



SET FOR  
SUCCESS

# Evaluation of Set for Success

End of year 2 report summary for the Wimbledon Foundation (August 2022)

DELIVERED BY



# Programme overview

Set for Success is a two-year youth leadership initiative that aims to provide young people from disadvantaged backgrounds with the opportunity to develop valuable life and leadership skills through mentoring sessions delivered by inspirational athletes.



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

## Set for Success aims:

- To improve attitudes, behaviour and attendance of identified 'at-risk' young people.
- To develop young people's life skills through leadership training and social action opportunities.
- To improve destination ambitions and opportunities of targeted cohorts of young people with increased local connections to training providers and employers.
- To increase the level of engagement in sport and physical activity throughout programme delivery.
- To maximise the resources of the Wimbledon Foundation including their education resources.
- To increase the brand awareness of the Wimbledon Foundation's values and charitable ambition beyond London.

Set for Success was evaluated by the YST's Research and Insight Team and was externally validated by *spear*, Canterbury Christ Church University.

DELIVERED BY



# Programme activity overview



SET FOR  
SUCCESS

**1** Recruit 15 schools & 2 support staff per school.

**2** Recruit young people (10-15 per school per year).

**3** Deliver teacher training.

**4** Deliver an Athlete Mentor inspiration day in each school to engage and inspire students at the start.

Deliver teacher-led sessions interspersed between the Athlete Mentor sessions to reflect on skills developed, with support of a log-book.

**6**

Deliver 8 Athlete Mentor sessions per year for young people in each school to develop employability skills.

**5**

**7** Attend an empowerment event to bring together young people, support staff and employers.

**8** Design and deliver a young person led social action project each year to apply new skills, concluding in achievement of Award.

**9** Achieve level 1/2 qualification.

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
- Archbishop Beck Catholic College
- The Prescott School
- Alt Bridge School
- All Saints Catholic High School

## Nottingham, England

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

- 10 schools completed their delivery in 2021/22
- 5 schools (written in grey font) plan to recommence their delivery in September 2022

DELIVERED BY



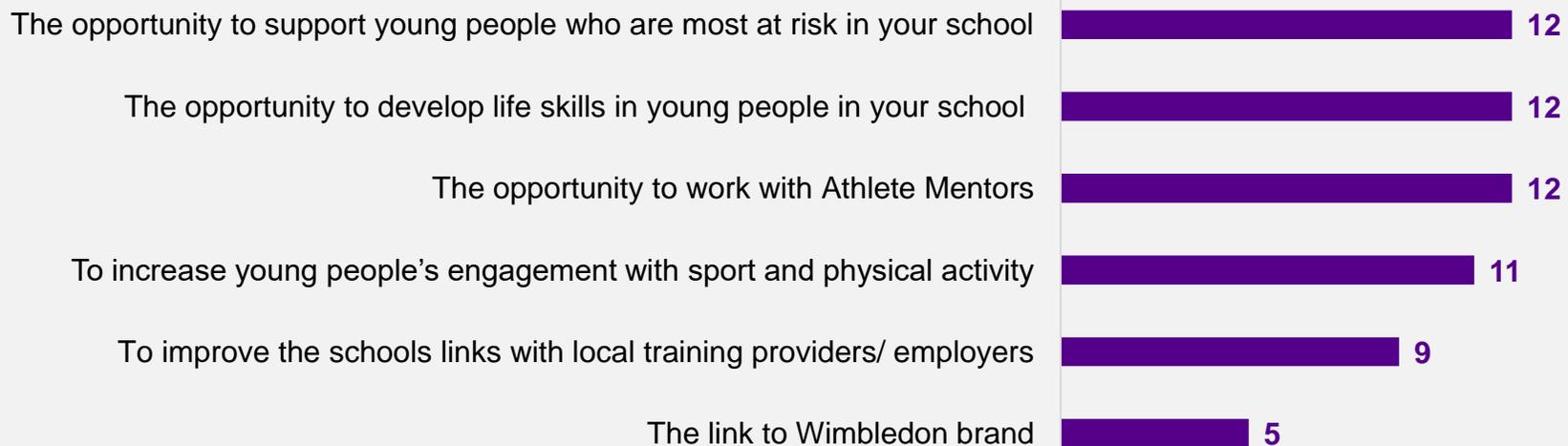
# Reasons for taking part

The main reasons teachers took part in Set for Success was the opportunity to support 'at risk' young people, to develop life skills in young people, and to work with Athlete Mentors.



