



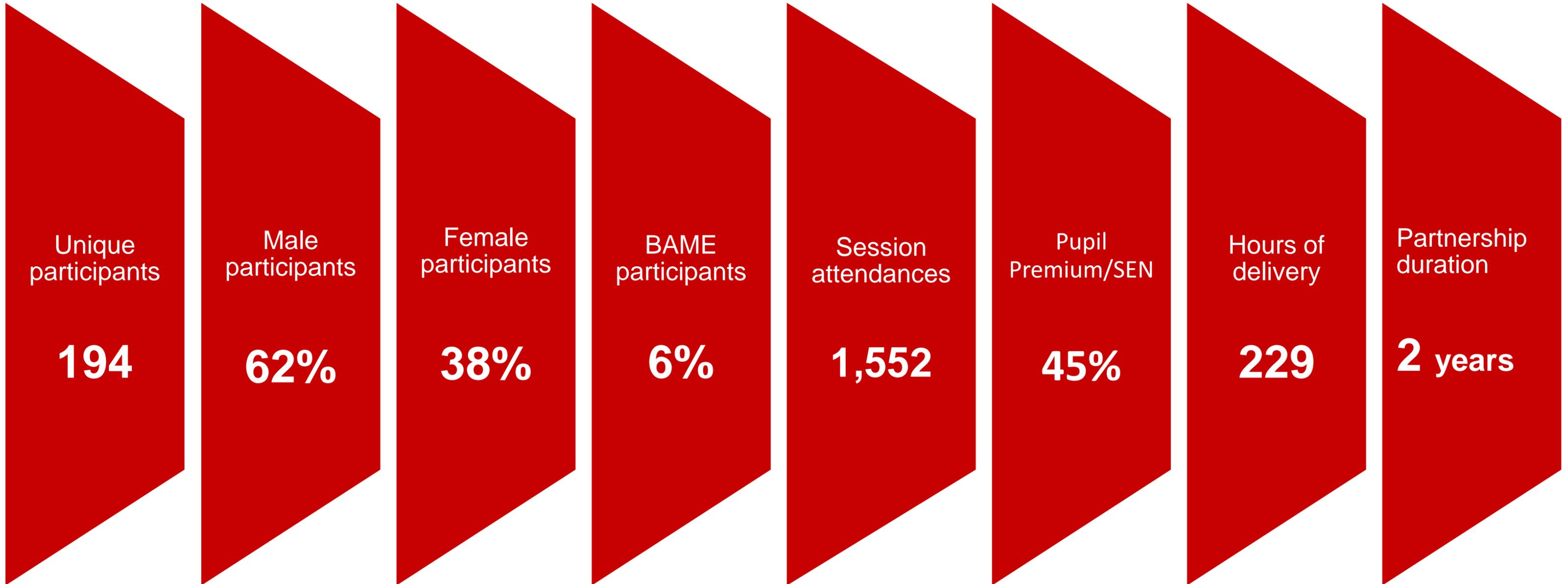
# Foundation

## Dean Trust Rose Bridge 2020/21 Impact Report Term 3

Dan Eckersall

# Delivery Statistics

## Term 3 Totals



# Targeted Intervention & Personal Development



# Mentoring, Targeted Intervention & Personal Development

## Delivery Headlines

During term three:

Across **36** sessions, **36** students were engaged in Manchester United Foundation mentoring, targeted intervention and personal development programmes aimed at engaging pupils identified as benefitting from increased confidence and social mixing.

**88%** of students engaged showed improved confidence and/or attendance as a result of participation

**88%** of students engaged reported an improved attitude to learning and/or school as a result of participation

**92%** of students engaged reported improved resilience and/or mental wellbeing as a result of participation

# Targeted Intervention

## Believe FC

In HT 5&6, the SPO continued the delivery of 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 lacked confidence and personal social skills**, this cohort differed from previous terms as there was less focus on behaviour and more focus on personal achievements and self confidence.

The SPO has worked closely with **6 different Cohorts** across KS3 with a similar focus for each group including; Role models and characteristics which influence decisions, self talk and self confidence, team building and communication.

This term the book and ball sessions were added by the SPO to **develop more meaningful conversation** within the group which proved effective and enjoyable for the pupils and allowed them to open up more and **set personal targets to achieve.**

### Idols

What is an Idol?

