

IMPACT REPORT 2025

BWT ALPINE FORMULA ONE™ TEAM | STEM ON TRACK

IMPACT REPORT
December 2025


sparco
sparco

CONTENTS

Foreword Page 3
Executive Summary Page 4
Social Impact & ROI Page 5
Elevating STEM Education Page 7
Economic Impact Page 10
Sustainable Centred Design Page 11
BWT Alpine Formula One Team Page 13
What's Next Page 14
Appendix Page 16

FOREWORD

When we launched STEM On Track in September 2024, we had a simple but ambitious vision: to use the power and excitement of motorsport to inspire young people into engineering careers, particularly those from backgrounds traditionally underrepresented in STEM.

Just 15 months later, that vision has become a reality beyond our expectations.
We have reached 2,420 students across 152 school teams in England, Scotland and the Channel Islands. We have achieved diversity metrics that lead our sector, 32.5% girls, 28.7% ethnic minorities, and 31.7% students on Free School Meals. We have watched young people from state schools in some of the most deprived areas of the country visit a Formula One factory and realise that motorsport careers are achievable, not just aspirational.

This report tells the story of those 15 months. It combines rigorous social value measurement with the human stories that remind us why this work matters. The numbers are extraordinary, up to £37.8 million in social value generated, a 53.7:1 return on our investment, but behind every statistic is a young person whose trajectory has changed.



Our partnership with BWT Alpine Formula One Team has been transformational. Their belief in our mission, their willingness to open their factory doors, and their targeted support for underrepresented students has made much of this impact possible. They've demonstrated that world-class industry partnerships can create genuine pathways into careers students never imagined were accessible. More importantly, they've shown our students that Formula One teams genuinely care about the next generation.

As we look to the future, we are focused on financial sustainability and scalability. Our new SROI dashboards will provide partners with real-time impact data, tender-ready reports, and transparent evidence of their social value contribution. We are building an organisation that can reach 10,000 students annually while maintaining the quality and impact that defines everything we do.

Thank you for being part of this journey.

Nikki Foster Le-Grys,
CHIEF IMPACT OFFICER, STEM ON TRACK

EXECUTIVE SUMMARY

In 15 months of operation, STEM On Track has demonstrated that motorsport-themed, hands-on STEM education can achieve exceptional outcomes for young people - particularly those from underrepresented backgrounds.

Our 39-week programme has engaged 2,420 students across 152 school teams, delivering up to an estimated £37.8m in total social value with an organisation wide Social Return on Investment (SROI) of 53.7:1. The programme demonstrates strong sustained impact, reflected in an 81% school renewal rate, while also reaching students typically underrepresented in STEM, including 32.5% girls, 28.7% students from ethnic minority backgrounds, and schools with an average 31.7% Free School Meals, significantly above the national average.



OUR SOCIAL VALUE CALCULATIONS

Our social value calculations use the National TOMs (Themes, Outcomes, Measures, Sources) Framework, the UK's standard methodology for social value measurement in public procurement.

We supplement TOMs with education-specific proxies from authoritative sources including:

- Education Endowment Foundation (EEF) - Educational attainment valuations
- HACT Social Value Bank - Wellbeing and NEET prevention values
- Department for Education - Careers guidance cost benchmarks
- Oxford University - Professional training course equivalents
- Living Wage Foundation - Employment and volunteer hour rates

Our calculations are conservative, we claim only a fraction of actual outcomes (e.g., 20% attainment improvement vs 62.5% in student surveys). All values are based on 100% programme completion, providing a maximum ceiling.

Verification: We are working with social value experts at Manchester Growth Company to verify our methodology and are in the process of having it validated by Social Value UK, the gold-standard certification body for SROI calculations.

Full methodology documentation is available in our Social Value Framework

SOCIAL
Impact & ROI

STEM On Track exists to break down barriers. Barriers of gender, of ethnicity, of economic circumstance, of geography. The motorsport industry - like much of engineering - has historically struggled with diversity. We set out to do better.

The numbers tell us we are succeeding. But the real story is in what those numbers represent: girls discovering they love engineering, ethnic minority students seeing themselves in STEM careers, young people from working-class backgrounds realising motorsport isn't just for the privileged.

