Set for Success

Evaluation summary for the 2025-26 academic year

Programme overview

Set for Success is an intensive two-year youth leadership initiative funded by the Wimbledon Foundation in partnership with Barclays and delivered by the Youth Sport Trust. This programme seeks to support cohorts of young people in Year 9 / S2-3 (aged 13-14) moving into Year 10 / S4 (aged 14-15) who are 'at risk' of not achieving their full potential. They are supported 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 2025 - 2026 academic year. This summary was produced by the Youth Sport Trust's Research and Insight Team in August 2026.

Reach

103 schools engaged

8 Interns engaged

1,260 young people engaged

- 830 in their first year
- 430 in their second year

22 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

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)

Deliverables

740 Athlete Mentor sessions delivered in schools

57 social action projects planned/delivered

13 Empowerment Events delivered

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



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Outcomes for Young People

in Year 1 and Year 2 of Set for Success

Increased employability skills

94% of young people have reported improvements in at least one out of the 3 employability skills

- **86%** improved their teamwork skills
- **83%** improved their communication skills
- **79%** improved their leadership skills

Improved attitudes towards the future

- **81%** know more about how their skills can help them in the future
- **80%** feel better about their future
- **80%** have more confidence that they will do well in life

Improved physical literacy

- **83%** improved confidence to take part in physical activity and sport
- **79%** improved enjoyment of taking part in physical activity and sport
- **69%** increased the amount of physical activity they do

Improved wellbeing

- **78%** improved resilience
- **73%** improved social connectedness
- **72%** improved happiness

Improved school outcomes

- **59%** improved motivation to learn in school
- **86%** of teachers report improved student engagement with school
- **78%** of teachers report improved student behaviour at school
- **51%** of young people who had poor attendance at the start of Set for Success have improved their attendance



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

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Programme Views

What did young people think of...?

their first year of Set for Success

92%

Very good / Good

their second year of Set for Success

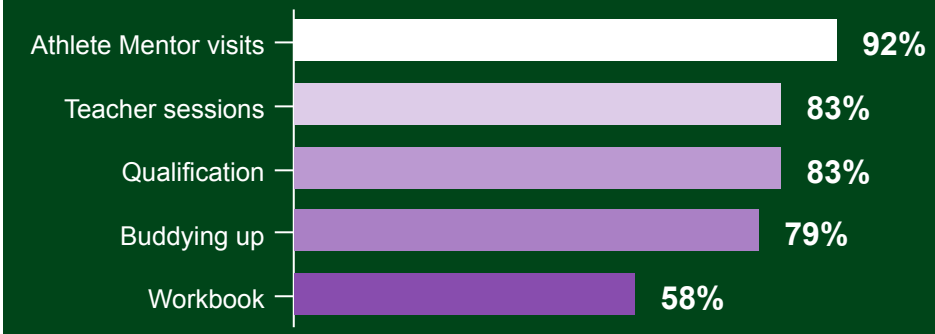
79%

"Set for Success has helped me improve my confidence and speaking to new people...

I never actually noticed how much it'd changed me until the last session!" **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 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 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**

"It's a great programme and the children get so much from it. You see a complete change in attitude and participation as the course continues." **Teacher**

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Set for Success

IN PARTNERSHIP BARCLAYS SET FOR SUCCESS

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Story spotlights

Brodie's Story

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**

Freddie's Story

Improving Freddie's attendance and behaviour

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 Set for Success, 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).

Leah's Story

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**

Marcus' Story

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 the Set for Success programme, Marcus has learned effective strategies for regulating his emotions and has grown significantly in confidence. He has developed stronger self-belief and formed new friendships with students across the school. His teachers have also noticed increased engagement in school. Marcus has engaged in a wider range of clubs at school, participating in sports clubs, including football and rugby. Set for Success 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.

Three years after starting Set for Success, Marcus discovered an interest in reading and sport, which has led him to pursue a career in sports law. To follow his aspirations, Marcus has applied for college and has already received a conditional offer. When he begins, he will join the Oxbridge programme, giving him the chance to complete extra studies alongside his A Levels, with the aim of progressing to study Law at Oxford.

Research notes: Evidence is based on a follow up survey for students in Year 1 (n=428) and Year 2 (n=222), a follow up survey for teachers (n=88), insight from Athlete Mentors, interviews with teachers and young people, and award nominations. Pseudonyms have been used for all stories.
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