

# The Young Enterprise Teacher Conference 2024



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# Spotlight Schools

**Ysgol Bryn Gwalia**  
**Royal Greenwich Trust School**  
**Ivel Valley School and College**  
**Denbigh High School**

**UTC Derby**  
**Ysgol Pentrecelyn**  
**Wargrave House**



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# Ysgol Bryn Gwalia

Lorraine Dalton, Headteacher  
Kate Sturdy, Assistant Headteacher



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# Ysgol Bryn Gwalia



L Dalton Headteacher

K. Sturdy - Deputy Head

## OUR SAVING INITIATIVE





# Growing Together Aiming High



Our curriculum helps children learn about money so they can be smart with it for life, fostering ambition and preparing them to thrive in a changing, diverse world influenced by technology, while also equipping them to tackle the challenges of today's society.



# Saving Initiative Why?



- ATTENDANCE - Since pandemic 88-89%
- BEHAVIOUR - values were not being followed
- ATTAINMENT - maths and numeracy identified in School Improvement Plan, needed to introduce real life authentic experiences for the children and financial education fitted perfectly.
- 52% FSM - it is imperative that the pupils learn about financial decisions, the emotional side of money as well as the practical day to day decisions that come from it.

Savings challenge for the learners =

**perfect**

# Saving Initiative How?



To get your stamps, remember to be ...

Gentle and Kind  
Excellent in attitude  
Mindful of others  
Supportive and nurturing



## Attendance Matters

Highest weekly class attendance - 10p

100% attendance, half termly - 20p

95% or above attendance, half termly - 10p

## Be an Upstander



Working Together  
Aiming High



"When you save money, it's like  
building a castle made of coins where  
dreams come true!"

ENW:





# Saving Initiative How?



# Saving Initiative How?



# Saving Initiative

## ESTYN Dec 23



Across the school, most pupils develop a strong sense of responsibility and pride in their school and community. For example, older pupils manage the school reward shop to promote positive behaviour. This encourages pupils to behave well and to improve their attendance.

Pupils embody the school's values successfully during play and lesson times. They are polite and respectful to each other and visitors to the school

The school's provision for pupil well-being is highly effective. Staff know their pupils well and work closely with leaders to monitor pupil behaviour, attendance and self-esteem.

Staff work well with a range of outside agencies to develop pupils' wider skills and their knowledge of the world of work. Recently, the school's work with a national financial education charity has begun to develop pupils' awareness of the use and value of money. For example, older pupils run a school reward shop which helps pupils across the school, to learn about the benefits of saving towards a goal.

# Saving Initiative What?



ATTENDANCE: 89% to 93%



BEHAVIOUR: Improved, values embedded, bullying reduced

ATTAINMENT:

Higher attendance + improved positive behaviour = improved wellbeing & higher attainment

"This project was born from the needs of our students. Its very real for them because it came from them, so means the world to them"



## MORE FINANCIALLY LITERATE



# Royal Greenwich Trust School

**Wakib Ullah**  
Head of Business Studies



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# Enterprise in school



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# London Stock Exchange Work Experience Programme



*“It was an amazing experience, I learnt so much within those 5 days that it would almost be impossible to concise it to a small paragraph.*

*I met many amazing people and had many conversations. Everyone being very welcoming and making time for me.*

*It was most definitely inspiring, I could definitely see myself prospering in such an establishment and has made my focus clearer on what I am trying to work towards.*

*With many of the activities I was pushed out of my comfort zone but when doing it I was gaining more confidence and realising that I was good at more than I expected. Alongside being well informed on the possible pathways I could take for a fulfilling career. I'd like to say thank you to everyone that had an impact on me from the London Stock Exchange Group.”*



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# Employability Masterclass

- Helps students to prepare for interviews
- Ask questions about careers
- Improve communication skills



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# Grid for Good

- Helps students to prepare for apprenticeships
- Allow them to ask questions about National Grid opportunities
- Prepare them for applications



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From National Grid

# Ivel Valley School & College

Emma Ward (on behalf of Lucy Irving  
Specialist SEND Teacher and Financial  
Education specialist



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# Steps to success - Financial education in a SEND school and college

An inclusive special school  
and college in Bedfordshire of  
approx.

