



Foundation

Holden Clough Primary School

Term 2 Report January to April 2022

Manchester United Foundation uses football to **engage** and **inspire** young people to build a better life for themselves and **unite** the communities in which they live.



Foundation

Partner Primary

Holden Clough Primary School

Holden Clough Primary are long-time **Partner Primary School** with the **Foundation**.

The school is based in **Ashton** with cohorts from **Reception to Year 6**.

The school's **values** are based around **A Family Of Independent Life-Long Learners That Reach For The Stars**.



Holden
Clough

Community
Primary School



Foundation

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Statistics

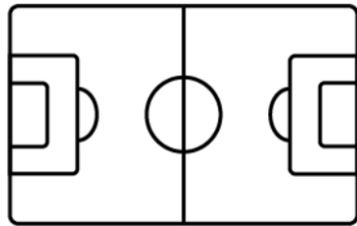
Work in Numbers



Foundation

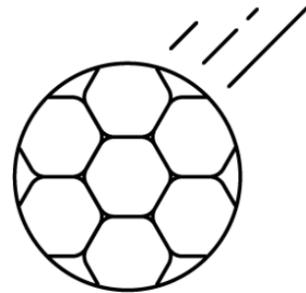
Statistics

The below statistics showcase the work carried out between January to April 2022.



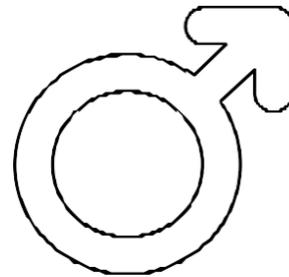
363

Participants engaged



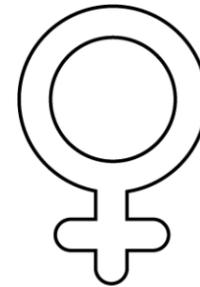
372

Sessions Delivered



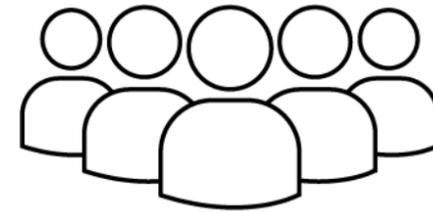
202

Male Participants count per session



161

Female Participants count per session



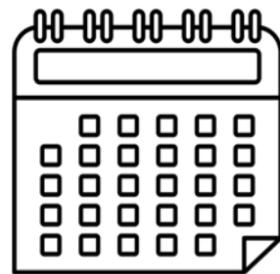
4356

Aggregate attendance



288

Hours of Delivery



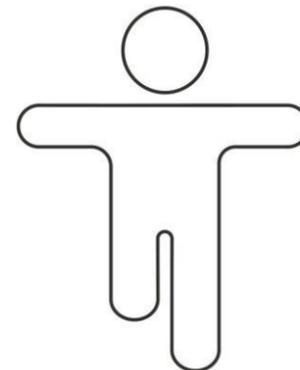
Monday to Friday

Day's



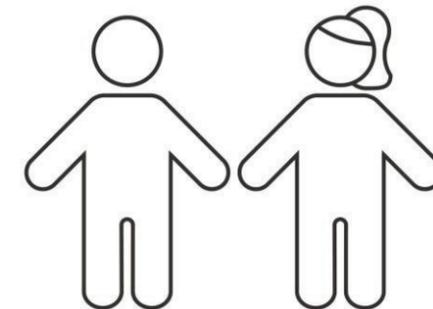
Holden Clough

Venue



34

Disability count per session



207

BAME count per session



PLPS KPI's & Values



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PLPS KPI'S & Values

As part of the programme offer sessions are geared towards a number of KPI's set by the PLPS (Premier League Primary Stars). Below highlights what has taken place and offered throughout Term 2 to Holden Clough;

Educational Activities:

- ❑ Staff at Holden Clough **took part** in a staff **CPD** around **Inclusive Sport** with the **Primary Reds** and **Disability and Inclusion Departments** from the **Foundation**. **12 plus** staff **took part** in the **CPD**.
- ❑ As part of the **activities** sessions the following have been covered;
Mental Health Week Disability and Inclusion for year 6.

Targeted Interventions:

- ❑ The **Mental Health Footballs** were used in **Mental Health** week and children were asked what the words on the balls meant to them.
- ❑ Year 6 have taken part in **Disability and Inclusion sessions for 6 weeks.**



Mental Health Week



Disability and Inclusion



PLPS KPI'S & Values

Social Action Work:

- ❑ The **Leadership Academy** has been introduced to students from **Year 5/6**. Each month the **Primary Officer** meets up with the **leaders over the next two terms** to see where they are and they have also been given tasks within sessions with the **Primary Officer** such as starting games etc. in a bid to give back to their school community in getting their peers active.

