



SET FOR  
SUCCESS

# Evaluation of Set for Success

Evaluation findings across the 3-year pilot delivery phase (2020-23)

August 2023

DELIVERED BY



# Contents

- One | Introduction
- Two | Recruitment and Engagement
- Three | Outcomes
- Four | Programme Views
- Five | Lessons and Conclusions

DELIVERED BY



SET FOR  
SUCCESS

# Section 1 | Introduction

DELIVERED BY



# Programme overview

Set for Success uses the power of sport to improve the attitudes and skills of young people most at risk of becoming not in education, employment, or training (NEET) to support them in future education and employment.



Set for Success is funded by the Wimbledon Foundation and delivered in partnership with the Youth Sport Trust (YST).

**Target group:** Young people currently in Year 9 and 10, who show layering factors that identify them as being most at risk of becoming not in education, employment, or training (NEET).

**Aims:** Set for Success aims to support the following outcomes for young people:

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

The programme also aims to increase the competence of teachers to support young people at risk of becoming NEET and to increase the brand awareness of the Wimbledon Foundation's values and charitable ambition beyond London.

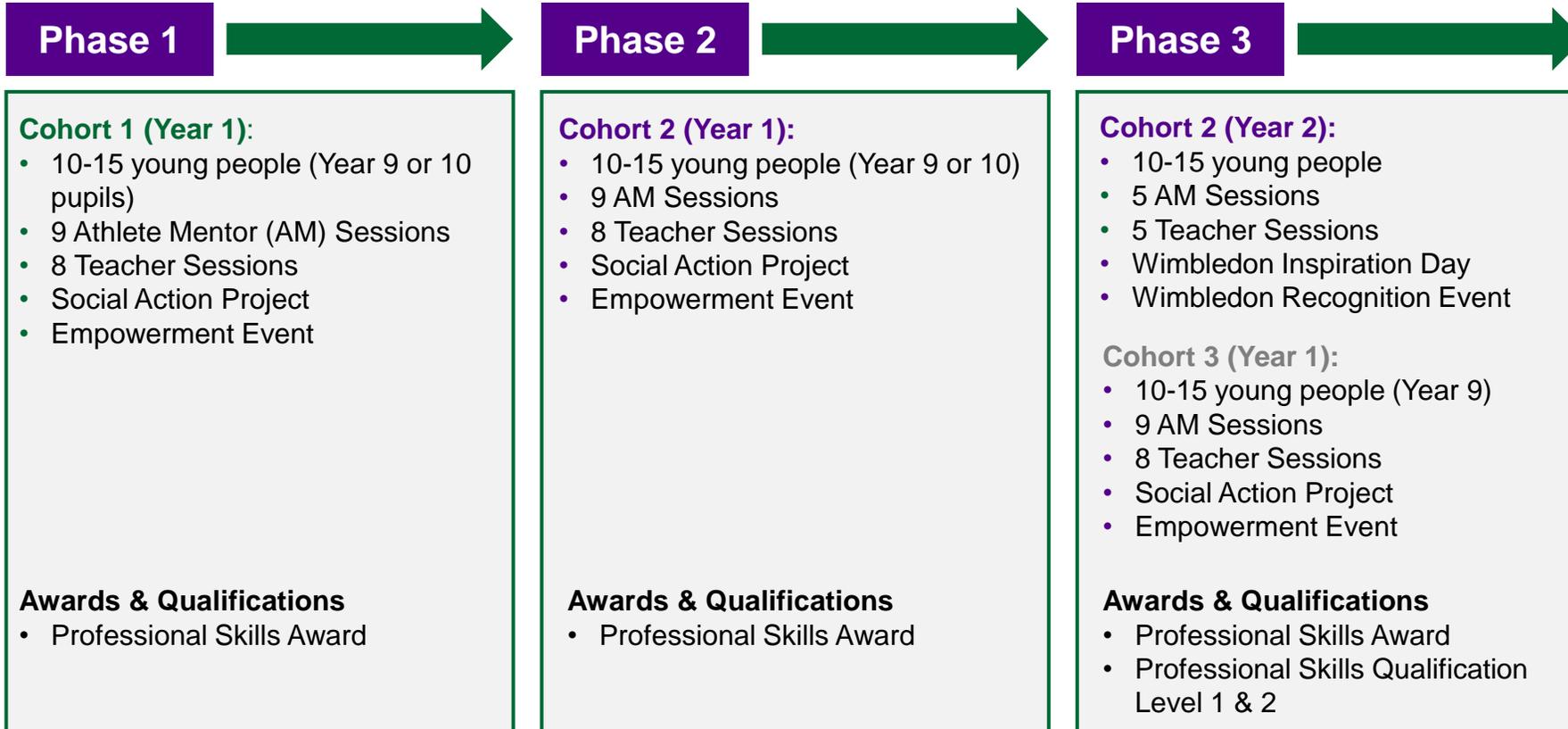


This report provides an overview of the evaluation findings across the 3-year pilot delivery phase of Set for Success, which ran from 2020 to 2023.

DELIVERED BY



# Set for Success School Journey 2020-23



**YST Led – Athlete Mentor Intervention** →



Schools in Phase 2 did not deliver Year 2 of the programme. This was due to the impact of Covid-19 and pupils entering Year 11 with minimal school contact hours pre-GCSEs. Programme delivery for these pupils became unfeasible at this time.

DELIVERED BY



# Programme activities

Below is a more detailed overview of what each Set for Success programme activity involves.



SET FOR  
SUCCESS

## Athlete Mentor Sessions

- Sessions for young people that are delivered by an Athlete Mentor.
- Focused on developing employability skills which are crucial beyond education.
- Mix of workshops and sport sessions to apply skills in practice.

## Teacher Sessions

- Sessions for young people that are led by the lead teacher, interspersing the Athlete Mentor sessions.
- Reflection on the skills young people were developing.
- Time to work on their social action project and complete their log-book.

## 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.

## Empowerment Event

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

## Award & Qualification

- All young people during the first year of the programme will work towards a Wimbledon Foundation Set for Success Professional Skills Award, accredited by Sports Leaders.
- During the second year of the programme, all young people will have the opportunity to turn this award into a Professional Skills Level 1 and Level 2 Qualification.
- A log-book is completed by young people to support the Award.

## Events at The All England Lawn Tennis & Croquet Club

- Events that provide young people with insight into The Championships and careers at the AELTC.
- Award events that recognise the achievements of a selection of young people and teachers involved in Set for Success.

