



IN PARTNERSHIP

 **BARCLAYS**

SET FOR SUCCESS

# Evaluation of Set for Success

Evaluation findings for the 2023-24 academic year

Report produced by the Youth Sport Trust's Research and Insight Team  
August 2024

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Contents

|       |  |                           |
|-------|--|---------------------------|
| One   |  | Introduction              |
| Two   |  | Engagement and Activities |
| Three |  | Outcomes                  |
| Four  |  | Programme Views           |
| Five  |  | Lessons and Conclusions   |
| Six   |  | Appendices                |

*Delivered by*





IN PARTNERSHIP

 **BARCLAYS**

SET FOR SUCCESS

# Section 1 | Introduction

*Delivered by*





IN PARTNERSHIP



SET FOR SUCCESS

# Programme overview

Set for Success is an intensive youth leadership initiative funded by the Wimbledon Foundation in partnership with Barclays and delivered by the Youth Sport Trust (YST).



## Target group

This programme seeks to support young people in year 9 / S3 (aged 13-14 years old) who are 'at risk' of not achieving their full potential through a series of sessions delivered by inspirational Athlete Mentors and teachers through active learning and sport.



## Aims

Set for Success seeks to support the following outcomes for young people:

- ✓ Increased employability skills
- ✓ Improved physical literacy
- ✓ Improved wellbeing
- ✓ Improved resilience
- ✓ Improved attitudes towards the future
- ✓ Increased motivation to learn
- ✓ Improved engagement and behaviour at school

The programme also aims to increase the competence of teachers to support 'at risk' young people and to increase awareness of Wimbledon beyond London.

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Programme context



## Impact so far

Over the course of a three-year pilot (2020-23), Set for Success engaged 426 young people aged 13-16 years old. The programme proved successful in improving the attitudes, behaviours and key skills of these young people.

To read the full evaluation report of the pilot phase, alongside school case studies, please click [here](#).



## What's next

Due to the pilot's success, Set for Success has been extended to further increase the reach of the programme.

Over the next four years (2023-27), Set for Success aims to reach another 150 schools across the UK, engaging up to 3,900 young people.

This report covers the research findings for Set for Success delivery in the 2023-24 academic year.

Delivered by





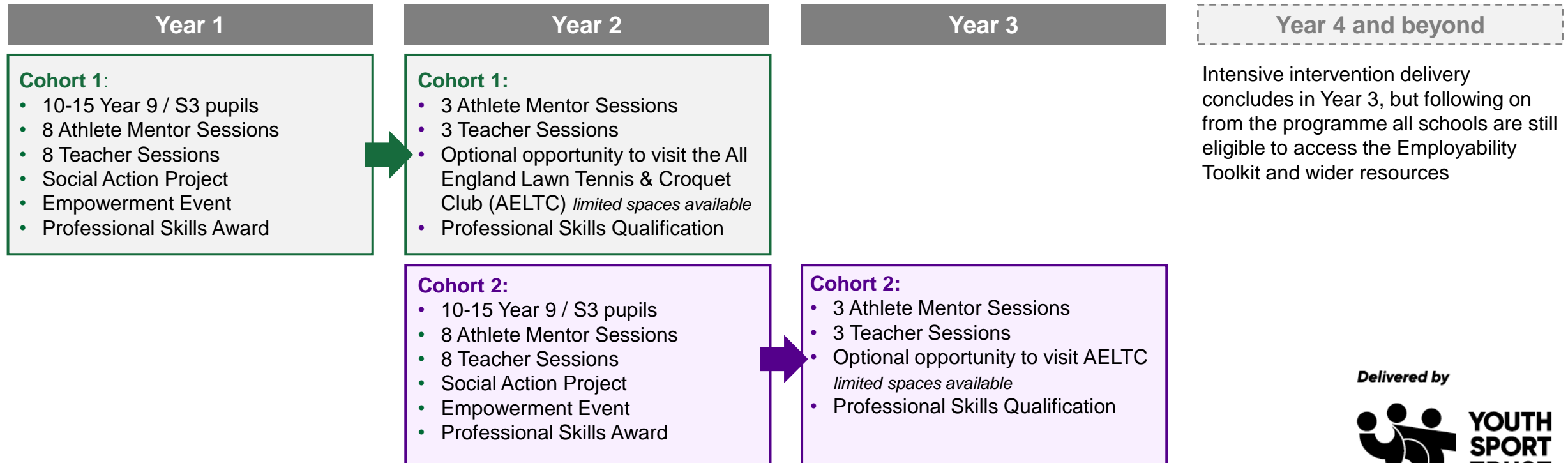
IN PARTNERSHIP



SET FOR SUCCESS

# School journey on Set for Success

Each school will have two cohorts of young people taking part in Set for Success, in a staggered delivery model. Each cohort stays with the programme for two years.



Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Core programme activities

## Athlete Mentor Sessions

- Sessions for young people that are delivered by an Athlete Mentor.
- Focused on developing employability skills which are crucial both within and beyond education.
- Sessions include a mix of activities and sports to develop and apply skills.

## Empowerment Event

- Young people conclude their first year on the programme with an Empowerment Event.
- This brings together young people in their local area to share the skills they have been developing and to celebrate achievements.
- It will also bring together local employers, helping the young people understand opportunities that might be available to them post education.

## Teacher Sessions

- Sessions for young people that are led by the lead teacher, interspersing the Athlete Mentor sessions.
- Opportunity to reflect on the skills young people are developing and how these could be used across the whole school.
- Time to work on their social action project and complete their workbook.

## Award & Qualification

- All young people during the first year of the programme work towards a Wimbledon Foundation Set for Success Professional Skills Award, accredited by the Leadership Skills Foundation.
- A workbook is completed by young people to support the Award.
- During the second year, all young people can turn this award into a Level 1 Qualification in developing Professional Skills or in Scotland a SCQF Level 4 Qualification in Developing Professional Skills.