Supporting the Teacher:

- ❑ This term **14** teachers have had access to teacher support within **10** sessions. **Support** has helped **up skill teachers** in the delivery of **Physical education**, Learning how to **differentiate lessons** for different abilities, **Plan sessions**, offer pupil choice and to **capture the pupils attainment**.



PLPS KPI'S & Values

Boys/mixed extra-curricular provision:

- ❑ 120 students from year 1, 2, 3, 4, 5, 6 have participated in 60 Boy's/mixed extra-curricular provision throughout the term focusing on multisport, Dodgeball, Handball, Cricket and Lacrosse sessions.



Delivery Update



Delivery Update

Delivery throughout the term has been based upon the **skill element** for each year group either around **movements**, **throwing** and **catching** through the **Move With** programme & Football through our Red Pack programme.

The sessions have seen an **increase** in **participation** and students who weren't fans of PE have really **enjoyed** themselves and want **more** when **speaking** to them at lunch.

Sessions have consisted of the following

- ❑ Brief explanation of session and LO.
 - ❑ Warm up activation.
 - ❑ Technical / Skill based work.
 - ❑ Debrief and self assessment.

***Students also have the opportunity to 'Turn and Talk' and discuss for own understanding and peer assessment and the Delivery Officer will also use 'Cold Call' techniques with students.**

Throughout the sessions the **Primary Officer** explains the set up to staff and the **focus** as well as where **differentiation** can be applied to sessions.

All **staff** and **students** have seemed to be really **engaged** within the **sessions** over the course of the term.



Delivery Update

Each year group has had their allocated slot and below highlights the focus they have worked on during each session;

- ❑ **Reception:** Move With Beginner – focus on fundamental movements and fundamental skills.
- ❑ **Year 1/2:** Move With Beginner – focus on fundamental movements. Ball Control through Football sports sessions. Badminton fundamental skills
- ❑ **Year 3/4/5/6:** Move With – focus on fundamental movements fundamental skills ball Control through Handball, Cricket and Dodgeball.



Assessments

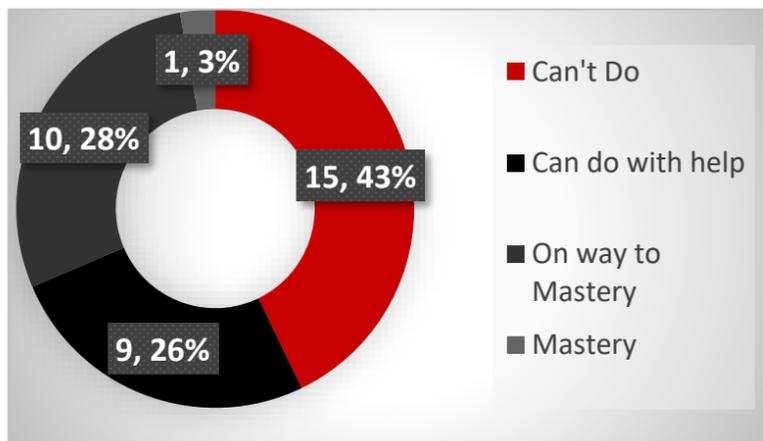


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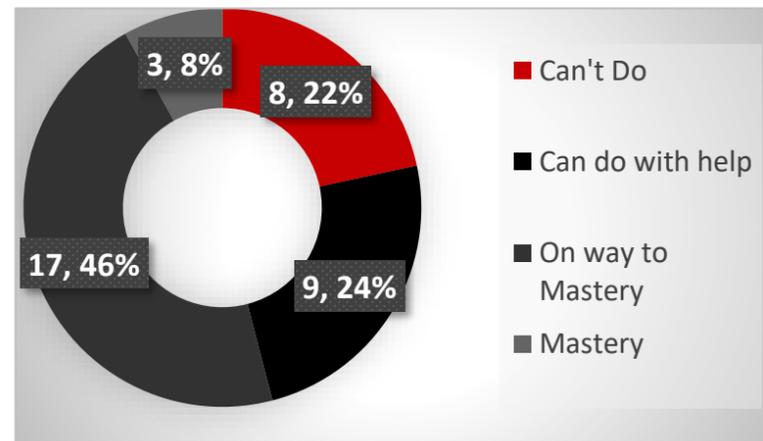
Assessments