DEMOGRAPHIC	STEM ON TRACK	TYPICAL / NATIONAL
Girls in STEM	32.5%	**15-20% (typical engineering programmes)**
Ethnic Minorities	28.7%	**~20% (UK school population)**
Free School Meals	31.7%	**25% (national average)**

Girls in Engineering: At 32.5%, our proportion of girls significantly exceeds industry norms. In many engineering programmes, girls make up just 15-20% of participants. We achieve this through our team-based approach, diverse role models (including female F1 professionals from BWT Alpine Formula One Team), and emphasis on creativity and design thinking alongside technical skills.

Ethnic Diversity: 28.7% of our students are from ethnic minorities, exceeding both UK school demographics (~20%) and typical STEM programme participation. This reflects our targeted work with urban schools and our partnerships that prioritise inclusion.

Economic Inclusion: 31.7% is the average FSM percentage of students on Free School Meals across all participating state schools - 6 percentage points above the national average. BWT Alpine Formula One Team's diversity grants were instrumental in achieving this, enabling schools in economically disadvantaged areas to participate.

School Types: Reaching Beyond the Mainstream
In Year 1, 25% of our schools were Alternative Provision or SEN settings, places where young people often face the greatest barriers to STEM education. These students need inspiring, hands-on learning more than anyone, and they received it.

Year 2 School Type Breakdown:

- 70% Non-Specialist State Schools
- 14% Independent Schools
- 12% SEN or Alternative Provision
- 4% Home-Ed / Charity Sector

SOCIAL RETURN ON INVESTMENT: DIVERSITY

The 2,420 students we reached can generate £37.8 million in social value. This includes:

- Educational Attainment: ~£1.8M from improved GCSE outcomes
- NEET Prevention: ~£1.5M from keeping young people in education
- Student Wellbeing: ~£1.2M from confidence and mental health improvements
- Inclusion & Widening Participation: ~£1.7M from engaging underrepresented groups



A STUDENT'S STORY

One of our First Year cohort students was a selective mute, a child whose anxiety prevented them from speaking in most social situations. Teachers described them as withdrawn, isolated, struggling to engage with peers or classroom activities. The STEM On Track programme changed that. ***Hear his story***🔗

Week by week, through hands-on kart building, this student found their voice. The structured team roles - Engineer, Marketeer, Designer and Driver - provided clear expectations. The physical work of building created a safe space to engage without the pressure of classroom discussion. The excitement of racing gave them something to talk about.

By the end of the programme, this student pitched their team's business plan to a room full of peers, teachers, and 6th formers. They spoke publicly, confidently, about engineering, sponsorship, and team leadership.

This is what social impact looks like. Not just a number in a spreadsheet, but a young person finding their voice, their confidence, their place in the world.

Elevating STEM

EDUCATION

At its heart, STEM On Track is an education programme. Everything we do; the karts, the racing, the partnership with BWT Alpine Formula One Team, serves one purpose: to give young people exceptional STEM education that changes their educational trajectory.

Over 15 months, we delivered 173,514 hours of learning to Year 1 students and projected 246,230 hours for Year 2 (assuming 100% completion). This isn't passive learning. Students design, build, test, and race go-karts powered by carbon-neutral sustainable fuel while managing real budgets and working in professional team structures.

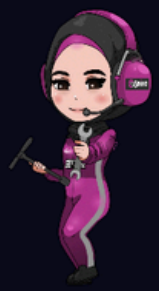
WHAT STUDENTS LEARN

- **Practical Engineering Skills:** 39 hours of hands-on kart building - mechanical assembly, brake bleeding, tracking and alignment and testing
- **Curriculum Aligned:** 39 curriculum-linked Maths and Science modules relating to the kart-kit assembly.
- **Design Thinking:** Iterative design process, prototyping, graphic design theory
- **Digital Skills:** Canva design, digital documentation, platform navigation
- **Business, Finance and Marketing:** Budgeting, fundraising, sponsorship, financial planning.
- **Professional Skills:** Team roles (Engineer, Marketeer, Designer, Driver), presentations, project management
- **Environmental Awareness:** Carbon-neutral synthetic fuels, sustainability, circular economy principles



DESIGNER

Bring the creativity!
You own the team's style. Logos, graphics kits, and liveries that stand out on and off track.



