Y11 Y12 Y13 | Prevent the misuse of vaping among children by raising the awareness of the dangers and encourage responsible disposal. | 3, 4, 11, 12 |
| Sheffield Park | Project H | mix | Looking at how food poverty can be addressed in the local area. Currently exploring a community larder/food deliveries/community garden. | 1, 2, 3, 12 |
| | Safe Together | mix | Making the streets in Sheffield safer by creating resources, training, and a safe word. | 3, 11, 16 |
| Beckfoot Upper Heaton | Litter Lifters | mix | Raising awareness of the harmful impacts of single-use plastic by educating the younger generation. | 4, 12, 13, 14 |
| Bishop Young Academy | Helping Hands | Y9 | Use a pay-it-forward model to collect funds to help people living in fuel poverty, | 2, 3, 13, 15 |
| | Growing Minds | Y9 | Creating a mindfulness garden with the local church - including growing vegetables and herbs to also tackle food poverty. | 1,3,7,12 |
| Temple Moor | Feed the Need | mix | Reduce hunger and food waste by providing hampers of pre-weighed ingredients and recipe cards to families in need. | 1, 3, 13, 15 |
| | Leaving Lonely Behind | mix | Working with local care homes to establish relationships with elderly people who don't have many visitors. | 1, 3, 11, 12 |
| | ACT | Y10 Y12 | The team have created a buddy system to encourage years 6 and 7 to develop positive relationships. | 3, 4, 10, 16 |

2023/24 TEAM PROJECTS

| School Name | Project Name | Year - group | Project Summary | SDGs |
|-------------------------|---------------------------|--------------|---|---------------|
| Laisterdyke Academy | Sharp Minds, Safe Streets | Y9 | Raising awareness of the dangers of carrying a knife. | 3, 11, 16 |
| | Plastic Pioneers | Y9 | Upcycle plastic bottles to raise funds to help the homeless population. | 1, 11, 12, 14 |
| Belle Vue Girls' School | Her | Y8 Y9 | Support single mums who have escaped domestic violence - raise money to fund an employability course. | 3, 5, 8, 12 |
| Trinity Academy Halifax | Street Flow | Y8 Y9 | Helping homeless women in Halifax have access to sustainable period products. | 3, 5, 12, 13 |
| | Bee Food Smart | mix | Help to tackle the climate crisis by working with local beekeepers/honey producers. | 2, 3, 15 |
| | Wild Haven | Y7 | Upcycle bottles etc. to create habitats for local wildlife. | 3, 13, 15 |
| Dixons Unity | Save the Planet | Y7 | Work with refugees to create relationships. Sell items to raise money and give the people they work with opportunities to meet others. | 3, 10, 12, 13 |
| | Game Changers | Y7 | Tackling cyber-bullying through an awareness campaign - making a board game to bring the challenges to life. | 3, 4, 16 |
| Lighthouse School | Sens-Free | Y12 Y13 | Developed a sensory room to be installed at large music venues to enable neurodivergent people to enjoy concerts as neurotypical people can. | 3, 10 |
| Meadowhead | Sustainabag | Y12 | Collect second-hand clothes and upcycle into bags and teach local primary school children to sew so that they can also upcycle. Use funds raised from selling the bags to support women at the shelter. | 3, 5, 8, 12 |

2023/24 TEAM PROJECTS

| School Name | Project Name | Year-group | Project Summary | SDGs |
|--------------------------------|-------------------|-----------------|---|---------------|
| Airedale Academy | Cook and Grow | Y9 | Help young carers to develop cooking skills and financial skills to combat food poverty. | 2, 3, 4, 11 |
| Whitcliffe Mount School | Caring for Carers | Y8 | Produce recipes that are affordable but varied. Sell in a cookbook and use profits to help tackle food poverty. | 2, 3, 4, 10 |
| | Don't Start | Y8 | Raising awareness of bullying through storytelling. | 4, 5, 8 |
| Leeds City College 14+ Academy | Hope | Y10 | Want to create safe spaces in fast food dispensaries called 'Table of Hope' to help worried young people to escape discrimination in the streets. | 3, 10 11, 16 |
| Carlton Keighley | Stay United | Y8 Y9 | Tackle casual racism in the community by educating people about different cultural/ethnic backgrounds. | 3, 4, 10, 16 |
| Abbey Grange CofE Academy | Meatless | Y8 Y9 Y10 | Raise awareness of the sustainability issues of meat. | 2, 11, 12, 15 |
| | Tapo | Y10 | Educate people on the 5-a-day message and encourage young people to eat healthily. | 2, 3, 11, 15 |
| | The Recyclists | Y8 Y9 | The team have started to recycle plastic bottles. Factsheets: Eco-bricks, bug hotels, animal Habitats, birdfeeders, planters, and sensory items. | 4, 11, 12, 14 |



