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SET FOR SUCCESS

Evaluation of Set for Success

Evaluation findings for the 2025-26 academic year

Report produced by the Youth Sport Trust's Research and Insight Team
August 2026

Delivered by

WIMBLEDON FOUNDATION IN PARTNERSHIP BARCLAYS

SET FOR SUCCESS

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Section 1 | Introduction

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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.

Following a successful three-year pilot (2020-23), Set for Success is currently being delivered for a further four years (2023-2027). It aims to reach a further 150 schools across the UK, engaging up to 3,900 young people.

Set for Success supports young people who may be at risk of not achieving their full potential for a variety of factors. Participants develop essential life and employability skills through a series of sessions led by inspirational Athlete Mentors and teachers, where active learning and sport are used to bring key concepts to life. A group of Interns also support the delivery of the programme, whilst contributing to their personal and career development. The programme is being delivered in geographical areas across England, Wales and Scotland, where a need for targeted support has been identified.

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 young people at risk of not achieving their full potential.

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Report overview

This report sets out the findings from the evaluation of Set for Success in the 2025-26 academic year.

The evaluation aims to assess the extent to which the outcomes of Set for Success have been achieved. This report combines the outcomes for young people taking part in Year 1 and Year 2 of the programme during the 2025-26 academic year; data for the individual delivery years can be found in the appendices. The evaluation also aims to understand the effectiveness of the programme delivery model and processes.

Set for Success is being evaluated by the Youth Sport Trust's Research and Insight Team, and involved the following research activities:

Survey for Teachers

- Completed by **74 schools** (72% response rate)
  - **57** schools (out of 72) reported on Year 1 delivery
  - **31 schools** (out of 61) reported on Year 2 delivery

Survey for Young People

- Completed by **650 young people** (52% response rate)
  - **428 young people** reported on Year 1 delivery
  - **222 young people** reported on Year 2 delivery

Qualitative insight

- **2** interviews with teachers
- **3** Storytelling Sessions attended
- **3** in-person focus groups with Interns
- Conversations with teachers at **2** Inspiration Days and **1** Empowerment Event

This report is supported by a summary report which can be accessed here.
Upcoming reports include the insight project updating the Social Return on Investment analysis by Sheffield Hallam University (to be shared November 2026), and the case study of the 2025-26 Intern cohort (to be shared January 2027).

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The ever-growing need for Set for Success

The challenge

Too many young people face significant barriers that limit their potential

- 3.5 million (24%) children are living in poverty in the UK.
- Not enough young people are meeting the UK Chief Medical Officer's recommended levels of physical activity (49% in England, 31% in Wales, 68% in Scotland); those from the least affluent families are the least likely to be active.
- 25% of young people are worried about their mental health.
- Pupils facing high levels of socio-economic deprivation have school exclusion / suspension rates that are around four times higher than their peers who do not face high levels of deprivation.
- Young people from low-income families have lower educational attainment.

The future risk

Too many young people are at risk of being not in education, employment, or training (NEET)

- 13.5% of UK 16–24-year-olds are NEET, indicating many young people are not achieving their full potential.
- This costs an estimated £125 billion each year.
- NEET is driven by interconnected factors including poverty, inequality, place, disability, health and school experiences.
- 53% of 18–24-year-olds did not feel prepared for work when they left education.
- Poor mental health is a key driver of becoming NEET, with 24% of NEET young people citing depression or anxiety as their main limiting condition.
- Low GCSE attainment is associated with a 7-percentage point increase in risk of NEET at ages 17 to 19.

The solution

Set for Success works with schools to offer intensive support to young people at risk of not achieving their full potential

- ✓ Increased opportunities for physical activity to improve mental health and wellbeing, reducing the risk factors associated with becoming NEET.
- ✓ Development of character, confidence and skills needed to improve school engagement and prepare for employment.
- ✓ Opportunities to gain recognised awards and qualifications.
- ✓ Enrichment experiences that build the skills and experiences valued by employers and inspirational events that raise aspirations.
- ✓ Meaningful employer engagement, providing insight into the world of work.

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Source: Please see Appendices for reference list

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Section 2
Activities and Engagement

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Programme activities

The following core and optional activities make up the Set for Success programme.

Core

Athlete Mentor Sessions

- Sessions for young people that are delivered by an Athlete Mentor.
- Focused on developing employability skills through a mix of activities and sports.

Teacher Sessions

- Sessions for young people that are led by the teacher.
- Opportunity to reflect on the skills young people are developing, plus time to work on their social action project and complete their workbook.

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

- At the end of their first year, young people in their local area attend an event to share the skills they have been developing, celebrate achievements and meet local employers to help them understand their opportunities post education.

Optional

Award & Qualification

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

The Set for Success Awards

- The Set for Success Awards celebrate young people in Year 1 and Year 2 who have been on a journey over the last 12 months, plus teachers who have contributed significantly to the successful delivery of Set for Success in their schools.

The Wimbledon Inspiration Day

- The Wimbledon Inspiration Day is an optional event held at the All England Lawn Tennis & Croquet Club (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 aspirations and awareness of the wide range of opportunities available.

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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.

Year 1	Year 2	Year 3	Year 4 and beyond
Cohort 1: • 10-15 Year 9 / S3 pupils • 8 Athlete Mentor Sessions • 8 Teacher Sessions • Social Action Project • Empowerment Event • Professional Skills Award	**Cohort 1:** • 3 Athlete Mentor Sessions • 3 Teacher Sessions • Optional opportunity to visit AELTC *limited spaces available* • Professional Skills Qualification		Intensive intervention delivery concludes in Year 3, but following on from the programme all schools are still eligible to access the Employability Toolkit and wider resources.
	Cohort 2: • 10-15 Year 9 / S3 pupils • 8 Athlete Mentor Sessions • 8 Teacher Sessions • Social Action Project • Empowerment Event • Professional Skills Award	**Cohort 2:** • 3 Athlete Mentor Sessions • 3 Teacher Sessions • Optional opportunity to visit AELTC *limited spaces available* • Professional Skills Qualification	

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Recruitment

Schools that are part of Set for Success are located in geographical areas that the Youth Sport Trust has identified as being in **under-served communities**. Under-served means “people who are not provided with enough help or services or not given services that are of high quality” (Cambridge dictionary). Issues that exist within these communities are not the fault of the community but are systemic failings leading to that community not being served in the same way that other communities are.

By selecting schools in these areas, the Youth Sport Trust can ensure that they are working with young people from the most under-served communities in the UK and are supporting young people where positive destination opportunities are often most limited.

The Set for Success programme works with cohorts of young people in Year 9 / S2-3 (aged 13-14) moving into Year 10 / S4 (aged 14-15) throughout the course of a two-year intervention. Every student identified will have been **at risk of not achieving their full potential.**

Examples of criteria used by schools to select young people are as follows:

- Low predicted grades at the end of Key Stage 4 (end of year 11) / S4 in Maths and English
- Poor attendance
- High levels of negative behaviour
- Low individual aspiration
- Low confidence
- From low-income families, defined as those young people eligible for pupil premium funding (England), pupil development grant (Wales) or pupil equity funding (Scotland)