150 students and rapidly  
growing





Inclusive  
community  
offering highly  
personalized  
curriculum to  
unique learners



# Making financial education meaningful for everyone – every learner counts



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# Focusing in on financial education

Independent living skills are key to our curriculum – preparing for adulthood outcomes (particularly employment and independent living)

Being able to self-advocate by making informed decisions.

Being able to communicate wants and needs

To be able to access the environments needed safely and maintain appropriate behaviors.

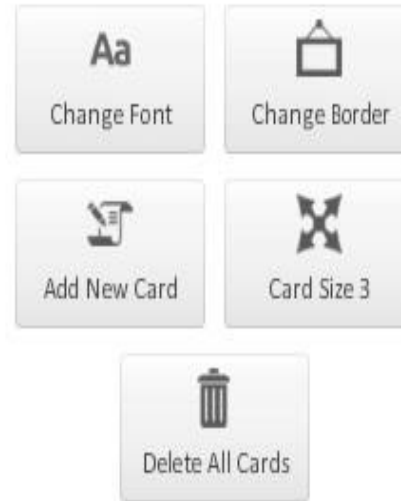
Personal safety – online and in real life.



# Case study: Mark



## Visual Aids Printables : Symbol Cards



**AAC Card Maker Help**  
Click a card to change the image or edit the text label.



# Case study: Abi



My trip to the Supermarket

<p>cashier</p>	<p>shelves</p>	<p>money</p>
<p>wallet</p>	<p>supermarket</p>	<p>shopping bag</p>
<p>shopping trolley</p>	<p>cafe</p>	<p>toilets</p>
<p>bakery</p>	<p>vegetables</p> <p>Veg. Shop</p>	<p>food</p>

Enterprise budget sheet

41051

Can locate different shops  
Locate items in different shops  
Responds appropriately to individuals in shops  
Participate in making payments in shop

Ideas for Radcliffe enterprise  
 worry worms  
 plane poles  
 person disjunct frame

The chosen project  
 worry worms

Items chosen to purchase for enterprise  
 bags  
 wool  
 Bags

Estimated cost per item  
 bags  
 bags  
 £3.00 each  
 £2.00 each £2.50 a pack



# A word from Matthew



- For enterprise I run the college tuckshop, I buy stuff for it. I go into town or to ASDA as well to look for products that would be good to sell. I get people in college to help out and buy stock for the tuckshop.
- Running tuckshop gives me experience running a business. It gives me experience working with money, it is hard at times but I work through it. Support from staff and friends helps me to run tuckshop.
- When I leave college I would like to run my own photography business and tuckshop is helping me learn how to do this. I just enjoy having a chance to be in charge of something.

# What's worked well for us



- Market stall
- Enterprise
- Opportunity to put financial education into practice – our Independent Living Suite
- Adapted technology – Alexa and google home.
- Supporting out learners into independent living.
- Giving our learners the confidence to be advocates for themselves.
- Starting from a young age – building it into our curriculum from EYFS.



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# What this looks like in EYFS



around the world  
**FOREIGN MONEY**  
**SENSORY BIN**



# Our Market Stall



# Independent Living Suite



# What are the challenges?



- Not everything is designed in a way that is suitable for our learners to access. This includes physically but also in terms of methods of communication and sensory considerations.
- A lot of financial education is quite language heavy, it's worked better for us to pull out key information and facts and present it in a clear, accessible way. Breaking complex ideas into step by step chunks of information that are easier to process.
- Assuming our learners can't do something!
- Creating links with local businesses – my students have a lot to teach others.
- Complicated processes with PIP, benefits etc.
- Finding opportunities for our learners to get into work and work experience.

# What we can all do to support every learner



- Inclusion!
- What does that look like?
- Communication (AAC - augmentative and alternative communication systems) – PECs, photos, talkers, sign language, eye gaze, switches.
- Accessibility – physical, sensory and social – sensory processing disorders / staff awareness
- Adaptations for specific learning difficulties in reading/writing and numeracy.
- Consider use of symbols, read-aloud options and social stories.
- Get involved and include us.



