



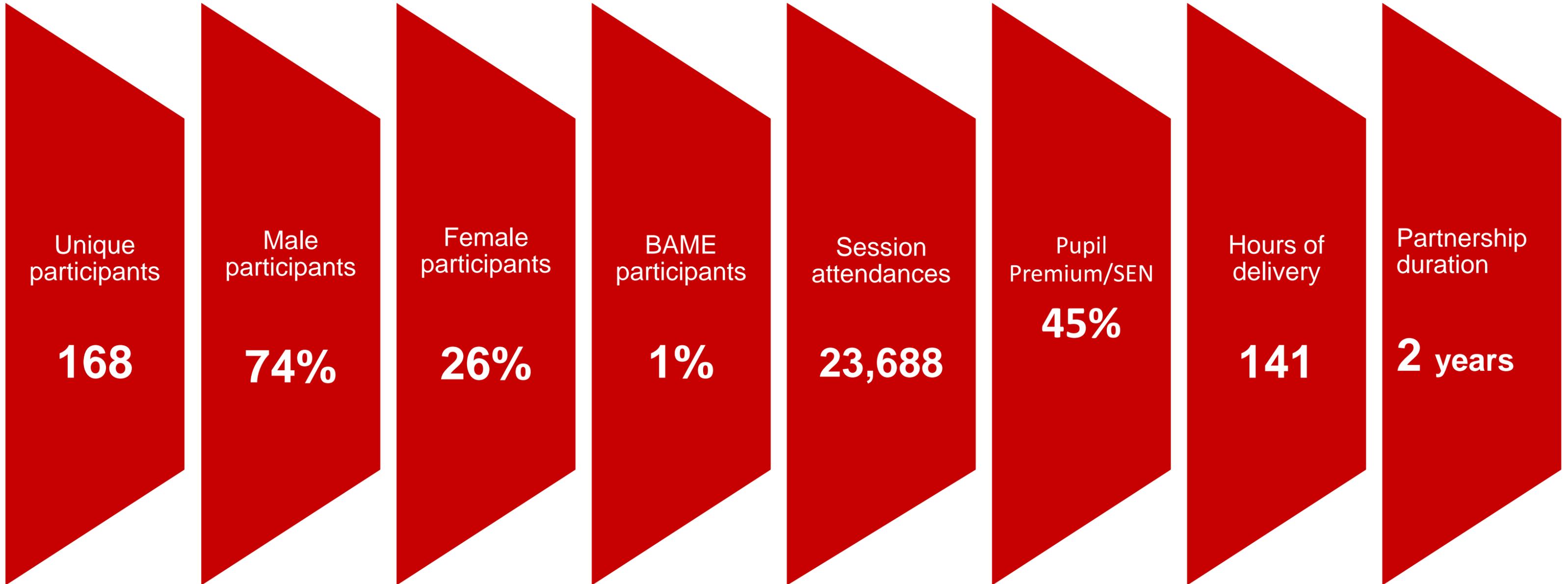
Foundation

**Dean Trust Rose Bridge 2020/21 Impact Report
Term 1**

Dan Eckersall

Delivery Statistics

Academic Year Totals



Mentoring, Targeted Intervention & Personal Development



Mentoring, Targeted Intervention & Personal Development

Delivery Headlines

During term one

Across **42** sessions, **46** students were engaged in Manchester United Foundation mentoring, targeted intervention and personal development programmes.

83% of students engaged showed improved behavior and/or attendance as a result of participation

74% of students engaged reported an improved attitude to learning and/or school as a result of participation

83% of students engaged reported improved resilience and/or mental wellbeing as a result of participation

Targeted Intervention

Believe FC

In October 2020, the SPO introduced the 'Believe FC Programme' to select groups of pupils within KS3. These pupils were selected by HOY and PSM's and were identified as **pupil's who would benefit in a variety of ways** from taking part in this intervention programme.

The SPO has worked closely with 6 different Cohorts across KS3 with a differing focus for each group as seen below:

Year 7 Girls: Focus on confidence and self esteem.

Year 7 Boys: Focus on behaviour and confidence.

Year 8 Boys: Focus on behaviour and motivation.

Year 9 Girls: Focus on motivation, confidence, self esteem and perceptions.

Year 9 Boys: Focus on confidence and attitude to learning.

Turn Around Year 9: Focus on reintegration into main school.

Idols

What is an Idol?

