

## Pilot Delivery Phase - Evaluation Summary (2020-23)

### Programme overview

Set for Success aims to use 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 by the Youth Sport Trust (YST). The evidence presented in this summary is based on the Set for Success pilot delivery phase, which ran from 2020 to 2023. The summary was produced by the YST's Research and Insight Team in August 2023.



\*This number combines engagement numbers from 2020-23. Year 1 data is estimated based on data from 5 schools that was aggregated for all schools. Year 2 data is from the 10 schools that completed their delivery. Year 3 data is 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.

### Demographics of young people engaged



**25%** from ethnically diverse communities  
(including Asian, Black and Minority Ethnic Groups)

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

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

Source: Follow Up Survey for Teachers (n=17 schools, reporting on 232 students)

### Deliverables



\*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.

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### Young People Outcomes

#### 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)

Source: Follow Up Survey for Year 1 Students



#### 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)

Source: Follow Up Survey for Year 1 Students

#### 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)

Source: Follow Up Survey for Year 1 Students



#### Improved wellbeing



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

Source: Follow Up Survey for Year 1 Students

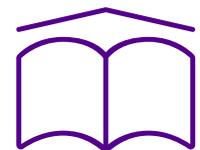
#### Improved engagement and behaviour

9 out of 12 teachers report improved student behaviour at school

8 out of 12 teachers report improved student engagement\* with school

\*engagement with school was measured as teachers' views of 'attendance at school' in Years 1-2

Source: Follow Up Survey for Teachers (n=12 schools)



"Everything we learned are life skills that we need every day of our life." (Young Person)

"My child has definitely gained confidence." (Parent)

"Their attendance has improved, and their behaviour around school has improved, so they are actually in lessons more often, which wouldn't have happened if we didn't have the Set for Success programme." (Teacher)

### Teacher Outcomes



12 out of 12 teachers

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

Source: Follow Up Survey for Teachers (n=12 schools)



"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)*

### Views of the Wimbledon Foundation

#### Young People



39% have a **positive view** of the Wimbledon Foundation

11% have a **neutral view**  
2% don't know

48% have not heard of the Wimbledon Foundation

Source: Follow Up Survey for Year 1 Students (n=223)

"It [the Wimbledon brand] has given the programme more credibility."  
*(Teacher)*

#### Teachers



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

Source: Follow Up Survey for Teachers (n=8 schools)

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### Programme Views

#### Young People

What did you think of Set for Success? *1 star being 'very poor' and 5 stars being 'very good'*

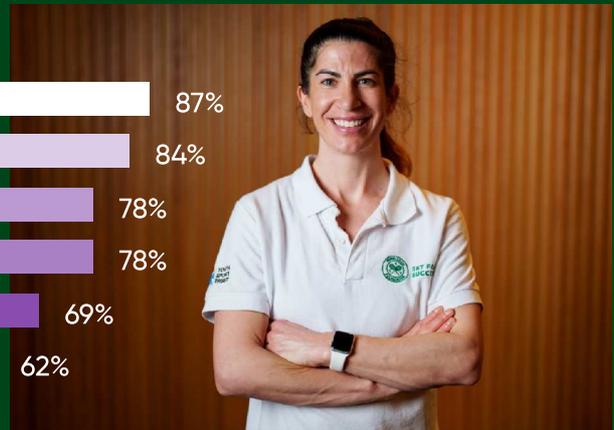


**4.2 stars**  
on average

Source: Follow Up Survey for Year 1 Students (n=228)

#### How do young people rate the following...

% showing 'Very good' / 'Good'



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

#### Teachers

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



0 - Very unlikely



10 - Very likely



**9.1**  
average score

Source: Follow Up Survey for Teachers (n=12 schools)

"If a school is considering the programme, I'd say go for it! I've definitely seen a change in the students in my class and around the school. They enjoy it every time they do it and they've formed friendships that they wouldn't have got to form if they didn't have the programme." (Teacher)

"An extraordinary experience which we will keep with us forever." (Parent)

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### Story spotlights

#### 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 at school emphasised, "I know it [Set for Success] made a difference".

*"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]." (Teacher)*

#### Set for Success role model offered Abdul guidance on achieving his goals.

As a result of the Career Talk at the AELTC, 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.



#### Set for Success inspired Theo to apply to college.

*"The job I want has been the same since I was 8 years old so that wouldn't have changed but how I am going to go into it changed. 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." (Theo)*

#### Set for Success inspired Rebecca to achieve 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, and she has improved her 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.

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

*Pseudonyms have been used for all stories.*