DELIVERED BY

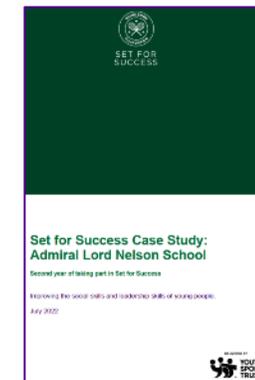


# Evaluation overview

Set for Success evaluation aimed to test the extent to which the different elements of the design and delivery of Set for Success directly contributed to the expected outputs and outcomes and assess the extent to which the outcomes for Set for Success have been achieved.



Set for Success was evaluated by the YST's Research and Insight Team and was externally validated by *SPEAR*, Canterbury Christ Church University. The research included surveys and interviews with young people and teachers, surveys with parents, and observations at a sample of events. This report also includes evidence from additional reports produced, as shown below.



## Evaluation reports (2022-23)

- ✓ Year 1 report for the Wimbledon Foundation (March 2022)
- ✓ Year 2 report for the Wimbledon Foundation (August 2022)
- ✓ Year 3 infographic report for the Wimbledon Foundation (August 2023)

## Wimbledon event: Research findings (January 2023)

## Understanding drop out and retention of schools: Research findings (May 2023)

## Seven stand-alone school case studies (2021-2022)

DELIVERED BY



# Case study summary

The seven school case studies cover a range of different themes.



SET FOR  
SUCCESS

School	Year	Layering factors on selection of young people
<a href="#">Bulwell Academy, Nottingham</a>	One	Young people who demonstrated challenging behaviour and poor attendance at school.
<a href="#">Redwood Park Academy, Portsmouth</a>	One	Enhancing the employability skills of young people with special educational needs (SEN).
<a href="#">St Julian's School, Newport</a>	One	Young people struggling with attendance and engagement.
<a href="#">Willows High School, Cardiff</a>	One	Young people with poor attendance or special needs, who struggled with low aspirations and low self-esteem.
<a href="#">Bluecoat Beechdale Academy, Nottingham</a>	Two	Young people who had behavioural challenges during lessons and lacked motivation and enthusiasm at school.
<a href="#">Archbishop Beck Catholic College, Liverpool</a>	Two	Young people who struggled with their confidence and communication skills.
<a href="#">Admiral Lord Nelson School, Portsmouth</a>	Two	Young people who lacked motivation and enthusiasm at school.



To access the case studies, please click on the school's name.

DELIVERED BY





SET FOR  
SUCCESS

# Section 2 | Recruitment and Engagement

DELIVERED BY



# Participating schools



## Newport, Wales

- St Julian's School

## Cardiff, Wales

- Willows High School
- Cardiff West Community High School

## Portsmouth, England

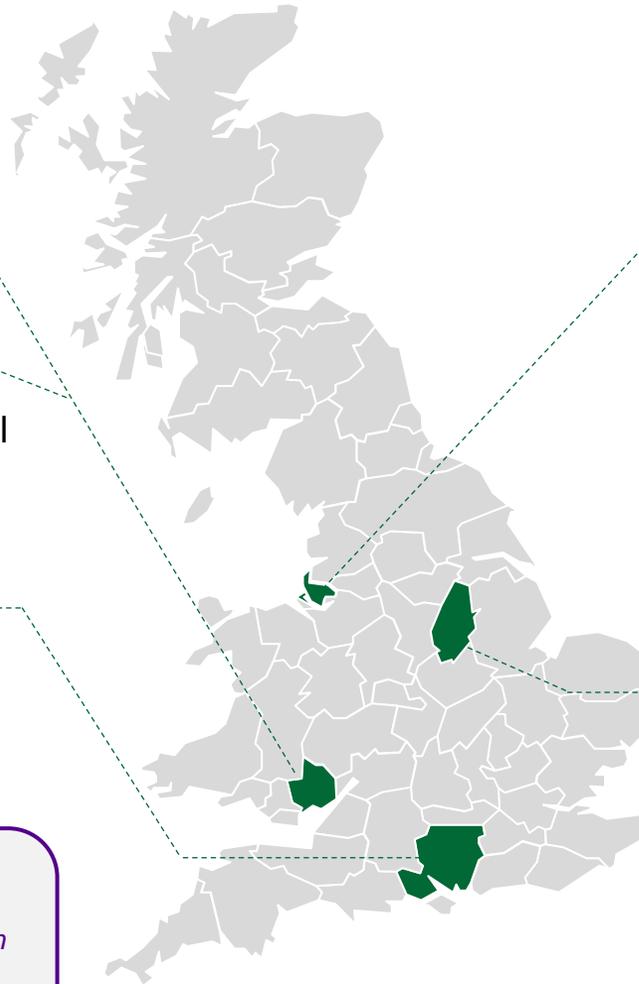
- Trafalgar School
- Admiral Lord Nelson School
- Redwood Park Academy

## Liverpool, England

- King's Leadership Academy Hawthornes
- Alt Bridge School
- Cardinal Heenan Catholic High School
- St John Bosco Arts College
- King's Leadership Academy
- Notre Dame Catholic College
- Archbishop Beck Catholic College
- The Prescott School
- All Saints Catholic High School

## Nottingham, England

- Bluecoat Beechdale Academy
- The Bulwell Academy
- Nottingham Academy
- Ellis Guilford School



19 schools have been recruited across 2020-23.  
7 schools have dropped out within the process  
(highlighted in light grey). Drop out rational is detailed on  
the following slide.

- 10 schools completed their delivery in 2021/22
- 12 schools completed their delivery in 2022/23

DELIVERED BY



# Set for Success School Journey... so far!



SET FOR  
SUCCESS

## Year 1

### Cohort 1 (Year 1):

- Trafalgar School
- Admiral Lord Nelson School
- The Prescott School
- Willows High School
- The Bulwell Academy
- Redwood Park Academy
- Ellis Guilford School
- Bluecoat Beechdale Academy
- St Julian's School
- King's Leadership Academy Hawthornes
- Archbishop Beck Catholic College
- All Saints Catholic High School
- Alt Bridge School
- Cardiff West Community High School
- Nottingham Academy (*did not complete*)

## Year 2

### Cohort 1 (Year 2):

*Schools in Phase 2 did not deliver Year 2 of the programme as previously noted. This was due to the impact of Covid-19 and pupils entering Year 11 with minimal school contact hours pre-GCSEs, programme delivery for these pupils became unfeasible at this time.*

### Cohort 2 (Year 1):

- Trafalgar School
- Admiral Lord Nelson School
- Willows High School
- The Bulwell Academy
- Redwood Park Academy
- Bluecoat Beechdale Academy
- St Julian's School
- King's Leadership Academy Hawthornes
- Archbishop Beck Catholic College
- Cardiff West Community High School
- The Prescott School (*did not complete*)
- Ellis Guilford School (*did not complete*)
- All Saints Catholic High School (*did not complete*)
- Alt Bridge School (*did not complete*)