Task – In pairs make a list of people you think make good role models.

Why are these people inspirational?

What do you think are the most important characteristics?



'Believe in something even if it means sacrificing everything'

Believe FC



Believe FC Impact Group Intervention

Believe FC is an intervention programme aimed at **developing pupils 'future confidence'** through a variety of weekly sessions building on characteristics and motivations. The programme is designed to help pupils realise and **unlock their potential** through discussion and learning from one another.

Across the 6 groups **83%** of participants showed an increase in at least one aspect of their attitude to learning. This has been visible to teaching staff and pastoral staff who have commented on the difference within the pupils since engaging with the Believe FC intervention programme.

From the post programme questionnaires taken by the pupils it has been visible that there has **been an improvement in confidence, resilience and positive decision making**. Pupils are now looking at situations from a different perspective and believing in their abilities.

"it was good. It gave me more idea what to do or not to do when I'm having a wobble"

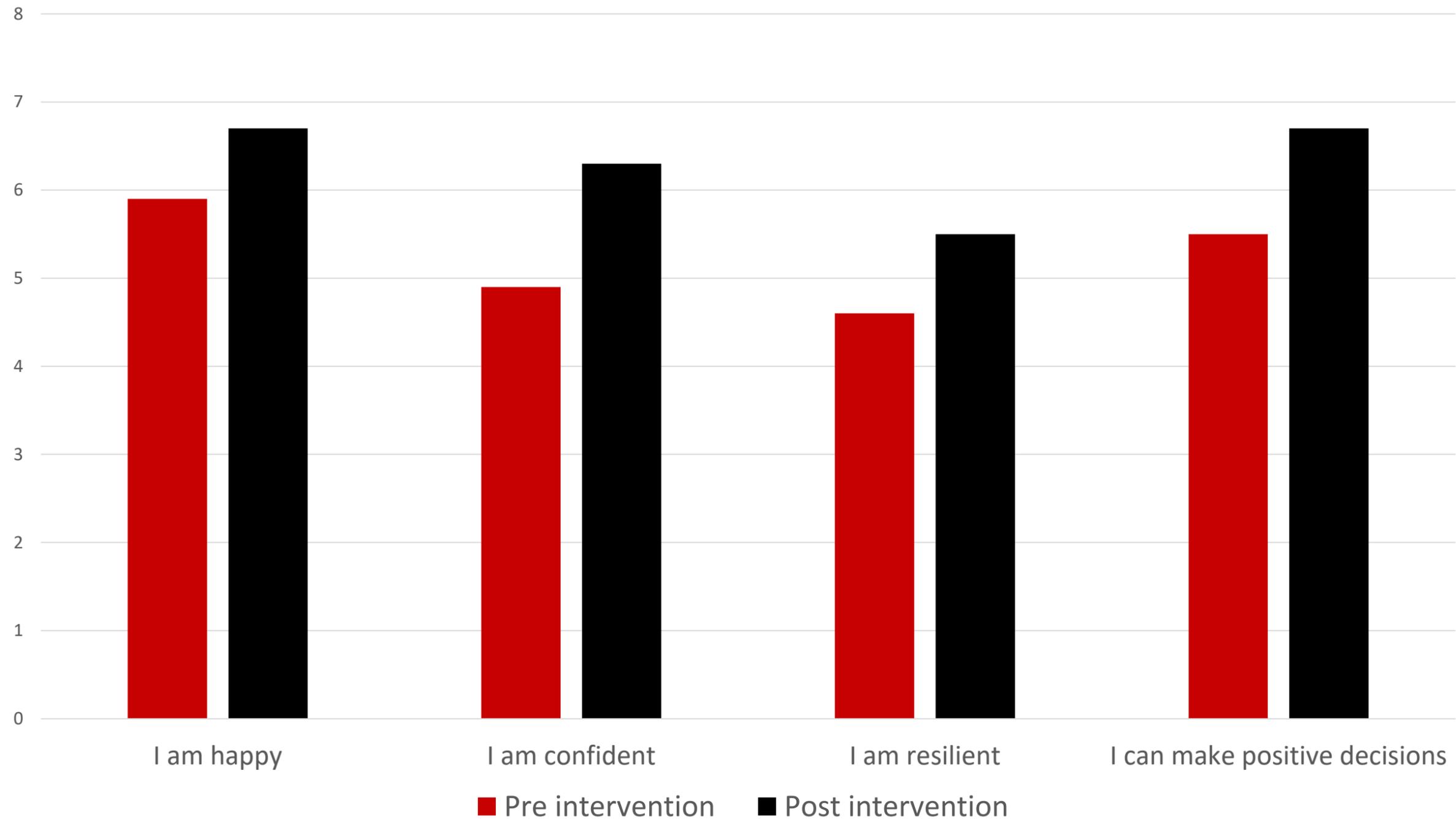
Amy T Year 9



Believe FC Impact

Group Intervention

Average results from pre/post intervention pupil questionnaire



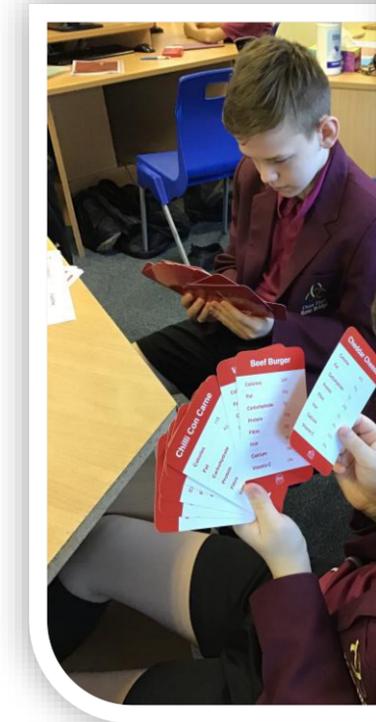
Personal Development