ENGINEER

Love problem-solving?
You turn parts into a race-ready kart. Tighten, tweak, and save the day when things go wobbly.



MARKETEER

Get your team noticed.
From sponsors to socials, you get the team noticed and the logos on the kart.



DRIVER

Take the wheel!
The glory is yours... if you can handle the pressure. Take everything the team has built and put it to the ultimate test: racing

EDUCATIONAL OUTCOMES

While Year 1 completion rates varied, Year 2 projections are much stronger with enhanced platform engagement. Our conservative SROI calculations assume:

- 20% of students show measurable attainment improvement (our survey data shows 62.5%)
- 2% NEET prevention rate (UK baseline is 12%)
- 15% wellbeing improvement (survey data shows 75%)

Note: These are deliberately conservative assumptions. Real outcomes will be tracked via our dashboard launching Q3 2026.

CAREERS GUIDANCE AND INDUSTRY ENGAGEMENT
Students receive at least 6 employer interactions throughout the programme - meeting the Gatsby Benchmark standards for effective careers guidance. This includes:

- School visits from STEM professionals
- Race events with employer engagement
- National Finals with careers talks and fair
- Factory tours (for winners)

CREST ACCREDITATION
All students have the option to receive nationally recognized CREST accreditation for their engineering project work. This provides formal certification of STEM achievement and strengthens university and apprenticeship applications.

YEAR ONE SURVEY RESULTS
In Spring 2025, we surveyed Year 1 teachers to gather qualitative feedback on programme outcomes beyond our quantitative metrics. While response rates were modest (22% of Year 1 schools completed the survey) the results provide compelling early evidence of STEM On Track's educational impact, particularly for students who traditionally struggle to engage with classroom learning.

The findings validate several assumptions in our Theory of Change and suggest our conservative SROI calculations may actually underestimate true impact.

Key Survey Findings:
- 100% of teachers would recommend STEM On Track
- 75% saw improved behaviour from previously disengaged students
- 62.5% reported increased effort in core maths & science
- 87.5% reported improved no change or improved attendance
- 75% reported increased parental engagement

Universal Recommendation - Every teacher who responded would recommend the programme to other schools. This unanimous endorsement reflects not just satisfaction, but conviction that STEM On Track delivers transformational outcomes.

Behavioral Transformation - Three-quarters of teachers reported that students who were previously disengaged in traditional lessons showed marked improvement through STEM On Track. The hands-on, project-based approach reached students whom conventional teaching had failed to motivate.

Teacher Quotes from 24/25 Cohort

"Leadership qualities came to the fore for some pupils, leading other groups in tasks which was good to see and not usually visible outside of games etc. Team working was good, not the same as 'group work' in a classroom, but proper teamwork from the vast majority."

"Its been really nice to see some of the more challenging pupils actually re-engaged... I've loved doing it as well" - ***Listen to feedback🔗***

Impact on Core Subjects: Nearly two-thirds of teachers observed that participation in STEM On Track improved students' engagement with their regular GCSE maths and science curriculum. The programme's practical application of STEM concepts helped students understand the relevance of classroom learning.

This finding is particularly significant: we currently claim only 20% of students show attainment improvement (conservative assumption). Survey data suggesting 62.5% of teachers see increased effort indicates we may be substantially underestimating educational attainment value.

Attendance Improvement: Nearly 9 in 10 teachers saw either no change or attendance improvements among STEM On Track participants. Students wanted to be in school because they didn't want to miss the kart project. Improved attendance correlates directly with attainment outcomes and creates positive habit formation.

Note: Our SROI calculations do not currently include attendance improvement value, despite this being a significant outcome with measurable economic benefits. This represents additional uncaptured social value.

Family Engagement: Three-quarters of teachers observed that STEM On Track strengthened home-school connections, with parents more engaged in their children's education. This manifests in parents attending race events (750 family spectators at Year 1 Finals), increased parent-teacher communication, and families more aware of STEM career pathways.