Move With Teacher Assessments for Fundamental Movements

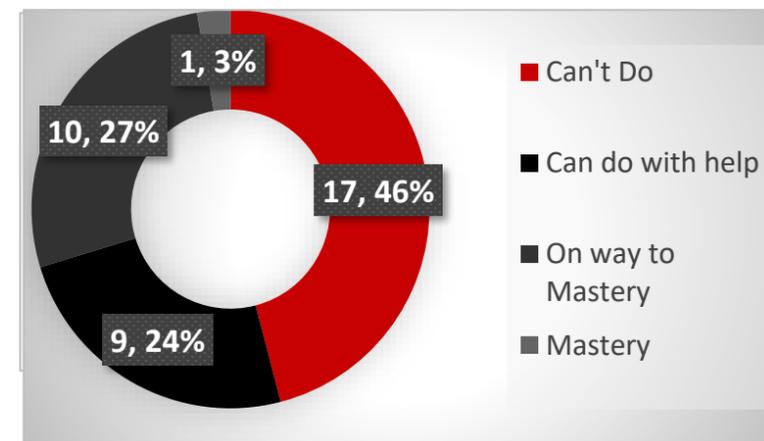
Throughout the term we will assess KS1 students at the start and end of a 6–10-week block of work to see where they are currently at in relation to the medium-term plan. This is conducted via a tracking colour chart system process, where the teacher will access and see how student perform their agility, balance and coordination skills.