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# Denbigh High School

James Gulley  
Assistant Headteacher



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# Company Programme Year 11 Pilot Project



HIGH SCHOOL  
**Denbigh**  
A SPECIALIST SPORTS COLLEGE

*“High achievement for all is our shared responsibility”*

# Curriculum



<b>ASPIRE</b>	GCSE English Literature & Language	GCSE Mathematics	GCSE Triple Science	GCSE History or Geography	GCSE French/Spanish	GCSE Religious Studies	BTEC or GCSE Physical Education or Dance	<b>OPTION 1</b>	<b>OPTION 2</b>
	4 HOURS	4 HOURS	5 HOURS	2 HOURS	2 HOURS	2 HOURS	2 HOURS	2 HOURS	2 HOURS
<b>ASPIRE</b>	GCSE English Literature & Language	GCSE Mathematics	GCSE Combined Science	GCSE History or Geography	GCSE French/Spanish	GCSE Religious Studies	BTEC or GCSE Physical Education or Dance	<b>OPTION 1</b>	<b>OPTION 2</b>
	4 HOURS	4 HOURS	5 HOURS	2 HOURS	2 HOURS	2 HOURS	2 HOURS	2 HOURS	2 HOURS
<b>INSPIRE</b>	GCSE English Literature & Language	GCSE Mathematics	GCSE Combined Science	GCSE History or Geography	GCSE French/Spanish	GCSE Religious Studies	BTEC or GCSE Physical Education or Dance	<b>OPTION 1</b>	
	4 HOURS	4 HOURS	5 HOURS	3 HOURS	3 HOURS	2 HOURS	2 HOURS	2 HOURS	
<b>MOTIVATE</b>	GCSE English Literature & Language	GCSE Mathematics	GCSE Combined Science	GCSE History or Geography	GCSE Religious Studies	BTEC or GCSE Physical Education or Dance	Business and Employability		
	5 HOURS	5 HOURS	5 HOURS	2 HOURS	2 HOURS	2 HOURS	4 HOURS		
<b>EXCEL</b>	GCSE English Literature & Language	GCSE Mathematics	GCSE Combined Science	GCSE History or Geography	GCSE Religious Studies	BTEC or GCSE Physical Education or Dance	<b>OPTION 1</b>		
	5 HOURS	5 HOURS	5 HOURS	3 HOURS	3 HOURS	2 HOURS	2 HOURS		
<b>RAISE</b>	Entry Level English	Entry Level Mathematics	Entry Level Science	ASDAN Religious Studies	Physical Education and DofE	Life and Living Skills	Food		
	5 HOURS	5 HOURS	6 HOURS	3 HOURS	2 HOURS	2 HOURS	2 HOURS		

Pathways



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# Curriculum - Focus group



<b>INSPIRE</b>	GCSE English Literature & Language	GCSE Mathematics	GCSE Combined Science	GCSE History or Geography	GCSE French/ Spanish	GCSE Religious Studies	BTEC or GCSE Physical Education or Dance	OPTION 1
	4 HOURS	4 HOURS	5 HOURS	3 HOURS	3 HOURS	2 HOURS	2 HOURS	2 HOURS



**Highest disruption and disengagement**

# Cohort of 13 students



- Bangladeshi/Pakistani boys
- Middle and low ability
- Deprivation indicators
- Single parenting
- Risk of permanent exclusion
- High tariff students
- Involved with YOT and wider interventions



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# Implementation



- Aims and learning objectives
- Sequenced learning
- Key KPI's
- Adapted resources
- Key evaluation points



**Improve attendance and attitude**

# Impact - Attendance



	Yr10	Yr11	Diff
IN	93.80%	92.30%	-1.50%
IM	87.57%	94.70%	7.13%
IH	95.56%	99.60%	4.04%
FR	93.92%	96.50%	2.58%
SI	75.77%	64.80%	-10.97%
MS	78.33%	84.50%	6.17%
HH	87.85%	93.22%	5.37%
RM	91.71%	96.50%	4.79%
TH	87.02%	85.60%	-1.42%
ZM	91.70%	95.80%	4.10%
AH	90.11%	93.70%	3.59%
HS	98%	98%	0%
SK	86%	94.70%	8.70%



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# Impact - Attitude



	Yr10	Yr11	Diff
IN	24	27	3
IM	75	56	-19
IH	65	54	-11
FR	9	6	-3
SI	41	34	-7
MS	42	13	-29
HH	16	21	5
RM	21	24	3
TH	29	15	-14
ZM	30	19	-11
AH	6	8	2
HS	35	16	-19
SK	4	12	8