SET FOR  
SUCCESS

## What key factors influenced your decision to take part in the programme?



Source: Baseline Teacher Survey (n=13)

DELIVERED BY



# Reasons for taking part

## Lead teacher quotes



SET FOR  
SUCCESS

“To develop pupils’ leadership skills, resilience and independent skills and to support school vision.”

“Our students are crying out for positive role models - our students like 'belonging' to something.”

“We have a high number of pupil premium students in school and a large number of behaviour issues stemming from students not being able to control their emotions or move on from misunderstandings in school. Hopefully the programme will be able to improve the key skills in these students to assist their transition to further education.”

“Our school is a Leadership school and we pride ourselves on giving our pupils opportunities to lead others and improve their leadership skills. A main focus of our school is to raise the aspirations of our pupils which we believe this project will help with. We also focus on your community links and this project giving our pupils links for local employers is a key reason we have chosen to take part in the project.”

“To give our more disadvantaged students the opportunities to improve their skills and confidence to enable them to leave our school equipped to be successful.”

“Our school is based in Knowsley, which is quite a deprived area with the majority of pupils coming from households with broken relationships. A lot of our pupils lack in confidence and resilience. I believe a course such as this could give the pupils the extra push they need.”

“Willows is situated in a deprived area of Cardiff and we have many pupils with low self-esteem and aspirations. We attended a 'taster' day with YST and I felt that the Set for Success programme would be an excellent opportunity for a group of pupils to achieve a leadership course and develop wider interpersonal and intrapersonal skills.”

“An exciting opportunity for disengaged students to develop skills required in order to improve using sport as the tool to help them be successful.”

“We were quite impressed with the set-up and what it offers disengaged students - it’s niche. It ticked boxes to support students in different ways to help re-engage successfully.”

“Increasing pupil confidence, leadership skills and providing opportunities.”

DELIVERED BY

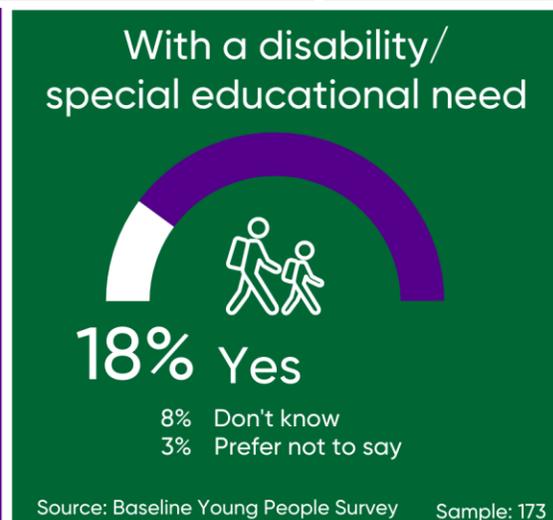
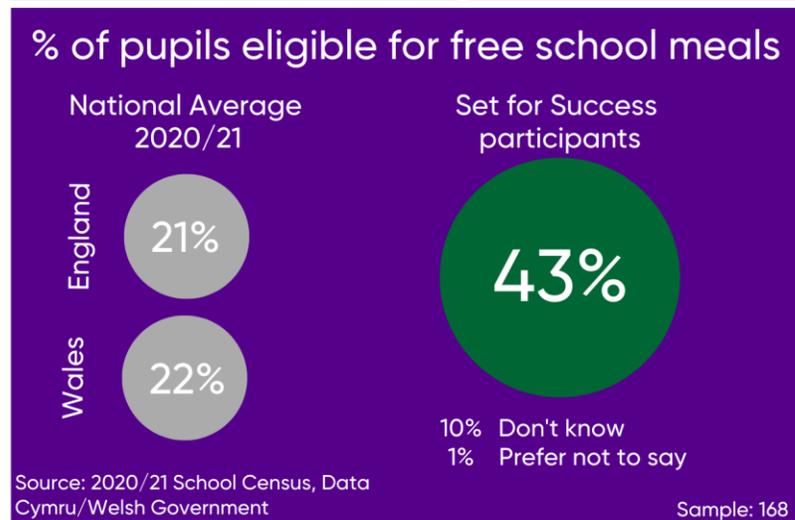


# 'At risk' young people targeted



SET FOR SUCCESS

At the start of the programme, the majority were male and in year 9. The proportion of young people that were on free school meals was higher than the national average.