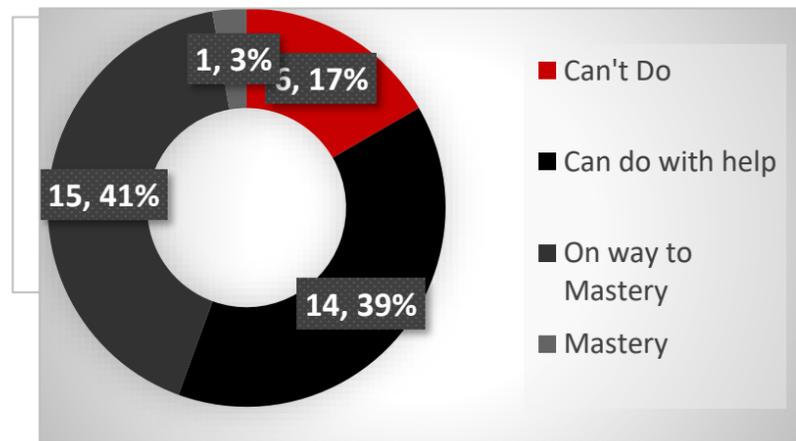
Reception Week 1



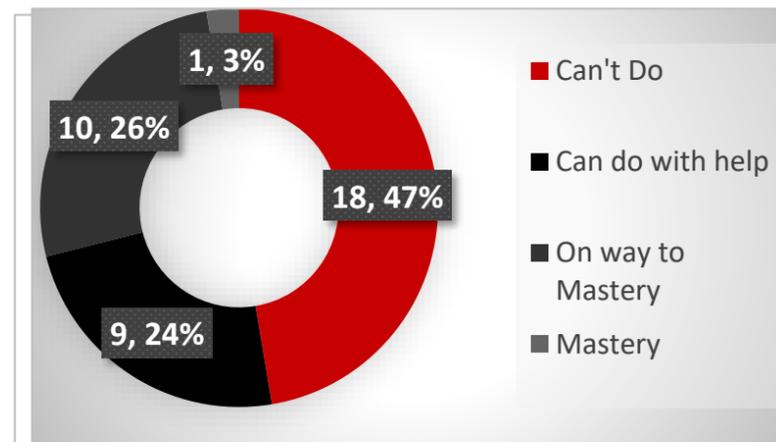
Reception Week 6



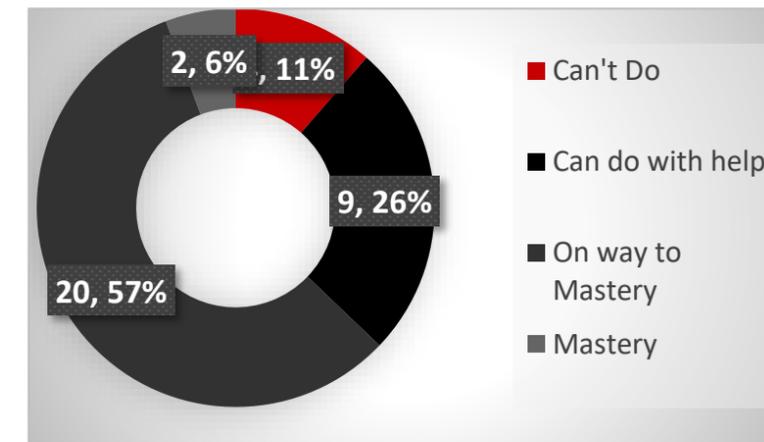
Yr1 Week 1



Yr1 Week 6



Yr2 Week 1



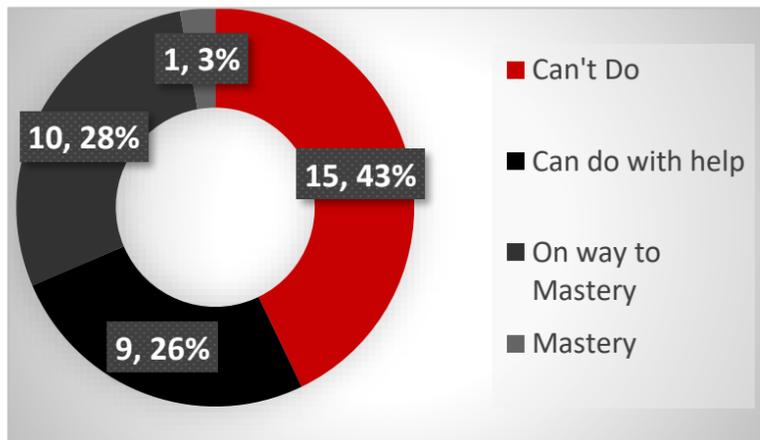
Yr2 Week 6



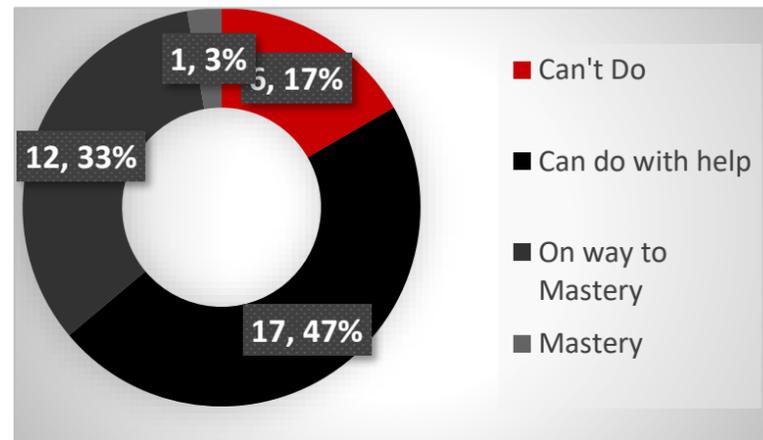
Assessments

Move With Teacher Assessments for Fundamental Movements

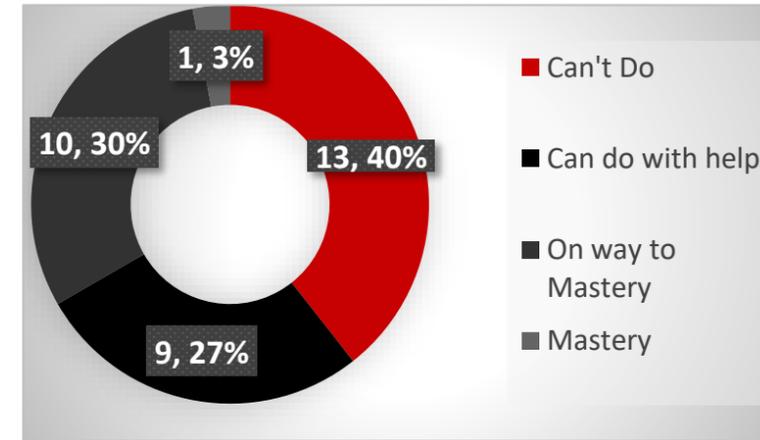
Throughout the term we will assess KS2 students at the start and end of a 6-week block of work to see where they are currently at in relation to the medium-term plan. This is conducted via a bronze, silver, gold process, where students get the opportunity to self access, or the teacher has assessed where they are at in relation to each criteria. Yr6 this term have worked on team games and disability and inclusion over the 12 weeks have looked to develop the application of the skill.