NGL RESOURCES

ISSUE CARDS



The issue cards were developed to help gamify the experience of exploring the different perspectives to improve our world. Changemakers are encouraged to develop their critical thinking skills to decide which issues they feel most passionately about and share this with their group.

The issue cards show the connection between different issues that can be resolved through one creative solution.

The issue cards are being updated so that they are adapted to meet the needs of students with different abilities.

CHANGEMAKER JOURNEY LOG



The Changemaker journey log was developed to encourage Changemakers to record and reflect on practice. It helps with project planning and thinking about how to shape next steps to aim for impact.

The young people in the programme are encouraged to develop curiosity, creativity and empathy by documenting their research. There are sections for reflection on each week's tasks as well as thinking about their beneficiaries.

The Changemakers can also think about their skills and what roles they can take on in their team by using the 'True Colours Personality Test'.

The Changemaker journey log is updated each year to ensure that it is always in line with current thinking.

RESEARCH

| Topic | Information |
|--|--|
| <p>Project-based learning and Youth participatory action research</p> | <p>Working alongside Professor Tom Dobson, our programme is built upon research and encourages both project-based learning and youth social action. Here is a link to one of our published articles:</p> <p>https://www.timeshighereducation.com/campus/how-community-projects-can-promote-students-critical-thinking-skills</p> <p>"Project-based learning has engaged me more in learning as it is more enjoyable as we can decide what our goal is. It has helped me develop research and communication skills which has meant I have grown in confidence and loved the experience" Year 9 Changemaker.</p> |
| <p>Supporting Community Action and SDG education</p> | <p>Throughout the programme our aim is to support and develop the independent learning of key local issues of importance to the changemakers.</p> <p>"Initially, I saw the SDGs as unachievable and not plausible goals. However, I have realised how easily I can help the community and the SDGs seem more realistic and easy to create a change" Year 10 Changemaker.</p> |



OUR GOALS

PROGRAMME DELIVERY

1. Continue to onboard more schools and deliver our programme to educate more changemakers throughout Yorkshire.
2. Increase the number of Changemakers who are enrolled on the programme, increasing the breadth of delivery to more parts of Yorkshire.
3. Focus on increase in engagement with students from pupil premium backgrounds.
4. Develop our resources which will support project ideation, SDG education and the understanding of what they mean.
5. Update the Changemaker journey log to be more accessible to younger students and those who may struggle to engage with a more complicated curriculum.

CURRICULUM AND RESEARCH

1. Continue to work with York St. John University to strengthen the programme through their research on project-based learning and research skills.
2. Enable teachers to deliver learning about sustainability and community action through accessible resources.

NETWORK AND COMMUNITY

1. Continue to work alongside our corporate partners and programme supporters to deliver project accelerators, project dens and events on our annual calendar.
2. Build positive relationships with key stakeholders within the education system to embed the programme in order to deepen the values and broaden its reach.

MEET THE TEAM

MANAGEMENT



Andrew Bacon OBE
CEO



Amy Brereton
Executive Director



Becks Wheatley
Programme Manager

TRUSTEES



Robin Lassiter
Trustee



Julia Dobson
Trustee



Donna Miller
Trustee



Dr. Mel Fuller
Trustee



Ian Ellis
Trustee



Geraldine Burnet
Trustee

NEXTGENLEADERS PARTNERSHIPS

Our partners are critical to the success of the NextGenLeaders Programme. Without their financial support and access to their facilities the programme would not be available to our schools.



