



Foundation

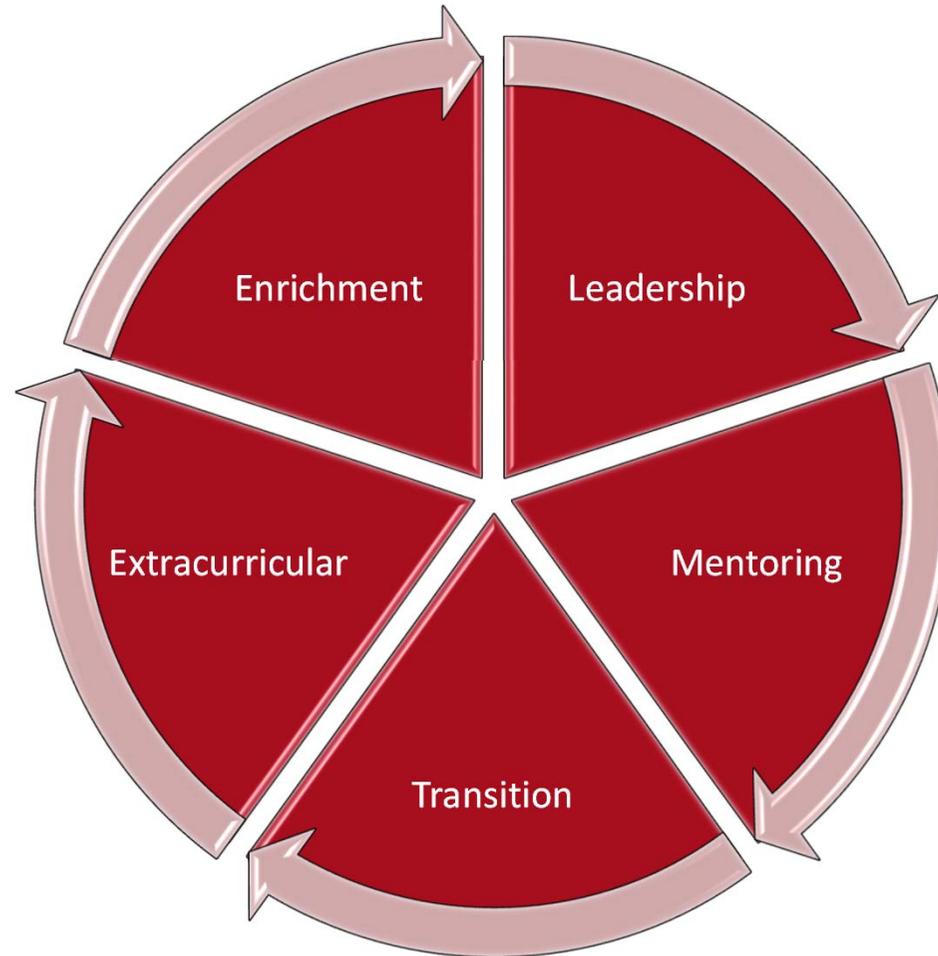
**Dean Trust Rose Bridge
Impact Report
2019/2020
January**

Manchester United Foundation is committed to working in the heart of the community and developing young people to achieve their full potential. No project has gone further to achieving this than the **'Hub of the Community'** programme which bases full time Community Development Officers in targeted areas in order for them to build lasting relationships with the local community.



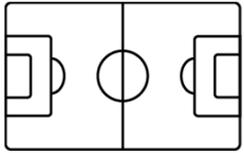
DEAN TRUST **Rose Bridge**





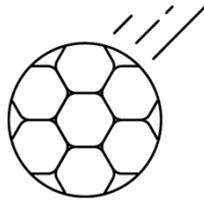
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DTRB – Impact through Numbers



