



SET FOR
SUCCESS

Set for Success Case Study: Admiral Lord Nelson School

Second year of taking part in Set for Success

Improving the social skills and leadership skills of young people.

July 2022

Introduction

Admiral Lord Nelson School (ALNS) is a mixed co-educational secondary school in Portsmouth. The school's demographic and socioeconomic profile below aims to add further context to the pupils who attend ALNS.



*IMD Decile (Index of Multiple Deprivation); measured on a scale of 1 (most deprived) to 10 (least deprived)

**IDACI Decile (Income Deprivation Affecting Children Index); measured on a scale of 1 (most deprived) to 10 (least deprived)

In 2020, ALNS joined Set for Success, a two-year youth leadership initiative that aims to provide young people from disadvantaged backgrounds with the opportunity to develop valuable life and leadership skills through mentoring sessions delivered by inspirational athletes. Set for Success is funded by the Wimbledon Foundation and delivered by the Youth Sport Trust (YST). As this is the second year that ALNS has been involved with Set for Success, the following case study is an accumulation of learning which has evolved over the span of the two years of taking part in the programme.

Background

The Head of PE at ALNS highlighted that Set for Success offered a valuable opportunity for a group of young people to develop their independence, personal skills and confidence.

Activities

Recruitment

ALNS recruited 15 young people in year ten in 2020 to be part of Set for Success. Covid-19 led to delays to delivery at the start, so the programme activities were extended into the 2021/22 academic year. In 2021, a second cohort of young people were recruited; 15 young people in year nine were selected to be part of the programme.

For the second year, the school chose to focus on a younger cohort due to challenges in the first year of taking young people in years ten and eleven out of lessons in the run up to exams. The year two cohort tended to lack motivation and enthusiasm at

school but still attended school and therefore were able to, and willing to, participate in the programme.

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

SARAH COOPER, HEAD OF PE, ADMIRAL LORD NELSON SCHOOL

Athlete Mentor sessions

At the time of writing this case study, the young people in both cohorts had taken part in five Athlete Mentor sessions. These were delivered by Vernon Samuels, a former Olympian in Triple Jump, and focused on developing employability skills. The Head of PE at ALNS highlighted that Vernon was “friendly” and “warm” and that it was good for the young people to have someone different to come in and talk to them. The sessions were also very practical, which was viewed positively.

“The Athlete Mentor sessions were really engaging and really interactive – he [the Athlete Mentor] doesn’t just talk them through it, he takes them outside to do practical sessions as well.”

SARAH COOPER, HEAD OF PE, ADMIRAL LORD NELSON SCHOOL

Teacher sessions

Teacher sessions were delivered between the Athlete Mentor sessions to give young people the opportunity to reflect on the skills they were developing. In some cases, these were held after school to avoid the young people missing lessons.

Social action project

As part of the programme, the young people delivered a sports event for children from two primary schools. The young people undertook the necessary risk assessments and planned the activities for the day. The primary school students took part in various sports activities; each activity was designed, set up, and run by two of the young people taking part in Set for Success.

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

SARAH COOPER, HEAD OF PE, ADMIRAL LORD NELSON SCHOOL

Benefits

The key benefits to the young people are as follows.

Improved social skills and engagement



The young people that took part in Set for Success came from different friendship groups but they all worked on Set for Success well together. The Head of PE believes that Set for Success has helped to develop their social skills and helped some of the young people to think about how they should act, and behave, around different groups of people.

The programme has also helped to strengthen the relationship between the young people and the lead practitioner at ALNS.

Increased confidence and leadership skills



Set for Success has helped to build the confidence of the young people that took part. Delivering the sports event for other children also helped to develop their leadership skills.

“It [Set for Success] will be something they remember in the future.”

SARAH COOPER, HEAD OF PE, ADMIRAL LORD NELSON SCHOOL

Top Tips

- ✓ Carefully selected the young people to take part in the programme; for ALNS, students in year nine who needed support with their motivation and engagement but were still willing to engage in the programme were selected.
- ✓ Plan for the Set for Success sessions well in advance to ensure they fit around the young people's commitments and lessons, along with the lead practitioner's availability.

“The staff and students involved thought it [Set for Success] was very beneficial and enjoyed it very much.”

SARAH COOPER, HEAD OF PE, ADMIRAL LORD NELSON SCHOOL



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