4

4.1 Not showing respect to others - e.g Talking/ shouting out, not following instructions, making noises, fighting.

4.2 Not showing honesty - e.g. not telling the truth to the teacher.

4.3 Not showing independence - e.g. through a lack of equipment or being passive.

4.4 Other

5

5.1 Physical Conflict.

5.2 Displaying a lack of tolerance and respect to others.

5.3 Intimidating or aggressive behaviour.

5.4 Other



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# Student feedback



**“I don’t have time to mess around as I am too busy selling or planning my product”**

**“If we had more time we could have sold loads more”**

**“It was a good idea miss, and I am glad people bought it”**

**“I had more praise from teachers this year as they could see I was ok”**

**“French was boring - I found a new interest and actually know what I want to do with my life”**



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# Implementation



## Starting up

### Block 1

6/7 week block developing skills

- Starting with £10 to £50 challenge
- Developing presentation skills
- Develop accounting skills
- Developing software skills through use of Canva
- Developing understanding of a business plan
- Understanding how to pitch
- Understanding individual key skills

# Implementation



## Young Enterprise Milestones

### Block 2

6/7 week block developing skills

- Pupils logged on and working through milestones 1-4
- Developing ideas
- Understanding what they can and can't sell
- Agreeing roles based on individual strengths

# Implementation



## Launching and Selling

Block 3&4

6/7 week block developing skills

- Creating the product
- Using branding created previously to advertise
- Taking orders, keeping track of spend
- Reviewing on task for profit
- Attending selling events

# Implementation



## Launching and Selling

Block 5

6/7 week block developing skills

- Winding down
- Understanding how to complete a company report
- Completing accounts

# Implementation



## Launching and Selling

### Block 6

6/7 week block developing skills

- Complete review questionnaire
- Recap on the skills they have learnt
- Think about the future- GCSE's/ College/ Careers
- Complete an action plan

# UTC Derby

Kerry Warburton



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# UTC Derby Pride Park



UTC Derby Pride Park

13-19 Years Old

Specialisms:

Engineering

Health & Life Sciences

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RESPECT RESILIENCE ASPIRATION



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# Mission & Vision



## Mission Statement

To create a future work-force of aspirational and inspirational young adults through the delivery of an exemplary 'Global Cultural Learning' programme. This programme is designed to not only meet the needs of students but also make them work-force ready by having an understanding of aspects such as politics and history to finance and first aid whilst also developing their wider employability skills to meet the needs of UK engineering, manufacturing and health and life science industries

**KNOWLEDGE FOR LIFE SKILLS FOR THE FUTURE**  
RESPECT RESILIENCE ASPIRATION

## Vision Statement

To be the number one outstanding 13-19 education provider and talent pipeline creator in developing students wider Global Cultural Learning to include Financial Awareness and aspects linked to future pathways.



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# Aims



- Provide every student with a personalised pathway through and beyond the UTC providing them with a 'Knowledge for Life and Skills for the Future' both curriculum based and beyond
- Ensure high aspirations and expectations of our students' professional and personal development challenging 'What makes them different' by working with staff and students to foster our key values and equip students with the knowledge and understanding for future success, including financial awareness
- Develop and deliver a top quality Financial programme supported by employers and University to contextualise Financial Understanding in the wider World
- To become a hub of Financial Excellence that not only supports our students but also the local and wider community in terms of Education and Employer developments within this sector

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# Global Cultural Learning Programme



- Tutor Programme
- Personal Learning (RSE/PSHE)
- Assemblies
- Wider Learning (Y9 – Duke of Edinburgh Programme)
- CEIAG – Careers Education Information Advice and Guidance
- Employer Projects / Activities
- Open Days / Open Evenings and Events
- Student Council
- Enrichment Programme
- Work Experience
- Drop Down Days
- Skills Builder Programme

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# Tutor Programme – Yr 9 & 10