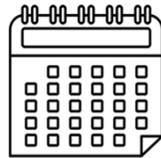
559

Participants engaged



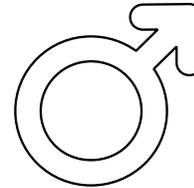
11

Participants retained



197

Participants sustained



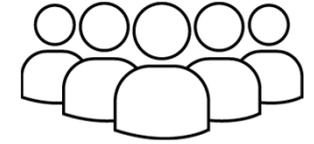
35

Male participants



24

Female participants



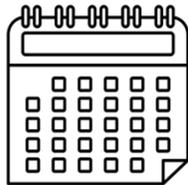
144

Aggregate attendance



60

Hours of Delivery



Mon - Fri

Day's



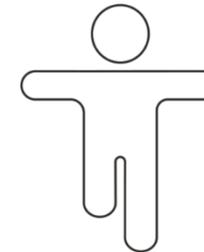
**Dean Trust
Rose Bridge**

Venue



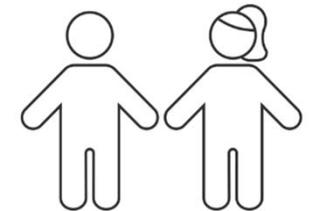
Dean

Trust



539

Secondary Pupils



94

Transition Primary



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Leadership



Leadership – Ambassadors/Sports Leaders/ School Council

Ambassadors

An Ambassador role was introduced for 5 select students that were showing a **great attitude and passion towards MUFC and also Rose Bridge**. They will support activities related to MU Foundation around the school and be role models to younger pupils.

These pupils will also be taking part in the '**Premier League Inspires**' initiative which focuses on introducing more pupils to take part in social action projects and think of ideas which can help them and their peers create a positive impact within the local community. These pupils will be the faces of the campaign whilst overseeing the project. They will each lead a sub group consisting of pupils who are representing the student council to **increase and promote participation around school**.

Not only will this benefit and promote leadership through social action but will also **promote leadership and role model behaviours** to younger pupils who are new to the student council and can learn from the older role models within school.



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Leadership – Ambassadors/Sports Leaders/ School Council

Student Council

This is a new role within DTRB and a first for the pupils who have been selected, 25 pupils 1 pupil from each form was selected as form captain and will represent their form and year group in student council meetings. These students will be involved with the MU ambassadors in supporting future projects.

Sports Leaders

Sports leaders have been assisting with supporting and coaching teams which have attended the HUB football competitions, this has been a great opportunity for them to develop their communication skills, tactical awareness and confidence. The sports leaders take charge of ensuring the teams are on time for each fixture, team selection and tactics for each match.

'I really enjoy helping out with the sports teams and going to the HUB tournaments with the younger pupils, It's a good experience to get involved and help coach teams.'

Molly Year 10



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Leadership – Ball Assistant



This season has seen Dean Trust Rose Bridges' first ever ball assistant take to the role and naturally develop into an excellent member of the team on matchdays. Kiera has learnt and developed within the role quickly and has expressed how much she **enjoys the matchday atmosphere and the work experience** she has gained from this.

'It has been such a **good experience and I have really enjoyed it** so far this season, the atmosphere on a match day is amazing and I've made some really good friends from other schools.'

Kiera will play an important role in selecting next seasons lucky ball assistant and will use her experience to mentor and guide them.



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Mentoring



Mentoring Overview

The aim of the program is to support and provide select pupils with the skills they need to re-engage with school life, with the aim of **increasing responsibility for behaviour, independence, motivation and attitude to learning**. Pupils are identified and referred by Heads of Year and PSM's (Pupil Support Managers).

Pupils are encouraged to improve these aspects around the academy in the form of 'peer competition'. Their reports to the SPO (School Partnership Officer) amount to points which are updated weekly on a 'mentor leader board'. **This encourages positive interactions** and influences throughout year groups.

Support is provided for these select pupils in the form of 1-1 intervention where they will focus on certain aspects of their ATL, behaviour around the academy, future achievements, responses to events etc. In some cases pupils will be supported in the class room setting depending on their individual needs.



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Aim Higher Report Booklet

Pupil Name:

Form:

Week Commencing:

Targets:

1.	
2.	
3.	

Date:	Target: /18		
	Target 1: ✓ X	Target 2: ✓ X	Target 3: ✓ X
Teacher Comments			
Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4			
Lesson 5			
Lesson 6			
Daily Summary:	Total Targets Met: /18		
Pupils Comments:			
Signed:			
	Pupil		
	Year Team		
	Parent		

Aim Higher report booklet



Mentoring Insight

Currently 13 pupils (1 year 8, 4 year 9, 5 year 10, 3 year 11) are accessing mentoring sessions with the SPO.

These pupils are displayed in the form of an 'Ultimate Team' based on the FIFA game popular with the mentees. This has helped **develop a team ethos and helped to break down barriers** by making it visual and relatable to themselves. Pupils also have the option to remove their image from the card if it makes them feel more comfortable.