## Social Action Project

- Student-led social action project to apply skills in practice and influence something which is important to them.
- Project focus is chosen by the young people.

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Additional programme activities

## Events at AELTC

- Inspiration events held at AELTC (for a limited number of schools). This event gives attendees the opportunity to be inspired by the home of The Championships and to hear about wider careers in sport to raise their awareness / aspirations into the wide range of opportunities available.
- Annual Recognition Award event celebrates the achievements and hard work of a selection of young people and teachers involved in Set for Success. Four awards will be handed out, three awards to celebrate young people and one award to celebrate a lead teacher. The event is hosted by Barclays on-site at the Championships.

## Intern Initiative

- The Intern role consists of 3 days a week supporting Set for Success
- Interns support the Athlete Mentor and teacher sessions in the schools in their local area.
- Interns support the lead teacher in each school with administrative tasks and to support schools to understand and complete the full requirements of the programme.
- Interns attend and support events
- Aims to provide the interns with valuable professional opportunities.
- A series of training sessions provided to support the interns in their role and to contribute to their personal and career development.

Delivered by

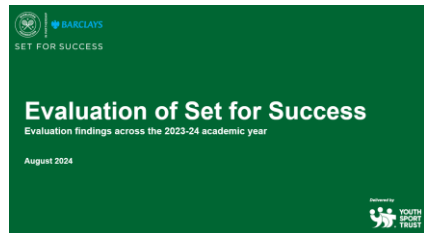




# Evaluation overview

The evaluation of Set for Success aimed to assess the extent to which the outcomes of the programme have been achieved, and to understand the effectiveness of the programme delivery model and processes.

Set for Success was evaluated by the YST's Research and Insight Team. The research included surveys and interviews with young people and teachers, and observations at a sample of events. This report is supported by additional reports produced, as shown below.



## Evaluation report

## Wimbledon Inspiration Day: Research findings (October 2023 & February 2024)

## Understanding local contexts in under-served communities: Insight for Set for Success

## Eight case studies (four on schools, four on Interns)

- ✓ Full evaluation report of findings across the 2023-24 academic year
- ✓ Infographic report summarising key findings of the evaluation report

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Section 2 | Engagement and Activities

*Delivered by*





IN PARTNERSHIP



SET FOR SUCCESS

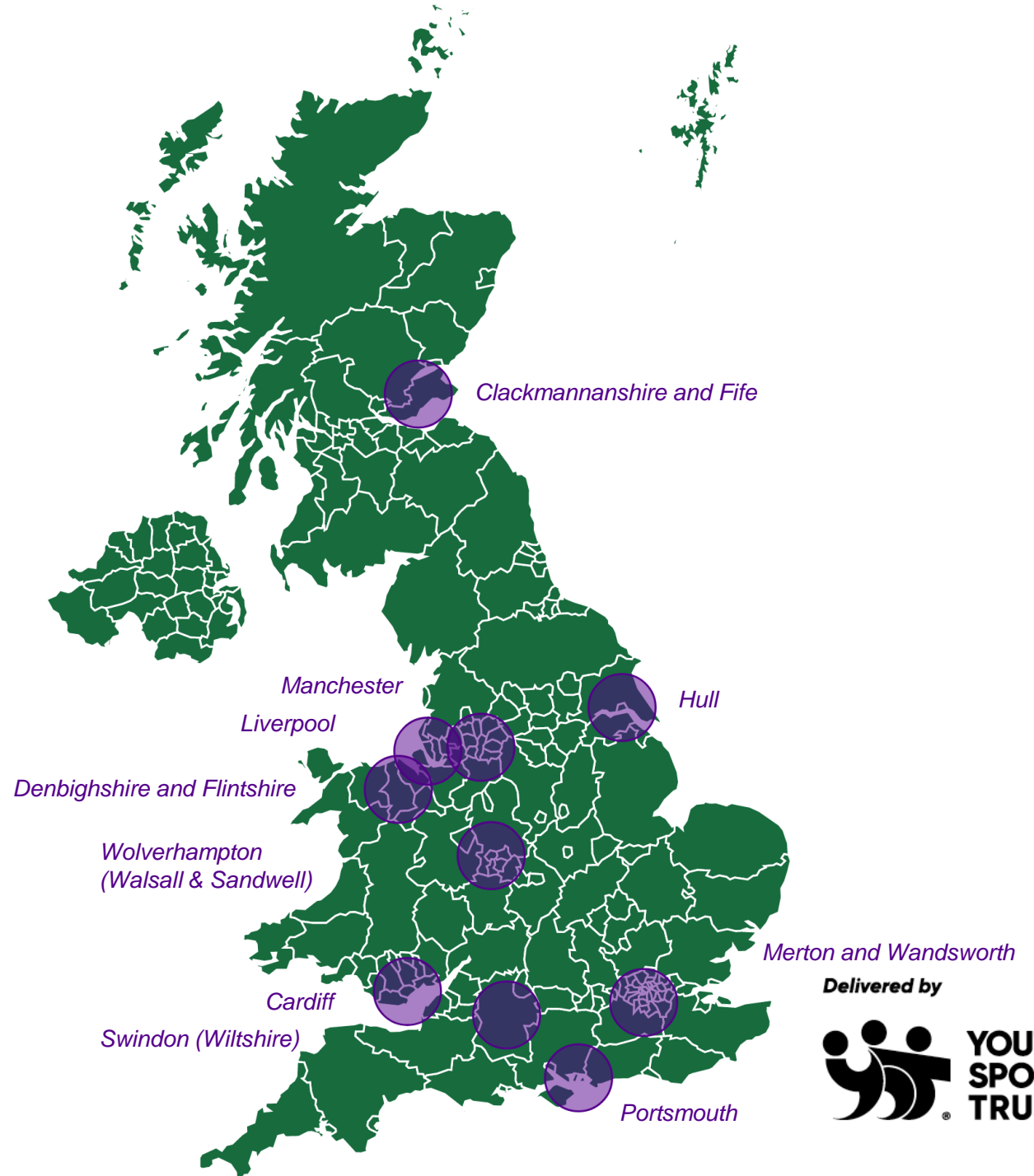
# Participating schools

## 51 schools across 10 locations

have completed Set for Success delivery in the academic year 2023-24 in the areas highlighted in purple on the right-hand side map.