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

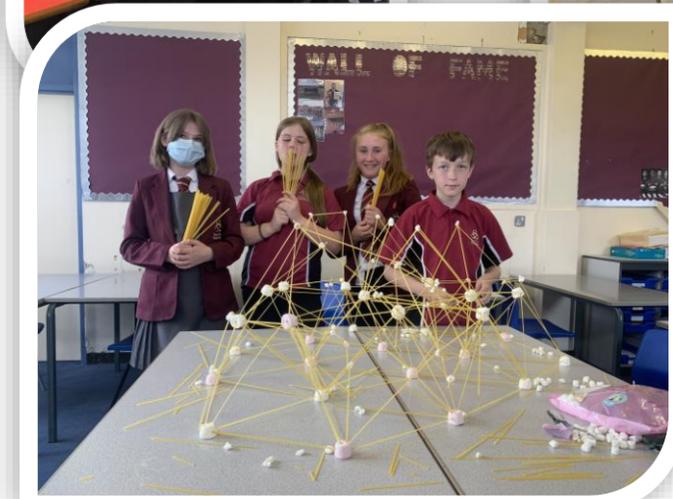
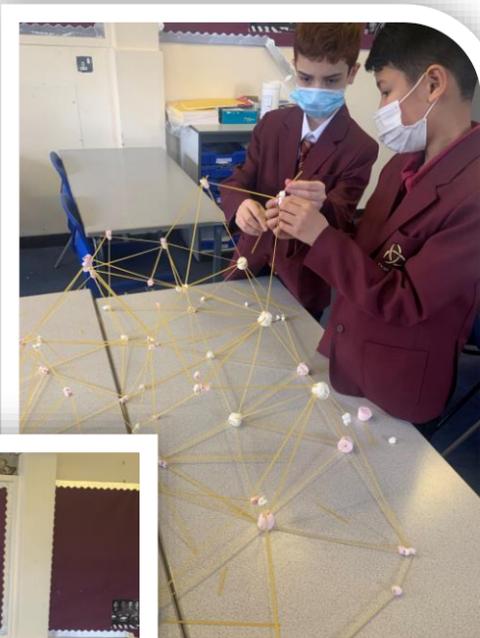
Why are these people inspirational?

What do you think are the most important characteristics?



'Believe in something even if it means sacrificing everything'

Believe FC



# Personal Development

## Health and Wellbeing

Dean Trust Rose Bridge have continued to team up with the Foundation Inclusion Team to deliver their health and well being programme. This has now developed into a regular session block each half term and has now **directly impacted 34 pupils** from year 7 and 8. **This term 22 SEN pupils have taken part and completed the programme.**

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.



# Enrichment



Foundation

# Enrichment

## MIF x MU Foundation

During May Manchester United Foundation teamed up with Manchester International Festival to **identify talent within schools** to perform during the festival held in Manchester City center. School were given the opportunity to nominate pupils to go in front of a judging panel including Manchester United Legend Gary Neville.

DTRB held auditions which involved pupils giving up their time after school to record their auditions to be sent off for judging.

Overall **10 pupils were selected to be judged** by the SPO and performed live whilst recording their performance. Pupils ranging from year 7 up to year 10 all took part and Molly from year 7 was eventually selected to represent DTRB in the final judging selection with her rendition of 'somewhere only we know'. Unfortunately Molly was not selected in the final to perform live at MIF but this **opportunity led to talent being identified within school** during a year where performance was put on hold due to COVID and was able to perform during Jamboree day at the end of the school year in front of all staff and pupils.