DELIVERED BY



# Outcomes achieved

As a result of Set for Success, young people reported benefits across a variety of areas.



SET FOR SUCCESS

<h2>Baseline</h2> <p>What did young people say before taking part in Set for Success?</p> <p>At the start of Set for Success, young people had poor attitudes towards school, they did not rate their skills highly and they lacked confidence to achieve their plans after school.</p>	<h2>Outcomes achieved</h2> <p>What did young people say as a result of taking part in Set for Success?</p> <p>Set for Success improved young people's skills and attitudes towards school. It also helped them to feel more positive about their education and employment prospects.</p>
<p>51% felt 'average' about their progress at school.</p>	<p>61% improved their progress at school.</p>
<p>42% rated their teamwork as 'average' or 'poor', 35% rated their resilience as 'average' or 'poor' and 52% rated their communication skills 'average' or 'poor'.</p>	<p>79% improved their teamwork, 78% improved their resilience and 71% improved their communication skills.</p>
<p>34% said the biggest concern about future education or employment was not getting the grades/qualifications they need, 19% were concerned about not getting a job/the right job. Only 30% were 'very confident' in their ability to achieve their plans after school.</p>	<p>72% felt more positive about their future education and employment prospects and 71% had been given the skills they needed to succeed in future education and employment.</p>
<p>85% 'loved' or 'liked' being active, but on average, participants were only active for +60 minutes on 3 days per week. <small>Government guidelines advice for +60mins of physical activity 7 days per week.</small></p>	<p>60% had increased the amount of physical activity they do.</p>
<p>Participants had lower levels of happiness than the national average for young people (6.3 compared to 7.7). <small>On a scale of 1 - not at all happy to 10 - completely happy</small></p>	<p>71% increased their self-belief and 58% increased their happiness.</p>

Source: Baseline Young People Survey (n=177)

Source: Follow Up Young People Survey (n=104)

DELIVERED BY



# Awareness of Wimbledon Foundation



Set for Success has increased teachers' awareness of the Wimbledon Foundation – as a result they view the Foundation positively and believe it brought great value to the programme.

- **7 out of 13 teachers** had never heard of the Wimbledon Foundation at baseline
- **63%** said that Set for Success had given them a more positive view of the Wimbledon Foundation.
- **88%** said that having the Wimbledon Foundation brand supporting Set for Success added value to the programme



“It has given the programme more credibility.”

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

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

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

DELIVERED BY



Source: Baseline Teacher Survey (n=13). Question that was asked: Prior to taking part in the Set for Success programme, had you heard of the Wimbledon Foundation? Follow Up Teacher Survey (n=8). Questions that were asked: How, if at all, has Set for Success changed your view of the Wimbledon Foundation? Do you think that having the Wimbledon Foundation supporting Set for Success has added value to the programme?

# Outcomes achieved

## Young person spotlight



**Female  
participant**

### **Before Set for Success:**

Low attendance and no plans for after school.

### **After Set for Success:**

Improved attendance and plans to go to college.

The Lead teacher highlighted that the Athlete Mentor had a significant impact on this girl. Before the programme, she did not have any plans for after school. Now, she is going 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 and the Enrichment Manager emphasised, “I know it [Set for Success] made a difference”.

“Her 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



**Male  
participant**

### **Before Set for Success:**

No plans after school.

### **After Set for Success:**

Plans to go to college.

The Lead teacher highlighted that the Athlete Mentor had a big impact on this boy's future path outside of school:

“He was worried about moving forward, he had nowhere to go, no apprenticeship. Me and Tom 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

DELIVERED BY



# Outcomes achieved

## Lead teacher and young person quotes



SET FOR  
SUCCESS

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

“Built confidence to begin focusing on career aspirations in the sporting field.”

“These students are more equipped to run the event because they have learnt what makes a good leader.”

“Some of the students decided to run an activity among themselves, and that really showed the skills they had learnt, such as communicating, understanding each other, and having the confidence to step up and talk.”