## Year 3

### Cohort 2 (Year 2):

- Trafalgar School
- Admiral Lord Nelson School
- Willows High School
- Redwood Park Academy
- King's Leadership Academy Hawthornes
- Cardiff West Community High School

### Cohort 3 (Year 1):

- Trafalgar School
  - Admiral Lord Nelson School
  - Willows High School
  - Redwood Park Academy
  - Bluecoat Beechdale Academy
  - King's Leadership Academy Hawthornes
  - Alt Bridge School
  - Cardiff West Community High School
- New Schools started in January 2023***
- St John Bosco Arts College
  - Notre Dame Catholic College
  - Cardinal Heenan Catholic High School
  - Kings Leadership Academy



Further information on understanding dropout can be found on 'Understanding drop out and retention of schools - Research findings' appendices report and slide 39

DELIVERED BY



# Young people's participation

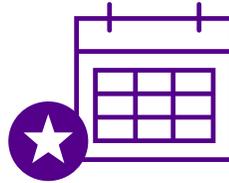


Young people engaged in the programme\*

**426**

**13** *young people engaged per school*  
*Average number*

The average number of young people engaged per school has increased year-on-year, demonstrating improved retention.



Young people visiting The All England Lawn Tennis & Croquet Club

**58**

**47** *attended the Wimbledon Inspiration Day*  
*Total number*

**11** *attended the Wimbledon Community Day and Recognition Event hosted by Barclays*  
*Total number*



Young people have achieved or are awaiting accreditation for Award\*\*

**334 (78%)**

Of these, 52 are currently in the final stages of completing the Qualification.

\*The number of young people engaged in the programme (426) combines engagement numbers from the three years of programme delivery: Year 1 was estimated based on data from 5 schools that was aggregated for all schools. Year 2 data was from the 10 schools that completed their delivery. Year 3 data was from 11 of the 12 schools that completed their delivery. The average number of young people engaged per school (13) is based on actual numbers and not estimated figures.

\*\*This figure references the number of young people that have either received the Award or have completed the required programme content to successfully achieve the Award/Qualification. In some instances, paperwork from the schools is still outstanding for it to be formally processed. Completion figure can be provided in the Autumn term once final paperwork is chased.

DELIVERED BY



# 'At risk' young people targeted

The proportion of young people taking part in Set for Success who are eligible for Free School Meals was more than double the national average.



## Demographics of young people engaged



\*Source: Academic year 2022/23, Schools, pupils and their characteristics, Gov.UK

\*\*Source: Schools' census results (headline statistics): January 2023, Welsh Government

Source: Year group in school: Follow Up Survey for Year 1 Students (n=234). Remaining data: Follow Up Survey for Teachers (n=17 schools, reporting on 232 students).

DELIVERED BY





SET FOR  
SUCCESS

# Section 3 | Outcomes

DELIVERED BY



# Summary of Outcomes for Young People



SET FOR  
SUCCESS



## Increased employability skills

- 81% improved their teamworking skills (n=221)
- 78% improved their leadership skills (n=224)
- 76% improved their communication skills (n=221)
- 74% improved their resilience (n=222)



## Improved attitudes towards the future



- 80% know more about how their skills can help them in the future (n=232)
- 79% feel better about their future (n=234)
- 77% have more confidence that they will do well in life (n=224)

## Improved physical literacy

- 82% improved enjoyment of taking part in physical activity and sport (n=132)
- 74% improved confidence to take part in physical activity and sport (n=231)



## Improved wellbeing



- 78% improved social connectedness (n=133)
- 69% improved happiness (n=231)

## Improved engagement and behaviour

- 9 out of 12 teachers report improved student behaviour at school
- 8 out of 12 teachers report improved student engagement with school



DELIVERED BY



# Increased employability skills

Set for Success has increased crucial employability skills for young people at risk of being NEET.



SET FOR SUCCESS

Has being involved in Set for Success changed any of the following?

## Teamworking skills



81%

A lot better / A bit better

A lot better	37%
A bit better	44%
No change	16%
A bit worse	0%
A lot worse	1%
Don't know	2%

## Leadership skills



78%

A lot better / A bit better

A lot better	34%
A bit better	44%
No change	18%
A bit worse	2%
A lot worse	0%
Don't know	2%

## Communication skills



76%

A lot better / A bit better

A lot better	34%
A bit better	42%
No change	21%
A bit worse	1%
A lot worse	1%
Don't know	1%

## Resilience



74%

A lot better / A bit better

A lot better	36%
A bit better	38%
No change	23%
A bit worse	1%
A lot worse	0%
Don't know	2%

Source: Follow Up Survey for Year 1 Students. Questions that were asked: Has being involved in Set for Success changed any of the following? My teamworking skills: I work well with a group of people to achieve a goal (n=221, year 1=30, year 2=69, year 3=122), My leadership skills: I feel empowered to inspire and mobilise others (n=224, year 1=30, year 2=69, year 3=125), My communication skills: I am able to share ideas and feelings effectively (n=221, year 1=30, year 2=68, year 3=123), My resilience: if I find something difficult, I keep trying until I can do it (n=222, year 1=30, year 2=69, year 3=123).

DELIVERED BY

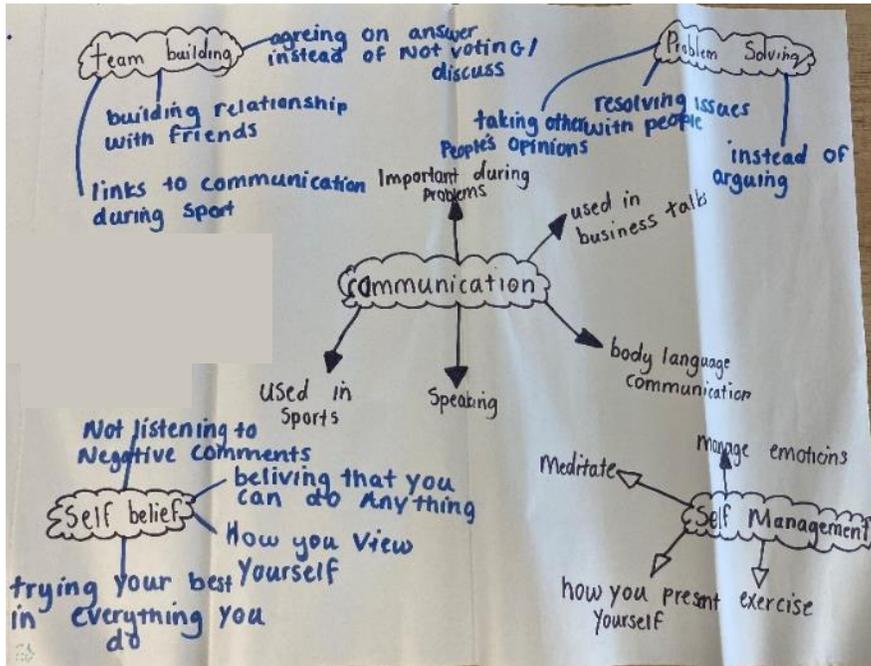


# Increased employability skills



SET FOR SUCCESS

Through Set for Success, young people recognised how their skills can support them in the future. This will play a key role in helping them to achieve their future education and employment goals.