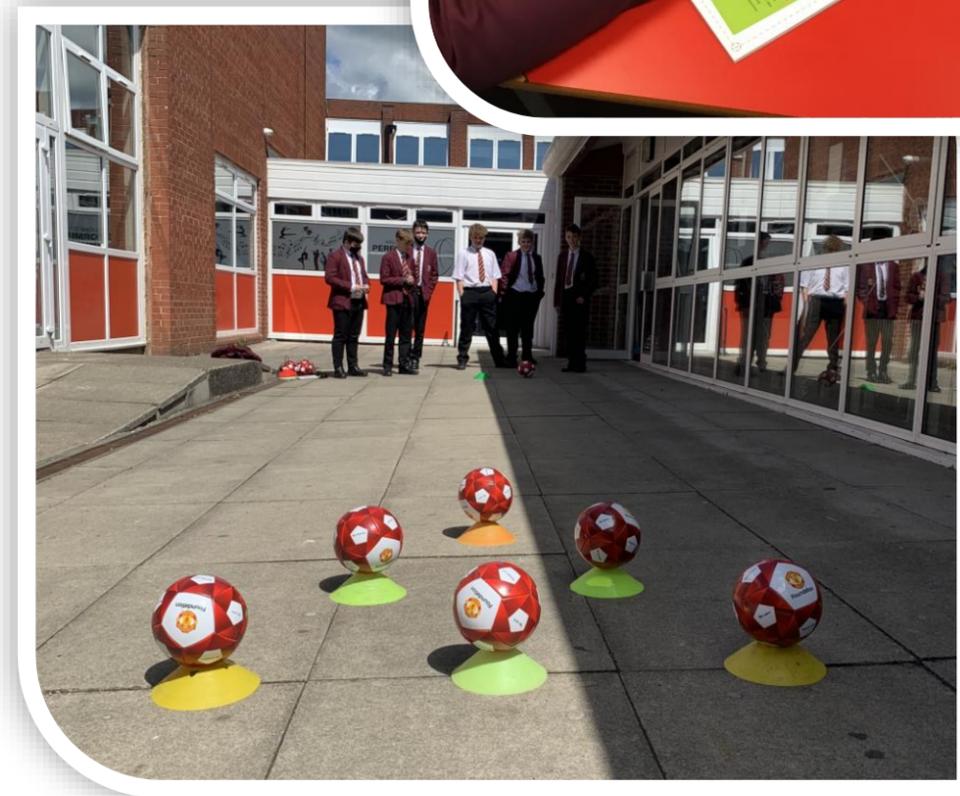
# Enrichment

## Book and Ball

As part of **mental health awareness week** in May, Manchester United Foundation partnered with DK books to distribute **60 wellbeing books and balls** to their partner schools.

DTRB received a batch of books and balls to be used to generate discussions around mental health and wellbeing with pupils.

The SPO used these balls within their Believe FC sessions to help pupils understand not only the way they feel but to also **understand other pupils feelings to encourage more meaningful and supportive friendships**. All pupils who took part in the sessions received a book and ball of their own to take home and were encouraged to use the tips and games inside with their family to **help spread awareness** outside of the school environment.



# Enrichment

## Book and Ball

The SPO also delivered **30 books and balls** to Britannia Bridge Primary where year 5 used these as part of their mental health awareness lessons that week with excellent feedback from both pupils and their class teacher.



*'The kids absolutely loved the gifts and the activities we did with them. Some of the conversations they generated were really pleasing and children who I didn't expect to opened up.'*

**Mr Alty – Year 5 Teacher**



# Enrichment

## Staff Football

This term the SPO has introduced staff enrichment in the form of a staff football team who have competed in two 11 aside football matches against partner school Dean Trust Wigan. The team consisted of a mix of staff from support staff, teaching staff and Dean Trust executive staff. This was a **great opportunity for staff to bond and compete alongside each other outside of the classroom environment** which is extremely important for staff wellbeing.

The first game between DTRB and DTW during half term 5 was used as a charity match through playing staff donations to support a DTW pupil Maddison who had been battling cancer. Funds were raised to help provide wigs to support with post treatment recovery and wellbeing. Maddison started the game with the kick off to celebrate the event taking place. **In total staff raised £150 towards a great cause.**



*'its an excellent opportunity to work together as a trust and team outside of the educational environment. Extra curricular is just as important for staff as it is for pupils to increase well-being and health.'*

**Mr Volante – PE teacher**

# 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.

# Extracurricular

## Year 7 & 8 Football Club

Extra Curricular football has been popular amongst year 7 and 8 pupils this term with up to **25 pupils attending** each Wednesday after school.

Pupils who have attend extra curricular sports clubs have now become part of the **sports leadership** pathway being implemented by the SPO and **rewarded for their attendance and attitude** to learning around school.

Each pupil who fits each category has now received a badge to **acknowledge their attendance and dedication** to not only extra curricular but their performance within school and during lesson times.

This will then be developed further starting in September when pupils return to school following the summer break.