Whole School Assembly (TEAMS)	Finance	Global Cultural Learning / ISR's	Guided Reading	Guided Reading
Whole School Assembly (TEAMS)	Finance	Global Cultural Learning / ISR's	Guided Reading	Guided Reading
Whole School Assembly (TEAMS)	Finance	Global Cultural Learning / ISR's	Guided Reading	Guided Reading
Whole School Assembly (TEAMS)	Finance	Global Cultural Learning / ISR's	Guided Reading	Guided Reading
Whole School Assembly (TEAMS)	Finance	Global Cultural Learning / ISR's	Guided Reading	Guided Reading
Whole School Assembly (TEAMS)	Global Cultural Learning / ISR's	Finance	Guided Reading	Guided Reading
Whole School Assembly (TEAMS)	Global Cultural Learning / ISR's	Finance	Guided Reading	Guided Reading
Whole School Assembly (TEAMS)	Global Cultural Learning / ISR's	Finance	Guided Reading	Guided Reading
Whole School Assembly (TEAMS)	Global Cultural Learning / ISR's	Finance	Guided Reading	Guided Reading
Whole School Assembly (TEAMS)	Global Cultural Learning / ISR's	Finance	Guided Reading	Guided Reading

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# Tutor Programme – Yr 12 & 13



Tutor Time				
Monday	Tuesday	Wednesday	Thursday	Friday
Whole School Assembly (TEAMS)	CEIAG F03	Personal Learning S07	IPMR	IPMR
Whole School Assembly (TEAMS)	Personal Learning S07	CEAIG F03	IPMR	IPMR
Whole School Assembly (TEAMS)	IPMR	IPMR	Personal Learning GHS	CEIAG/ISR's F03
Whole School Assembly (TEAMS)	IPMR	IPMR	CEAIG/ISR's F03	Personal Learning S15
Whole School Assembly (TEAMS)	IPMR	IPMR	Personal Learning S04	CEIAG/ISR's F12
Whole School Assembly (TEAMS)	IPMR	IPMR	CEAIG/ISR's F12	Personal Learning S04

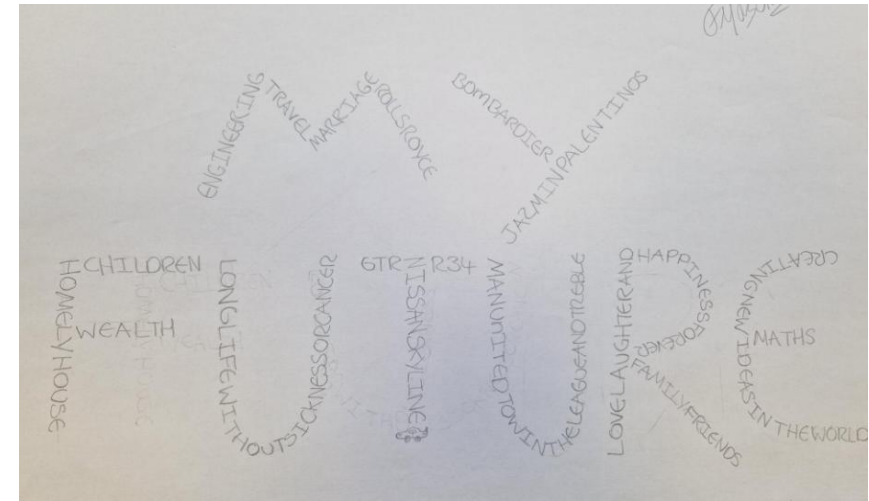
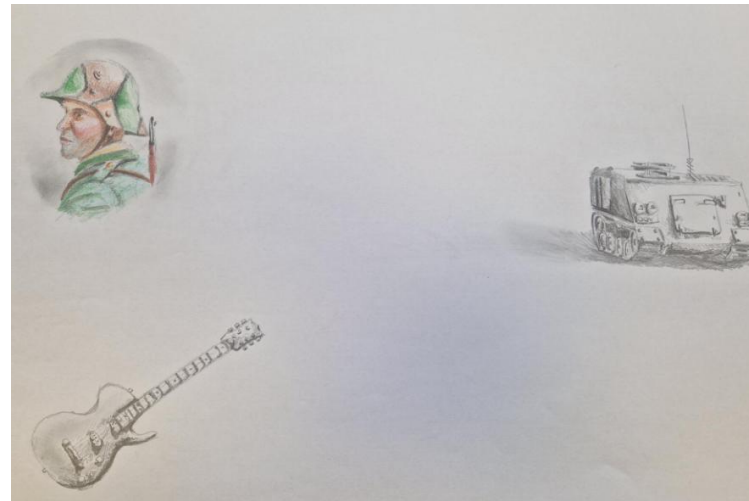
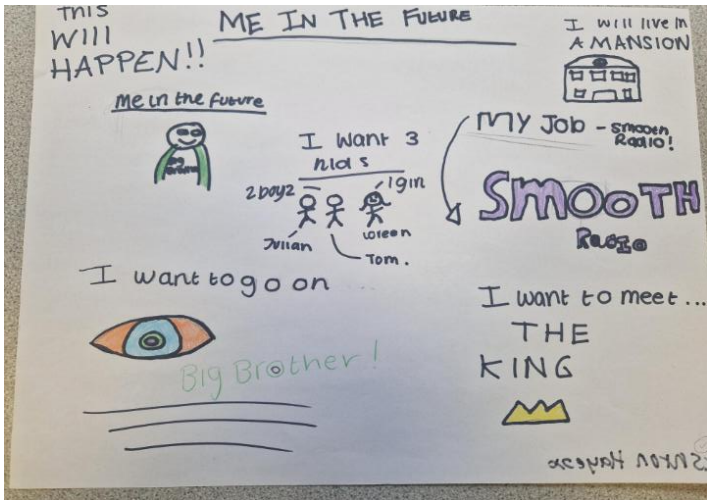
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# Avatars