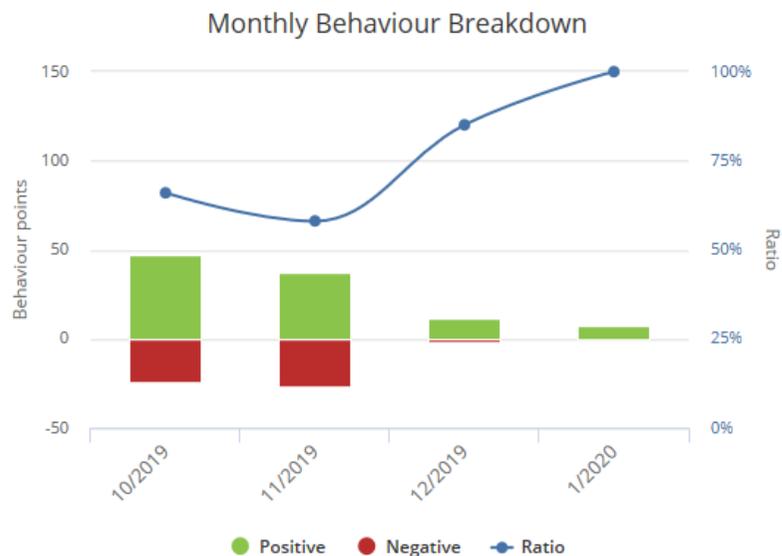
There are currently 5 pupils on the aim higher report booklet reporting to the SPO. This booklet along with the mentoring sessions aim to help the individual pupil take **ownership and responsibility** of their behaviour by having them choose and work towards goals and targets which they have set themselves.



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This has proven successful with certain students - Isolation placements **have decreased with ¾ of the year 9's**. Year 10 have increased responsibility for their own actions and staff have commented on how they have improved during free time around the academy. We have seen **the greatest improvement in 2 x year 11 boys** who have taken responsibility for their actions and are focussed on working towards their GCSE goals.

One year 9 pupil who has spent **18 months in inclusion** which is separated from main school has managed to reintegrate back to a full timetable with the support and guidance from the SPO.



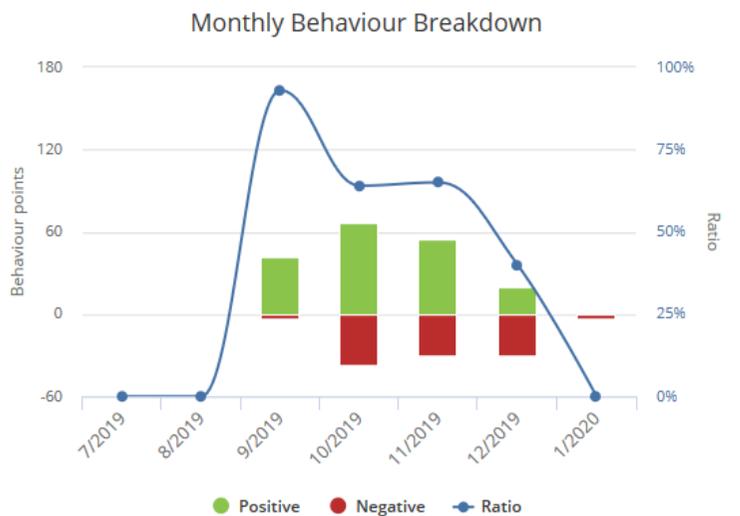
BB- **Significant decrease in behaviour** since October due to the SPO and his head of year working closely together to support Brad within and outside of lessons. The SPO and HOY check in with BB throughout the day and provide strategies for coping with various emotional needs. Since this intervention he has **improved his mood and effort** during lessons leading to him receiving much less behaviour points and praise from teaching staff.