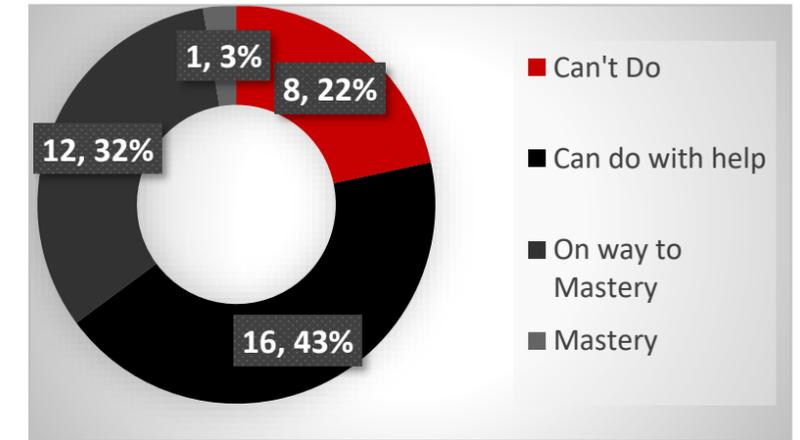
Yr3 Week 1



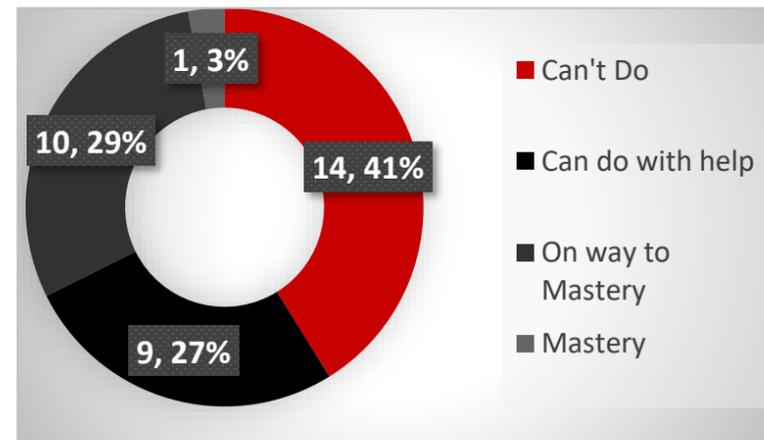
Yr3 Week 6



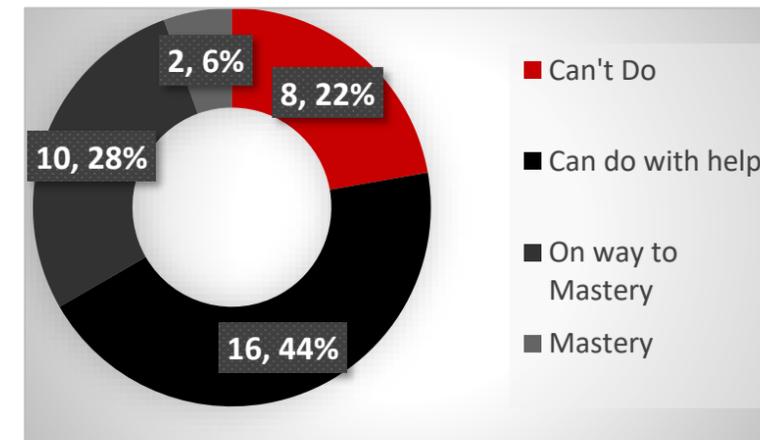
Yr4 Week 1



Yr5 Week 6



Yr5 Week 1

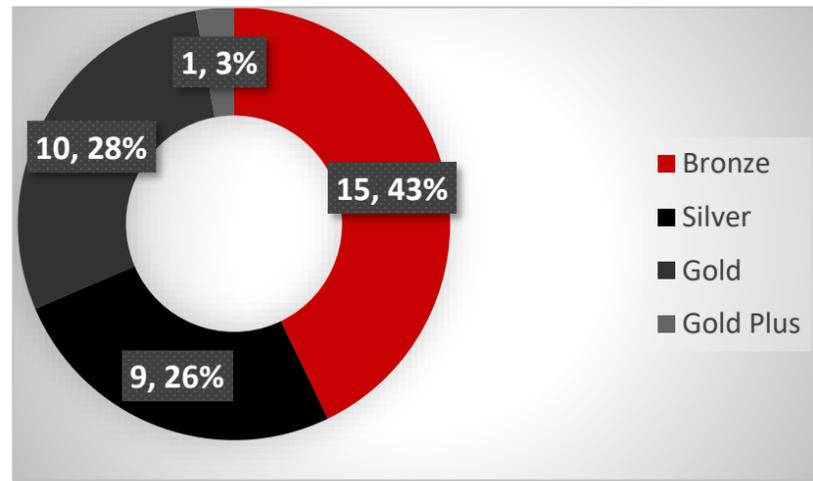


Yr5 Week 6

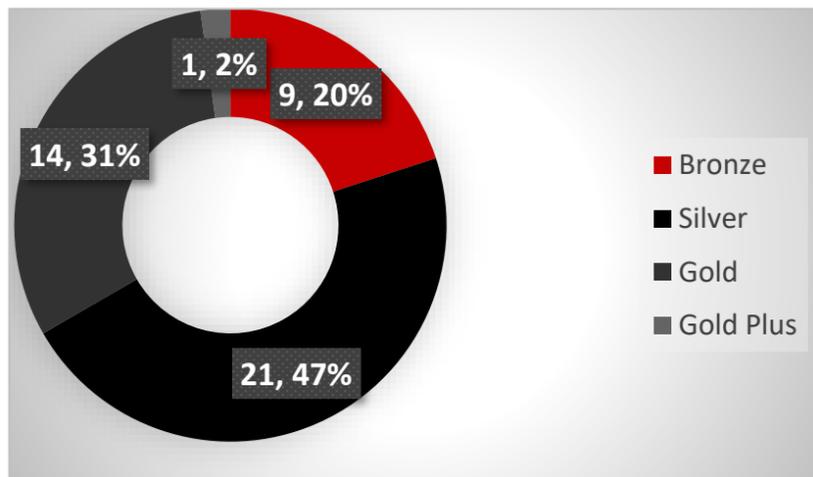


Assessments

Bronze, Silver, Gold Assessments Yr6



Yr6 Week 1



Yr6 Week 6

- Throughout the term we will **assess KS2** students at the **start** and **end** of a **6-week block of work** to see where they are currently at in **relation** to the **medium-term plan**.
- This is **conducted** via a **bronze, silver, gold** process, where students get the **opportunity** to **self access**, or the **teacher** has **assessed** where they are at in **relation** to each **criteria**.
- **Yr6** this term have worked on **team games** and **disability and inclusion** over the 12 weeks have looked to **develop** the **application** of the **skill**.



Case Study

Intra-Sport Links with the High School



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Case Study

Year 6 children have been working on their team work, communication and competing skills. Throughout Covid the children hadn't competed in sport for two years so my challenge was to help the children through competing against each other to understand the importance of being able to win and to learn when you don't win. I was able to deliver