### Year 7 - Beginning your journey

- Attend at least 2 Extracurricular sports clubs **per half term**
- 96%+ school attendance
- Demonstrate Dean Trust Rose Bridge values and expectations
- Receive White MU Foundation badge



### Year 8 – Introduction to leading

- Attendance at 1 Extracurricular sports club **per week**
- 96%+ school attendance
- Demonstrate Dean Trust Rose Bridge values and expectations
- Complete young leaders award course
- Receive Red MU Foundation Badge



# Transition



# Transition

## Delivery Headlines

During term three:

Across **15** sessions, **42** local primary school students engaged in Manchester United Foundation transition activity

Collectively, Manchester United Foundation transition activity generated **630** hours of primary school student engagement

Britannia Bridge continued to facilitate the support offered and the SPO delivered sports and team building sessions to a class of **30** pupils throughout the term.

Canon Sharples were available to also re-engage with the SPO after allowing external visitors within the school this term. This meant the SPO was able to **establish a valuable link** with year 6 pupils attending DTRB next school year across 4 sessions leading up to the end of the school year.



# Transition

## Britannia Bridge

The partnership between Britannia Bridge and DTRB **continued to go from strength to strength** due to allowing external visitors.

This allowed the SPO to continue their delivery each Thursday afternoon and engage in **sporting and team building activity** with 30 year 5 pupils during an hour session.

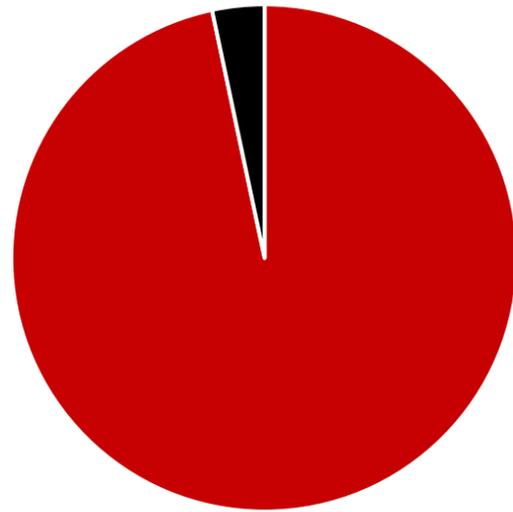
During HT6 the SPO was able to take pupils from DTRB to Britannia to support and deliver their own warm ups and sessions as part of a **leadership opportunity and work experience**. More information regarding this opportunity can be found on page 29.