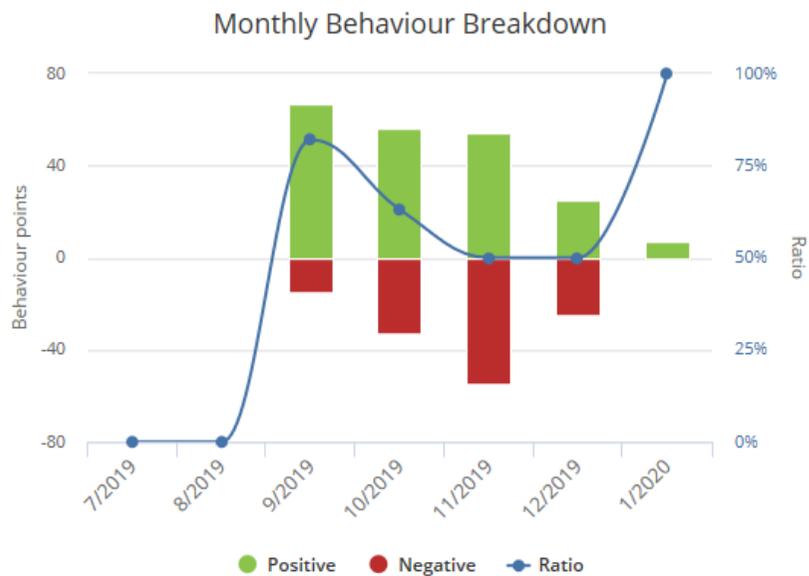


JM- Jake has seen an improvement with his attitude towards learning since working with the SPO in October, Jake is on a reduced timetable but with the support of the SPO and his HOY Jake has been able to **successfully increase his lessons** and is motivated to succeed in his GCSE's. The SPO has 1-2-1 sessions during lessons which Jake does not attend. During these sessions they work **on resilience, attitude and motivation** as well as core subjects and other learning which has been missed by Jake.



EW-Ethan has seen a **dip in attitude and behaviour** recently after being on report to the SPO, we have been working with Ethan on his work ethic and relationship with other pupils. Ethan is working towards a reward of his choice which he will receive after a considerable improvement in behaviour over a set period of time. The strategies in place are to ensure he succeeds in this and can take **credit for his own behaviour management**.





JW- This pupil spent 18 months in isolation prior to working with the SPO, Since then Josh has seen a **reduction in behaviour points during lesson times** and is working on reducing these during social time which has been identified as an area for improvement. This has worked in the form of Josh having a drop in every morning with the SPO to plan his day and strategies to support his efforts in lessons and around school. Along with this the SPO will check in with Josh each break and lunch time and also lessons highlighted by Josh as problematic. This has enabled him to stay focussed and work towards his goals.

Transition and Cross HUB links



Transition Overview

Two feeder Primary schools have accepted the offer of transition sessions aimed at year 5 and 6 pupils from the local area. These sessions have been organised and led by the SPO with the aim of making DTRB a higher priority choice school.

Within **Ince CE Primary school** the HDO has been working with both year 6 classes consisting of 30 pupils in each. These sessions have been based around team building and working together as a group to encourage respect and resilience within the peer groups.

Over the term there has been a significant increase in positive behaviour and pupils have become much more engaged due to the team building games and activities during the sessions.

Canon Sharples has taken a more select approach to their sessions, the HDO has been working with a group of 20 year 5 and 6 pupils who have been identified as needing a reward during school and also a boost in their overall confidence.

This has been extremely well received and successful as the selected pupils are now much **more engaged and confident** in their day to day lessons. This has led to a second session starting in the New Year with an additional group of selected pupils to run along side the current sessions.



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Extra Curricular



Extra Curricular Lunch time sports

Lunch time football takes part every day on the AstroTurf and is overseen by the SPO and another member of PE staff – Each year group is assigned their own pitch which they must stay within, each pitch is self regulated by the players to promote teamwork, fair play, respect and honesty. This has seen pupils develop skills required to officiate and lead their teams during unstructured playing time and has led to less negative interactions and conflicts during lunch time.

Each lunch time see's between **50-70 pupils** at a time playing football on the astro turf when the weather and surface allows for the full facilities to be used

During the months when the Astroturf is unsafe to use due to weather conditions the football is moved to the indoor facilities or the MUGA with 1 year group each day Allocated to take part and no more than 20 pupils to enter to ensure numbers are manageable and safe.

'It's good to play with just our year group and makes lunch time fun'.

Jack Year 7

'Lunchtime football has given us things to do to keep us out of trouble.'

Joe Year 9



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Extra Curricular afterschool clubs



Students attend weekly afterschool sports clubs which run each Wednesday and are **supported by the SPO**, these sessions change each half term to ensure variety and inclusion for all pupils. This term we have provided the pupils with after school sessions involving **table tennis, football, dodgeball and gym sessions**.