Below is an overview of the schools' journeys on Set for Success and where they were at with delivery in 2023-24.

| Year 1                                 | Year 2                                | Year 3                                |
|--|---------------------------------------|---------------------------------------|
| <u>Cohort 1 – Year 1</u><br>41 schools | <u>Cohort 1 – Year 2</u><br>5 schools |                                       |
|  | <u>Cohort 2 – Year 1</u><br>5 schools | <u>Cohort 2 – Year 2</u><br>4 schools |



Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Demographics of young people engaged in year 1

'At risk' young people targeted: the proportion eligible for Free School Meals is more than double the national average



in receipt of  
**Free School Meals**

average for England: 24.6%  
average for Wales: 21.3%  
average for Scotland: 32.9%

from **ethnically diverse communities**  
(including Asian, Black and  
Minority Ethnic Groups)



with **additional support needs**  
(including special educational needs)

average for England: 18.4%  
average for Wales: 11.2%  
average for Scotland: 37%

average for England: 37%  
average for Wales: 15.2%  
average for Scotland: 20.4%

Source: Follow Up Survey for Teachers. Gender (n=43 schools, reporting on 504 students), remaining data (n=39 schools, reporting on 464 students)

\*Source: [Academic year 2023/24, Schools, pupils and their characteristics, Gov.UK](#)

\*\*Source: [Schools' census results \(headline statistics\): January 2024, Welsh Government](#)

\*\*\*Source: [School Healthy Living Survey: school meal update and PE provision statistics 2023](#), all pupils in primary school (P1 to P5) have been entitled to free school meals since January 2022, local authorities may also implement local measures to extend entitlement to free school meals over the national criteria

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Young people's engagement in 2023-24

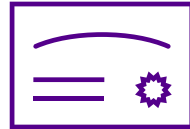


Young people engaged in Year 1 of Set for Success

529

12 Average number of young people engaged per school

Note: This is based on data collected from 45 out of 46 schools. Please see report appendices for an extrapolated total of young people engaged which covers all 46 schools taking part in the programme. Due to lack of data, the number of young people engaged in Year 2 of Set for Success will be provided in the next academic year.



The Set for Success Professional Skills Award

64 Young people have been issued the Award

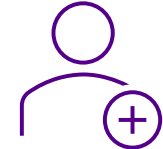
Note: Figure to be updated in next academic year. As delivery finishes in July, many schools conclude their academic year before paperwork is submitted to YST. Certificates will be distributed in the next academic year after confirmation of Award completion.



Schools delivered social action projects

35

Note: This is based on data collected from 37 out of 46 schools. Two schools have shared that they have not been able to deliver the social action project within the academic year and will be delivering in the new academic year.



Interns recruited to support delivery of Set for Success

5

Note: One Intern did not complete the year as he was offered a full-time position.

Delivered by





IN PARTNERSHIP

**BARCLAYS**

SET FOR SUCCESS

# Young people's attendance at events in 2023-24



## Empowerment Events

**8** Empowerment Events took place in 8 different areas

**476** Young people in year 1 attended (76% of all young people engaged in year 1)

**51** Speakers/local employers from different organisations (including AELTC and Barclays) supported events



## The Wimbledon Inspiration Day

**2** Wimbledon Inspiration Days took place at AELTC

**104** Young people attended



## The Annual Wimbledon Recognition Event, hosted by Barclays

**12** Young people shortlisted and had the opportunity to attend (on the day, 2 young people were unable to attend)

**4** Teachers shortlisted and had the opportunity to attend (on the day, 1 teacher was unable to attend)

*13 guests of the young people and teachers attended as plus-ones.*

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Section 3 | Outcomes

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Increased employability skills

Set for Success has increased crucial employability skills for young people at risk of not achieving their full potential.

How, if at all, has Set for Success changed any of the following?

Team working skills



88%

A lot better / A bit better

Communication skills



86%

A lot better / A bit better

Leadership skills



84%

A lot better / A bit better



of young people have reported improvements in **at least one out of the 3** employability skills

Delivered by







IN PARTNERSHIP



SET FOR SUCCESS



# Employability skills

## Young people story spotlights

### Hamdan's Story



Hamdan has a diagnosis of autism and Tourette's. He was nervous about taking part in the programme to begin with.

Throughout the sessions, he has made significant progress, and even felt confident enough to begin telling an occasional joke. Set for Success has helped him to learn about the skills that he will need in the future. In particular, he has developed his teamwork and self-belief. Other teachers in the school have also observed this change in Hamdan, showing his ability to begin to apply this learning to other academic lessons.

"These skills will massively impact on Hamdan's future." **TEACHER**

### Sophie's Story



Prior to taking part in Set for Success Sophie was quiet and struggled with her confidence in group situations. She worried about doing new things and rarely pushed herself out of her comfort zone.

The programme has given her new opportunities and supported her to develop her confidence. She developed the idea for the social action project herself and presented it to her peers, winning their support and engagement. She is developing into a natural leader of the group and has developed the respect of her peers.

"Sophie has come on leaps and bounds over the course of this programme" **TEACHER**

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Improved physical literacy

Set for Success has increased young people's enjoyment of, and confidence to take part in, sport and physical activity.

How, if at all, has Set for Success changed any of the following?