this through Handball, teaching the children the fundamental skills, the rules and how to referee the games to understand the importance of controlling the games and how to work successfully as a team. They learned to always encourage and support each other to achieve their goal; always showing sportsmanship by shaking hands and always being positive at the end of the every game. This was shown in the Intra school competition held at **Great Academy Ashton School** where every children from year 6 played a Handball tournament class vs class organised by Mr Taylor and run by the High School children. The link between the High School has been made a very important fact; not just for the children to play on a real Handball pitch but for the future transition from Primary to High School for the children to see and experience the High School in a positive way through sport.



Intra School Competition



Sports Crew

Year 5/6 Have the opportunity to become a member of **the sports crew** this term. The **sports crew** deliver different games and activities to year 1,2 and 3 at lunch times.



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**“Targeted learning
provision has benefitted
children in physical and
mental wellbeing.”**

- Mr. Taylor



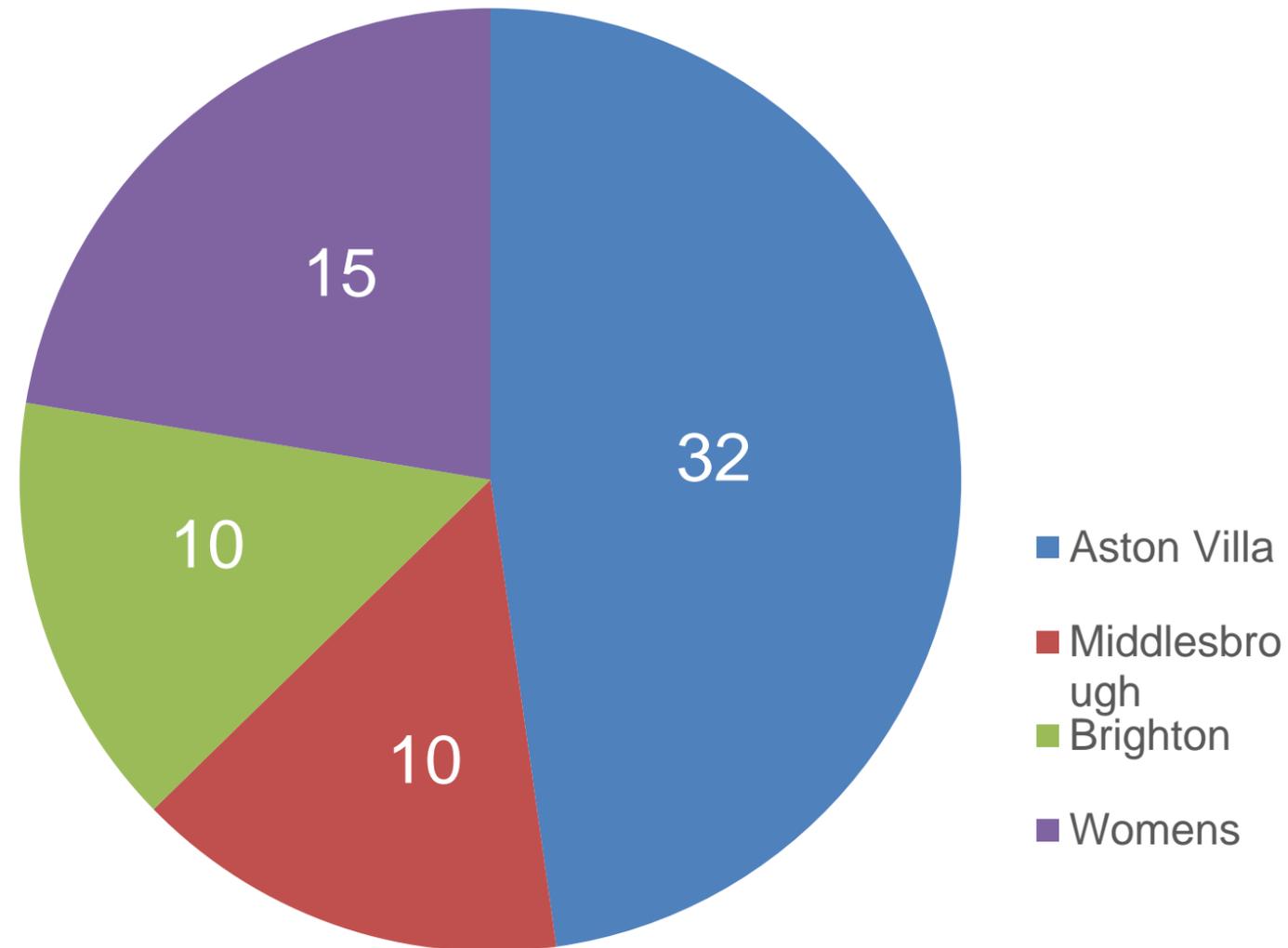
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Impact of Wider Foundation Initiatives