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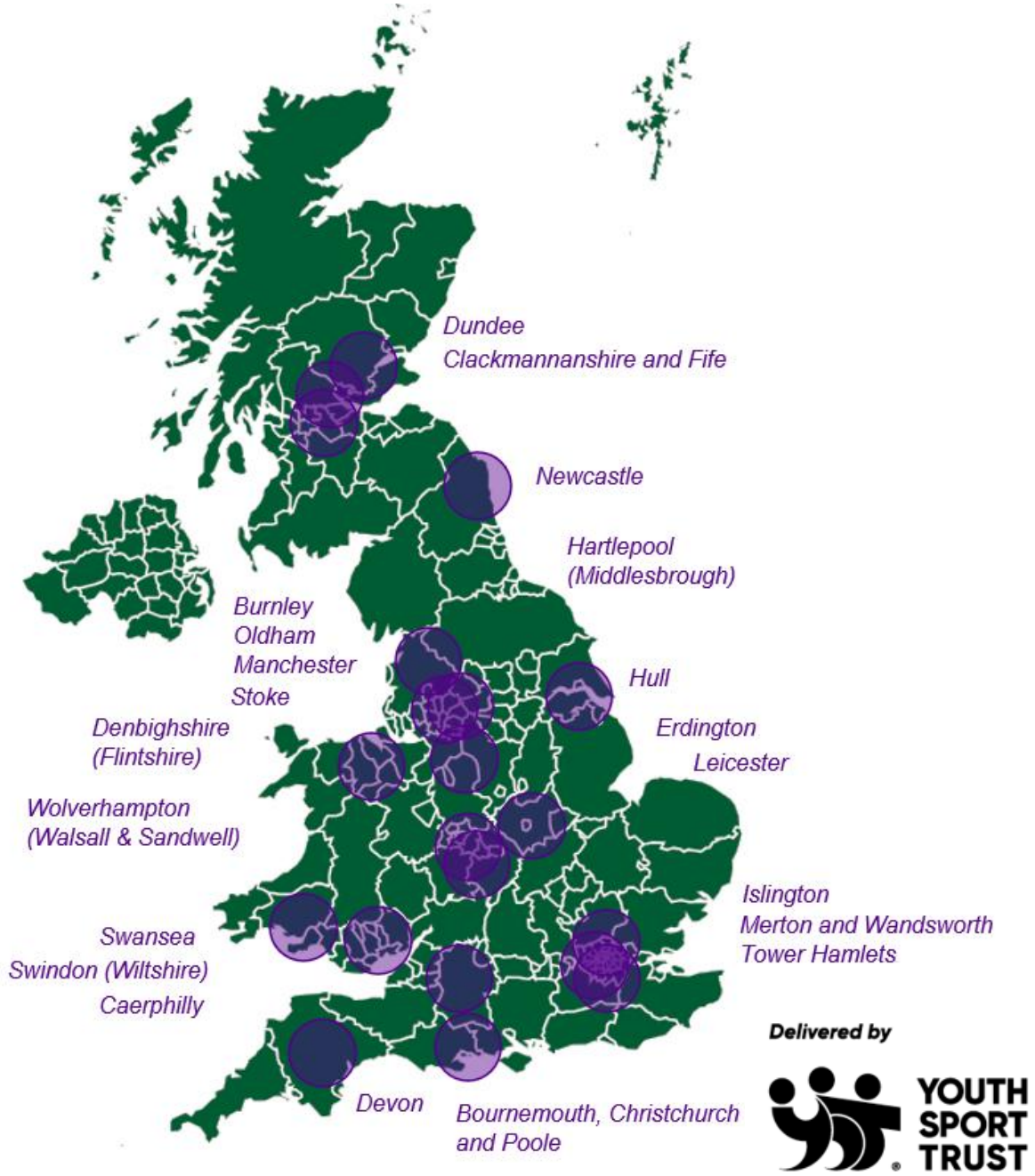
Participating schools

103 schools across 22 locations

have completed Set for Success delivery in the 2025-26 academic year in the areas highlighted in purple on the right-hand side map.

In 2025-26, of the 103 participating schools...

- **42** schools have young people taking part in their **first year** of Set for Success only
- **30** schools have young people taking part in their **first and second year** of Set for Success
- **31** schools have young people taking part in their **second year** of Set for Success only



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Demographics of young people in 2025-26

A greater proportion of girls and young people from low-income families have been engaged through Set for Success compared to last year.



Young people engaged in Year 1 and Year 2 of Set for Success

60%

40%

58% from **low-income families**

30% with **special educational needs or disabilities / additional learning needs / additional support needs**

33% from **ethnically diverse communities** (including Asian, Black and Minority Ethnic Groups)

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Source: Follow Up Survey for Teachers; where teacher surveys were not completed, the data was supplemented from Athlete Mentors and event registration data where available (n=109; including 66 schools reporting on Year 1 cohort and 43 schools reporting on Year 2 cohort).

Please see Appendices for national averages.

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Engagement and delivery in 2025-26

Young people engaged in Set for Success

1,260

830 Young people engaged in Year 1 of Set for Success, average number per school: **13**

430 Young people engaged in Year 2 of Set for Success, average number per school: **10**

Note: This is based on data collected from 66 out of 72 schools delivering Year 1 of Set for Success and 44 out of 61 schools delivering Year 2 of Set for Success in the 2025-26 academic year. If data from all schools was available, the engagement figures would be higher. Please see Appendices for information on our extrapolation process, which provides engagement data for all schools taking part.

Athlete Mentor sessions delivered in schools

740

559 Athlete Mentor sessions delivered for young people in Year 1 of Set for Success

181 Athlete Mentor sessions delivered for young people in Year 2 of Set for Success

Schools planned / delivered social action projects

57

Note: This is based on data collected from 59 out of 72 schools delivering Year 1 of Set for Success. Two schools have shared in the survey 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

8

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Events and recognition in 2025-26

Empowerment Events

13

49 Schools with a Year 1 cohort attended (68% of all schools with a Year 1 cohort)

485 Young people attended (58% of all young people engaged in Year 1)

76 Speakers/local employers from different organisations (including Barclays) supported events

The Wimbledon Inspiration Day

2

16 Schools attended, including schools from England, Scotland and Wales

152 Young people attended

The Set for Success Awards

71

Nominations received

53 Nominations received for the 3 awards for young people, with 9 young people shortlisted

18 Nominations received for the one award for teachers, with 3 teachers shortlisted

The Set for Success Professional Skills Award and Qualification

947

830 Young people in Year 1 have achieved the Award

117 Young people in Year 2 are working towards a Level 1 Qualification in developing Professional Skills or in Scotland a SCQF Level 4 Qualification in Developing Professional Skills

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Note: Two Empowerment Events were merged together, and one was cancelled due to safety issues linked to weather warnings.

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Social action projects

Young people selected a wide range of themes for their social action projects.

Theme	Description	Example projects
Inclusive sport and physical activity	Young people planned and delivered sports festivals and tournaments, often for younger pupils to support transition or pupils with SEND.	Primary school sports festival, tennis festival, football tournament, dodgeball competition, swimming gala, multi-sport events, sports day for young people with special educational needs or disabilities (SEND) / additional learning needs (ALN) / additional support needs (ASN)
Fundraising for charities and good causes	Students organised events and campaigns to raise money and/or collect donations for food banks, charities and vulnerable groups.	School food bank collections, Cancer research fundraiser, Catholic Agency For Overseas Development (CAFOD) fundraiser, cake sales, football shirt day, smoothie sale for Islamic Relief
Community support and social connection	Projects aimed to help local residents, reducing isolation and supporting community groups.	Coffee mornings for local residents, care home visits, homelessness awareness and support, culture day events
Health and wellbeing awareness	Students used campaigns, assemblies and media to raise awareness of important issues affecting young people, focusing on promoting physical and mental wellbeing.	Vaping awareness campaign, mental health assemblies, knife crime awareness, short film on peer pressure, river jumping awareness
Environmental action	Projects aimed to improve local environments and encourage community responsibility.	Community litter picks, school garden development, planting projects

Source: Follow Up Survey for Teachers (n=45). Question that was asked: Please describe the social action project(s) in a few short sentences.

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Increased employability skills

The majority of young people have reported that Set for Success has increased their employability skills, in particular their teamwork and communication.