“Everything we learned are life skills that we need every day of our life. Communication and teamwork; not only will we need for college when doing group projects and talking to class-mates, but there are very few jobs where you’re alone the entire time.”

“Set for Success has helped improve my social skills and communication skills in life like never before.”

“If you are used to being in a leadership role you have to adapt to the situation. Leaders need to be more confident and take control of the situation. These are good skills to have for college and job interviews.”



Young Person

Dedication - Applying yourself to something and being eager to put effort into something or someone



Extracts from Empowerment Event

“Set for Success is making a real difference. Students are gaining so much confidence around school. Their leadership is stepping up, not just in PE, but in other lessons. The opportunities it gives students and the skills they develop to take into the wider world is fantastic.”



Teacher

DELIVERED BY



# Improved attitudes towards the future

Set for Success has helped young people who were at risk of being NEET to feel better about their future and have more confidence that they will do well in life.



## Set for Success has helped me to...

### Feel better about my future



**79%**

Strongly agree / Agree

Strongly agree	34%
Agree	45%
Neither agree nor disagree	20%
Disagree	1%
Strongly disagree	0%

### Have more confidence that I will do well in life



**77%**

Strongly agree / Agree

Strongly agree	40%
Agree	37%
Neither agree nor disagree	21%
Disagree	1%
Strongly disagree	1%

“He was worried about moving forward, he had nowhere to go, no apprenticeship. Me and Tom [the Athlete Mentor] sat down with him and had a good chat with him. He has secured a college space now. I think if Tom didn’t have those meetings, kids would’ve just left after exams.”



Teacher

“One of our school focuses is raising the aspiration of our pupils. Set for Success has helped raise the aspirations of a hard-to-reach group.”

“I could have gone into the military in Year 10 but I chose to stay and get qualifications first. Tom [the Athlete Mentor] in general helped me to make that decision. I was still undecided [about next year] but the night of the Empowerment Day, I applied to college.”



Young Person

“It’s helped me to know what I want to be and how to get there.”

DELIVERED BY



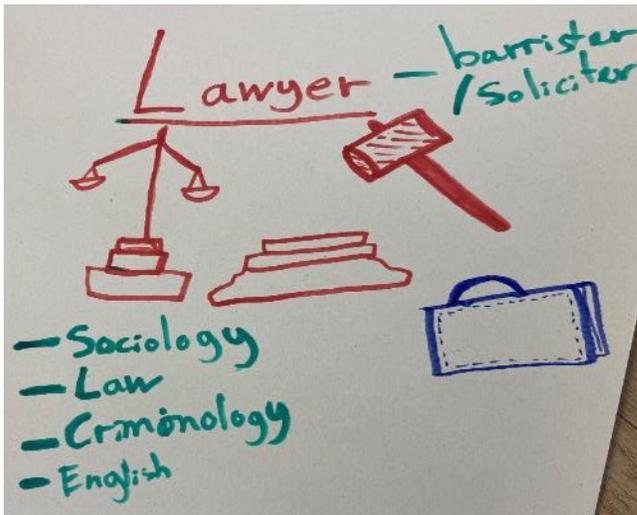
Source: Follow Up Survey for Year 1 Students. Questions that were asked: “Feel better about my future” (n=234, year 1=30, year 2=71, year 3=133) includes “feel more positive about my future education and employment prospects” (year 1=30, year 2=71) and “feel better about my future” (year 3=133), “Have more confidence that I will do well in life” includes “feel I am in control of my future education and employment opportunities” (n=232, year 1=30, year 2=70) and “Have more confidence that I will do well in life” (year 3=132)

# Improved attitudes towards the future

Young people who were at risk of being NEET have now identified a range of career pathways, have developed clear goals and an understanding of what is required to achieve their goals.



SET FOR SUCCESS



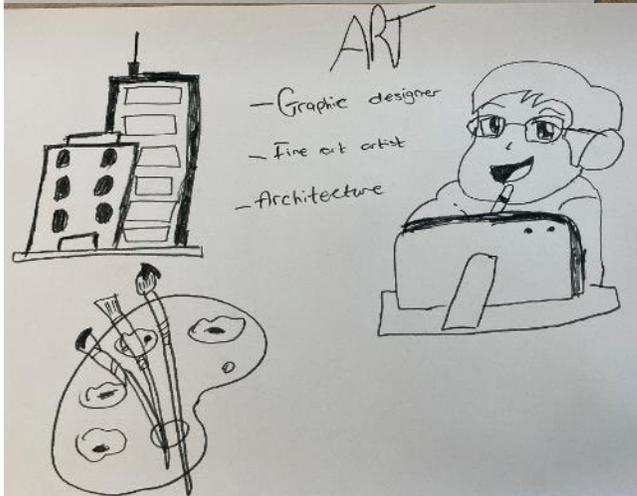
Values on future career

Auditioning for shows  
Teamwork for being on groups in dances or acting / singing together  
communication - getting to know other people  
Helping people by bringing them out their comfort zone and making them feel confident  
ALSO inspiring others who want to do this

In the future launch first book / film / YouTube series  
Share with others  
Keep writing  
Work experience  
Animation cups  
Publish first book  
get inspired and motivated  
Software practise  
Animator and Author

here is my OC (original character) thingy

Border force  
5 GCSE's grade 4 and above  
Policing & defence in college.



performing Arts  
Working on a stage  
Working behind and in front of cameras

Job Vet  
You need Science  
Social Skills +  
Patience  
High



DELIVERED BY



# Improved physical literacy

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



SET FOR SUCCESS

Has being involved in Set for Success changed any of the following...?

Enjoyment of taking part in sport and physical activity



82%

A lot better / A bit better

A lot better	49%
A bit better	33%
No change	14%
A bit worse	2%
A lot worse	2%

Confidence to take part in sport and physical activity



74%

A lot better / A bit better

A lot better	37%
A bit better	37%
No change	22%
A bit worse	1%
A lot worse	1%
Don't know	1%
Can't say	1%

“Before [Set for Success], I only liked to do football. With Jenna [Athlete Mentor], she’s made me look into more sports as well. Like scootering I’d never thought I’d do, and I jumped off the medium rank on the scooter. Big accomplishment for me!”