WHAT THESE RESULTS MEAN

These findings validate our approach on multiple levels:

- Conservative SROI is appropriate - we claim 20% attainment improvement while 62.5% of teachers see increased effort, proving we're not over-claiming
- Theory of Change is working - hands-on learning engages struggling students, practical projects improve core subject engagement, and excitement improves attendance
- Uncaptured value exists - attendance improvement (87.5%) and parental engagement (75%) are not currently included in our social value calculations

Despite the modest 22% response rate, we have strong confidence in these findings. Our 81%+ school renewal rate shows schools vote with their budgets - they renew because they see real value. Teachers are expert observers of student development, and their unanimous recommendation provides powerful qualitative validation.



ECONOMIC Impact



STEM On Track generates economic value in multiple ways: skills development for future workforce, support for UK SMEs, and measurable return on investment.

SUPPORTING UK SMALL AND MEDIUM ENTERPRISES

We have purchased 118 kart-kits from UK-based SMEs, totaling £277,300 in direct spend to British manufacturers. Every kit is built by small engineering firms in Kent and Cambridge, supporting skilled manufacturing jobs.

Beyond kart-kits, our supply chain is deliberately UK-focused:

- Platform development: Manchester-based software SME (£35,000)
- Event infrastructure: Manchester-based event management company and regional subcontractors (£56,650)
- Graphics and branding: UK design and printing firms
- Fuel supply: FU3L (UK sustainable fuel provider)

Total Year 1-2 UK SME spend: £348,950

Employability and Future Workforce

Our 2,420 students gained practical engineering skills that translate directly to employment, including:

- Employability skills: ~£11.8M (hands-on engineering, professional roles)
- Careers guidance: ~£2.1M (6+ employer interactions per student)
- Apprenticeship pipeline: ~£500k (creating pathways to technical careers)
- Local skills retention: ~£600k (keeping STEM talent in regional economies)

RETURN ON INVESTMENT: STEM ON TRACK ORGANISATIONAL SROI

Our actual organisational costs to deliver the programme totaled £703,798. This includes kart-kits, platform development, events, staff, and operations.

For every £1 we invested:

- Total costs: £703,798
- Total value generated: £37,793,200
- Organisational SROI: 53.7:1

This 53.7:1 return demonstrates exceptional value for money. Every pound we spent on programme delivery generates over £50 in social value for students, families, and communities.

SUSTAINABLE
Centred Design

When people think "motorsport education," sustainability isn't usually the first word that comes to mind. But at STEM On Track, sustainability isn't an add-on or an afterthought. It's designed into the DNA of everything we do, from the fuel in our karts to the business model that keeps us running.

We teach sustainability by doing it, not just talking about it.

ENVIRONMENTAL SUSTAINABILITY
Our students, the next generation of engineers, are growing up in a world that demands sustainability. They'll inherit climate change, resource scarcity, and the imperative to do more with less. If we teach them that engineering excellence and environmental responsibility are incompatible, we've failed them. So we're proving they're not.

Carbon-Neutral Motorsport: The FU3L Revolution
Every kart runs on FU3L, a carbon-neutral sustainable fuel. Not electric. Not petrol. Carbon-neutral fuel.

This is deliberate. We wanted students to engage with honest conversations about sustainable technology. FU3L demonstrates that internal combustion engines aren't inherently unsustainable, the problem is the fuel source.

When students stand on the podium after racing on carbon-neutral fuel, they've experienced something profound: motorsport's future doesn't have to be its past. Change is possible.

Renewable Design
In September 2024, we delivered 42 kart-kits to schools. By June 2025, those karts had been built, tested, and raced by 825 students.

Then something interesting happened. Those karts didn't go in a cupboard. They were dismantled and prepared for their second life. In September 2025, 34 of those original kits were rebuilt by entirely new teams. By Year 2's end, we'll have 115 karts in circulation. Each designed for a 10+ year lifecycle, ten or more generations of students, same karts.

This is circular economy as lived experience. Students take apart their own work, understand how it was made, improve it, and pass it on. They learn that with good design, things don't have to be thrown away.