Enjoyment of taking part in sport and physical activity



84%

A lot better / A bit better

Confidence to take part in sport and physical activity



82%

A lot better / A bit better

"You're always in a safe environment and you can express yourself in sport."  
YOUNG PERSON

"We liked the fact that there wasn't a set sport and that we were able to choose the sport that we wanted."  
YOUNG PERSON

"I think the best part about Set for Success is learning new skills and trying out different sports."  
YOUNG PERSON

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Improved wellbeing

Set for Success has increased how connected young people feel to others and increased their happiness. Working together on the programme has formed friendships between young people who didn't know each other well before.

How, if at all, has Set for Success changed any of the following?

Connectedness to other people



82%

A lot better / A bit better

Happiness



77%

A lot better / A bit better

"I wasn't that close to some people in this year, but this has brought me closer to some of the people in my year group."

YOUNG PERSON

"I took them out to the snow dome for a ski trip, that really bonded the group. When I saw how they were then and afterwards I felt like I should have done that a lot earlier to build trust and really bring them together as a group."

TEACHER

"It [Set for Success] just helps you to believe in yourself when no one else does it."

YOUNG PERSON

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Improved resilience

Set for Success has increased young people's resilience, which has also been observed by teachers and Athlete Mentors.

How, if at all, has Set for Success changed young people's resilience?



83%

A lot better / A bit better

## Lucy's Story

Lucy goes to a school in one of the most under-served communities. Prior to taking part in Set for Success, Lucy's confidence was low, and she struggled with managing her emotions.

Since taking part in Set for Success, Lucy has taken up different opportunities, such as visiting Wimbledon, Glamorgan Cricket and other schools. This encouraged Lucy to lead presentations, support other students and help deliver content. As a result, Lucy became more confident and improved her communication skills. This allowed her to collaborate effectively, work well with others, to manage her emotions better, and build her resilience.

The lead teacher feels strongly that the programme has helped Lucy "unlock her potential".

"Her personal growth has been evident, and her self-esteem has increased considerably" **ATHLETE MENTOR**

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS



# Wellbeing and character

## Young people story spotlights

### Marcus' Story



Marcus has autism and has struggled in the past with confidence and social interactions. This has affected his overall wellbeing.

Through Set for Success, Marcus has developed his self-belief and has formed new friendships with students around the school. The programme has given him opportunities to work together with his peers in group tasks and share his ideas. As part of this he has become more resilient and has a better understanding that it is ok if his idea is not always chosen. He has grown in confidence and his teachers have observed improved engagement with school.

“Marcus can take feedback from teachers much better and is making more progress at school.”

TEACHER

### Olivia's Story



Prior to taking part in Set for Success Olivia was at risk of falling in with the wrong group. As the programme has progressed Olivia has begun to show confidence and push herself out of her comfort zone. She has developed an eagerness to improve herself for the better.

Whilst taking part in the programme, Olivia has faced challenges in and outside of school. However, despite these she has continued to engage in every session and participate in the programme. Throughout, she has never given up and has shown true resilience.

“Olivia's teamwork and communication have shone this year, which the Set for Success programme has contributed to massively.”

ATHLETE MENTOR

### Tom's Story



Tom attends a school that caters for young people with special educational needs and disabilities (SEND). He joined the Set for Success programme but for the first Athlete Mentor sessions, he did not engage in the activities and instead moved to a corner of the room and did something else. Now, he actively participates in the Athlete Mentor sessions. He also attended an event at Wimbledon and took part in all the activities.

“This was a really big thing for him.”

TEACHER

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Improved attitudes towards the future

Set for Success has helped young people to feel better about their future and have more confidence that they will do well in life.

Set for Success has helped me to...

Know more about how my skills can help me in the future



87%

Strongly agree / Agree

Have more confidence that I will do well in life



84%

Strongly agree / Agree

Feel better about my future



84%

Strongly agree / Agree

“For me, the best part about the Set for Success programme is that you get a qualification at the end of it which can help you for future jobs.”  
**YOUNG PERSON**

Delivered by





IN PARTNERSHIP

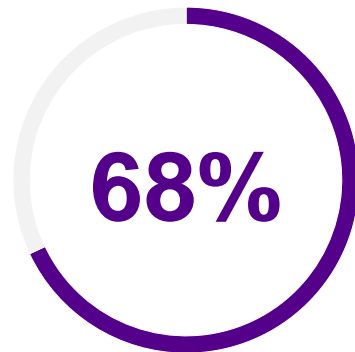


SET FOR SUCCESS

# Improved motivation to learn

The majority of young people felt that Set for Success helped them to feel more motivated about learning in school – showing that the programme’s impact also affects wider school life.

How much do you agree with the following statement?



Strongly agree / Agree

## Liam’s Story

At the start of the programme, Liam had behavioural issues within classes and very poor attendance. He engaged with sports, but poor behaviour had prevented him from being part of the football team. Liam was disengaged with school and not interested in communicating about his future. Liam had never done anything like Set for Success before so was put forward to help improve his attendance and attitudes towards school and beyond.

Since doing Set for Success, Liam has had a 6.27% improvement in his school attendance since the start of the programme. There has been a notable change in his behaviour around school, which has become much more positive. His communication skills have also begun to really improve, and he now has an interest in talking about plans beyond school. Liam has also started playing on the football team again.

“I believe that this programme has really helped Liam to get on track with his school, sport and future plans.”  
ATHLETE MENTOR

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Improved engagement and behaviour at school

The majority of teachers reported that Set for Success helped to improve young people's engagement with school and their behaviour.

Did Set for Success have any impact on the following areas for young people?

Engagement with school



24 out of 31  
teachers

Very positive / Positive

Behaviour at school



21 out of 31  
teachers

Very positive / Positive

"The pupils' confidence and self-management has improved. Pupils have been sent out less frequently and the improvement of their behaviour has been noted by the Head of Year. Pupils who struggled to regulate their anger have been shown strategies to help them stay calm and stay in lessons. It has been a great programme to be involved in."

TEACHER

"There was a session done on setting a routine. Before that, I've never really had a routine, and it taught me to make a revision timetable."