“I believe the programme increases their ambitions, excites them about their future and opens up many opportunities.”

“Hearing the stories of the Athlete Mentors and guest speakers inspired our students. Realising that you can face several barriers in life yet still overcome them and become very successful and happy.”

“The values that Wimbledon are promoting - resilience, communication and independence – is what underpins our whole curriculum, to get them ready for adulthood and employment.”

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

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

“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.”

“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 classmates, but there are very few jobs where you're alone the entire time.”

“When something is drilled into you in one day you won't retain it like you want to. If it's over 18 months, multiple times and you're convinced by the talk and you understand what you're doing, you will retain that information for life.”

DELIVERED BY



# Programme feedback



The best things about taking part in Set for Success were meeting people and socialising. The young people liked the log-book work / writing the least.

## Top 3 most liked elements



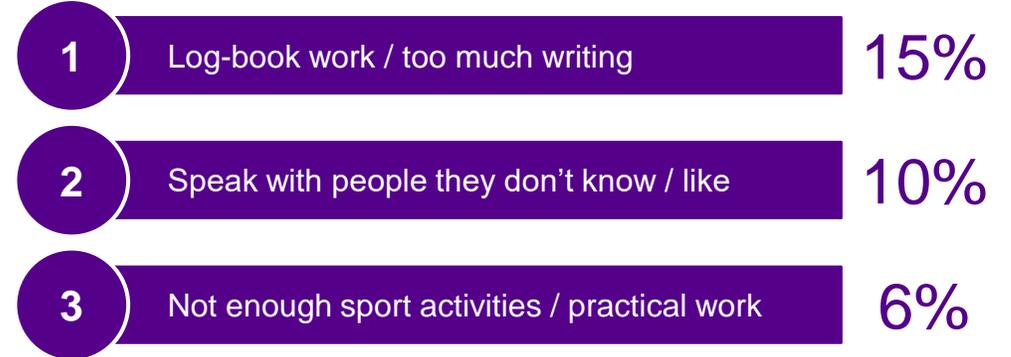
“It gave me the ability to meet new people.”

“Learning a range of skills to help us be better leaders.”

“Playing sport with my friends. Building on my skills.”

“It has helped my confidence and communication with people I don't normally talk to.”

## Top 3 least liked elements



“The amount of writing.”

“Getting up in front of new people.”

*Note: 51% of participants said there was **nothing** they did not like about taking part in Set for Success.*