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

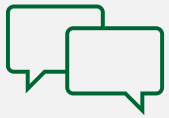
Teamwork skills



86%

A lot better / A bit better

Communication skills



83%

A lot better / A bit better

Leadership skills



79%

A lot better / A bit better



of young people have reported improvements in **at least 1 out of the 3** employability skills

"Set for Success gives students the opportunity to engage in a unique environment which allows them to develop skills that they would not be confident enough to develop in other areas of school or at home."
TEACHER

Source: Follow Up Survey for Year 1 and Year 2 Students (n=639-643)

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Improved attitudes towards the future

Set for Success has improved young people's attitudes towards the future, developed broader career awareness and aspirations, and improved goal setting and future planning.

Set for Success has helped me to…

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



81%

Strongly agree / Agree

Feel better about my future



80%

Strongly agree / Agree

Have more confidence that I will do well in life



80%

Strongly agree / Agree

"Opened my eyes to other jobs."
YOUNG PERSON

"I feel more ready for my future."
YOUNG PERSON

"It helped me to stay motivated and set clear goals and know how to achieve them."
YOUNG PERSON

"Made me really think about what I want to do when I leave school."
YOUNG PERSON

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Source: Follow Up Survey for Year 1 and Year 2 Students (n=638-640). Question that was asked: How much do you agree or disagree with the following statements?

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Improved engagement and behaviour at school

The majority of teachers reported improved engagement with school and behaviour. Young people have also noticed a change in how much they feel they belong at school.

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

Engagement with school

86%

A lot better / A bit better

Behaviour at school

78%

A lot better / A bit better

"The group's sense of belonging has significantly increased and had a positive impact on attendance, attitude and behaviour." **TEACHER**

56% of young people reported an **improved sense of belonging at school** as a result of taking part in Set for Success

"It has made me feel a lot more connected and engaged in school." **YOUNG PERSON**

"I feel I am able to use my voice and take part more." **YOUNG PERSON**

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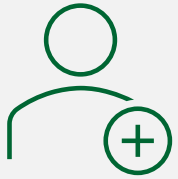
Source: Follow Up Survey for Teachers (n=85; including 55 schools reporting on Year 1 cohort and 30 schools reporting on Year 2 cohort), Follow Up Survey for Year 1 and Year 2 Students (n=639). Question that was asked: How has Set for Success changed the following? 'How much I feel I belong at my school'

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Improved attendance at school

Out of those young people who had poor attendance at the start of Set for Success, half of them have improved their attendance as a result of the programme.



51%

of young people who had poor attendance at the start of Set for Success have improved their attendance as a result of taking part in the programme

"The majority of students did fantastic, and some would even make sure they came into school for the sessions." **TEACHER**

"Made me want to come to school." **YOUNG PERSON**

"Many pupils will only attend Set for Success lessons which helps with contact and support." **TEACHER**

Note: 49% of young people had a school attendance rate below 95% when they joined Set for Success.

Attendance data was available for a subset of young people, representing 857 of the 1,260 young people who were reported to have taken part in Set for Success in 2025-26. Some attendance data was unavailable because surveys were completed on paper at events where teachers did not have access to school systems.

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Source: Follow Up Survey for Teachers (n=73; including 47 schools reporting on Year 1 cohort and 26 schools reporting on Year 2 cohort). Questions that were asked: Prior to taking part in Set for Success, how many young people taking part in Year 1 / Year 2 had a school attendance rate below 95%? Of these, how many young people improved their attendance at school as a result of taking part in Set for Success?

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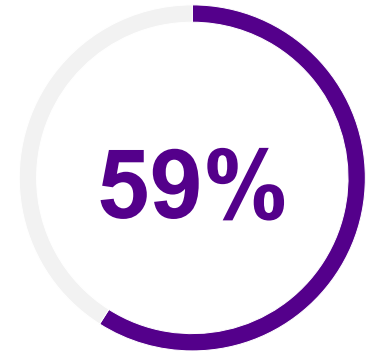
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Improved motivation to learn

Over half of young people felt that Set for Success has 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 or disagree with the following statement?

"Set for Success has helped me to feel more motivated about learning in school"



Strongly agree / Agree

"It has showed me that I need to concentrate in school to succeed in life."
YOUNG PERSON

"Set for Success has been a great opportunity. It has motivated me to try more at school and to be more active."
YOUNG PERSON

"Made me more confident and excited for school."
YOUNG PERSON

"It has helped me become more organised e.g. structuring my revision for exams."
YOUNG PERSON

Source: Follow Up Survey for Year 1 and Year 2 Students (n=642)

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Improved wellbeing

Set for Success supported the majority of young people to develop greater resilience, social connectedness and happiness. Open-ended responses suggested that young people felt more confident to step outside their comfort zones, embrace new experiences, and form new connections.

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

Resilience



78%

A lot better / A bit better

Connectedness to other people



73%

A lot better / A bit better

Happiness



72%

A lot better / A bit better

Source: Follow Up Survey for Year 1 and Year 2 Students (n=642-643)

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SET FOR SUCCESS

Improved wellbeing

Young people quotes

"Helped build stronger relationships with friends and learn more about them."
YOUNG PERSON

"It has inspired me not to give up and that better things are around the corner."
YOUNG PERSON

"It encouraged me to step out of my comfort zone."
YOUNG PERSON

"It made me more excited for things and to make sure to look forward to things."
YOUNG PERSON

"I feel that Set for Success helped and shaped me to the person I am today."
YOUNG PERSON

"Made me bond more with other people who I usually don't talk to."
YOUNG PERSON

"It [Set for Success] felt like an escape room from normal life and felt like a distraction from stress at the time."
YOUNG PERSON

"It made me think how to relax if I got annoyed about something."
YOUNG PERSON



Source: Follow Up Survey for Year 1 and Year 2 Students (n=533). Question that was asked: Please tell us how Set for Success has helped you this year?

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Improved physical literacy

As a result of taking part in Set for Success, young people feel more confident to take part in sport and physical activity, and find more enjoyment in it.

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

Confidence to take part in sport and physical activity



83%

A lot better / A bit better

Enjoyment of taking part in sport and physical activity



79%

A lot better / A bit better

"It has helped me gain confidence to exercise."
YOUNG PERSON

"It helped me love sport more."
YOUNG PERSON

"It has showed me how much fun sports is and how well I can work in a team."
YOUNG PERSON

Source: Follow Up Survey for Year 1 and Year 2 Students (n=643-644)

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Increased physical activity

This improved confidence and enjoyment of sport and physical activity is translating into spending more time being active. Young people are also more likely to spend time being active with others.

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

How much physical activity I do



69%

A lot better / A bit better

How much time I spend being physically active with others



70%

A lot better / A bit better

"It has made me more active, helping me stay healthy and happy."
YOUNG PERSON

"I started playing golf because I was confident enough."
YOUNG PERSON

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Source: Follow Up Survey for Year 1 and Year 2 Students (n=637-642)

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Sustained impact of Year 2 delivery

The Year 2 cohort reported significantly higher ratings across a number of measures, demonstrating the added value of continued engagement with the programme and the sustained impact of Year 2 delivery.

Employability skills	Year 1 cohort	Year 2 cohort
Communication skills	81%	88%
Leadership skills	78%	82%

At school	Year 1 cohort	Year 2 cohort
Motivated to learn in school	56%	65%
Belonging at school	53%	60%

Wellbeing	Year 1 cohort	Year 2 cohort
Connectedness to others	71%	76%

Physical activity	Year 1 cohort	Year 2 cohort
Amount of time being physically active with others	67%	74%

Note: Year 1 cohort and Year 2 cohort represent different groups of young people. Comparisons between cohorts should therefore be interpreted with caution, as they do not track the same individuals over time.

This slide only shows the outcomes where there is a statistically significant difference between Year 1 and Year 2 cohorts as a result of delivery within this academic year 2025-26.

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Source: Follow Up Survey for Year 1 Students (n=428) and Year 2 Students (n=222).
Outcomes are measured in % which summarise ‘a lot better/a bit better’ or ‘a lot more/a bit more’.