YOUNG PERSON

Delivered by







IN PARTNERSHIP



SET FOR SUCCESS



# Engagement and behaviour at school

## Young people story spotlights

### Jake's Story



Prior to taking part in Set for Success, Jake was disengaged with school and often rude to staff. This also transcended onto the football pitch where he would lose his temper frequently. Outside of school, Jake was surrounding himself with negative influences, including people dealing with drugs. These challenges affected his school life and his mental wellbeing. Teachers struggled to engage him at school, and he often found himself in isolation. He was also at risk of losing his place on the football team.

Since taking part in Set for Success, the teachers at the school have all noticed a real turnaround in Jake. At the first Athlete Mentor session, Jake would not look at the Athlete Mentor or engage with the activities. As the Athlete Mentor started to tell the young people his story, Jake started to engage.

Later in the programme, Jake engaged in the Set for Success sessions, asked intelligent questions, and opened up about his feelings, particularly about why self-management is so important to him. The Set for Success programme contributed to Jake's progress because it helped him to focus on, and develop, the life skills that he needed. Jake has now managed to distance himself from the dangerous circle he was in outside school, and this has had a positive impact on his attitude towards school. Improvements in his attitude have also enabled him to progress with his football.

"Jake's progress since being involved in the Set for Success programme has been nothing short of astonishing."

**ATHLETE MENTOR**

### Sara's Story



Prior to taking part in Set for Success, Sara had poor attendance in school and difficulties with behaviour. She was very quiet at the start of the programme and was self-conscious, unable to speak in front of the group.

For the Set for Success programme, Sara always turned up and was engaged and polite in the Athlete Mentor sessions. Since taking part, Sara has encouraged the group to try boxing. As the Athlete Mentor is a wheelchair user and was unable to demonstrate the stances, Sara came to the front and started demonstrating boxing, and then led the whole session.

For the social action project, Sara wrote a song called 'Healing'. The teacher was moved to tears by it, then asked if she could sing it, and proceeded to sing the song to the group.

"I couldn't believe the change I saw. She faced her peers, supported them brilliantly and engaged other students who were shy to have a go. It was a brilliant role model moment, inspiring other students to engage with the project and find their own self-confidence." **ATHLETE MENTOR**

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Supporting young people 'at risk'

Set for Success has helped teachers feel more competent to support young people at risk of not achieving their full potential. The programme has helped to establish a good relationship between the lead teachers and young people involved.

28 out of 30  
teachers

reported that Set for Success has helped them to  
**feel more competent in supporting young people**  
at risk of not achieving their full potential



In a number of interviews, lead teachers have reported **improved relationships** with their young people. Working together on Set for Success, within an out-of-classroom context, broke down barriers and allowed them to establish a strong level of trust. The young people now feel comfortable to approach the lead teachers, even outside of Set for Success sessions, about issues they are having.

"It's been nice to get to know the children on that level. When they have a problem, they will come find me now and I can help them." **TEACHER**

"I've enjoyed seeing a different side to the children." **TEACHER**

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Outcomes for Set for Success Interns

The Interns added value to the programme and reported a range of positive changes to their lives.

## Benefits to the Interns



- ✓ Becoming a role model and inspiring young people
- ✓ Working with new groups of young people and building connections
- ✓ Opportunity to attend events and network
- ✓ Increased confidence
- ✓ Increased life skills, including communication skills, teamworking skills and organisational skills
- ✓ Increased awareness of career opportunities

“I’ve massively changed since becoming an Intern; my lifestyle, my habits, who I surround myself with, me becoming happier as a person.” **INTERN**

“The confidence that I’ve gained through the programme is the reason that I was able to get out of my comfort zone and take this new opportunity\*.” **INTERN**

\*a job offer that he could not refuse

## Benefits to the programme



- ✓ Relatable role models for the young people; close in age, from the local area and with similar life experiences
- ✓ Athlete Mentors and teachers received additional session support to engage young people and secure their trust
- ✓ Support to ensure activities were accessible to all
- ✓ More support for teachers at events to help keep young people engaged

“Kids open up when they don’t see you as an authority figure, they open up a lot quicker.” **INTERN**

“Translating between the young people and the Athlete Mentors, making it more relatable.” **INTERN**

## Challenges and Learnings



- ✓ Recruitment and reaching the right communities – unable to recruit Interns in some areas despite multiple targeted recruitment rounds, continue to explore ways to remove barriers for target audience.
- ✓ Retention – as it is only a one-year job role, there is a risk of early drop out due to next roles and opportunities being secured to avoid unemployment.
- ✓ Assessing the level of ability of each individual – for some Interns this is their first professional job, so there is a need to continuously develop and reflect on key skills throughout

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Section 4 | Programme Views

Delivered by





IN PARTNERSHIP



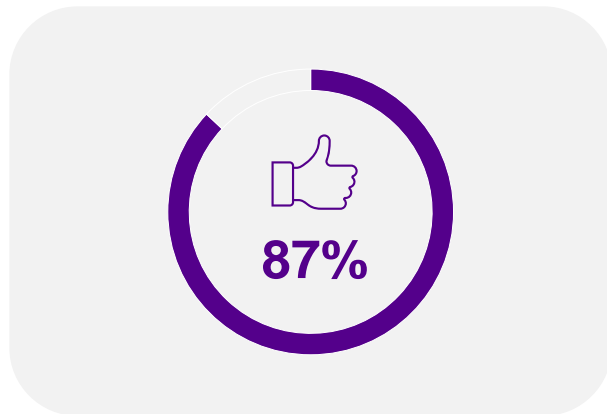
SET FOR SUCCESS

# Young people's programme views

Young people rated Set for Success very highly. Compared to the pilot phase, the Athlete Mentor visits remained as the highest rated element, a higher proportion of young people rated the social action project and award highly, but the workbook had a slightly lower rating.