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# Aspirers Programme



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# UTC Currency



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# Enrichment Programme



CANSAT



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# Drop Down Days



08:30-08:45																	CA	CA	
08:45 - 09:15	Tools Down	Journey	R-R	Journey	UTC Currency	Journey	Toyota	WEX	TEAMS	NHS - SA	CA	Next Steps	TEAMS	Derby Uni	Journey	IS	CA	CA	
09:20- 09:50	Tools Down	NWR	UTC Currency	R-R	Journey	Journey	TEAMS	Toyota	WEX	Journey	CA	Next Steps	Derby Uni	IS	Skills	NHS - SA	CA	CA	
09:55 - 10:30	Journey	Tools Down	NWR	UTC Currency	R-R	NHS-SA	Journey	TEAMS	Toyota	WEX	Derby Uni	CA	Next Steps	Journey	IS	IS	CA	CA	
10:30-10:45	Skills	Skills	Skills	Skills	Skills	Skills	BREAK	BREAK	BREAK	BREAK	Journey	NWR	Next Steps	Skills	Toyota	Skills	BREAK	BREAK	
10:45-11:00	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	Skills	Journey	Journey	Skills	Journey	NWR		Skills	Toyota	Skills	Nxt Steps	Nxt Steps	
11:00 - 11:15	Skills	Skills	Skills	Skills	Skills	Skills	Skills	Skills	Skills	Skills	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	Nxt Steps	Nxt Steps
11:15-11:45	Journey	Tools Down	Journey	NWR	NHS-SA	UTC Currency	WEX	Journey	Unifrog	Toyota	Next Steps	Derby Uni	CA	IS	Core	Health Tech	R-R	R-R	
11:45-12:10	UTC Currency	UTC Currency	Tools Down	Journey	UTC Currency	NWR	Journey	TEAMS	Journey	UTC Currency	Next Steps	TEAMS	CA	Toyota	Core	Health Tech	R-R	R-R	
12:10-12:40	UTC Currency	Journey	Tools Down	UTC Currency	Journey	R-R	LUNCH	LUNCH	LUNCH	LUNCH	NWR	CA	Journey	Core	Derby Uni	Finance	LUNCH	LUNCH	
12:40-13:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	Unifrog	UTC Currency	UTC Currency	Journey	TEAMS	Journey	NWR	Core	Finance	Health Tech	CA	CA	
13:10-13:40	NWR	R-R	UTC Currency	Tools Down	TEAMS	UTC Currency	UTC Currency	Unifrog	UTC Currency	UTC Currency	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	CA	CA	
13:40 - 14:10	R-R	UTC Currency	Journey	Tools Down	NWR	TEAMS	UTC Currency	UTC Currency	Journey	Unifrog				Finance	IS	Journey	CA	CA	