Health and Wellbeing

Dean Trust Rose Bridge have teamed up with the Foundation Inclusion Team to deliver their health and well being programme to a select group of year 8 pupils. The pupils were highlighted and selected by the school SENCO as **pupils who would highly benefit** from this intervention.

Since the introduction session on the 11th November 15 pupils have taken part in their own **fitness testing and diet analysis**, this has enabled them to focus on what it takes to lead a healthy lifestyle and educate the pupils on the **importance of exercise and a balanced lifestyle**.

The aim of this programme is that by the end session the pupils will be able to actively make choices which can not only **improve their lifestyle and wellbeing** but enable them to educate their peers and families.



Health and Wellbeing Impact

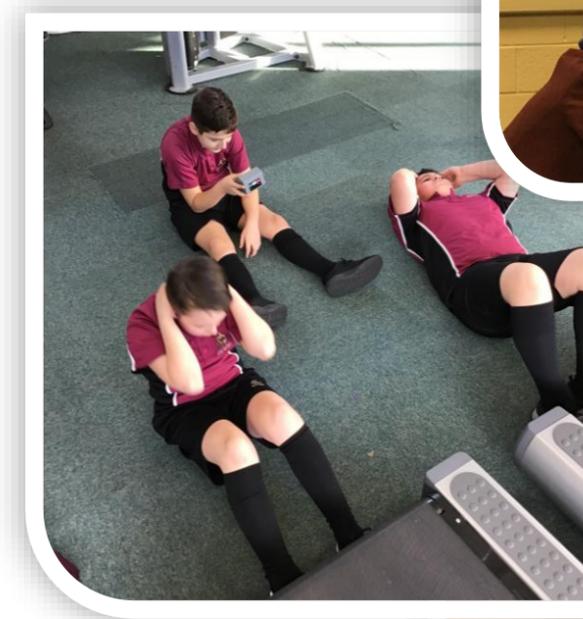
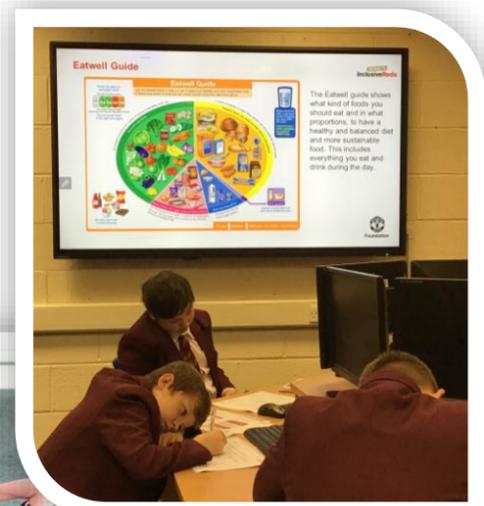
Personal Development

Throughout the 6 week period 15 pupils had the opportunity to evaluate their own individual lifestyle and were **educated on aspects which directly impact their health and being.**

The pupils took part in a 2 hour session each week which was broken down into an hour of theory with a **focus on nutrition and education on the benefits of a healthy lifestyle.** This was followed by an hour of practical physical activity **introducing the participants to a variety of exercises** including Yoga, HIIT workouts and team sports.