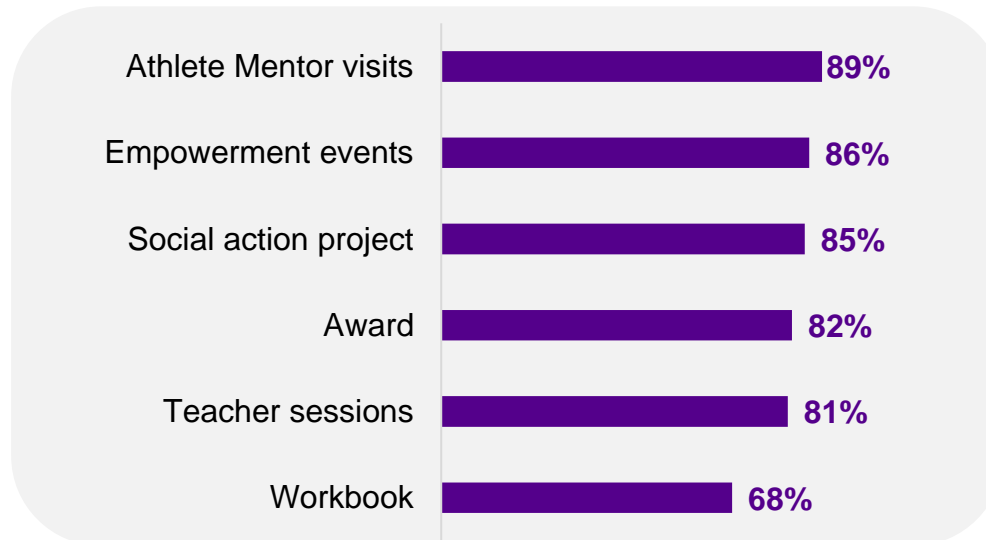
## What did you think of Set for Success?

Very good / Good



## How would you rate the following?

Very good / good



"I liked football the most and learning about communication skills, because you have to work as a team." **YOUNG PERSON**

"The good thing about the social action project was that you can share your ideas about something that's bothering you to the whole school." **YOUNG PERSON**

Delivered by





IN PARTNERSHIP



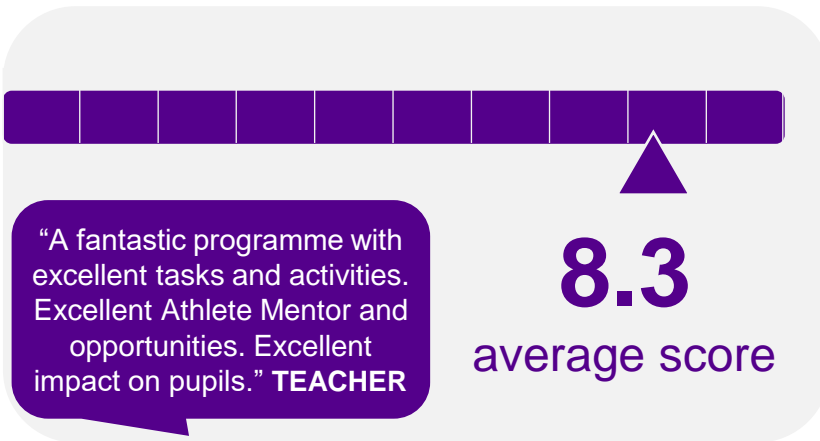
SET FOR SUCCESS

# Teachers' programme views

Teachers are very likely to recommend Set for Success to other schools. Similar to the young people, they have rated the Athlete Mentor visits, social action project and empowerment events most favourably.

## How likely are you to recommend Set for Success to other schools?

on a scale of 0 (very unlikely) to 10 (very likely)



## How would you rate the following?

Very good / good



“A fantastic programme with excellent tasks and activities. Excellent Athlete Mentor and opportunities. Excellent impact on pupils.” **TEACHER**

“I think the theory / class-based content could be more engaging and practically based. We have a tricky group. They need to be engaged and moving.” **TEACHER**

Delivered by



Source: Follow Up Survey for Teachers (n=30-31)



IN PARTNERSHIP



SET FOR SUCCESS

# What worked well

The top 3 rated programme elements by both young people and teachers are the Athlete Mentors sessions, social action projects and Empowerment Events. This is a consistent finding, supported by the pilot delivery phase.

## Athlete Mentor sessions



- ✓ New face in school, brought a different energy to the sessions for the young people
- ✓ Their stories were inspirational to the young people and built momentum
- ✓ A strong bond was formed between the Athlete Mentors and young people, which increased engagement
- ✓ Variety of physical activities offered

“Laura [Athlete Mentor] has been amazing! Kids have engaged really well with her. The skills worked on are really relevant for our kids and relate well to the subject of PE and sports leaders courses. She has inspired and kept them motivated throughout the programme.” **YOUNG PERSON**

## Social action projects



- ✓ Gave young people the power to choose their own topic and put their skills into practice
- ✓ Empowered the young people and allowed them to express themselves to their school
- ✓ Created a sense of responsibility amongst young people

“I was free to do it [social action project] on whatever I wanted. I wasn't forced to do it so I could make the choice about what I want to do, and I had a good partner.” **YOUNG PERSON**

## Empowerment Events



- ✓ Attending events and taking up out-of-school experiences was valued
- ✓ Celebrating the end of their first year at the Empowerment Events inspired young people and allowed schools in the same local area to connect

“Normally my students don't mix with other schools in the area but today [at the Empowerment Event] they are engaging with all the activities with other students, it has worked well.” **TEACHER**

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

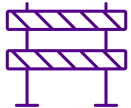
# Challenges and learnings

Schools did not report many challenges when delivering Set for Success. A minority of schools noted the following three challenges, along with potential solutions, to further improve delivery.