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# Student Council



- Charities & Events



- Financial Education



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# Student Council



- Careers & Employer Projects



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# Ysgol Pentrecelyn

**Andrew Evans**  
Headteacher



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# Seren's Farm/Fferm Seren



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# Journey

Pupil voice and aspirations

Applied learning and the world of work



# Seren's Farm



Community involvement

Local farms, business and employers

Diversification



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# Community involvement



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# Knowledge sharing



Nodiadau Athrawon

Teachers' Notes

Training workshops and teachers notes



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# Financial education prompts



Prompt	Financial education related	Online source for further information
What does Seren want to do when she gets older?		
Can you think of other jobs that the farm might support?		<a href="https://www.fwi.co.uk/careers/beginners-guide-careers-agriculture-farming">https://www.fwi.co.uk/careers/beginners-guide-careers-agriculture-farming</a>
How might Seren and her friends make some money from the school garden and vegetable plot?	✓	
What should Seren and her friends do with the money they make from selling items from the garden and vegetable plot?	✓	<a href="https://maps.org.uk/en/our-work/talk-money-week#">https://maps.org.uk/en/our-work/talk-money-week#</a>
How would it help sales if they could also accept bank cards?	✓	
Why is Seren's father, Mr. Roberts, very keen that the farm should make a profit each year?	✓	
Explain things that need to be in the farm's budget.	✓	
How might Seren and her friends decide what to grow in the school's vegetable plot?		
Compare Seren's project at school and life on the farm.		
Complete the questions on Page 2		
Why do farmers "rotate" crops? (How does this help the crops and costs?)		
Considering the sale of crops at the market, how might sales be improved?		
What costs are associated with selling at the market?	✓	
Make a list of why numbers are so important in running Nain's Farm. Think about budgeting in running a business.	✓	
Come up with your own business ideas and how important budgeting is.	✓	

David Evans

Sarn associates

<https://www.sarnassociates.co.uk/>



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# Wargrave House

Yvette Carr



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# Context and Introduction



Wargrave House School is a non-maintained special school for young people with autism aged 5-16. We have 74 learners on roll whom all have an Educational Health Care Plan (EHCP) and come from 10 different local authorities.



# Real-world readiness



'You just go into McDonalds and ask for a job'

**Remarkable**  
Autom. Redefining what's possible

Application for position of *Deck manager / Ship manager*

**Personal Details**  
Name: *L. Lee*  
Address: *667 Wargrave Road, Wargrave, Wiltshire, Dorset, W12 8PS*  
Phone number: *01202 224899*  
Email: *L.lee@wargrave.com*

**Education**  
School: *Wargrave house school*

**Learning/Awards/Qualifications**  
Subjects (include award/qualification where relevant):  
• GCSE (Maths, applied)  
• WJEC (Maths, applied) (12)  
• D-TEC (13) (Business, marketing)  
• Coaching ASDAN qualification  
• National Curriculum  
• Music, PSHE, expressive arts, drama, sports, outdoor activities.  
• ICT D-TEC  
• Music grade (Coral and guitar)

**Work Experience/Voluntary Experience:**

Company/Place of work	From/to	Job role
<i>Coffee Shop</i>	<i>Sept 25 - Nov 25</i>	<i>Barista</i>
<i>Farm</i>	<i>June - current</i>	<i>Farm hands</i>
<i>Tramway music</i>	<i>Sept 23 - current</i>	<i>drum teacher</i>
<i>Wood and Jul</i>	<i>Sept 23 - present</i>	<i>Sound</i>

**What skills and qualities can you offer to the job?**  
• I am good at time management when playing drums for leading drum.  
• I work with money and calculating things.  
• I am good at giving instructions and following.

**References**

Name: <i>L. Lee</i>	Name: <i>Mandy</i>
Position: <i>Teacher</i>	Position: <i>Drum coach</i>
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Young Enterprise  
Member of JA Worldwide

# Partnership working



Barclays Roadshow



Autism Accreditation  
Beacon Status



# Impact on learners



“Its helped me  
prepare for my  
future”

# Reflections/advice



- Identify an issue/area to improve which benefits your young people
- Celebrate successes
- Evaluate impact- cyclical process
- Budget effectively, not everything requires a cost
- Not always adding something new be brave to stop ineffective practice.

Most importantly: Learner voice is KEY