'I enjoy going to the gym with my dad so it was good to learn about what diet is best to help me'

Jayden Year 8



Case Study

Ethan Walsh

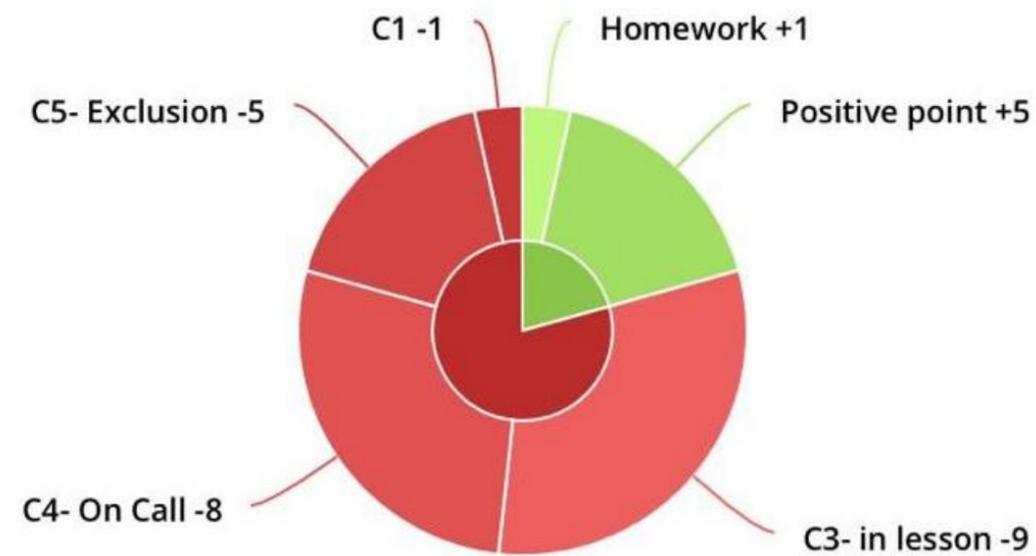
EW was referred to the SPO in an attempt to **reduce behaviour logs and improve attitude to learning** within the classroom. EW would frequently disrupt lessons through confrontations with others and shouting out, this would lead to highly disruptive confrontation with staff leading to aggressive behaviour and lack of self control.



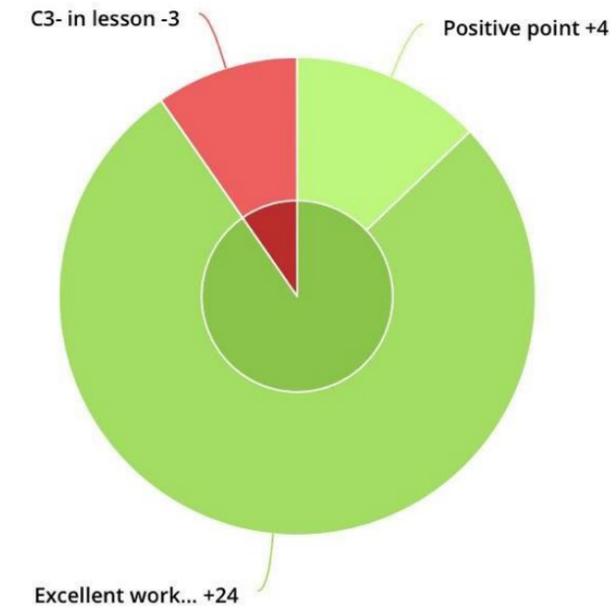
The SPO has worked closely with the year 10 head of year Mr Shepherd to devise a strategy to increase class charts points and decrease behavioural logs.

This strategy includes a balance between in lesson support and 1-1 mentoring meetings with the pupil with a focus on maintaining concentration and respect at all times.

EW also suffers from type 1 diabetes which can affect Ethan's concentration and behaviour, the SPO has worked with Ethan to identify how his emotions are linked with his blood sugar levels and influence his mood. This has helped Ethan **become even more independent** and manage his diet/mood/condition more effectively leading to **higher levels of concentration** during lessons and increased mood.