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Teacher competence to support young people

Set for Success has helped almost all teachers feel more competent to support young people at risk of not achieving their full potential. The programme established a stronger relationship between teachers and young people involved.



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

"The programme has helped me build relationships with some challenging students which has also showed a positive impact in their PE lessons."
TEACHER

"More connected to staff in school."
YOUNG PERSON

"It has made me feel supported at school."
YOUNG PERSON

"The programme has had a positive impact and offers clear benefits for students and staff, particularly in improving engagement and supporting progress."
TEACHER

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Source: Follow Up Survey for Teachers. Question that was asked: How much has Set for Success helped you to feel more competent in supporting young people at risk of not achieving their full potential? (n=65)

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School story

One teacher explained how Set for Success, and being exposed to an Athlete Mentor, improved their confidence to discuss wellbeing and personal challenges with students. This led to better trust and communication in the group.

The lead teacher was inspired by the Athlete Mentor sharing his journey in a very open and candid manner. Listening to a former professional athlete talk openly about his mental health inspired the lead teacher and helped him to reflect on their role and how they can better support their pupils.

As a result, Set for Success has…

- Inspired the teacher to be more open about their experiences
- Given them the confidence to tackle difficult conversations
- Encouraged them to have more open and honest communication with their pupils
- Helped them to become more empathetic with their pupils
- Improved their relationship with the pupils



"Through Set for Success, when a pupil needs help, I'm trying to talk to them about certain topics that, a couple of years ago, I was probably really sensitive about... I'll quite openly talk about times that have been difficult for me. I wouldn't have done that previously…I don't think I'd have had the confidence without seeing the likes of [Athlete Mentor] talk about it, who was a professional athlete.

Some of the things that were delivered on the Set for Success programme made me reflect and be more honest with the pupils. I'm so sure that really improves the relationship that you have with the students, and that open communication probably will translate into the classroom, will translate into the lunch breaks… that's such a knock-on effect that they feel that comfortable around you now. In this day and age, with everything that's going on, it's important for them. That, deep down, there is somebody within education who really cares not just about the academic side of things, but their personal element as well."

TEACHER

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Source: Teacher interview

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Section 4
Young People Story Spotlights

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Improved employability skills

Empowering Ezra to become Head Boy

Before taking part in Set for Success, Ezra was a quiet student with low confidence who rarely spoke up in class. He struggled with communication and often held back from sharing his ideas, particularly in group settings.

Through his involvement in Set for Success, Ezra was given the structure, support, and opportunities he needed to grow. Working on a social action project to raise funds for a local foodbank allowed him to actively practice **leadership and communication skills** in a meaningful, real-world context.

By his second year of Set for Success, Ezra felt empowered to put himself forward for **Head Boy**, something he would not have considered before. He was successful in his application and now serves in this role, demonstrating the lasting impact the programme has had on his self-belief and leadership development.

Giving Emma the skills to become a school prefect

Emma was a quiet and reserved pupil. Although capable, she lacked confidence to speak up within the classroom or wider school initiatives. Her lack of self-belief and reluctance to step outside of her close friendship group meant she missed out on opportunities to develop her skills.

Now in Year 2 of the programme, Emma's **confidence and self-belief** improved significantly as a result of being involved in the Set for Success Programme. She is now an Active Schools Young Ambassador, leading sport and physical activity sessions within her own school and nearby primary schools. She also confidently delivered her own netball club to children in Primary 4 to 7 (Year 3 – 6) and a multi-sport club to those in Primary 1 to 3 (Reception to Year 2); previously she would have leaned on others for support to do this. She also actively seeks opportunities to further develop her skills, recently completing a Boccia leader's course and applying to become a Platinum Ambassador.

The rapid development of her social and leadership skills has led to her being appointed as a **school prefect**, following an interview in which she was required to speak highly of herself.

Source: The Set for Success Awards Nominations and teacher interview (pseudonyms have been used)

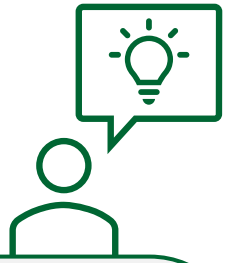
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IN PARTNERSHIP

SET FOR SUCCESS

Improved employability skills



Increasing Ewan's confidence to lead activities through the social action project

At the start of Set for Success, Ewan was reserved about sharing his ideas or putting himself forward for activities. He often preferred to stay in the background and let others lead, despite showing clear potential.

During his first year of Set for Success, Ewan was very committed to the programme. Over time, he became more confident and willing to take responsibility. This was especially clear during the **social action project** where the group worked with their local primary school to deliver a range of activities to Y6 pupils to support their transition to secondary school. Ewan took the initiative to write the majority of the group's presentation speech. When his best friend was absent, Ewan also **stepped up independently to deliver the activities on his own**. This showed how much his confidence, self-belief, resilience and ability to take the lead had grown.

Set for Success has offered Ewan opportunities to take responsibility and work with others. This has helped him to develop from a reserved participant into a dependable young person who is willing to step up and lead.

"The Set for Success programme has played a significant role in supporting Ewan's personal progress by providing him with opportunities to step out of his comfort zone and build on his quiet confidence."
TEACHER

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Source: The Set for Success Awards Nominations (pseudonym has been used)

SET FOR SUCCESS

Improved attitudes towards the future

Inspiring Brodie to study GCSE PE

Brodie comes from a large family and prior to Set for Success, he did not take part in sporting activities or put himself forward for things at school.

The Athlete Mentor that he worked with on Set for Success **provided a role model for him and inspired him to take GCSE PE**. His teacher highlighted that prior to Set for Success, Brodie was not on the trajectory to take GCSE PE and none of the teachers knew he had an interest in sport.

Two years after starting Set for Success, the programme has opened up a new avenue of sport for Brodie, along with building his self-belief. He is now willing to give things a try, rather than just take a step back.

"Having the Athlete Mentor as a role model has opened up an avenue of sport that none of us knew he was interested in." **TEACHER**

Building Marcus' confidence and future in sports law

Marcus has autism and has previously struggled with confidence and social interaction, which affected his overall wellbeing and made it difficult for him to manage his emotions.

Through Set for Success, Marcus learned effective strategies for **regulating his emotions** and has grown significantly in confidence. He developed stronger self-belief and resilience and formed new friendships with students across the school. His engagement at school has increased, including **participation in a wider range of sports clubs**.

Three years after starting Set for Success, the programme has helped Marcus develop a clearer sense of direction, and the career panels at the Inspiration Day and school careers team have supported him in exploring future pathways. This has led Marcus to pursue a career in sports law. He **applied for college** and has received a **conditional offer** – with the aim of progressing to study Law at university.

Source: Teacher interviews (pseudonyms have been used)

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SET FOR SUCCESS

Improved attitudes towards the future

Inspiring Leah to apply for college

At the start of the programme, Leah lacked confidence. She was a quiet and withdrawn young person who struggled with anxiety and self-belief, which prevented her from engaging positively with school life. Her future beyond school was uncertain as she lacked direction and the self-belief to pursue further education or employment.

Set for Success introduced Leah to new experiences and opportunities to interact with different people in a safe and supportive setting. Working with an inspirational Athlete Mentor played a key role in helping Leah gradually develop her confidence. This increase in confidence began to have a **positive impact in the classroom**, with Leah engaging more and striving to achieve her best, demonstrating a substantial shift in mindset. She is making strong progress in her learning and is now on track to achieve her GCSEs.

During this time, Leah also discovered an interest in hair and beauty. Three years after starting Set for Success, and with support from her lead teacher, she attended an **interview for college**. This resulted in her **securing a place to study hairdressing**.