## Workbooks



- Some schools struggled to engage with the workbook
- Accessibility, in terms of language and format, was a challenge for some of the young people



- More support for teachers to know how to deliver workbooks during teacher sessions
- Clearer and more concise questions
- Allow for more creativity and flexibility within the format of answers to achieve more meaningful reflection



“The workbooks didn’t work as well. Meant to complement the physical activities but they’re quite repetitive and they took it away from lived experience.” **TEACHER**

## Lack of clarity



- Lack of clarity on roles and responsibilities for lead teachers especially during Athlete Mentor visits
- Lack of clarity surrounding the facilitation of workbook delivery

- YST to ensure that roles and expectations for lead teachers and Athlete Mentors are clearly communicated to all involved

“There could have been better communication around the expectations of school staff when working with the Athlete Mentor so all involved were clear on their roles and what was expected.” **TEACHER**

## Amount of workload



- Demands on teachers can be perceived as overwhelming due to the variety of different tasks required

- Protecting staff time in advance to allow for planning
- YST to clearly communicate workload and requirements in advance

“It has been a lot in terms of workload via the booklets, admin, organising the mentor visit days, requesting the time off timetable with the pupils -the project could be done in a smaller time frame / less sessions.” **TEACHER**

Delivered by







IN PARTNERSHIP



SET FOR SUCCESS

# Views of Wimbledon

Based on being part of the Set for Success programme, the majority of teachers' and young people have a positive view of Wimbledon.

## TEACHERS

Based on their experience with the Set for Success programme,

**26 out of 31** teachers



have a **positive view of Wimbledon**



## YOUNG PEOPLE

Based on their experience with the Set for Success programme,

**64%** of young people



have a **positive view of Wimbledon**



IN PARTNERSHIP



SET FOR SUCCESS

# Section 5 | Lessons and Conclusions

Delivered by





IN PARTNERSHIP




SET FOR SUCCESS

# Success Factors

12 key factors have emerged which supported successful delivery of Set for Success.

YOUNG PEOPLE factors



Careful **recruitment** of young people to maximise potential impact.



Blend of workshops and **physical activity** sessions to support engagement and reinforce skills development.



**Advanced planning** to support effective delivery and to align with other commitments at school.



**Clarity** on programme expectations at the start to help schools effectively plan.



Interaction in **small groups** to support confidence to participate and to facilitate effective team-working.



**Ownership** of activities to maintain interest and to create a sense of responsibility.



**Relatable** stories to support engagement and enhance young people's aspirations.



**Dedicated staff member** to support the young people on the programme.




**Simplify workbook** requirements to improve accessibility and minimise writing requirements.



**Awards / qualifications** to recognise achievements.



**Out of school experiences** to inspire and reward young people.



**Flexibility** to effectively respond to the needs of the young people and their school.

SCHOOL factors

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Conclusions

Set for Success has effectively targeted young people from under-served communities, who are at risk of not achieving their full potential for a variety of factors. Over 500 young people from 46 schools were engaged in Year 1 of Set for Success across the UK. The young people have experienced a range of benefits, including improved employability skills, attitudes towards the future, physical literacy, wellbeing, engagement at school, and behaviour at school. Furthermore, the programme has also supported young people with their goals and pathways into future education and employment.

Young people and teachers rated Set for Success very highly. In particular, the Athlete Mentor visits were the highest rated element of the programme, which emphasises the importance of their involvement. The events (held at local venues and The AELTC), were also well received and provided additional, unique opportunities for young people.

The new addition of the Set for Success Intern initiative has provided four young adults with valuable professional opportunities and contributed to their personal and career development. The Interns have been relatable role models for the young people to look up to. They have also helped to improve engagement during Athlete Mentor and teacher sessions. However, more research is required to fully explore the effectiveness of the intern initiative.

There have been challenges around the accessibility of the workbooks, and greater clarity for lead teachers on their roles, responsibilities and time commitments would be beneficial. While an in-depth understanding of the key factors that support successful delivery of the programme has been generated, more needs to be done to tackle these challenges for schools in the coming year. The Youth Sport Trust is currently reviewing these challenges to continually improve and develop the programme to support school engagement in the future.

In 2023-24, Set for Success was effective in engaging young people from under-served communities across the UK. The programme has successfully delivered against its aims and outcomes and made a notable difference to the lives of over 600 young people, who were at risk of not achieving their potential.

*Delivered by*





IN PARTNERSHIP



SET FOR SUCCESS

# Section 6 | Appendices

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Case study summary

## School case studies



[Abbeyfield School](#)

[Archbishop Sentamu Academy](#)

[The Streetly Academy](#)

[Westcroft School](#)

## Interns case study



[Set for Success Intern Cohort 2023-24](#)



To access the case studies, please click on the name of the school or Intern Cohort.

Delivered by





IN PARTNERSHIP

BARCLAYS

SET FOR SUCCESS

# Young people's engagement in 2023-24



## Accurately reporting our reach

When it comes to reporting how many young people were engaged in Set for Success, the Youth Sport Trust always aims to report as accurately as possible. We collect this data via a follow up survey for teachers. In an ideal world, we would receive responses to this survey from a lead teacher at each participating school in Set for Success; a 100% response rate and therefore maximum accuracy. However, whilst we continue to strive for this complete return, we seldom achieve a 100% response rate, due to multiple factors. This is why the Youth Sport Trust has developed a pragmatic approach to reporting through “extrapolation”, i.e. taking the evidence of what we know and inferring it to what we do not know.



## The extrapolation process

The previously mentioned follow up survey for teachers has been shared with every school taking part in Set for Success. When a response rate to this survey of at least 50% has been achieved, we confidently extrapolate the data by using the following process: an average number of young people engaged per school is worked out based on available data (actual data); then, this average will be multiplied by the total number of schools who took part in Set for Success (extrapolated data). In 2023-24, the response rate of the follow up survey for teachers in their first year of Set for Success was 98% (45 out of 46 schools).