*Behaviour breakdown from Class
Charts October 2020*



*Behaviour breakdown from Class
Charts November 2020*

As seen above, Ethan has shown a major improvement in his behaviour between October and November.

The support provided during lessons has benefitted Ethan as he is able to expand his subject knowledge which has then **led to increased focus** and less negative behaviours.

‘Ethan has become far more engaged with all aspects of learning in and out of the classroom due to the support and intervention that has been provided.’

Mr Shepherd Year 10 HOY



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Enrichment



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Enrichment

#ThankyouThursday

The SPO introduced #ThankyouThursday into Dean Trust Rose Bridge towards the end of November after the initiative was created by a fellow colleague within the Foundation.

This has been a fantastic **opportunity for pupils to reflect on their school experience** and focus on the many good things around school which they may overlook. Not only has it **increased pupil wellbeing and relationships with school staff** it has also changed the perceptions of pupils and got them to think about things within the school setting in which they are grateful for.

Staff response has been excellent, the SPO when delivering the thankyou postcard witnesses first hand the boost in mood and the response these cards create as pupils do not always show their true feelings and gratefulness during lesson time.



Extracurricular



Extracurricular

Lunch time activity

Across the term **24** pupils each day have had engaged in **30** minutes of extra curricular lunch time activity totalling a collective of around **720** hours of extracurricular sport.

During term 1 the SPO has provided break and lunch time activity each day in the form of organised football using the MUGA, this was provided for the 2 years groups which had access to the facilities within their bubble allowing 12 pupils at a time to play organised sport.

This has greatly impacted pupils behaviour around unstructured time at break and lunch and as a result has led to a **decrease in negative behaviour** particularly within the year 11 year group.

Pupils could only access the facilities if they showed the right attitude and respect towards staff during these unstructured periods, this gave them **more responsibility for there actions** whilst also having the chance to use sport as a way to socialise and burn off excess energy prepare them for their following lessons.

Transition



Transition

Delivery Headlines

During term one:

Across **9** sessions, **27** local primary school students engaged in Manchester United Foundation transition activity

Collectively, Manchester United Foundation transition activity generated **243** hours of primary school student engagement

100% of students reported that they had developed at least one soft or sports related skill as a result of participation, with **89%** reporting they had developed 3 or more.

96% of students reported that they would like to attend Dean Trust Rose Bridge after participating in Manchester United Foundation transition activity



Transition

Feeder Primary Delivery

Since the start of the new school year the SPO has developed links with another of Dean Trust Rose Bridge's feeder primary schools. Due to COVID the previous primary schools of Ince C.E and Canon Sharples unfortunately could not have external visitors.

This has enabled the SPO to dedicate their allocated transition time solely to Britannia Bridge delivering quality multi sports activities with a **key focus on team work and team building** within Mr Alty's year 5 class.

Throughout the term the SPO has attended Britannia Bridge 1 hour a week on a Thursday afternoon with the aim to develop meaningful relationships with staff and pupils to encourage them to choose Dean Trust Rose Bridge in the future.



Transition

Feeder Primary Delivery

The sessions have ranged from small group team building exercises to **whole class team work events**. During this time was national disability week, this was a great opportunity for pupils to take part in some **inclusion sports and experience adapted versions** of sports which they may not have previously played.

Seated volleyball was a huge success with the pupils and helped them to understand that there are sports out there that are suitable and enjoyable for everyone.

'We've noticed that their constructive teamwork and discussions have improved and become more positive.'

Our core school values are HEART: happiness, encouragement, aspirations, respect and teamwork. Your sessions definitely help to build our children's understanding of these values.'

Mr Alty – Year 5 Class Teacher



Transition

Feeder Primary Delivery

"It's definitely one of my favourite parts of the week"

Millie Y5

"I'm not the best at sporty things, but I don't feel like everyone is watching me"

Lennie Y5

"It's really good because we get to do sports but with my mates"

Jake Y5

"It's like you're doing PE, but you're not. It doesn't feel like a lesson, but it is a lesson"

Jason Y5

Curriculum Delivery & Support



Curriculum Delivery and Support

Delivery Headlines

During term one:

Across **41** sessions, **47** students engaged in Manchester United Foundation curriculum delivery or support.

Collectively, students were engaged for **1,927** hours through either classroom support or MU Foundation staff delivery.