"From a young person who was initially unable to enter the room, to someone now confidently taking on new challenges and securing a place at college, her journey is both powerful and inspiring."
TEACHER



Source: The Set for Success Awards Nominations and follow-up teacher interviews

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SET FOR SUCCESS

Improved school outcomes

Developing coping strategies to support Leon at school

Leon unexpectedly lost a close family member and struggled with managing his emotions. The Set for Success Athlete Mentor created a safe and supportive environment where Leon felt comfortable opening up and talking about his feelings.

By Year 2 of the programme, Set for Succes had helped Leon develop practical ways to channel and regulate his emotions, particularly through physical activity. The out-of-school experiences offered through Set for Success empowered Leon, and he began to **rebuild a sense of community and belonging**.

Leon gained **confidence**, improved his **emotional regulation**, and developed coping strategies that supported him both in and out of school. He is now **thriving academically**, predicted strong GCSE grades, and has a clear future direction, with aspirations in sports management and sports rehabilitation.

"When Leon first started Set for Success, he was only on track to achieve a good pass in one GCSE. He has now improved his overall grade by at least a grade in all subjects. This has given him more options when he leaves secondary school." **TEACHER**

Improving Charlie's school attendance

Charlie lives and breathes football but in the Autumn Term of Year 9, his school attendance was low; when he did attend, he was very shy and kept to himself. He was frustrated and disconnected from the classroom environment. He lacked confidence, motivation, and hope for the future.

Through the sport and mentoring opportunities offered through Set for Success, Charlie learned to trust, work as part of a team, and believe in himself.

He is now consistently volunteering to lead on projects and activities. His **school attendance has soared** from 74.5% in Year 9 to 97.8% in Year 10 and his behaviour has improved dramatically. Today, frustration has turned into focus. Charlie approaches challenges with resilience and talks about his future with optimism and ambition. He is also considering a future career pathway in sport.

"Due to the Set for Success programme, this student has made tremendous improvements to their school-work, confidence and resilience." **TEACHER**

Source: The Set for Success Awards Nominations and teacher interviews

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SET FOR SUCCESS

Improved school outcomes

Improving Freddie's attendance and behaviour at school

At the start of Year 9, Freddie was struggling. He had poor attendance, which was exacerbated by long journeys to and from school. He also had a relaxed attitude towards his education and was often not fully engaged in learning, drifting into poor behaviour. He had potential, but it was hidden.

Through joining Set for Success in Year 9, Freddie discovered **confidence and leadership**. The programme helped him to develop a range of skills, such as communication, self-belief and team-work, which has contributed to him becoming a confident leader. He helped unite his peers on the programme, led a social action project supporting primary school sports, including refereeing at a football tournament, and even spoke in front of his year group; something he never imagined doing.

Today, Freddie is a **sports leader and Football Team Captain**. His attendance rate rose from 96% in Year 9 to 99% in Year 10, and then 100% in Year 11 (at the time of writing), and his behaviour incidents dropped from 12 in Year 9 to 8 in Year 10, and then down to just 2 in Year 11 (at the time of writing).

Helping Becca to stay in mainstream school

At the start of Set for Success, Becca struggled with behaviour and emotional regulation. She found it difficult to trust adults, rarely sought support and struggled to engage in learning. As a result, she was at risk of being moved to alternative provision.

Through her first year of Set for Success, Becca was supported through structured activities focused on communication, reflection, and confidence-building within a consistent and safe environment. A key aspect of her journey was the development of a **strong, trusting relationship with a consistent adult**, which enabled her to gradually open-up and accept support.

Over time, Becca became more willing to engage in learning. She is now more confident, self-aware, and able to manage challenges positively. She has also developed important life skills including communication, self-management, and the ability to build trust, and she is increasingly able to advocate for herself and seek support when needed. Her improved mindset and behaviour have enabled her to **remain engaged in mainstream education and take greater ownership of her learning**.

"Becca's journey shows how trust and relationships can transform a young person's experience of school. Her progress reflects a powerful shift in mindset, confidence and emotional regulation."
TEACHER

Source: The Set for Success Awards Nominations and teacher interviews

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IN PARTNERSHIP

SET FOR SUCCESS

Improved physical literacy

Building Jenny's confidence to become captain of football team

Jenny had always been a strong student, but her quiet nature meant she often went unnoticed. Before joining Set for Success, she tended to blend into the background and lacked the confidence to show her abilities.

After two years of Set for Success, Jenny showed a remarkable change. Her **leadership skills** grew significantly, particularly when she coached a group of Year 7 students, an experience that highlighted how far she had come. This new confidence extended beyond the programme. Jenny is now a **captain of the girls' football team** and a respected role model within her year group, no longer the "invisible student" she once was. With GCSEs approaching, she feels ready and capable rather than worried.

Jenny's journey shows how Set for Success helped her recognise her strengths, step into leadership, and develop the confidence to aim higher.

"She was one of those invisible students who went about their day-to-day and hid behind other students. After two years of taking part in Set for Success, her leadership massively improved. […] She's now the captain of the girl's football team, which is amazing, and she's just a brilliant role model within her year group." **TEACHER**

Building Kiaan's self-belief to be part of a professional rugby squad

Prior to taking part in Set for Success, Kiaan had difficulties managing his emotions, which could lead to angry outbursts at school. He had additional support at school but needed positive adult relationships to help him to navigate social interactions. Outside of school, his vulnerability meant that he was at risk of being involved in gangs.

Set for Success has helped Kiaan to **form positive relationships** with all the adults involved in the programme and he has improved his relationships with his peers. Set for Success has also helped to give him a more positive attitude. Since taking part in Set for Success, Kiaan's **behaviour at school has improved** and he has had no outbursts. He is also taking more control of his life and talking positively about his future.

After two years of Set for Success, Kiaan has become a **key role model** at his school and a talented sportsman. This year, Kiaan has been selected to be part of a **professional rugby development squad**. The lead teacher emphasised that Set for Success played a key part in this achievement, as it had empowered Kiaan to look after himself and his self-belief.

"Set for Success has made a real change for a young man who was struggling to find his way in school and being with the wrong social groups and making wrong decisions, being kicked out of lessons all the time for poor behaviour. He's now one of the biggest role models in the year group and a very, very talented sportsman." **TEACHER**

Delivered by YOUTH SPORT TRUST

Source: The Set for Success Awards Nominations (pseudonyms have been used)

IN PARTNERSHIP

SET FOR SUCCESS

Section 5 | Programme Views

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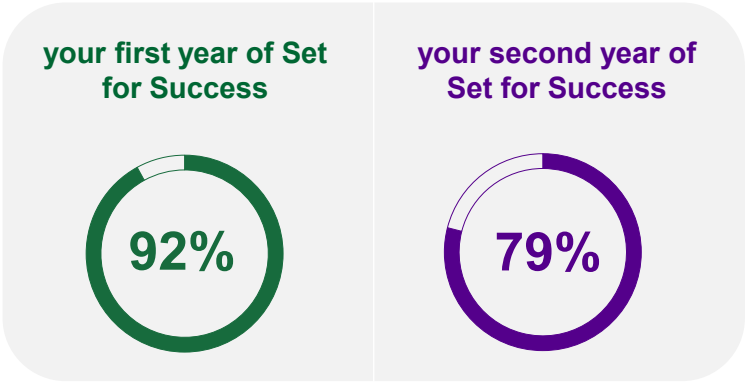
SET FOR SUCCESS

Young people's programme views

Young people rated Set for Success highly – with Year 1 delivery being rated more highly compared to Year 2 delivery. In Year 2, the Athlete Mentor visits remained the highest rated element.