460 Tyres Saved from Landfill
Professional racing teams discard tyres after limited use, not because they're worn out, but because they've lost that competitive edge. What's "end of life" for racing is perfect for student learning. Our partnership with MSUK British Championships diverts these tyres to education instead of landfill. In Years 1-2, we've saved 460 tyres, nearly 3 tonnes of rubber. Our students learn sustainability isn't always about inventing new technology. Sometimes it's recognising that one sector's "waste" is another's resource.

BUILT IN BRITAIN

All 118 kart-kits are manufactured in the UK (Kent and Cambridge) by SMEs. We could have manufactured abroad for less. But cheaper isn't always better.

UK manufacturing means reduced international shipping, support for skilled British jobs, and students learning that sourcing decisions have environmental consequences.



GREEN SKILLS

Every student has access to 20 hours of environmental learning, not "environmentalism" separate from engineering, but teaching that good engineering IS environmental engineering.

Students learn why we chose carbon-neutral fuel, how to design for disassembly, material lifecycle analysis, and why sustainability is a competitive advantage, not a constraint. As well as the sustainable decisions that impact the F1 calendar and scheduling.

This generates £1.5M in social value. But the real value is the mindset: a generation of engineers who see sustainability as an engineering challenge to solve, not a burden to bear.

ENVIRONMENTAL SROI

Total Environmental Social Value: £1.6 million

- Green skills: £1.5M
- Circular economy: £84,000
- Carbon literacy: £50,000

Physical Impact:

- 460 tyres diverted from landfill
- 110 karts in use and designed for a 20+ year lifespan
- 118 kits UK-manufactured (reduced transport emissions)
- 100% carbon-neutral fuel at every race event

From Q3 2026, our partner dashboards will track these metrics in real-time, providing environmental measurable impact reporting for partners.

BWT ALPINE FORMULA ONE TEAM

When BWT Alpine Formula One Team became our National Partner in February 2025, they brought more than funding. They brought belief, access, and the magic that only Formula One can provide.

BEYOND FINANCIAL SUPPORT

BWT Alpine Formula One Team's partnership enabled programme expansion into schools that would otherwise struggle to participate. Their support included targeted diversity grants that opened doors for underrepresented communities, full programme funding for our design competition winner, National Finals sponsorship, and an unforgettable factory tour at Enstone for our winning team. But what truly sets our National Partner apart isn't what they funded, it's what they shared.

BWT ALPINE FORMULA ONE TEAM'S PEOPLE: THE REAL DIFFERENCE

What sets BWT Alpine Formula One Team apart is their willingness to share their people. The HR Director, Operations Director, and CFO didn't just invest financially, they showed up. They talked to students about what it's really like to work in Formula One. They made motorsport careers feel achievable.

Volunteer Impact

- 10 BWT Alpine Formula One Team members at events and schools
- 3 C-suite executives sharing career insights
- Factory tour giving 30 students behind-the-scenes F1 access
- Prize giving at National Finals (1,750 attendees)

Design Competition: 250,000 Teachers Reached

BWT Alpine Formula One Team sponsored a nationwide design competition that reached unprecedented scale:

- Emailed to 250,000 UK teachers
- Social media advertising campaign
- 150+ entries from students across the country
- 4,500 students engaged in the design process
- Winner received full programme funding

The Impact Beyond Numbers

BWT Alpine Formula One Team's partnership generated substantial measurable social value across every metric we track, from employability skills to digital competencies, from STEM engagement to careers readiness. Their support unlocked opportunities for schools serving high Free School Meals populations and enabled us to achieve sector-leading girls participation rates.

But the numbers don't capture everything. They've shown our students that Formula One teams genuinely care about the next generation. They've demonstrated that motorsport isn't just for the privileged or the connected. They've opened doors that would otherwise stay firmly closed. Most importantly, they've proved that when world-class industry, partners authentically with grassroots education, transformation happens. Not just for individual students, but for entire communities who can now see themselves in STEM careers they never knew existed.

WHAT'S NEXT?

Year 1 proved something fundamental: this works. Not in theory. In practice, 825 students built go-karts powered by carbon-neutral fuel. 81% of schools renewed. Teachers universally recommended the programme. Students who'd disengaged from traditional learning were suddenly leading teams. Year 2 is about scaling that proof. From 42 schools to 110. From 825 students to 1,595. From regional explosions to nationwide coverage.