And we are so thankful for support throughout the year from:



This year our projects have also teamed up with:



The NextGenLeaders programme is part of Enactus UK a registered charity in England & Wales #1155261.



SOURCES OF INFORMATION

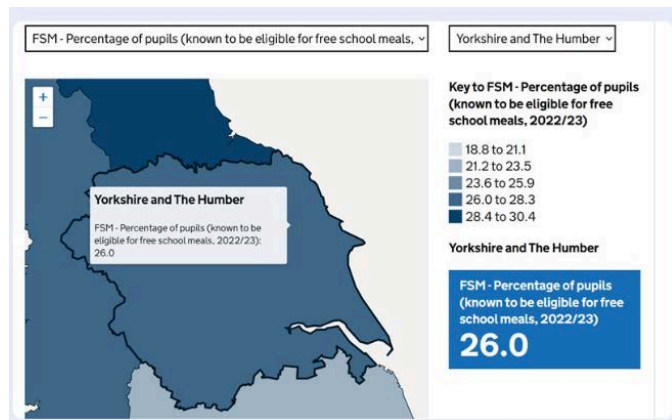
Please see the information below for details of where the information given in the **NextGenLeaders Impact Report 2023/24** has come from.

Figures for national numbers of pupil premium/school characteristics - [SN06700.pdf \(parliament.uk\)](https://www.parliament.uk/publications/2023/06/sn06700/)

Schools, pupils and their characteristics, Academic year 2022/23 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk).

| 2011-12 to 2022-23 | No. of pupils attracting pupil premium, by element | | | |
|--------------------|--|------------------|--|-----------|
| | Element | | | Total |
| | Deprivation | Service children | Looked after and previously looked after | |
| 2011-12 | 1,217,860 | 45,070 | 40,560 | 1,303,190 |
| 2012-13 | 1,831,130 | 52,370 | 41,420 | 1,924,920 |
| 2013-14 | 1,917,270 | 57,940 | 42,540 | 2,017,750 |
| 2014-15 | 1,919,260 | 64,390 | 86,370 | 2,070,020 |
| 2015-16 | 1,920,360 | 68,900 | 86,150 | 2,075,410 |
| 2016-17 | 1,906,480 | 73,470 | 93,720 | 2,073,670 |
| 2017-18 | 1,892,300 | 75,270 | 99,380 | 2,066,950 |
| 2018-19 | 1,865,320 | 76,320 | 105,670 | 2,047,310 |
| 2019-20 | 1,850,310 | 77,150 | 111,710 | 2,039,170 |
| 2020-21 | 1,831,950 | 79,340 | 116,100 | 2,027,390 |
| 2021-22 | 1,893,470 | 80,030 | 113,240 | 2,086,740 |
| 2022-23 | 1,963,020 | 80,110 | 117,940 | 2,161,070 |
| 2023-24 | 2,002,787 | 79,268 | 119,891 | 2,201,946 |

Note:
 Figures from 2015-16 rounded to nearest 10; figures for years prior rounded in source data. Totals may not sum as a result.
 Source:
 Department for Education, [Pupil premium allocations, various years](#)



Ethnicity

Hide

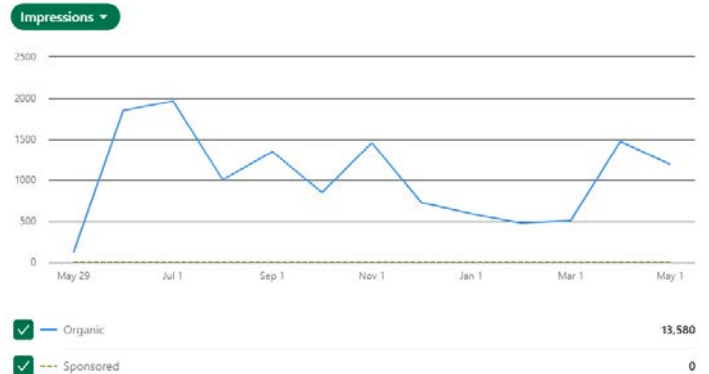
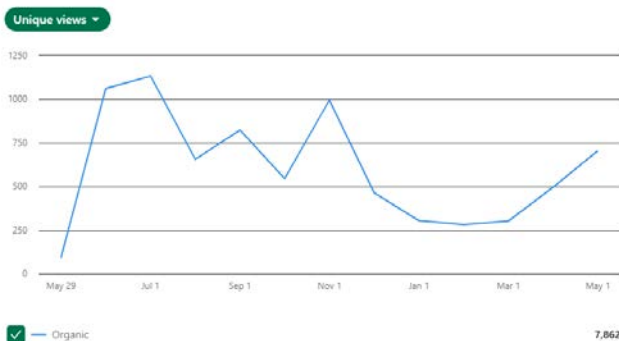
35.7% of pupils are from a minority ethnic background