DELIVERED BY

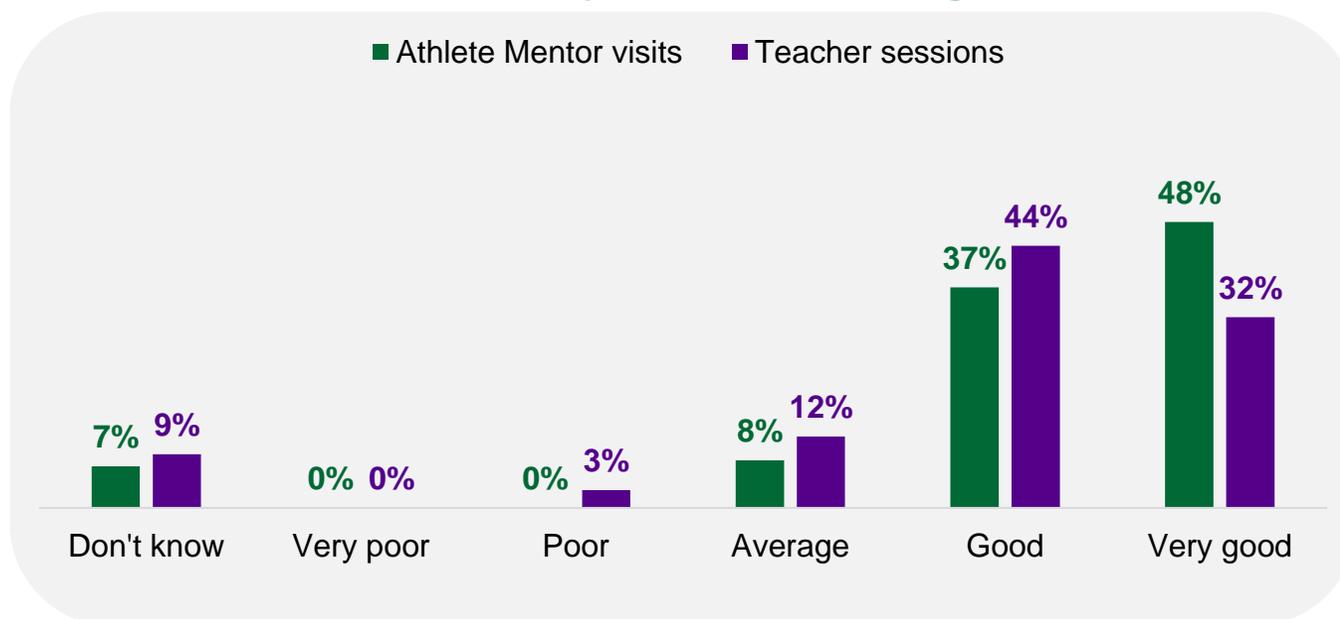


Source: Follow Up Young People Survey. Questions that were asked: What was the best thing about taking part in Set for Success? (n=82). Was there anything you did not like about taking part in Set for Success? (n=78)

# Athlete mentor and teacher session feedback



Participants rated the Athlete Mentor and Teacher sessions positively – however they rate the Athlete Mentor visits higher. How would you rate the following?



52% of participants would have liked more sessions

34% of participants had about the right number of sessions

“Tom, our athlete mentor, has a great relationship with the pupils and they respond positively to his sessions.”

Lead teacher

“Quite liked meeting Vernon. He had some good stories.”

Young Person

“Good to plan sessions and talk about things that are important to us improving.”

DELIVERED BY



Source: Follow Up Young People Survey. Questions that were asked: How would you rate the following? (n=91), What did you think of the number of teacher and Athlete Mentor sessions that you had? (n=89), TDC Survey Summer (n=4)

# Social action project feedback



The vast majority of participants rated the social action project positively. Young people had ownership over their projects and chose topics they felt passionate about.

## Rating of social action project



71%

### Very good / Good

Very good	28%
Good	43%
Average	13%
Poor	1%
Don't know	14%



### 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.

Source: Follow Up Young People Survey. Question that was asked: How would you rate the social action project? (n=90)

DELIVERED BY



# Empowerment events feedback



The vast majority of 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



83%

Very good / Good

Very good	38%
Good	45%
Average	14%
Very poor	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

"People talking about their experiences."

"Activities and listen to stories."

"Loved meeting new people."

"Interacting with new people and listening to the employers talk about life."

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

DELIVERED BY



Source: Empowerment Event Feedback Survey. Questions that were asked: What did you think of today's empowerment event? (n=66), What did you enjoy most about today? (n=57)



SET FOR  
SUCCESS

## Key Lessons | Summary

Retain the blend of workshops and physical activity sessions 	Maximise opportunities for relatable stories to engage young people 	Ensure there is a dedicated member of staff 	Follow the programme structure but be flexible 
 Maximise opportunities for face-to-face delivery	 Carefully recruit young people to maximise impact	 Give young people ownership of the programme	 Maximise opportunities for young people to interact in small groups
Simplify the log-book requirements 	Minimise the research requirements 	Plan programme activities in advance 	Consider out of school experiences to support engagement 

# Conclusions



Set for Success has been viewed positively by the young people taking part. Key strengths identified by the young people included the social side and the sports element. The empowerment event was rated very highly, along with the Athlete Mentor visits.

The programme has delivered a range of benefits for the young people taking part, including improved attitudes to, and progress at, school; improved life skills, particularly team-work and resilience; a positive impact on future education or job prospects; increased participation in sport and physical activity; and improved wellbeing. There is potential to increase the brand awareness of the Wimbledon Foundation through the programme, particularly among the young people.

Year 2 saw greater outcomes achieved, which may be due to a number of reasons such as the type of young people that were recruited, greater face to face delivery in year 2, and less impact of Covid-19 in year 2.

The programme would benefit from further research to understand the longer-term impacts of the programme and to generate a greater understanding of the effectiveness of year 2 delivery, including greater insight into the low uptake of the award and qualification.

DELIVERED BY





SET FOR  
SUCCESS



DELIVERED BY