Young Person

DELIVERED BY



Source: Follow Up Survey for Year 1 Students. Questions that were asked: Has being involved in Set for Success changed any of the following? My enjoyment of taking part in sport and physical activity (n=132, year 3=132), My confidence to take part in sport and physical activity (n=231, year 1=30, year 2=69, year 3=132)

# Improved wellbeing

Set for Success has increased young people's self-belief, happiness and how connected they feel to other people.



SET FOR SUCCESS

Has being involved in Set for Success changed any of the following...?

## Connectedness to other people



78%

A lot better / A bit better

A lot better	33%
A bit better	45%
No change	20%
A bit worse	1%
A lot worse	1%

## Self-belief



73%

A lot better / A bit better

A lot better	39%
A bit better	34%
No change	24%
A bit worse	1%
A lot worse	1%
Don't know	1%

## Happiness



69%

A lot better / A bit better

A lot better	30%
A bit better	39%
No change	27%
A bit worse	0%
A lot worse	2%
Don't know	2%



Young Person

"Set for Success has helped my confidence by making me speak more."

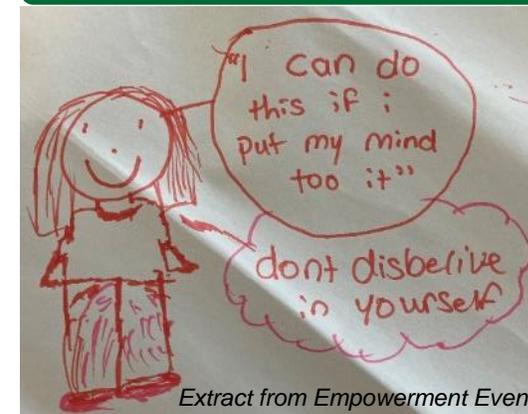
"Set for Success has really helped me get out of my comfort zone."

"I have a more positive mindset."

"My child has definitely gained confidence."



Parent



Extract from Empowerment Event

DELIVERED BY



Source: Follow Up Survey for Year 1 Students. Questions that were asked: Has being involved in Set for Success changed any of the following? How connected I feel to other people (n=133, year 3=133), My self-belief: I feel confident in my own abilities (n=221, year 1=30, year 2=68, year 3=123), My happiness (n=231, year 1=30, year 2=67, year 3=134).

# Improved engagement and behaviour

Set for Success encouraged young people, including those with poor school attendance, to attend school and to engage with school more.



SET FOR SUCCESS

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

## Engagement with school



8 out of 12 teachers

Very positive / Positive

Very positive	2
Positive	6
No change	4
Negative	0
Very negative	0

## Behaviour at school



9 out of 12 teachers

Very positive / Positive

Very positive	2
Positive	7
No change	3
Negative	0
Very negative	0

“Set for Success has improved the confidence of members of the group. They have been actively involved more in lessons. The general behaviour around the school has improved as well as in lessons.”



Teacher

“One of my challenges was fixing my sleep schedule and punctuality. Last year, I was a bit late to school, but I have been on time this year. And I sorted out my sleep schedule so I’m not tired for school and more energised.”



Young Person

“Being brave enough to engage fully in lessons and answer questions. I care less about what people think about me and have the confidence to do what is best for me instead. Self-belief has improved and this has helped me during lessons.”

“We have one boy who is an asylum seeker from Syria with behaviour issues who lacked confidence, it worked wonders for him.”

DELIVERED BY



Source: Follow Up Survey for Teachers. Questions that were asked: Did Set for Success have any impact on the following areas for young people? ‘Engagement with school’ (n=12) includes ‘Attendance at school’ (n=4) and ‘Engagement with school’ (n=8), Behaviour at school (n=12)

# Story Spotlights



SET FOR  
SUCCESS

**Set for Success improved Rebecca's confidence to engage in lessons and aspire to a good job in the future.**

Rebecca has completed two years of Set for Success. In the second year of her involvement in the programme, she has been supporting the Year 1 cohort with the programme, including their social action project. She has also been training to become a qualified dodgeball referee and running a national finals event.

Rebecca highlighted that improved confidence and self-belief have been the biggest benefits of taking part in Set for Success. Alongside this, Rebecca has a more positive mindset – she has pushed herself and done things that are outside of her comfort zone, along with improved leadership skills.

Together, these benefits have: encouraged her to be 'brave enough' to engage fully in lessons and answer questions; she believes they will help her when she goes to college as she will feel more confident to meet new people; and they will help her with work experience opportunities and to get a good job in the future. She is now also considering going to university.

Set for Success has also helped Rebecca to use her initiative more and has developed her problem-solving skills, which she believes will help her in a GCSE coaching module.

*(Pseudonym used)*

“Being more confident will [...] help when I go to college as I will be meeting new people and will have to make new friends.”

Rebecca

“I have more self-belief so I think I will be able to push myself and get a good job.”



**Set for Success improved Claire's attendance at school.**

Prior to Set for Success, Claire had low attendance and no plans for after school. The lead teacher highlighted that the Set for Success Athlete Mentor had a significant impact on Claire. After taking part in Set for Success, she had improved her attendance at school and now plans to go to college. Instead of drifting away after school, as was predicted for her, she was more motivated, and seeing her “turn around” was rewarding to see. The Enrichment Manager emphasised, “I know it [Set for Success] made a difference”.

*(Pseudonym used)*

Teacher

“Claire's attendance went from 29% right up to above 60% before she left. Her whole attitude around school changed and she turned up to every exam which shocked everybody. I think that was solely down to the stuff that she did with Tom [the Athlete Mentor].”

**Set for Success encouraged Hammad to be more engaged in school.**

Prior to Set for Success, Hammad had very low attendance at school. As a result, he was quite isolated in his registration class and often missed out on activities at school. Since being involved in Set for Success, Hammad's confidence has increased and his attendance at school has improved. He has also developed more friendships and has represented his school at basketball.

*(Pseudonym used)*



DELIVERED BY



# Supporting young people at risk

Set for Success has helped teachers feel more competent to support young people at risk.



SET FOR SUCCESS

12 out of 12  
teachers

report that Set for Success has helped them to feel more competent in supporting young people at risk of becoming NEET

Helped a lot	8 out of 12
Helped a little	4 out of 12
Didn't help	0 out of 12

“It’s really important to work with pupils that are at risk of becoming NEET because often they are the most vulnerable pupils in schools and in society. They don’t have the network that lots of pupils have. Becoming NEET is a failure of the community around them. Having this programme that helps those pupils gives them a reason to come into school, gives them something to work for, makes them feel like they are achieving something. That’s really, really important.”