# Transition

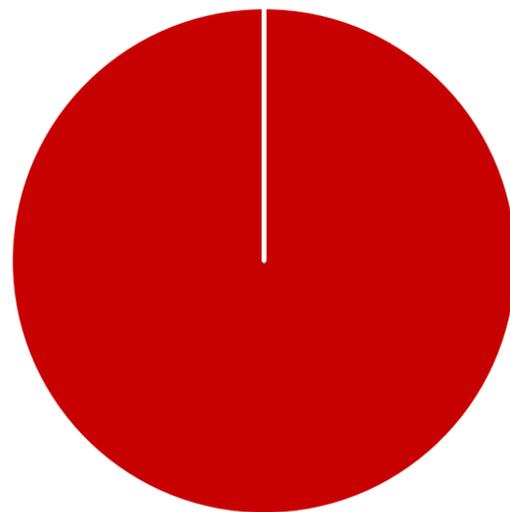
## Britannia Bridge Feedback

Enjoyed sessions



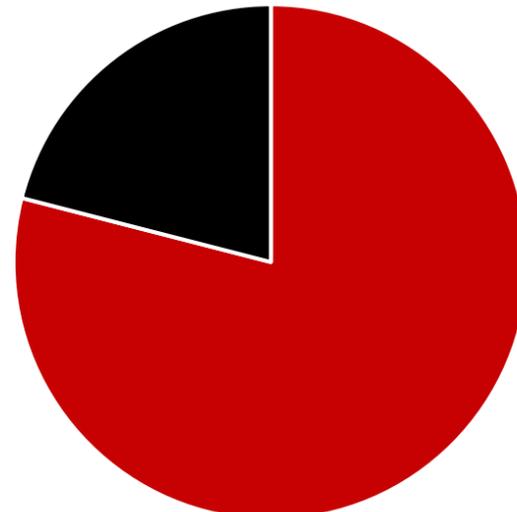
■ Yes ■ No

Improved confidence



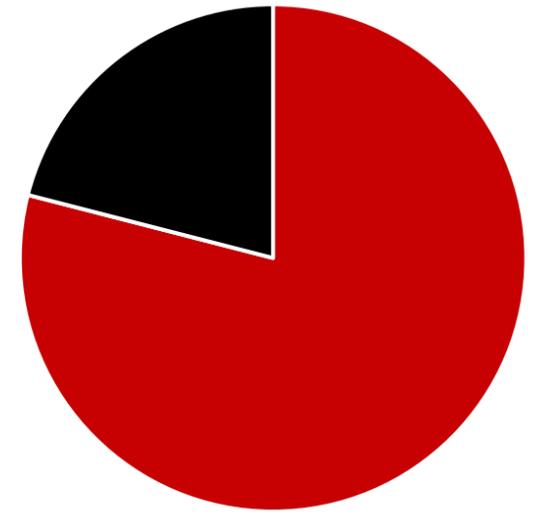
■ Yes ■ No

Improved Resilience



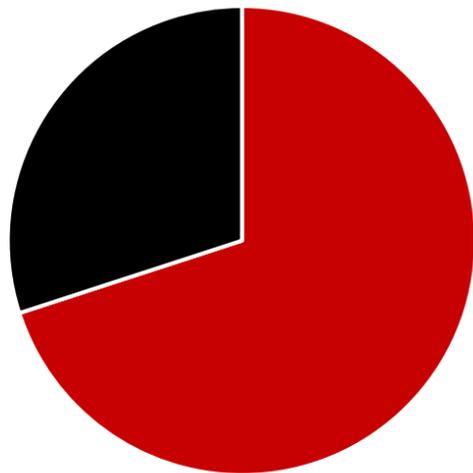
■ Yes ■ No

Improved core skills



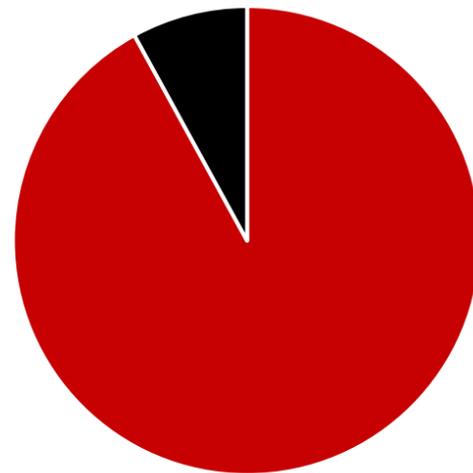
■ Yes ■ No

Would attend DTRB



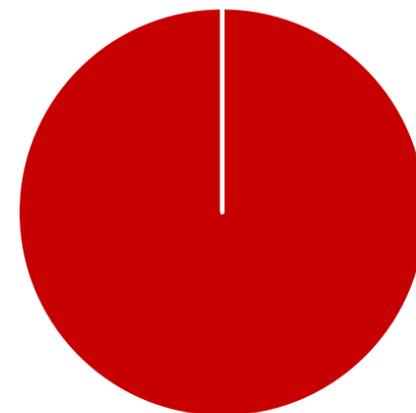
■ Yes ■ No

Increased team work



■ Yes ■ No

Would attend MU Foundation session again



■ Yes ■ No

Class size 30 - Based on 24 surveys as 6 pupils were absent at time of survey

# Transition

## Canon Sharples

During half term 6 Canon Sharples Primary allowed external visitors to enter the school premises for the first time since the start of the school year. This meant that the SPO was able to re-establish the relationship between Canon Sharples and DTRB and **continue working with a select group of pupils** within year 6.

Because class groups were still not allowed to mix the SPO worked solely with a small group from within one of the year 6 classes. This group included pupils who will be attending DTRB in year 7 and other pupils identified by the year 6 class teacher as needing extra curricular time to help **develop social skills and confidence** lost during the lock down periods throughout the school year.

The SPO **delivered football sessions for 10 pupils across 3 sessions** each Monday morning for **1 hour** towards the end of the school year. These sessions will continue in the new school year with the new year 6 class at Canon Sharples to help **develop a stronger link and provide a familiar face** for those pupils wanting to attend DTRB the following school year.

# Curriculum Delivery & Support



# Curriculum Delivery and Support

## Delivery Headlines

During term three:

The SPO continued to **support during curriculum time** within different subject classes and year groups. Year 10 sports studies and core PE with year 10 and 11 was supported each week by the SPO amounting to a collective of **9 hours minimum of total support per week**.

The SPO also **supported with facilitating offsite swimming catch up sessions**, this consisted of up to **12 year 7 pupils** taken offsite to a local swimming pool for lessons which were missed during their time in year 6 due to COVID.