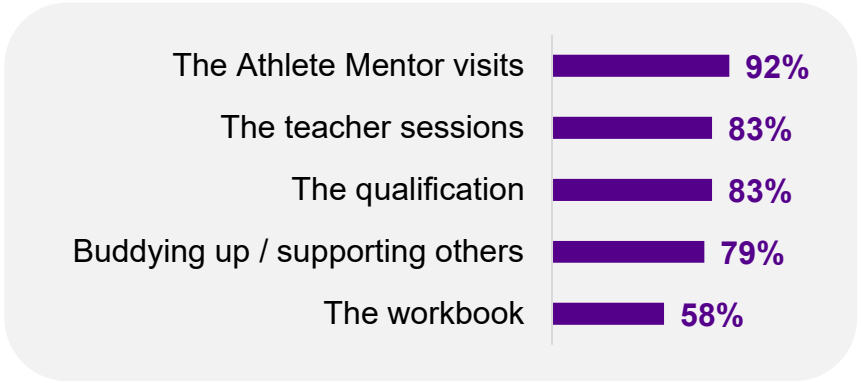
What did you think of…

Very good / Good



How would you rate the following elements in Year 2 of Set for Success?

Very good / good



"Set for Success has helped me improve my confidence and speaking to new people. I also have been able to socialise more easily; my self-belief and management has changed. I never actually noticed how much it'd changed me until the last session!"
YOUNG PERSON

Source: Follow Up Survey for Young Year 1 Students (n=421), Follow Up Survey for Year 2 Students (n=221)

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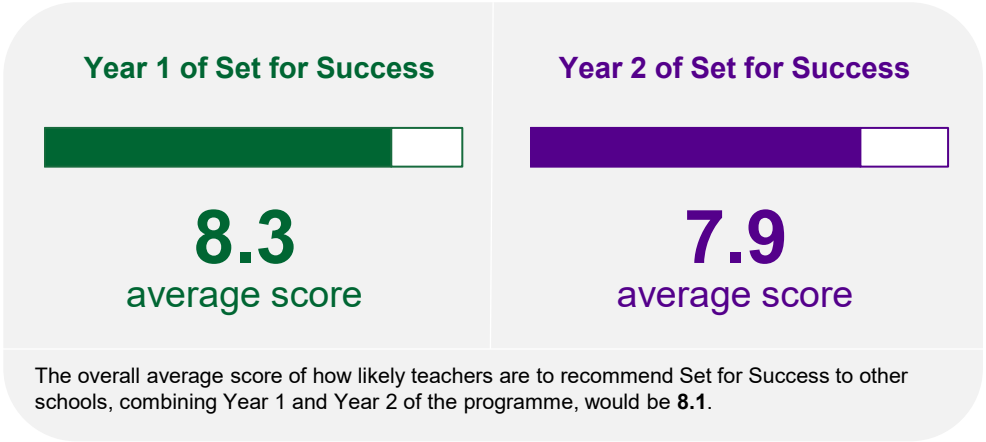
SET FOR SUCCESS

Teachers' programme views

Teachers are likely to recommend Set for Success to other schools. Similar to the young people's views, Year 1 delivery was rated slightly higher than Year 2 delivery.

To other schools, how likely are you to recommend...

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



The overall average score of how likely teachers are to recommend Set for Success to other schools, combining Year 1 and Year 2 of the programme, would be **8.1**.

"The programme has been nothing short of amazing. The communication, support, resources, and not to mention a fantastic Athlete Mentor we were extremely lucky to have. [Athlete Mentor] has been absolutely amazing, and I cannot fault anything she has done, or the impact she has left not only with our students but also our school. The programme has made such an incredible difference to our students. The opportunities we have been given for our school and students have been fantastic."
TEACHER

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Source: Follow Up Survey for Teachers (n=83; including 52 schools reporting on Year 1 and 31 schools reporting on Year 2)

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SET FOR SUCCESS

Reasons to recommend Set for Success

The key reasons why teachers would recommend Set for Success revolve around the positive impacts they have seen on young people and their schools, the quality of sessions and exposure to new opportunities.



Benefits to the young people

- The programme achieves positive outcomes for young people: improved confidence and self-esteem, development of important employability skills and raises aspirations.

"The programme has given students key opportunities to learn and practice important life skills that will benefit them greatly in the future."
TEACHER



Benefits to the school / school community

- The programme improves young people's engagement with, and behaviour and attendance at, school. It also improves their sense of belonging at school and their relationships with staff and peers.

"This programme has been a key part of some of our students' school engagement."
TEACHER



Quality of Athlete Mentor sessions

- The Athlete Mentors are able to engage the young people and build strong relationships and group cohesion. Sessions are well-structured and inspirational.

"Athlete Mentor has been great. His manner and relationship with pupils has had a very positive effect."
TEACHER



Exposure to new opportunities

- The programme provided targeted support and out-of-school experiences to young people who need it most.

"They have enjoyed each session and have been exposed to various outreach they will remember forever."
TEACHER

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Source: Follow Up Survey for Teachers (n=63). Question that was asked: Please tell us why you have given this score / these scores.

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SET FOR SUCCESS

Challenges to delivery

While teachers are likely to recommend Set for Success to other schools, the minority report challenges to delivery, consistent with previous years. Future delivery needs to take these into account.



Cohort selection and suitability

- Striking the balance of recruiting young people at risk of not achieving their full potential whilst also ensuring their full participation in the programme

"The programme has a lot of potential, as long as the students picked are right."
TEACHER



Time constraints / staff capacity

- High demands on teachers to support programme delivery where there are already capacity constraints

"It's a big commitment in terms of time to extract pupils from class and non-contact time used for the member of staff."
TEACHER



Lack of accessibility / guidance for workbooks

- Some young people continue to struggle with the workbooks, teachers would like more guidance on how to support this

"A little more guidance on the booklets would be useful or possibly training."
TEACHER



Reduced Athlete Mentor sessions in Year 2

- A reduction in Athlete Mentor sessions in Year 2 can lead to lost momentum and less engagement

"Year 2 has less engagement and Athlete Mentor sessions which impacts the consistency."
TEACHER

Source: Follow Up Survey for Teachers (n=63). Question that was asked: Please tell us why you have given this score / these scores.

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SET FOR SUCCESS





Views of the workbook

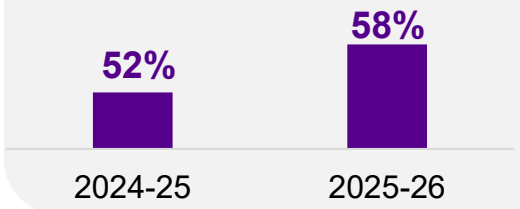
Following feedback from schools about accessibility, the workbook was revised for this year's delivery. While teachers and young people have rated the workbooks more favourably this year, challenges persist.

Changes undertaken

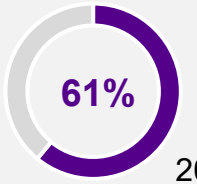
- ✓ Reduced words and writing tasks
- ✓ More dynamic and illustrative approach, e.g. using stickers
- ✓ Modified content for Year 2 cohorts with a leadership focus
- ✓ A3 versions provided for accessibility and demonstration purposes

Improved ratings

% of young people rating the workbook as very good / good



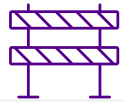
% of teachers rating the workbook as very good / good



2025-26

"Liked the new booklets with less writing in them." **TEACHER**

Key challenges



- Some young people, particularly those who are less engaged or have additional needs, found the workbook difficult to engage with.
- Teachers suggested further simplification, condensing content and exploring alternative formats such as digital resources could improve accessibility and engagement
- Teachers would value additional guidance, training or examples to support workbook delivery. This could help staff feel more confident facilitating workbook activities and connecting them to the wider aims of the programme.

"I think the booklets aren't that straight forward and would have liked a little support with filling these out." **TEACHER**

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Source: Follow Up Survey for Teachers (n=67). Question that was asked: How would you rate the workbooks?, Follow Up Survey for Year 2 Students (n=218). Question that was asked: How would you rate the following?