But Year 3? That's when STEM On Track transitions from "interesting education programme" to "how we do STEM education in the UK." When partnerships become systematic, impact becomes predictable, and scale becomes sustainable. Here's how we get there. 200+ Schools by Year 3

FOCUS REGIONS

We didn't choose our geography randomly. Year 1-2 concentrated in the Midlands, North West, and South East. Urban areas and cities with areas of high-levels of deprivation, large populations of underserved communities but strong educational foundations, and thriving STEM industries to support. This made sense for proof of concept, validate the model where support infrastructure exists.

Year 3 marks a shift in focus, with a deliberate move towards Scotland and the North East. Towns with proud engineering heritage but uncertain futures. Many communities have deep roots in engineering and manufacturing, and STEM On Track aims to build on that legacy by introducing students to modern engineering pathways, including sustainable fuel technologies and real-world problem solving.

This isn't about nostalgia, it's about opportunity. By working in areas where engineering once played a central role, we can reconnect young people with careers that are evolving, relevant, and in demand. Our aim is to reach 200 schools teams by Year 3, with around 15% based in Scotland and the North East, helping to strengthen regional talent pipelines and support long-term economic growth.

SOCIAL VALUE DASHBOARD: FROM ASSUMPTIONS TO EVIDENCE

Right now we estimate 20% attainment improvement, even though 62.5% of teachers report it. We're conservative because we don't have real-time data. Q3 2026, that changes. Our dashboard goes live. When a partner logs in at Week 12, they'll see:

- 28/30 students engaged (93%)
- 157 platform hours completed (102% of target)
- Wellbeing: 6.2/10 → 7.4/10 (+19%)
- Attendance: 94% (school average: 87%)

Not end-of-year reporting. Live data. For ESG reports: click "Download Report." Done. For tenders: click "Generate Documentation." Social Value Act-compliant evidence with verified sources. We're not asking partners to trust our calculations. We're showing receipts.

BUILDING THE TEAM

Alongside our dashboard, in Q4 2025 we hired a Chief Impact Officer and Research and Policy Lead to measure and report on the SROI estimates we've calculated. This means quantitative and qualitative studies to justify the calculations and measurable completion data to track it. Ultimately displayed for partners via the dashboard.



This research will enable us to track students for 1, 3, and 5 years:

- Did they pursue STEM qualifications?
- Did they get engineering apprenticeships?
- What careers did they choose?

By 2028: 3-year data on Year 1 students.
By 2030: 5-year data showing actual career outcomes.

Our SROI shifts from "conservative estimates" to "measured impact."

SOCIAL VALUE UK VERIFICATION (Q4 2026)

Q4 2026, we're aiming achieve Social Value UK accreditation, the gold standard. Right now we say "£37.8M social value." After verification, an independent body certifies: "Yes, this is real." The dashboard provides the evidence pipeline. Every claim traced to source, every outcome measured, every assumption tested against results.

WHY THIS MATTERS

The Social Value Act means public sector contracts must consider social value, typically 10-30% of evaluation criteria. This creates a pathway to scale. Companies need verified social value evidence for tenders and our dashboard will provide it. Businesses can invest in high SROI partnerships and students get access to opportunities.