**In 2023-24, the extrapolation process found that 541 young people were engaged in Year 1 of Set for Success.**

Therefore, when reporting the number of young people engaged in Year 1 of Set for Success in 2023-24, either the **actual** total of young people (529) or the **extrapolated** total (541) can be used. The actual total is actual data from schools who completed the survey but does not include all schools taking part in the programme. Whilst the extrapolated total is inferred from data available, it includes all schools taking part in the programme and may therefore be more accurate to the real number of young people engaged.

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Young people outcomes – full data breakdown

|  | A lot better | A bit better | No change | A bit worse | A lot worse | Sample size |
|--|--------------|--------------|-----------|-------------|-------------|-------------|
| My happiness   | 30%          | 47%          | 22%       | 1%          | 0%          | 143         |
| How connected I feel to other people                       | 30%          | 52%          | 17%       | 1%          | 1%          | 143         |
| My confidence to take part in sport and physical activity  | 51%          | 32%          | 17%       | 1%          | 0%          | 146         |
| My enjoyment of taking part in sport and physical activity | 47%          | 37%          | 15%       | 1%          | 0%          | 147         |
| My resilience  | 34%          | 49%          | 16%       | 0%          | 1%          | 146         |
| My leadership skills                                       | 45%          | 39%          | 16%       | 0%          | 0%          | 147         |
| My communication skills                                    | 44%          | 42%          | 13%       | 1%          | 1%          | 146         |
| My team working skills                                     | 52%          | 37%          | 12%       | 0%          | 0%          | 147         |

Delivered by



Source: Follow Up Survey for Year 1 Students. Question that was asked: How, if at all, has Set for Success changed the following?





IN PARTNERSHIP



SET FOR SUCCESS

# Young people outcomes – full data breakdown

|   | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Sample size |
|---|----------------|-------|----------------------------|----------|-------------------|-------------|
| Feel more motivated about learning in school            | 21%            | 48%   | 24%                        | 6%       | 2%                | 141         |
| Feel better about my future                             | 41%            | 44%   | 15%                        | 0%       | 1%                | 140         |
| Have more confidence that I will do well in life        | 44%            | 40%   | 13%                        | 1%       | 1%                | 141         |
| Know more about how my skills can help me in the future | 43%            | 44%   | 13%                        | 0%       | 0%                | 141         |

Delivered by



Source: Follow Up Survey for Year 1 Students. Question that was asked: How much do you agree, if at all, with the following statements? Set for Success has helped me to...



IN PARTNERSHIP



SET FOR SUCCESS

# Young people views – full data breakdown

|  | Very good | Good | Ok | Poor | Very poor | Sample size |
|--|-----------|------|----|------|-----------|-------------|
| What did you think of Set for Success? | 56%       | 37%  | 6% | 0%   | 0%        | 142         |

|                           | Very good | Good | Average | Poor | Very poor | Don't know | Sample size |
|---------------------------|-----------|------|---------|------|-----------|------------|-------------|
| The Athlete Mentor visits | 60%       | 30%  | 10%     | 0%   | 0%        | 1%         | 141         |
| The teacher sessions      | 43%       | 39%  | 16%     | 1%   | 0%        | 1%         | 141         |
| The social action project | 50%       | 36%  | 13%     | 0%   | 0%        | 1%         | 139         |
| The award                 | 45%       | 38%  | 11%     | 1%   | 0%        | 5%         | 138         |
| The empowerment events    | 49%       | 37%  | 11%     | 1%   | 1%        | 1%         | 141         |
| The workbook              | 34%       | 34%  | 21%     | 4%   | 4%        | 3%         | 141         |

|  | Positive | Neutral | Negative | Don't know | Sample size |
|--|----------|---------|----------|------------|-------------|
| Based on your experience with the Set for Success programme, what is your view of Wimbledon? | 64%      | 27%     | 0%       | 8%         | 135         |

Delivered by



Source: Follow Up Survey for Year 1 Students. Question that was asked: How would you rate the following?



IN PARTNERSHIP



SET FOR SUCCESS

# Teacher reported outcomes – full data breakdown

|  | Helped a lot | Helped a little | Didn't help | Sample size |
|--|--------------|-----------------|-------------|-------------|
| How much has Set for Success helped you to feel more competent in supporting young people at risk of not achieving their full potential? | 10           | 18              | 2           | 30          |

|                        | Very positive | Positive | No change | Negative | Very negative | Don't know | Sample size |
|------------------------|---------------|----------|-----------|----------|---------------|------------|-------------|
| Engagement with school | 3             | 21       | 5         | 0        | 0             | 2          | 31          |
| Behaviour at school    | 3             | 18       | 8         | 0        | 0             | 2          | 31          |

Source: Follow Up Survey for Teachers. Question that was asked: Did Set for Success have any impact on the following areas for young people?

Delivered by





IN PARTNERSHIP



SET FOR SUCCESS

# Teacher views – full data breakdown

|  | Very good | Good | Average | Poor    | Very poor | Don't know | Sample size |
|--|-----------|------|---------|---------|-----------|------------|-------------|
| The Athlete Mentor sessions  | 23        | 4    | 3       | 0       | 0         | 0          | 30          |
| The teacher session content and curricula  | 9         | 12   | 9       | 0       | 0         | 0          | 30          |
| The social action project  | 12        | 15   | 1       | 0       | 0         | 2          | 30          |
| The award  | 9         | 15   | 2       | 0       | 0         | 4          | 30          |
| The level 1 and 2 qualifications   | 5         | 17   | 2       | 0       | 0         | 6          | 30          |
| The empowerment events   | 11        | 14   | 3       | 0       | 0         | 2          | 30          |
| The workbook   | 6         | 13   | 6       | 4       | 1         | 0          | 30          |
|  | Positive  |      |         | Neutral | Negative  | Don't know | Sample size |
| Based on your experience with the Set for Success programme, what is your view of Wimbledon? | 26        |      |         | 3       | 0         | 2          | 31          |

Delivered by





IN PARTNERSHIP



# SET FOR SUCCESS

Delivered by



**YOUTH  
SPORT  
TRUST**