Teacher

DELIVERED BY



Source: Follow Up Survey for Teachers. Questions that were asked: How much has Set for Success helped you to feel more competent in supporting and developing the life chances of 'at risk' young people? (n=4), How much has Set for Success helped you to feel more competent in supporting young people at risk of becoming NEET (n=8)



SET FOR  
SUCCESS

# Section 4 | Programme Views

DELIVERED BY



# Programme views

Young people rated Set for Success very highly, and teachers are very likely to recommend the programme to other schools.



SET FOR SUCCESS

## Young People

What did you think of Set for Success?

*on a scale of 1 star (very poor) to 5 (very good)*



**4.2 stars**  
average score

## Teachers

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

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



**9.1**  
average score

Source: Follow Up Survey for Year 1 Students (n=230, year 1=30, year 2=68, year 3=132), Follow up Survey for Teachers (n=12)

DELIVERED BY



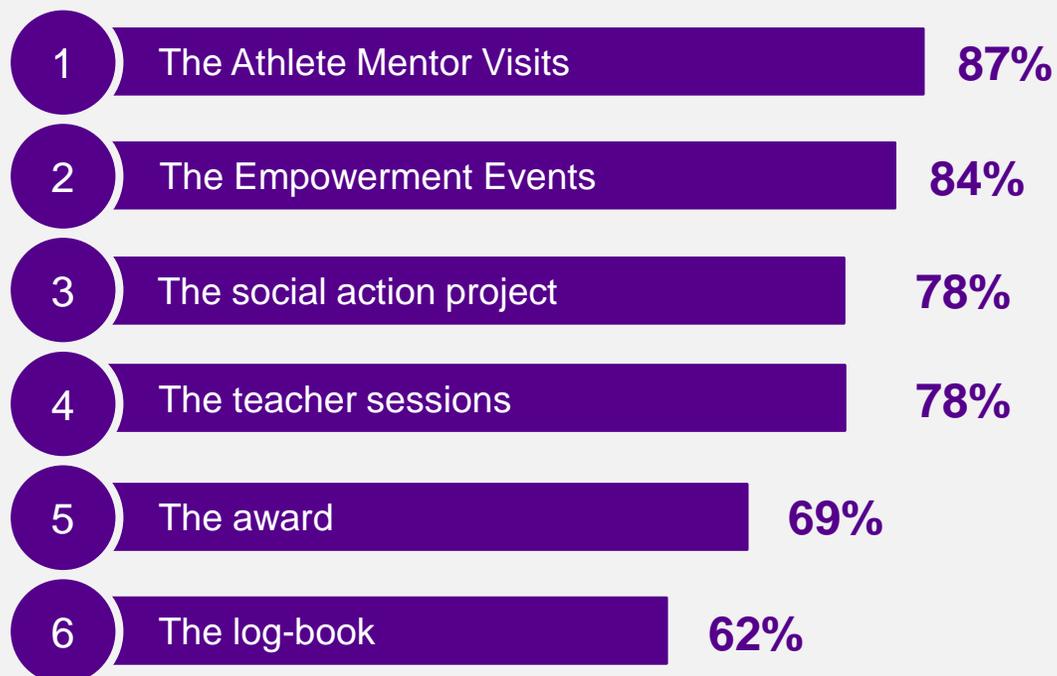
# Programme views

The Athlete Mentor visits were rated most favourably by young people, but all key elements of the programme were rated highly. This suggests that the blend of these activities are instrumental in supporting young people to engage in Set for Success and achieve positive outcomes.



## How would you rate the following...?

*Very good / good*



Source: Follow Up Survey for Year 1 Students (n=114-216)

DELIVERED BY



# Programme views

What young people liked the most about taking part in Set for Success was being able to improve their skills and wellbeing. They liked the log-book work / written tasks the least.



SET FOR SUCCESS



## Top 3 most liked elements

1

Improve skills / wellbeing

2

Meet people / socialise / team building

3

Do sports / be active

“It felt like a fun break from the normal schedule of school with the amount of football, basketball and more games.”

“It teaches you skills you might need for later on in life.”

“Getting pushed out of my comfort zone and getting along with more people.”



## Top 3 least liked elements

1

Log-book work / too much writing

2

Speaking in front of people / presenting

3

Not enough practical activities

Note: **53%** of young people said there was **nothing** they did not like about taking part in Set for Success.

Point 1: it is important to acknowledge that the log-book is essential to achieving the Award. Working with the Leadership Skills Foundation we are exploring ways to evolve the log-books / capture learning using alternative measures. Point 3: in most cases, this was referenced by young people specifically wanting to substitute writing in the log-book for more practical activities.

DELIVERED BY



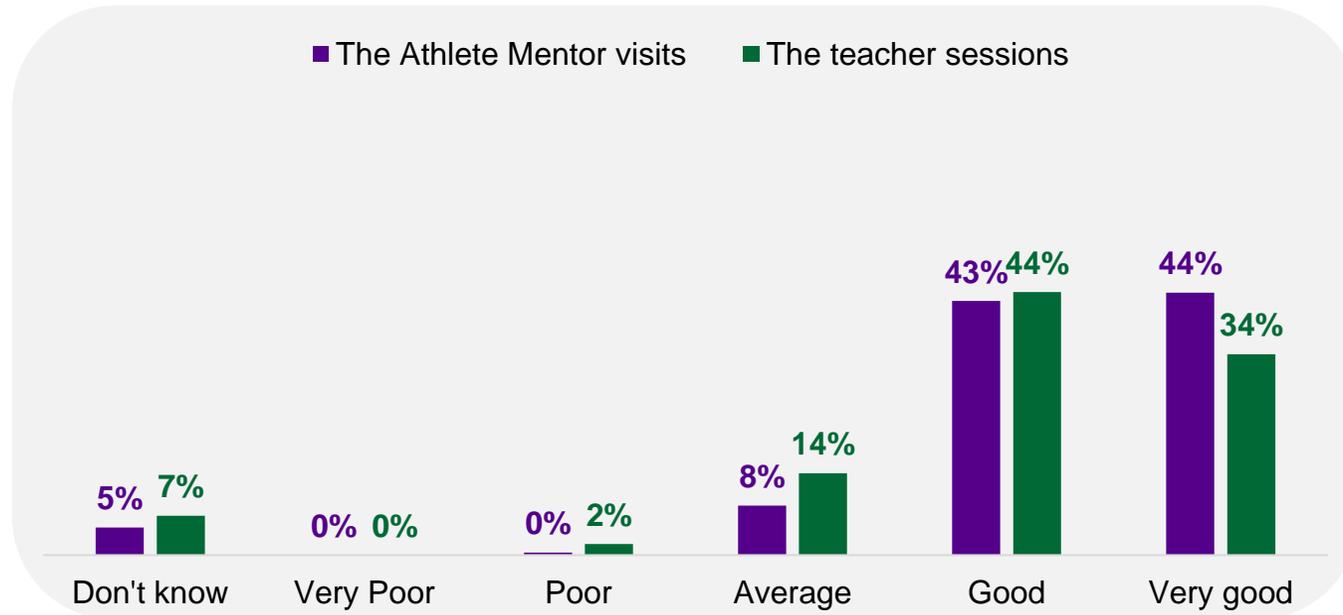
# Athlete Mentor and Teacher Sessions



SET FOR SUCCESS

Young people rated the Athlete Mentor and teacher sessions positively – with a slight preference of the Athlete Mentor visits.