These sessions **focus on participation and promoting a healthy lifestyle** whilst having fun yet still developing skills and technique. These sessions aim to be as inclusive to all pupils as possible and are very popular extra curricular choices as they are well attended each week.



These sessions provide pupils with an extra hour of physical activity and social interaction which develops team work, social skills and knowledge of different activities and sports.



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Enrichment



Enrichment Overview and stats

Since the start of the academic school year Dean Trust Rose Bridge have attended a variety of events, trips and HUB competitions aimed at raising awareness within certain careers and broadening experiences throughout school.

So far the external trips and events have been attended by **153 pupils from DTRB** with **43 of these being pupil premium students**, additional events means that altogether there has been **528 individual experiences** by pupils and this number will increase throughout the school year.



Added to this there has been **35 pairs of tickets received by students** as a reward for their achievement and attitude to learning throughout the academy and **10 students were privileged enough to be selected to flag bear** during a Europa League fixture.

‘When we were flag bearing I was so nervous about falling over, but when the music started playing the atmosphere was so good.’

Corah Year 11



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HUB Competitions

DTRB pupils have taken part in all HUB competitions so far this year and have been **excellent representatives of the school**. Each competition all pupils have been extremely respectful to all staff and referees and have given 100% in every match through the cold and wet weather.

Through these competitions the **popularity of girls football has increased** and participation is at its highest with more Year 8 and 9 girls attending football sessions and competitions than in the past at DTRB.

The conduct shown by the boys teams in particular the year 10's has been brilliant. The **improvement in sportsmanship and communication** has been noticed around the school by staff and the use of football to promote and encourage this improvement in behaviour has been key.

KS3 pupils are looking forward to the upcoming competitions and are **focussing on doing the correct thing** around school in order to ensure they can attend.



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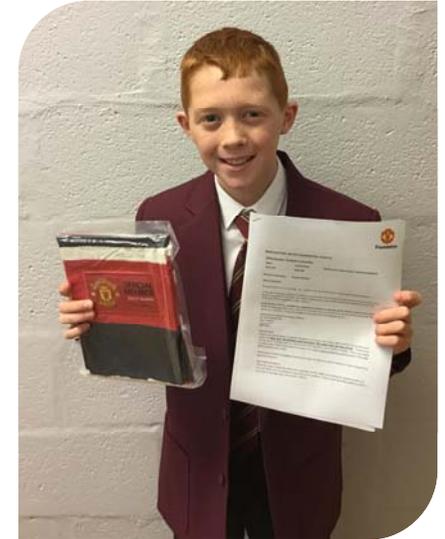
Tickets/Flag bearing



Thankyou so much for the tickets. The seats were amazing and the game was great!

Kaiden Year 8

So far this season pupils have received **35 pairs of tickets** to watch Manchester United play at Old Trafford. 10 other students also had the privilege of experiencing a Europa League game first hand by taking part in the **centre circle flag bearing** prior to kick off in the Manchester United vs FK Partizan fixture.



It was my first game I've seen live and I cant wait to see another one!

Brogan Year 7



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Enrichment- Careers & Rewards



Military Residential

Students from year 10 and 11 were selected to attend an Army Residential at Holcombe moor training centre where they spent two days and one night taking part in different activities aimed at building **resilience, teamwork and communication skills**. These students were selected by Heads of Years through having either an interest in a career in the armed forces or would benefit from experiencing activities which focus on those aspects.

They took part in activities such as paintballing, obstacle course, rifle shooting, problem solving games and first aid. Pupils who attended had a fantastic experience and all said how much they enjoyed the residential and would love to take part again in the future.



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'This was an unreal experience for our students considering their demographic and aspirations, they had a great time and gained a lot from this. The impact it has had is of a great benefit to these type of pupils who now have an interest in something for the future.'

Mr Shepherd (attending teacher on residential)



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Next Move NHS Social Care Event

Ten Year 10 Health and Social care students attended the NHS Next Move event these pupils were selected as they have shown excellent attitude and behaviour during Health and Social classes, the pupils had also shown an interest during lessons about working within the NHS and the social care sector.