Those pupils of all school age who have been classified according to their ethnic group and are of any origin other than White British are defined as being of minority ethnic background in this release.

The percentage of pupils from minority ethnic backgrounds is 35.7% across all school types, continuing a trend of increases in recent years, and up from 34.5% in 2021/22. The percentage varies by school type -

- 36.1% in primary schools (up from 34.8% in 2020/21)
- 35.4% in secondary schools (up from 34.1%)
- 31.3% in special schools (up from 31.0%)
- 25.4% in AP schools (up from 25.1%)

These figures do not include those where ethnicity is unclassified.



LinkedIn Impressions for a year between the 29th of May 2023 & 2024

LinkedIn Views for a year between the 29th of May 2023 & 2024

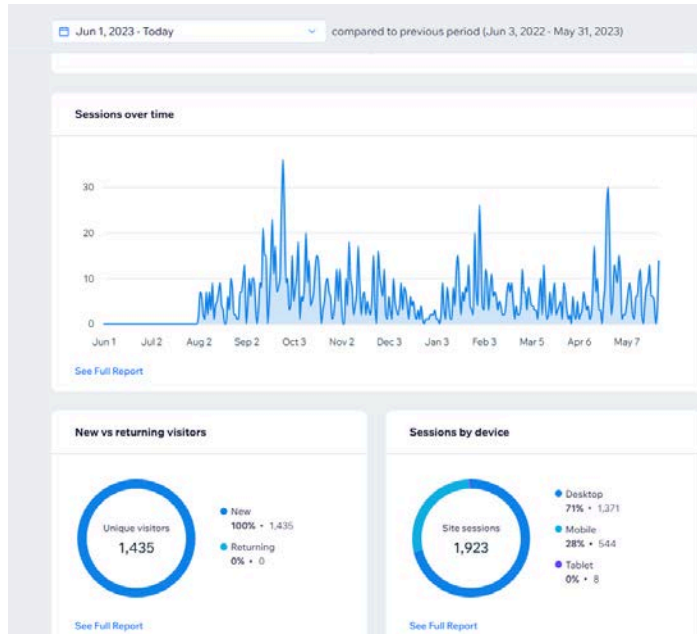
SOURCES OF INFORMATION

MPs/Councillors engaged with the programme 2023-24:

Cllr. Ed Carlisle - Guest at April Regional Final.

Cllr. Katie Dye - Guest at April Regional Final and has been organising additional community links for East Leeds teams.

Naz Shah, MP for Bradford West met with Litter Lifters.



Visitors to the website, for as long as data is available which is Aug 1st 2023-May 28th (when report was produced)

Raw data from a survey sent to schools to collect information about the Changemakers and their projects this year.