## How would you rate the following?



“Tom [the Athlete Mentor] is good at letting the children lead their learning and pupil voice is a positive feature of each session.”

“Having the same Athlete Mentor over the 2 years has helped her build a strong relationship with the school and the pupils.”

“The pupils like that it is someone else delivering it - Jess [the Athlete Mentor] is very energetic and personable.”

Lead Teacher

“Working with our Athlete Mentor has been really fun. [...] He understands us. And I think it’s because he’s from the same area, I feel like we relate to him in ways that we wouldn’t relate to other people.”

“She [the Athlete Mentor] came from being a normal ordinary person to a tennis player; inspires me that you can achieve something.”

Young Person

DELIVERED BY



Source: Follow Up Survey for Year 1 Students (n=211-216)

# Empowerment Event

Young people enjoyed the Empowerment Event, in particular listening to real-life experiences, playing games, meeting new people and learning about future jobs.



## Rating of Empowerment Event



84%

Very good / Good

Very good	38%
Good	46%
Average	12%
Poor	0%
Very poor	1%
Don't know	3%

## Highlights

- ✓ Listening to talks / being inspired by other people's experiences
- ✓ Games and activities
- ✓ Meeting new people
- ✓ Learning about jobs / opportunities in the future

"I've even had someone come up to me today and ask me for work experience, so that's obviously really, really positive and nice to hear. She hadn't really considered estate agency before, so I do feel like there's at least one person that's had a few doors opened for them today."

Employer  
Speaker

"I enjoyed it when the woman was talking about her job as an estate agent as it inspired me to try that as a job."

Young Person

"Good opportunity to learn from different people with a wide range of experiences."

"Loved meeting new people."

DELIVERED BY



# Social action projects

Young people and teachers rated the projects positively. They have chosen a variety of different topics they felt passionate about for their social action project. Below are some examples.



## 1 | Youth homelessness

Willows High School decided to raise awareness around youth homelessness, supporting local charity Llamau based in Cardiff.



## 2 | Litter picking

Archbishop Beck Catholic College worked towards improving a litter issue at a local tennis centre.



## 3 | Drug awareness

St Julian's School focused on drug awareness and raising aspirations, inspired by their hometown Newport having a drug problem.



## 4 | Sport events

Admiral Lord Nelson School ran a multi-sport event over two days for a local feeder school. Trafalgar School ran a multi-sport day for year 7 pupils. Redwood Park Academy promoted their sports day and the importance of exercise no matter one's ability.



## 5 | Mental health

Bulwell Academy raised awareness of mental health by speaking at assemblies, delivering open mic sessions and interviewing a local boxer.



## 6 | Defibrillators

Bluecoat Beechdale Academy used a '5 a side football' to raise money to buy a defibrillator for the local area.



## 7 | Racism

Willows High School explored what race and racism meant to them and what young people can do to embrace diversity and end racism.



## 8 | Fundraising

Notre Dame undertook a 6-hour spinning challenge to raise money for Alder Hey Children's Charity and King's Leadership Academy Hawthornes organised a bake sale to raise money for Sefton Community Pantry.

Rating of social action project  
*Very good / Good*

## Young People



## Teachers



DELIVERED BY



Source: Follow Up Survey for Year 1 Students. Question that was asked: How would you rate the social action project? (n=210). Follow Up Survey for Teachers. Question that was asked: How would you rate the social action project? (n=12)

# Social action projects examples

The below posters/presentations were created by young people.



SET FOR SUCCESS



“We all decided to focus on race and racism. It [the social action project] is very pupil led, it’s all their ideas. And what I felt quite touched about was some of them shared some quite unpleasant experiences they’ve had in terms of racist language used against them and how they are treated on a daily basis. [...] Part of our social action project was to discuss white privilege, I found that quite eye opening for myself. I’ve never experienced the racism they have.”



Teacher

“It [the social action project] could be something that grows into something quite incredible.”

DELIVERED BY



# Awards and Qualifications

Young people valued the Award / Qualification, but the log-book was one of the lowest rated elements of the programme.



A sample of young people were asked to answer the following question: **“Do you think it is important to have a qualification at the end of Set for Success?”**. Almost all young people believe that the qualification is important.

- **90%** (20 out of 22) of young people said ‘yes’
- **5%** (1 out of 22) of young people said ‘no’
- **5%** (1 out of 22) of young people said ‘don’t know’

Interviews with a small sample of young people and teachers regarding the value of the Award / Qualification element showed that most did value it, although some were indifferent about it. One teacher thought the Award in the first year was valuable but found the second year of the programme much harder to deliver as the young people had more academic commitments in year 10 so she felt that the young people valued this element less. The majority (but not all) of the young people that were interviewed did recognise the value of using the Award / Qualification to put on their CV and to help them get a job.

**Completion of the log-book presented challenges for many young people, particularly in terms of the amount of writing that was required.**

“Not many people have it [the Qualification] so it’s just being different. It makes you stand out. If you’re going for a job or something, we’ve got something on there that not many people have, on our CV.”

“It proves that you have done it and the skills you have actually learnt.”

Young person

“It’s an achievement for the hard work they have put in and it shows that they have not done it for nothing. They’ve got something to show for it.”

Teacher

DELIVERED BY



# The Wimbledon Foundation



Set for Success had a different impact on brand awareness for the young people and teachers. While nearly half of young people were still unaware of the brand, teachers valued its importance.

## TEACHERS

8 out of 8 have a positive view of the Wimbledon Foundation

“It has given the programme more credibility.”

“This (the Wimbledon brand) is incredible as it gives the programme prestige.”

“I think that the name is well known and well established.”

“The students were all excited by the link with the Wimbledon foundation.”



## YOUNG PEOPLE

- 39% have heard of the Wimbledon Foundation, and have a **positive** view of it
- 11% have heard of the Wimbledon Foundation, and have a **neutral view** of it
- 2% have heard of the Wimbledon Foundation, and **don't know** how they view it

48% have not heard of the Wimbledon Foundation

Source: Follow Up Survey for Teachers (n=8). What is your view of the Wimbledon Foundation? Follow Up Survey for Year 1 Students (n=223). Questions that were asked: Have you heard of the Wimbledon Foundation? If yes, what do you think of the Wimbledon Foundation? (Year 1-2), If yes, what is your view of the Wimbledon Foundation? (Year 3)

DELIVERED BY



# Wimbledon Inspiration Day

Young people attending the event felt inspired, and particularly enjoyed the museum/learning tour.