Sports Studies Classroom Support

Revision, Team Teaching, Small Group Intervention

Throughout term one the SPO has been timetabled to support year 10 sports studies students for 3 lessons a week.

The support provided has varied throughout the term and consisted of **small group intervention** and revision, catch up sessions, revision lessons and team teaching certain topics alongside the class teacher.

Overall the support has allowed students who have missed out key areas of learning due to isolating or COVID to **stay up to date with the curriculum and prepared for upcoming exams.**

Alongside classroom support the SPO has also supported within core PE lessons, particularly with the groups who's lessons require off site provision. During these sessions the SPO has led multiple drills and game situations promoting the **development of basic skills and tactical awareness.**

GCSE Assessment Delivery

Football Coaching/Session Delivery

During half term two, 16 year 11 pupils studying GCSE PE took part in their practical assessment towards their overall grade. The SPO led a half day of football skill related drills and sessions progressing from active warm up drills to small sided games then later into an organised match.

This allowed the PE department to freely assess their pupils during an important part of their qualification whilst taking part in **quality and specific drills** led by the SPO.

The pupils commented on the enjoyment they got from the sessions and that they were still learning new skills and felt they **developed and progressed throughout**.



Competitions



Competitions

Cross School Quiz

In November a group of 10 year 9 students took part in the first Manchester United Foundation cross school quiz, this saw **18 different schools participate** and compete against each other. This also gave pupils a chance to interact with other pupils from a variety of areas in a socially distanced manner.

The quiz format was in the form of a picture round which encouraged the group to work together and communicate their answers followed by a cross school Kahoot quiz.

Dean Trust Rose Bridge pupils were **a credit to the academy** and finished in an overall position of **third place** which is excellent!

This will now carry forward throughout the school year when each year group will compete and add to the total points scored with an eventual winning school at the end of the academic year.



Qualifications & Skills



FA Playmaker Qualification

Year 10

Throughout term one, pupils studying sports studies were offered the opportunity to take part in FA Playmaker Qualification led by the SPO.

13 pupils from one class volunteered their time to complete this qualification during their core PE lessons.

This will now take place after the Christmas period throughout half term 3.

Due to COVID this has been set online via google classroom to all year 10 sports studies pupils to complete with a guide that has been created to support the pupils throughout the process.

This means that by February half term **53** pupils will have completed and **gained an FA coaching qualification**, this will lead to them being more knowledgeable about the coaching pathway and those who are interested to progress further will be able to easily transition to their level 1 badges.



Volunteering



FareShare Partnership

Marcus Rashford FSM Campaign

Dean Trust Rose Bridge were selected as one of the pilot schools in the first Fare Share and Manchester United Foundation partnership school meal deliveries through Marcus Rashford's free school meal campaign.

During the week of October half term the SPO along with school staff volunteers enabled the delivery of over **500 school meals** to pupils and families of DTRB.

Each day throughout the week a dedicated team of staff organised collection points and deliveries for over **40 families consisting of over 100 meals per day.**

These were extremely well received from the families of DTRB pupils and they could not thank staff enough when these meals were delivered to their homes during these difficult times.



DTRB Christmas Hampers

Feeding Bodies Feeding Minds

With the help of Dean Trust Rose Bridge staff the SPO has been able to provide food hampers consisting of **at least 6 substantial family meals for 75 families** within the local community. Due to COVID restrictions donations were limited to staff only for safe collection. These donations from staff and their families amounted to **over 800 food items** with the rest of the stock coming from school funding.

This has been a great **community initiative** within the academy which brought staff together to donate to a great cause, the hampers were then collated and put together by a group of year 9 pupils as part of their **social action** time.

Each hamper was accompanied by a Manchester United goodie bag and work booklet to help keep the pupils and families minds active during the Christmas period.



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.

- ✓ ***Mentoring, intervention and personal development***
Slides 4-11
- ✓ ***Enrichment***
Slide 13
- ✓ ***Extra Curricular activities***
Slide 15
- ✓ ***Curriculum support***
Slides 22-24

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.

- ✓ ***Mentoring, intervention and personal development***
Slides 4-11
- ✓ ***Enrichment***
Slide 13
- ✓ ***Extra Curricular activities***
Slide 15
- ✓ ***Transition***
Slides 17-20
- ✓ ***Competitions***
Slide 26
- ✓ ***Qualification and skills***
Slide 28
- ✓ ***Volunteering/social action***
Slides 30-31



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Thank you

For more information visit mufoundation.org