IN PARTNERSHIP

SET FOR SUCCESS

Section 6
Lessons and Conclusions

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SET FOR SUCCESS

Learnings



Young people who are at risk of not achieving their full potential are being effectively targeted. The programme is successfully reaching, engaging and inspiring young people who are facing barriers to achieving their full potential. All participating schools are in under-served communities, and a high proportion of participants are from groups experiencing inequalities, including young people from low-income families, those with special educational needs and disabilities (SEND) or additional learning needs (ALN) and disabilities, and those from ethnically diverse communities. Recruiting young people who are most at risk of not achieving their full potential, while also ensuring they are able to engage consistently and fully participate throughout the programme, remains a careful balancing act. This reflects the complex needs of the target group and highlights the importance of providing flexible, tailored support to maximise engagement and outcomes.



The highest reported benefits of Set for Success are centred around young people's employability skills. Young people most commonly reported that Set for Success had helped to improve their skills, particularly their communication and teamwork skills. Combined with an increase in confidence and an improved understanding of how their skills can help them in the future, the programme is helping to prepare young people for life after school.



Young people participating in their second year of Set for Success continued to experience a wide range of benefits. Statistical significance testing undertaken as part of this year's evaluation compared outcomes reported by young people in Year 1 and Year 2 of Set for Success. The findings showed that the Year 2 cohort reported significantly higher ratings across a number of measures, demonstrating the added value of continued engagement with the programme and the sustained impact of Year 2 delivery.



The impact of Set for Success extends beyond individual outcomes and into wider school life. Findings show that Set for Success strengthens young people's engagement with school, improves behaviour and attendance, and enhances relationships with both staff and peers. It also fosters a stronger sense of belonging, particularly among young people who may previously have felt disconnected from school. This highlights the programme's potential to support not only personal development but also positive educational engagement.

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SET FOR SUCCESS

Learnings



Set for Success strengthens teachers' competence to support young people at risk. Almost all teachers (95%) reported feeling more competent in supporting young people at risk of not achieving their full potential. Improved relationships between teachers and young people over the course of the programme created opportunities for more open conversations, enabling teachers to better understand and respond to young people's needs.



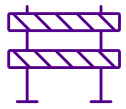
The Athlete Mentors remain key to the success of the programme. Athlete Mentors continue to be the highest-rated element of Set for Success. Teachers highly valued the strong relationships they built with young people, as well as their ability to motivate them and encourage engagement. Young people also spoke positively about their experiences with the Athlete Mentors. However, a small number of teachers felt that young people in Year 2 would have benefitted from additional Athlete Mentor sessions.



Social action projects continue to reflect the diverse interests and passions of young people. Young people chose to focus on a wide range of issues, including fundraising for charities and community causes, supporting local residents, promoting health and wellbeing, and taking action on environmental issues. Teachers highlighted that allowing young people to select causes they care about creates a sense of ownership and responsibility, empowering them to take the lead and make a meaningful contribution to their communities.



The programme continues to be highly valued by both young people and teachers. Young people rated their experience of Set for Success positively, while teachers reported a strong likelihood of recommending the programme to other schools. Although Year 1 was rated more highly than Year 2 by both groups, potentially reflecting the reduced number of Athlete Mentor sessions in the second year, feedback remains overwhelmingly positive. Importantly, the findings demonstrate that the programme continues to deliver meaningful benefits for young people in Year 2, highlighting the value of sustained engagement over time.



Staff capacity and workbook accessibility remain important considerations for successful delivery. Teachers continued to highlight the challenges of delivering Set for Success alongside existing workload pressures. Difficulties in completing the workbooks with young people were also raised. Feedback indicated that additional training and delivery support would be welcomed, while greater opportunities for schools to share good practice could help strengthen implementation. In addition, improved signposting to the digital version of the workbook and clearer messaging that the workbook does not need to be completed in full, and can be used flexibly in different ways, may help schools engage more effectively with the programme.

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SET FOR SUCCESS

Conclusions

- The current landscape continues to create **a challenging world** for young people across the UK, with the number of young people who are not in education, employment or training (NEET) continuing to rise. The recent interim report on young people and work by Alan Milburn (2026) highlights the urgent need for early intervention to help young people develop the skills, confidence and aspirations needed for positive futures.
- Set for Success addresses these challenges by effectively engaging young people at risk of not achieving their full potential. In 2025/26, the programme engaged **1,260 young people across 103 schools** in under-served communities across the UK. 740 Athlete Mentor sessions were delivered, along with 53 social action projects and 15 events.
- The highest reported **benefits** of Set for Success are centred around young people's employability skills, particularly their communication and teamwork skills. The impact of Set for Success is also extending beyond individual outcomes and into wider school life, with evidence of improved engagement with school, along with improved behaviour and attendance. Combined with an increase in confidence and an improved understanding of how their skills can help them in the future, the programme is helping to prepare young people for life after school.
- Set for Success continues to be **highly valued** by teachers and young people, particularly the Athlete Mentor sessions and access to new enrichment opportunities.
- Looking ahead, the programme team will continue to refine delivery. Staff capacity and workbook accessibility remain important considerations for future successful delivery.

In the academic year 2025-26, 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 1,200 young people, who were at risk of not achieving their full potential.

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SET FOR SUCCESS

Section 7 | Appendices

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The ever-growing need for Set for Success

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- Sport England (2025) Active Lives Children and Young People Survey - Academic year 2024-25
- The School Health Research Network (2025) Learner Health and Well-Being in Wales: Key Findings from the SHRN Student Heath and Well-being School in Primary Schools in 2024
- Scottish Government (2025) The Scottish Health Survey 2024, Volume 1: main report

Note: different methods to assess physical activity levels are used across England, Wales and Scotland so comparisons should be treated cautiously.

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- ONS (2026) Young people not in education, employment or training (NEET), UK - Office for National Statistics
- Norman J, Poku-Amanfo E and Morjaria A (2025) Towards universal opportunity for young people, IPPR and Impetus.
- Department for Education (2026) Risk factor for becoming NEET: a statistical analysis using linked data

The solution:

- WHO (2024) Physical activity

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Demographics of young people engaged

National averages

England

- Eligibility for Pupil Premium Funding: **27.6%**
- Special educational needs: **14.8%**
- Ethnically diverse communities: **38.7%**

Source: Pupil premium: allocations and conditions of grant 2026 to 2027, Special educational needs in England, Schools, pupils and their characteristics

Wales

- Eligibility for Pupil Development Grant: **22.7%**
- Additional learning and special educational needs: **9.5%**
- Ethnically diverse communities: **15.4%**

Source: Schools' census results

Scotland

- Eligibility for Pupil Equity Funding: Data unavailable
- Additional support needs: **43.0%**
- Ethnically diverse communities: **20.5%**

Source: Pupil and teacher characteristics 2025

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Young people's engagement in 2025-26



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 across the programmes that we deliver, 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. This approach is important as it helps ensure that reported participation figures are as representative as possible of the full Set for Success cohort, providing stakeholders with a reliable understanding of the programme's reach and impact.



The extrapolation process

The previously mentioned follow up survey for teachers has been shared with every school taking part in Set for Success. Where teacher surveys were not completed, the data was supplemented from Athlete Mentors and event registration data, where available. When we have data from at least 50% of schools, 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 2025-26, we collected data from 66 out of 72 schools delivering year one of Set for Success and 44 out of 61 schools delivering year two of Set for Success.

In 2025-26, the extrapolation process found that 1,501 young people were engaged in Set for Success in 2025-26.

- 905 young people were engaged in Year 1 of Set for Success
- 596 young people were engaged in Year 2 of Set for Success

In comparison, actual reported data found that 1,260 young people were engaged in Set for Success in 2025-26.