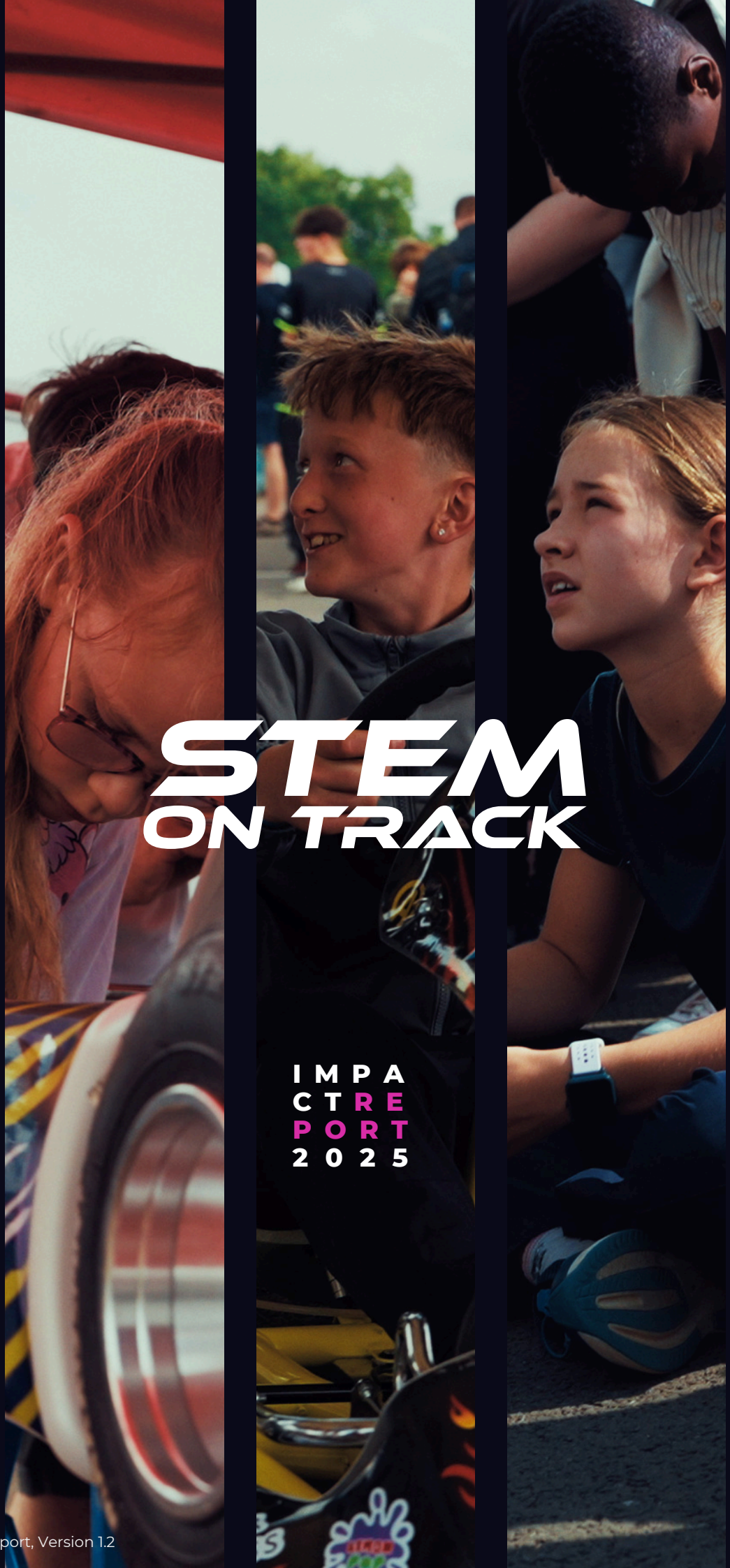
A construction firm bidding on a school building contract demonstrates:

- 50 local students trained through their partnership
- £500k verified social value in communities where they work
- 32% girls, 30% FSM students
- Real-time outcome tracking The firm strengthens its tender

We support a school to secure funding and students in underserved schools access engineering education they couldn't afford otherwise. It's a mechanism that connects business interests to student futures. And it scales the programme to reach the students who need it most.

APPENDIX

PROGRAMME OVERVIEW	
Total Students Engages	2,420
Year 1 Students	825
Year 2 Students (projected)	1,595
Total Teams	152
School Renewal Rate	81.0%
SOCIAL VALUE	
Total Value Generated	£37,793,200
STEM On Track Org SROI	53.7:1
Total Org Costs	£703,798
Value Per Student	£15,617
DIVERSITY METRICS	
Girls in STEM	32.5%
Ethnic Minorities	28.7%
Average Free School Meals	31.7% (6% above national)
SEN/Alternative Provision (Y1)	25% of schools
ECONOMIC IMPACT	
UK SME Kart-Kits Purchased	118 kits
Total Spend on Karts	£277,300
Total UK SME Spend (inc. platform, events)	£348,950



STEM ON TRACK

IMPACT REPORT 2025

December 2025
STEM On Track
Programme Impact Report, Version 1.2