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 three the SPO has continued 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, exam catch up and support and delivering practical sport.

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.**

# Curriculum Delivery

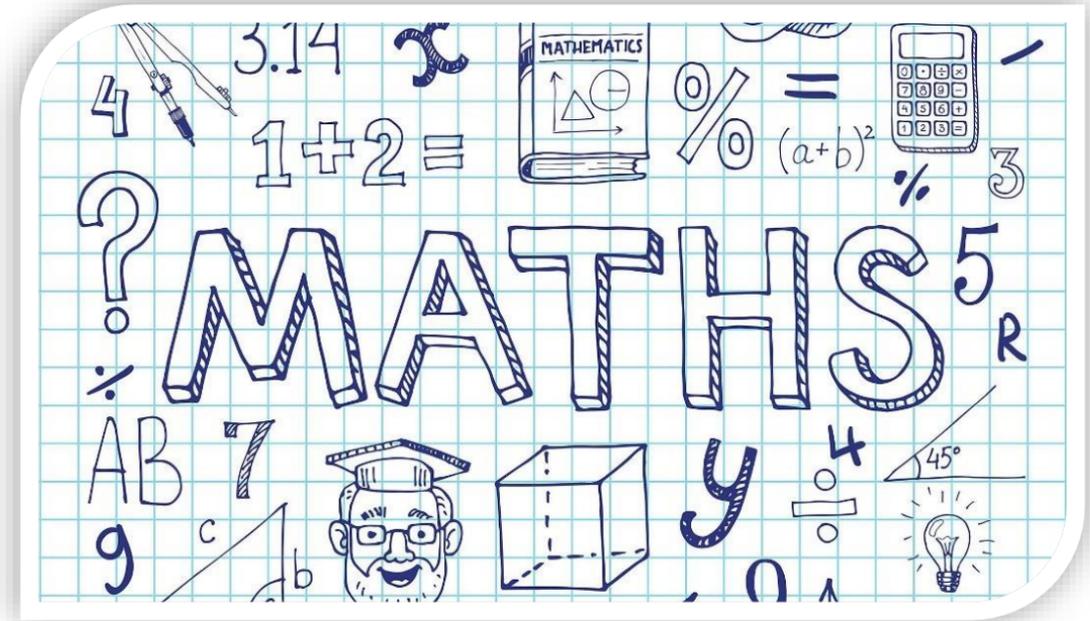
## Inclusion support and lesson delivery

During half term five the SPO taught 3 lessons of maths per week to pupils in the inclusion centre.

These pupils were part of a 6 week 'turn around' and we some of the more challenging pupils within school.

The SPO **delivered and planned structured maths lessons** to re-engage the pupils and help **develop their confidence and understanding** of the subject.

Across the 6 week term the SPO delivered **18** lessons to **6** pupils, equating to a collective of **108 hours** of maths taught.



During half term five the SPO also provided support as cover for absent staff within the inclusion department.

During this time the SPO worked closely with 2 cohorts from both KS3 and KS4 delivering lessons across various subjects including maths, science, PSHE, and elements of Believe FC.

# Rewards



# Rewards

## Adidas x Manchester United

In March Adidas kindly donated over **4,500 pieces of Manchester United stock** to the foundation which was then randomly boxed up and distributed throughout the partner schools.

DTRB received **40 of these boxes with a value of between £100-£350** worth of playing kit, training kit, limited edition clothing from Manchester United.

During HT5 and 6 these **boxes were used as rewards** around school for various reasons such as; Head of year awards, being kind to others, showing excellent attitude to learning, highest class charts point earner per half term and many more.

In total **38 pupils have received an Adidas x Manchester United reward box** across all year groups so far with the remaining being used during holiday provision throughout the summer.