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SET FOR SUCCESS

Young people demographics – full data breakdown

Teacher Survey reporting about Young People Demographics	Year 1	Year 2	Total	Sample (Year 1)	Sample (Year 2)	Sample (Total)
Male	58%	62%	60%	826	410	1,236
Female	42%	38%	40%	826	410	1,236
Other	0%	0%	0%	826	410	1,236
From low-income families	61%	51%	58%	505	247	752
With special additional needs / additional support needs or disability	30%	28%	30%	525	238	763
From ethnically diverse communities (including Asian, Black and Minority Ethnic Groups)	34%	31%	33%	660	265	925

Source: Follow Up Survey for Teachers, supplemented by data from Athlete Mentors and event registration data where available. Questions that were asked: Of the total number of young people participating, how many are…

- Female / Male / Other (including those who prefer to self-describe)
- Eligible for pupil premium funding / pupil development grant / pupil equity funding
- With special educational needs or disabilities (SEND) / additional learning needs (ALN) / additional support needs (ASN)
- From an Asian or Asian British background or race, from a Black, Black British, Caribbean or African background or race, a Mixed or multiple ethnic group or race, a White background or race (English, Welsh, Scottish, Northern Irish or British), an other White background or race, an other ethnic group or race

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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		
Year 1 and Year 2 Survey	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total
My happiness	34%	37%	35%	34%	40%	36%	29%	21%	26%	2%	1%	2%	0%	0%	0%	422	221	643
How connected I feel to other people	27%	39%	31%	44%	37%	42%	28%	23%	26%	1%	0%	1%	0%	0%	0%	421	221	642
My confidence to take part in sport and physical activity	39%	43%	41%	42%	43%	42%	18%	14%	16%	0%	0%	0%	1%	0%	0%	423	221	644
My enjoyment of taking part in sport and physical activity	42%	43%	42%	35%	41%	37%	23%	16%	21%	0%	0%	0%	0%	0%	0%	422	221	643
My resilience	31%	35%	33%	44%	48%	45%	24%	16%	21%	0%	1%	1%	0%	0%	0%	421	221	642
My leadership skills	37%	47%	40%	41%	35%	39%	20%	17%	19%	1%	1%	1%	0%	0%	0%	419	220	639
My communication skills	42%	55%	47%	38%	33%	37%	18%	11%	16%	1%	1%	1%	0%	0%	0%	422	221	643
My teamwork skills	48%	57%	51%	37%	30%	35%	14%	11%	13%	0%	2%	1%	1%	0%	1%	422	221	643

Source: Follow Up Survey for Year 1 and Year 2 Students. Question that was asked: How, if at all, has Set for Success changed the following? Totals may not add up to the sum of the percentages for the individual delivery years due to rounding.

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SET FOR SUCCESS

Young people outcomes – full data breakdown

	A lot more			A bit more			No change			A bit less			A lot less			Don't know		
Year 1 and Year 2 Survey	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total
How much physical activity I do	27%	29%	27%	40%	43%	41%	31%	25%	29%	1%	1%	1%	0%	1%	0%	0%	1%	1%
How much time I spend being physically active with others	26%	35%	29%	41%	38%	40%	29%	23%	27%	2%	0%	2%	0%	0%	0%	1%	3%	2%
How much I feel I belong at my school	22%	29%	24%	31%	32%	31%	39%	36%	38%	2%	1%	2%	2%	1%	2%	3%	2%	3%

	Sample size		
Year 1 and Year 2 Survey	**Year 1**	**Year 2**	**Total**
How much physical activity I do	421	221	642
How much time I spend being physically active with others	417	220	637
How much I feel I belong at my school	418	221	639

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Source: Follow Up Survey for Year 1 and Year 2 Students. Question that was asked: How, if at all, has Set for Success changed the following? Totals may not add up to the sum of the percentages for the individual delivery years due to rounding.

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SET FOR SUCCESS

Young people outcomes – full data breakdown

	Strongly agree			Agree			Neither agree nor disagree			Disagree			Strongly disagree			Sample size		
Year 1 and Year 2 Survey	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total
Feel more motivated about learning in school	13%	21%	16%	43%	44%	43%	36%	29%	34%	5%	5%	5%	4%	0%	2%	421	221	642
Feel better about my future	26%	31%	28%	53%	49%	52%	18%	19%	18%	2%	1%	1%	0%	0%	0%	420	220	640
Have more confidence that I will do well in life	31%	30%	31%	51%	48%	50%	17%	20%	18%	1%	1%	1%	0%	0%	0%	418	220	638
Know more about how my skills can help me in the future	32%	36%	33%	48%	47%	47%	19%	16%	18%	0%	1%	1%	1%	0%	1%	420	219	639

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Source: Follow Up Survey for Year 1 and Year 2 Students. Question that was asked: How much do you agree, if at all, with the following statements? Set for Success has helped me to... Totals may not add up to the sum of the percentages for the individual delivery years due to rounding.

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SET FOR SUCCESS

Young people views – full data breakdown

Year 1 Survey only	Very good	Good	Ok	Poor	Very poor	Sample size
What did you think of Set for Success?	56%	36%	8%	0%	0%	421

Year 2 Survey only	Very good	Good	Ok	Poor	Very poor	Sample size
What did you think of your second year of taking part in Set for Success?	43%	37%	20%	1%	0%	221

Year 2 Survey only	Very good	Good	Average	Poor	Very poor	Don't know	Sample size
The Athlete Mentor visits	62%	31%	8%	0%	0%	0%	219
The teacher sessions	38%	46%	13%	1%	1%	1%	216
The qualification	48%	36%	14%	1%	0%	1%	218
Buddying up / supporting others	41%	39%	17%	3%	1%	0%	217
The workbook	21%	37%	34%	4%	3%	1%	218

Year 1 Survey only	Very good	Good	Ok	Poor	Very poor	Sample size
What did you think of the workbook?	14%	40%	39%	5%	1%	418

Source: Follow Up Survey for Year 1 and Year 2 Students. Question that was asked: How would you rate the following? Totals may not add up to the sum of the percentages for the individual delivery years due to rounding.

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SET FOR SUCCESS

Teacher reported outcomes - full data breakdown

	A lot better			A bit better			No change			A bit worse			A lot worse			Don't know			Sample size		
	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total	Year 1	Year 2	Total
Engagement with school	22%	27%	24%	69%	50%	62%	9%	20%	13%	0%	0%	0%	0%	0%	0%	0%	3%	1%	55	30	85
Behaviour at school	20%	13%	18%	62%	57%	60%	16%	27%	20%	2%	0%	1%	0%	0%	0%	0%	3%	1%	55	30	85

	Year 1	Year 2	Total
Prior to taking part in Set for Success, how many young people taking part had a school attendance rate below 95%?	300	121	421
Of these, how many young people improved their attendance at school as a result of taking part in Set for Success?	149 (50%)	65 (54%)	214 (51%)
Sample size	47	26	73

	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?	42%	54%	5%	65

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Source: Follow Up Survey for Teachers. Question that was asked: Did Set for Success have any impact on the following areas for young people? Totals may not add up to the sum of the percentages for the individual delivery years due to rounding.

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SET FOR SUCCESS

Teacher views – full data breakdown

	10	9	8	7	6	5	4	3	2	1	0	Sample size
How likely are you to recommend Year 1 of Set for Success to other schools? From 0 (very unlikely) to 10 (very likely)	40%	15%	21%	4%	6%	4%	8%	0%	2%	0%	0%	52

	10	9	8	7	6	5	4	3	2	1	0	Sample size
How likely are you to recommend Year 2 of Set for Success to other schools? From 0 (very unlikely) to 10 (very likely)	35%	10%	19%	16%	0%	10%	3%	6%	0%	0%	0%	31

	Very good	Good	Average	Poor	Very poor	Don't know	Sample size
How would you rate the workbooks?	13%	48%	28%	9%	1%	0%	67

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Source: Follow Up Survey for Teachers. Totals may not add up to the sum of the percentages for the individual delivery years due to rounding.


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