

Set for Success



IN PARTNERSHIP

BARCLAYS

SET FOR SUCCESS

Evaluation summary for the 2024-25 academic year

Programme overview

Set for Success is an intensive youth leadership initiative funded by the Wimbledon Foundation in partnership with Barclays and delivered by the Youth Sport Trust (YST). This programme seeks to support young people in year 9 / S3 (aged 13-14 years old) who are 'at risk' of not achieving their full potential through a series of sessions delivered by inspirational athlete mentors and teachers through active learning and sport. The evidence presented in this summary is based on Set for Success delivery that took place during the 2024 - 2025 academic year. This summary was produced by the YST's Research and Insight Team in August 2025.



Reach



81

schools engaged



8

Interns engaged



1,274

young people engaged

- 884 in their first year
- 390 in their second year



15 areas

Across England, Wales and Scotland, where a need for targeted support has been identified



Demographics of young people engaged in Year 1 and Year 2 of Set for Success



65%



35%

52%



from low-income families

34%



with special additional needs / additional support needs or disability



31%

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

Deliverables



713

Athlete Mentor sessions delivered in schools

58

social action projects delivered

12

Empowerment Events delivered

2

Wimbledon Inspiration Days at The All England Lawn Tennis & Croquet Club (AELTC)



Delivered by



Set for Success

Evaluation summary for the 2024-25 academic year

Outcomes for young people

in Year 1 and Year 2 of Set for Success

Increased employability skills

92%

86% improved their teamwork skills

82% improved their communication skills

73% improved their leadership skills

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



Improved attitudes towards the future



82% know more about how their skills can help them in the future

78% feel better about their future

76% have more confidence that they will do well in life

Improved physical literacy

78% improved confidence to take part in physical activity and sport

75% improved enjoyment of taking part in physical activity and sport



Improved wellbeing



75% improved resilience

75% improved social connectedness

75% improved happiness

Improved engagement and behaviour

59% improved motivation to learn in school

80% of teachers report improved student engagement with school

77% of teachers report improved student behaviour at school

77% of teachers report improved attendance at school



Teacher Outcome

95%
of teachers

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

Set for Success

Evaluation summary for the 2024-25 academic year

Programme Views

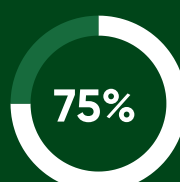
What did young people think of...

their first year of Set for Success



Very good / Good

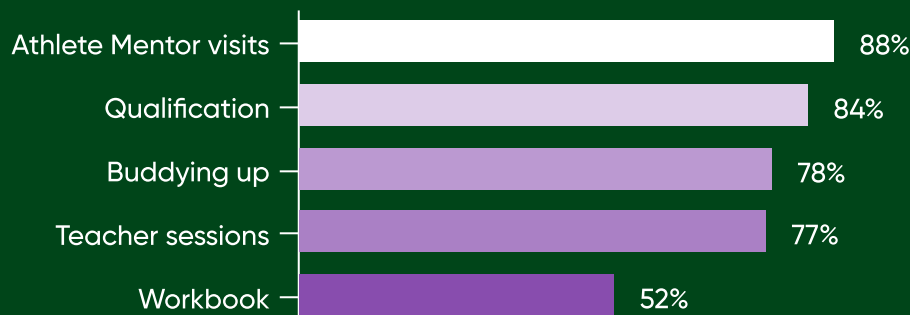
their second year of Set for Success



"Set for success has made me improve my teamwork, communication, behaviour and my confidence to step up and be better when faced with a challenge." (Young person)

"It has made me realise how much I can change." (Young person)

How do young people in Year 2 rate the following... % showing 'Very good' / 'Good'



The individual elements of Year 1 delivery were not rated in 2024/25 due to robust research findings from previous years.