# Rewards

## Adidas x Manchester United



Cross school quiz



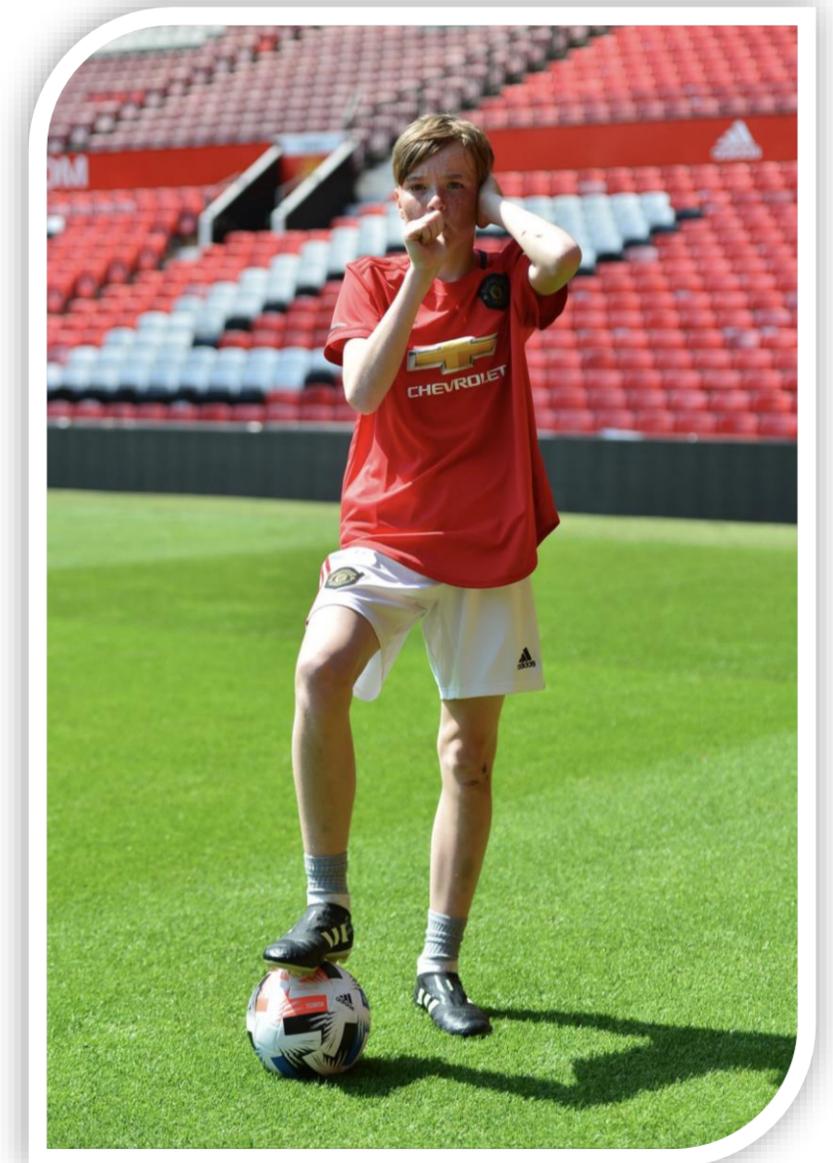
# Rewards

## Old Trafford pitch day

On June 1<sup>st</sup> Manchester United hosted an end of season pitch day which meant that select participants could attend Old Trafford and take part in skills based football activities and play matches on the pitch which has extremely limited access. This was a fantastic opportunity for pupils to be **rewarded for their attitude to learning** around school and also for participating and attending extra curricular activities after school.

Kian from year 7 and Oliver from year 8 were selected by the SPO to attend the pitch day and given the opportunity to play on the Old Trafford pitch.

The 2 pupils were selected for their **dedication to multiple extra curricular clubs** and also feedback from teachers about their performance in lessons and **excellent attitude towards learning**.



*'It was amazing to play on the pitch at Old Trafford because I've never been before!'*

**Oliver – Year 8**

**Leadership**



# Leadership development

## Work experience & development

Throughout half term 6 as part of a trial for the upcoming leadership pathway starting September the SPO **provided opportunity for pupils to go offsite and deliver their own planned sessions** within Britannia Bridge Primary School.

Alex a year 10 pupil was selected by the SPO after working together within DTRB to help **develop Alex's confidence** and support the pupil through tough times and issues within his personal life.

Alex had openly spoke about an interest in coaching and working within a school environment delivering sport as a career post education, this was a perfect **opportunity for him to develop the confidence and skills** to lead a session under the supervision and guidance of the SPO.



# 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 3-6***

✓ ***Enrichment***  
***Slide 7-11***

✓ ***Rewards***  
***Slide 15***

✓ ***Curriculum support***  
***Slides 24-27***

## **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 3-6***

✓ ***Enrichment***  
***Slide 7-11***

✓ ***Transition***  
***Slides 15-19***

✓ ***Leadership***  
***Slides 28-29***



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**Thank you**

For more information visit [mufoundation.org](http://mufoundation.org)