SET FOR  
SUCCESS



Young people playing the “reaction station” game. They were either challenging each other to get the highest score, or they were working together in groups to maximise their chances of reaching a high score. This game offered an opportunity to be competitive, or to work together as a team and solve a problem together.

The highest rated element of the Wimbledon Inspiration Day by the young people was the **museum / learning tour** (4.7 out of 5, n=41). Researchers observed the young people visiting the Wimbledon museum and noticed how engaged they were due to its interactive nature.

Young people were also asked in an open-ended question how the Wimbledon Inspiration Day had inspired them. The most frequently mentioned response was that the event **motivated them to keep going and not give up, and to believe in oneself**.

Another popular response was that they felt inspired to work harder, both inside and outside of school, to achieve their goals.

“It’s really important to come to these days, it’s been fantastic. And obviously for our students, it gives them a completely different experience, which is really important for us as well.” (Teacher)

DELIVERED BY



# Wimbledon Inspiration Day

## Career Talk: Story spotlights



SET FOR  
SUCCESS



As a result of the Career Talk, a genuine connection was formed between a Wimbledon staff member, who talked to the young people about his career at Wimbledon, and Abdul. They both bonded over coming from a similar strict Muslim family background. Abdul opened up about how scary it can be to go after his dreams due to this, and the Wimbledon member of staff was able to support him by sharing his own experience.

*(Pseudonym used)*



When he is older, Reuben wants to be a Finance Manager. He attended the AELTC and listened to a Finance Manager at Wimbledon talk about her career. He was intrigued by her journey and valued her advice and guidance on the path he could take to achieve his goal.

*(Pseudonym used)*

DELIVERED BY



# Wimbledon Community Day & Recognition Event

Hosted by Barclays



SET FOR  
SUCCESS



This event gave young people and their families a unique and rewarding experience.

“The whole experience was amazing from start to finish, the way we were looked after and made to feel like real VIPs was absolutely incredible. For me it was the whole day but for Eddie meeting a legend like Ian Wright and even plucking up the courage to ask him a question with microphone in hand was a real highlight, way braver than me! It’s a brilliant thing you are all doing and something that will stay with Eddie and I for the rest of our lives.”  
*(Parent, pseudonym used)*

“I’d like to thank you and your team so much for allowing my daughter and partner to experience this amazing event at Wimbledon. I didn’t think in my wildest dreams how fantastic it would be...they both returned on Sunday afternoon absolutely glowing. What a life experience you have provided for my daughter.”  
*(Parent)*

“Once again thank you on behalf of myself and my son for an extraordinary experience which we will keep with us forever.” *(Parent)*

“Our pupils would never have the opportunity to experience an event such as this so for you to make it possible really was incredible, so thank you!” *(Teacher)*

DELIVERED BY





SET FOR  
SUCCESS

# Section 5 | Lessons and Conclusions

DELIVERED BY



# Challenges

There were several common challenges that occurred during delivery of Set for Success.



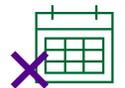
**Lack of teacher time and capacity** – unable to fully and effectively support the programme



**Insufficient buy-in from senior leadership teams** – insufficient prioritisation of the programme within the school



**Lack of clarity on expectations from the start** – programme deliverables and research tasks are not always sufficiently met



**Young people's timetables, including academic commitments** – difficulties organising the sessions and young people unable to attend all the sessions and events



**Insufficient lead-in time for events** – lower attendance rates



**Logbook requirements, including the amount of writing required** – lack of engagement with the award

DELIVERED BY



# Success Factors

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



SET FOR SUCCESS

 <p>Careful <b>recruitment</b> of young people to maximise potential impact.</p>	 <p>Blend of workshops and <b>physical activity</b> sessions to support engagement and reinforce skills development.</p>	 <p><b>Relatable</b> stories to support engagement and enhance young people's aspirations.</p>	 <p><b>Clarity</b> on programme expectations at the start to help schools effectively plan.</p>	 <p><b>Dedicated staff member</b> to support the young people on the programme.</p>
 <p>Interaction in <b>small groups</b> to support confidence to participate and to facilitate effective team-working.</p>	 <p>Sufficient <b>face to face</b> delivery to sustain engagement of hard-to-reach young people.</p>	 <p><b>Ownership</b> of activities to maintain interest and to create a sense of responsibility.</p>	 <p><b>Buy-in</b> from senior leadership teams at school to help support and prioritise programme delivery.</p>	 <p><b>Advanced planning</b> to support effective delivery and to align with other commitments at school.</p>
 <p><b>Simplify</b> log-book requirements to improve accessibility and minimise writing requirements.</p>	 <p><b>Awards / qualifications</b> to recognise achievements.</p>	 <p><b>Out of school experiences</b> to inspire and reward young people.</p>	 <p><b>Flexibility</b> to effectively respond to the needs of the young people and their school.</p>	 <p><b>Accessible research</b> that is built into programme delivery and does not over-burden participants.</p>

**Young People FACTORS**

**School FACTORS**

DELIVERED BY



# Conclusions



Set for Success has effectively targeted young people from disadvantaged backgrounds and those at risk of being not in education, employment or training (NEET). The programme has engaged a total of 426 young people and has supported 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, including the impressive achievement of 334 young people achieving an Award through the programme.

The Wimbledon Foundation brand was recognised as adding value to the programme and was viewed positively. However, there is scope to increase awareness of the charity through the programme, particularly among young people.

Across the three years, the Athlete Mentors have consistently been the highest rated element of the programme, which emphasises the importance of their involvement. In the third year of delivery, the inclusion of events at the All England Lawn Tennis Club (AELTC) was well received and provided additional, unique opportunities for young people.

At the start of Set for Success, the programme was impacted by the Covid-19 pandemic, however delivery was sufficiently adapted to respond to this challenge. Throughout the pilot, the programme has undergone a continual learning process, which has allowed refinements to be made to ensure the programme continues to best meet the needs of the young people involved. Supporting this, the average number of young people engaging per school has increased year-on-year. However, there still remain challenges in recruiting and retaining some schools but a good understanding of the key factors that support successful delivery of the programme has been generated, and this will support school engagement in the future.

Set for Success not only accomplished but surpassed its expected aims and outcomes. It has contributed to a substantial and meaningful impact on a targeted group of young people at risk of becoming NEET. Lessons learned from this pilot will be taken forward to strengthen future delivery of Set for Success.

DELIVERED BY





SET FOR  
SUCCESS



DELIVERED BY