Match Tickets

Rewards to MUFC Fixtures



Throughout the **season** the **Primary Reds** department are **allocated** match **tickets** for **games** at either the **men's** or **women's** **fixtures** at **Old Trafford** or **Leigh Sports Village**.

Tickets are **rewarded** to **students** through the school as a **reward** for **ATL** (attitude to learning) or **positive behaviors** in school and **during sessions** with our **delivery officers**.



Impact of Wider Foundation Initiatives

During the **delivery period** the **Foundation** has continued to offer **support** to **partners** and **communities**.

15 free books have been given out to year 6 children for **world book day**



TOURNAMENTS

Tournaments

Every school has been given the opportunity to take part in the **Manchester United football tournament's Girls, Mixed, Year 1-2 and Year 3-4** this term held at the **Cliff training ground Holden Clough** entered one team in the **year 1-2, mixed and Girls** tournaments and played fantastic.

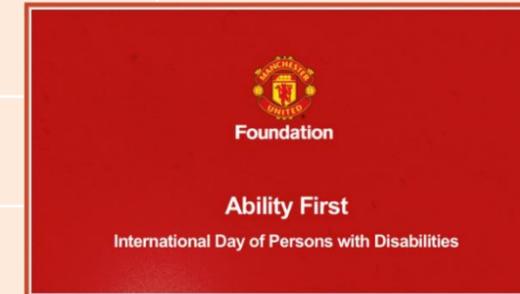


Female Education Development

Activation

All Red All Equal Workshops

- Equality & Equity Workshop
- Rainbow Laces Workshop
- Ability Counts Workshop



LGBT History Month – Badge Competition & Resources

Women's Euros Resources

Manchester United Women's Match Tickets



Girls Track Stem Event

As part of the **Foundation** offer, the Track day was a fantastic experience for 4 amazing girls. The event was for girls to experience racing go-karts, looking around a real F1 car and a first aid course delivered by the foundation. Holden Clough primary girls and staff really enjoyed the day.



Feedback & Quotes

How is it's going so far



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Feedback & Quotes

The outcomes of the children are clearly improving through well-taught and engaging lessons .

The CPD sessions have been very helpful. The children have thoroughly enjoyed them and I have learnt some new techniques and tips.

“The children have thoroughly enjoyed their weekly sessions. I’ve also taken away lots of hints and tips that I will be able to use in my own teaching ” “

The sessions have been engaging and fun for the children. They are fast paced and energetic which is a wonderful way to keep young children’s interests. The CPD has been fantastic and has developed my own knowledge and understanding of the various aspects when teaching PE.



Quality Assurance & Outcomes



Quality Assurance

As part of our ongoing development of the programme we offer and staff CPD, every term our staff are quality assured to make sure we are all aligned to our processes of delivery making sure a quality learning environment is created for students and teachers alike.