| | 3. How many students have been part of NextGenLeaders across the year (please include those who have dropped out along the way)? | 5. What year groups have been in the NextGenLeaders teams? (you can select multiple) | 6. What % of the students in the NextGenLeaders programme at your school are pupil premium? (or how many? I can work our % if you want to send a number) | 7. How often did you meet with your students, on average | 8. How many hours in total have you spent working with your Changemaker teams this year? | | |
|-----------|--|--|--|--|--|-------------|-----|
| School 1 | 10 | Year 12, Year 13 | | 20% | Once a week | 32-35 hours | 33 |
| School 2 | 32 | Year 7, Year 8, Year 9, Year 10, Year 11 | 37.50% | Once a week | | 30 | 30 |
| School 3 | 16 | Year 7, Year 8, Year 10, Year 11 | 37.50% | Once a fortnight | 15 plus trips | | 15 |
| School 4 | 9 | Year 9 | 57% | Once a week | 20-30 (not sure) | | 25 |
| School 5 | 18 | Year 7, Year 8, Year 9, Year 10 | 11% | 4 times | | 8 | 20 |
| School 6 | 7 | Year 8, Year 9 | 43% | Once a fortnight | | 30 | 30 |
| School 7 | 30 | Year 9, Year 10 | 80% | Once a half term | 10 hours | | 10 |
| School 8 | 12 | Year 7, Year 8, Year 9, Year 10 | 67% | Once a week | once every week for 50 mins | | 20 |
| School 9 | 12 | Year 10 | 67% | Once a half term | | 20 | 20 |
| School 10 | 12 | Year 9 | 42% | Once a fortnight | | 30 | 30 |
| School 11 | 13 | Year 10, Year 12, Year 13 | 0.00% | Once a week | Approx 18 hours (not including event | | 18 |
| School 12 | 5 | Year 8, Year 9, Year 10 | 20% | Once a fortnight | | 12 | 12 |
| School 13 | 14 | Year 8 | 43.00% | | | | 15 |
| | 190 | | 40% | | | | 278 |

| 9. How many NextGenLeader events have you attended across the academic year? | 10. How many external visits that weren't NextGenLeaders events have your teams made? (visiting a partner/primary school etc.) | 11. Now we are nearing the end of the academic year, do the Changemakers from your school have an improved knowledge of the SDGs, in your view? | 12. Have your changemakers shown any improvement in these areas of their school life during the course of the programme? (you can select multiple) | 13. Which SDGs did your teams' projects focus on? (you can select multiple) | 14. How many (external) partnerships did you have in total for your teams? | 15. How many beneficiaries have your projects impacted in total this year? | Beneficiaries in numbers - column added by BW | 16. Do your Changemakers feel enthused about tackling the SDGs, in your view? | 17. NextGenLeaders has core values of Curiosity, Creativity and Empathy. Do you think that these values are developed in the students who are part of the programme, in your view? |
|--|--|---|--|---|--|--|---|---|--|
| 4 | 16 | 1 Yes | Attitude to Learning, Beh | SDG 3 Good Health and | 4 | unknown | 0 | Yes | Yes |
| 5 | 20 | 3 Yes | Relationships with others | SDG 1 No Poverty, SDG | 5 | over 2000 | 2500 | Yes | Yes |
| 2 | 8 | 1 Yes | Relationships with others | SDG 1 No Poverty, SDG | 6 | | 15 | Not sure | Yes |
| 3 | 12 | 0 Yes | Difficult to say but I think | SDG 2 Zero Hunger, SDG | 3 | | 30 | Not sure | Yes |
| 3 | 12 | 0 Yes | I didn't know them to beg | SDG 2 Zero Hunger, SDG | 1 | All schools across the tru | 3392 | Not sure | Not sure |
| 4 | 16 | 2 Yes | Relationships with others | SDG 3 Good Health and | 2 | | 0 | Not sure | Yes |
| 2 | 8 | 1 Yes | Relationships with others | SDG 3 Good Health and | 0 | school students | 200 | Yes | Yes |
| 3 | 12 | 3 Yes | Attitude to Learning, Beh | SDG 1 No Poverty, SDG | 1 | | 1 | Yes | Yes |
| 1 | 4 | 2 Not sure | Relationships with others | SDG 5 Gender Equality, I | 2 | | 0 | Yes | Yes |
| 2 | 8 | 2 Yes | Relationships with others | SDG 1 No Poverty, SDG | 1 | None yet | 0 | Yes | Yes |
| 3 | 12 | 3 Yes | Relationships with others | SDG 3 Good Health and | 3 | | 500 | Yes | Yes |
| 2 | 8 | 2 Yes | Relationships with others | SDG 15 Life on Land | 3 | | 100 | Yes | Yes |
| 1 | 4 | 0 Yes | N/A | SDG 1 No Poverty, SDG | 0 | | 0 | Yes | Yes |
| | 140 | | | | 31 | | 6737 | | 12/13 |



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