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

0 -
Very
unlikely

10 -
Very
likely

8.1



average score
combined ratings for Year 1 and Year 2
of Set for Success



"The feedback from students has been overwhelmingly positive, and it's clear that the Athlete Mentor's efforts have made a lasting impression and a sense of belonging among our learners. This first year has laid a strong foundation for what we hope will be a long-term, transformative programme." (Teacher)

"It gave me a positive relationship with the students. I have been able to support them in other areas of school life." (Teacher)

Delivered by

Evaluation summary for the 2024-25 academic year

Story spotlights

Jason's Story

Developing skills to support Jason at school



Jason was facing some challenges in school, notably poor behaviour, truancy and a poor attitude to learning. Jason had never done anything like Set for Success before and joined the programme in 2023.

Through Set for Success, Jason developed a range of skills, including problem solving, communication, leadership and social skills, which he is now applying in his everyday life at school. Due to the skills he has developed, his attitude and behaviour have also improved. He is now far more willing to give things a go and he has developed into a very good leader.

"Jason has taken those skills he has learnt from Set for Success into his everyday school life and sporting activities. All the social skills, problem solving, communication and leadership activities have helped develop Jason's skill set... We have seen a massive change in Jason."
TEACHER

Olivia's Story

Improving Olivia's attendance at school



Olivia loved sport but she had never really enjoyed school. Her dyslexia meant that she found learning a challenge, she lacked confidence in her ability to do her school-work, and she felt that she had a poor relationship with her teachers. In Year 8, Olivia became a school refuser, which meant she avoided going to school. Olivia stayed at home for weeks on end and her attendance rate fell to 75%.

Olivia was offered the opportunity to take part in Set for Success; she started to come back to school to be part of the programme. During Year 9, her attendance rose to 84%, an increase of 9 percentage points compared to the previous year. Since finishing Set for Success, her attendance has continued to be much better. Set for Success helped Olivia to develop better relationships with school staff and her peers, which helped to improve her experience at school.

"Set for Success definitely helped her to go to school more." **PARENT**

Giving Charlie a more positive attitude towards his future

Charlie's Story

Charlie is 14 years old and has a strong interest in football. Prior to Set for Success, he often worked alone and struggled to manage his frustrations, especially when things didn't go his way or if tasks became challenging. Charlie found it hard to trust others and was often reluctant to participate in group activities. Academically, Charlie showed potential but had mixed attitudes towards school. He often felt disconnected from the classroom environment, he lacked motivation and self-belief and was unsure about what his future might hold.

Charlie had never taken part in anything like Set for Success before, but his teacher felt that it could be a good opportunity for him to develop his teamwork skills and confidence through sport. Set for Success, but particularly the physical activities offered through the programme, helped Charlie to build relationships with his peers and mentors on the programme and he now works confidently in a team and supports others. He has developed resilience when faced with challenges. His frustration has been replaced with focus, and he has learned to channel his energy into something positive. Charlie now approaches learning with a more open mindset, and he talks about his future with a sense of hope and possibility.

"The change in Charlie has been incredible... Charlie's journey is a true example of growth."
TEACHER



Ben's Story

Improving Ben's behaviour at school



Ben enjoyed playing rugby and was an enthusiastic young person, but he had an immature attitude towards his education. He often focused on trying to please his peers and his friendship group often misbehaved. This led to low level behaviour issues, along with poor punctuality and attendance at school. Ben would also often forget his PE kit so would not participate in PE lessons. Ben had never done anything like Set for Success before and joined the programme in 2023 when he was 13 years old.

The skills Ben learnt, such as self-belief, self-management, organisation, and communication, have helped him to navigate school life and to make more positive choices. He has also learnt to be more responsible for his own actions and to maximise his potential. Since taking part in Set for Success, Ben's communication with staff across the school has improved, he has taken himself away from negative influences and found a more positive friendship group. He has also started to "channel his energy in the right way". In addition, he is taking his education more seriously, which includes better attendance at school, including no late marks in 2024/25 and no PE classes missed, along with less behaviour logs.

Research notes: Demographics of young people is based on data collected from 71 out of 81 schools. Social action projects delivered is based on data collected from 62 out of 75 schools with a Year 1 cohort. Young people outcomes and feedback is based on a follow up survey for Year 1 (n=682) and Year 2 students (n=141). Teacher outcomes and feedback is based on a follow up survey for teachers in Year 1 (n=92) and Year 2 delivery (n=29). Pseudonyms have been used for all stories.