- ❑ Each term a **quality assurance** is conducted, **unannounced**, with each of our **delivery staff**, where they are **marked** against our **delivery expectations criteria** in line with our **programme** of delivery.
- ❑ Staff receive a **detailed observation** from a **physical visit** followed by a **report**, then a follow up **phone call** to discuss their QA.
- ❑ Staff also **receive support** sessions and **catch up meetings** every other week to assist in their **development** and any area's they want to **develop** within their **role**.
- ❑ Staff will **receive** a minimum of **3 quality assurances** over a **school year**, sometimes more and are **marked** out of **21 key areas**.
- ❑ During **term 2**, your **delivery officer** received a **good** rating.



CPD Opportunity's & Term 3

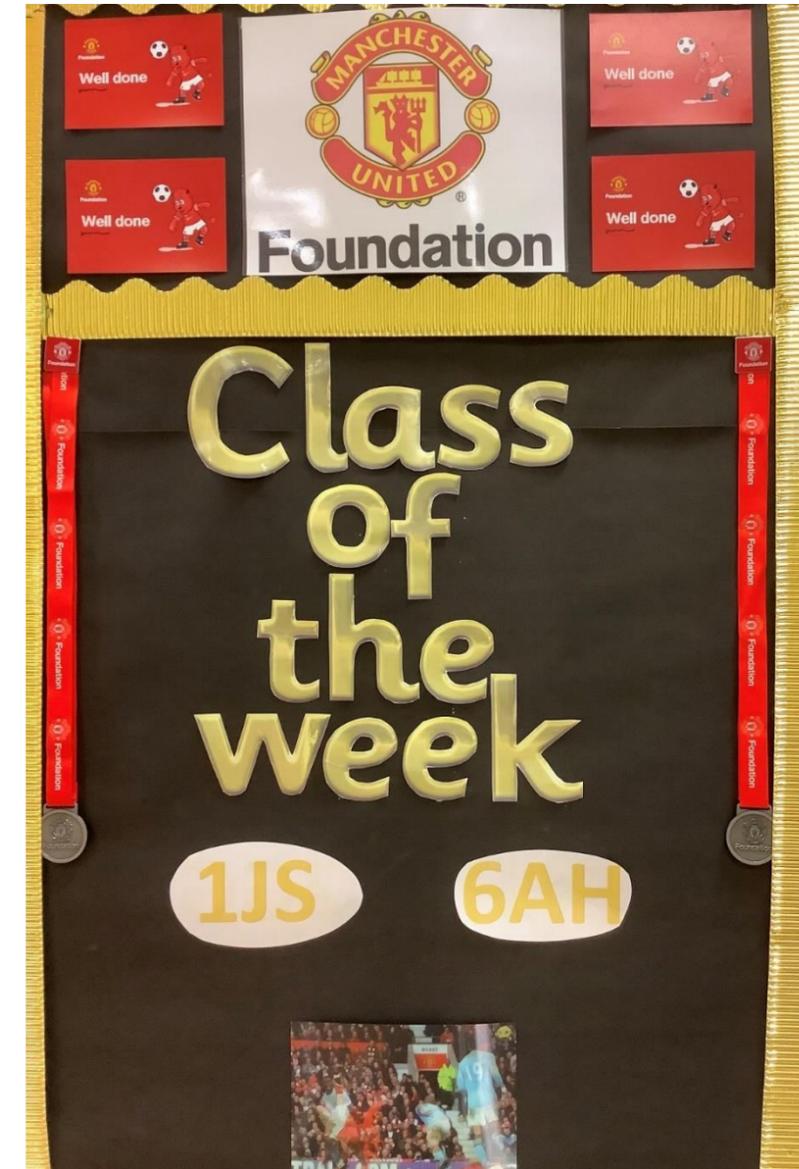
CPD

No teacher has been present for teacher support at present and due to the nature of our delivery and supporting the teacher which links to ofstead (effective and sustainable use of the primary pe and sport premium: schools can use their primary pe premium to - "**provide staff with professional** development, mentoring, training and resources to help them teach pe and sport more effectively"

Every school was given CPD opportunity to Complete **FA Teacher Delivery of PE** with **Holden Clough** sent one member of staff.

Term 3

kallum Knott from the foundation will be coming into Holden Clough to deliver Maths or English for year 5 in term 3 also in sport week **Mr Taylor** will be delivering **mini medic course** for KS2 and the foundation team will be delivering a **RED DAY** .



It has been fun working with Holden Clough Primary School, their enthusiasm and willingness to participate has been wonderful.





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Thank you

For more information visit mufoundation.org