There was a variety of work stations set up which each school rotated around throughout the afternoon. This gave them an insight and experience into what the NHS had to offer within the Health and Social work sector, this event was very interesting for the selected pupils as they were able to take part in hands on work stations, this meant they could gain a **greater knowledge and understanding of each department involved within the NHS.**

The event was a success with all pupils saying that they left with a **greater idea of what their next steps** after education could be.



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Enrichment- trips and events



BBC Bitesize Road Show

DTRB Hosted the BBC Bitesize Road Show which was presented by Radio 1 DJ Nick Bright and guests from within the BBC who worked within various industries.

This event saw 375 pupils of which 219 were pupil premium gain insight into careers and advice surrounding the media industry and the variety of roles included. The pupils gained knowledge about revision material, the importance of education and motivated them to succeed within school.

This involved three presentations which lasted an hour and were presented to year 7,8 and 9 pupils as a whole year group, and was ended with a Q&A session.



Christmas Party

Five Year 7 students were selected to attend the annual Christmas Party at Old Trafford. These students were selected by Pastoral staff for their year group and their Head of Year, they were selected as staff believed this event would have the greatest impact on these students due to either their background or other influences within or outside of the school environment which could affect their Christmas experience.

The day started with a stadium tour before heading to the suite where the party was held. The pupils got chance to take part in games, dance, use the photo booth with props and have a meal whilst meeting Fred the Red and other mascots. After lunch the pupils received a gift bag with Manchester United goodies including; training tops, shorts, scarves, badges and other great gifts.



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They then got to watch a performance from a professional freestyle footballer and were surprised with an appearance from Michael Carrick who gifted every pupil with a pair of football boots from his foundation.

The pupils were extremely grateful for the gifts and all mentioned about how enjoyable the event was, it was great to see them come out of their shell and mix with pupils from other schools.

'I've got some new boots for football and had a fun day out too, Thanks!'

Jack Year 7



RAF STEM Event Cyber Security

Ten Year 10 pupils took part in the RAF Cyber Security event – The selected pupils were identified by teaching staff as having an interest in computing and computer science, this event gave those pupils a great insight and experience in this subject and helped them to decide whether to further their knowledge by taking computer science as a higher education subject after their GCSE's.

This event focused on code breaking and the pupils had to use clues and skills taught to them to crack the code to a briefcase, all pupils and staff which attended said how enjoyable the event was and that it was a success. DTRB pupils were then selected to take part in a stadium tour with the RAF staff as they were identified as having an excellent attitude towards all the tasks.



'I really enjoyed the code breaking and problem solving and having a tour of the stadium at the end was really good!'

Paige Year 10.



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Haydock Racing to School

Year 8 pupils were lucky enough to attend the first Haydock racing to school event. They had the opportunity to attend a race day and see what it takes to keep things running behind the scenes. They firstly got an insight into the catering sector where they received an introduction and talk from a member of the management staff involved with race day hospitality.

The pupils were given an insight into catering, roles within the industry and the day to day running of the race course boxes/suites. They were then taken down to the parade ring where they met **Bryan Robson** and got a close up view of the horses to learn about the maintenance and pre race grooming that goes on in the paddock. The day was finished off with the students having a **meal in a box with a fantastic view** of the racecourse and they got to watch the races from there.





“The experience that I had from Haydock was amazing. We had a talk from a professional from the catering side talking about the different roles and what he does here in Haydock. We met a famous female jockey who took us to the centre of the parade ground before the first race... Thanks for letting me go to this event because I thoroughly enjoyed it.”

Ryan Year 8



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Attendance reward: Christmas Cinema Trip

23 Students with **100% attendance** since the start of the school year were rewarded with a trip to the Everyman Cinema in Manchester to watch Home Alone with popcorn and a drink each.

For some of these pupils it was the first time in which they had ever been to a cinema to watch a movie and was a great experience for them which has also motivated them to carry on and achieve 100% throughout the school year.

Miss King who attended the trip said; 'The trip to the cinema was a really **enjoyable experience for the pupils**, they thoroughly enjoyed the trip out and were talking about it for days after. The hospitality on the trip was great and it was good for them to experience a cinema with this kind of style.'



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OFSTED Framework



Behaviour and attitudes

- Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:
 - the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
 - Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
 - learners have high attendance and are punctual
 - Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination is not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by:
 - equipping them to be responsible, respectful, active citizens who contribute positively to society
 - developing their understanding of fundamental British values
 - developing their understanding and appreciation of diversity
 - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.



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