



Foundation

Holden Clough Primary School

Term 1 Report September to December 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 a **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

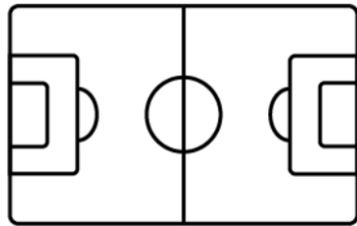
Work in Numbers



Foundation

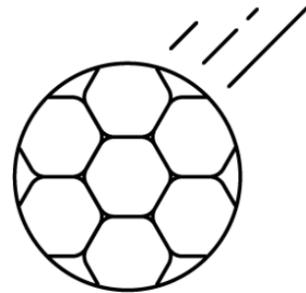
Statistics

The below statistics showcase the work carried out between September to December 2022.



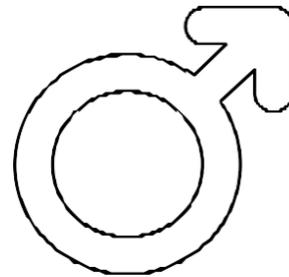
375

Participants engaged



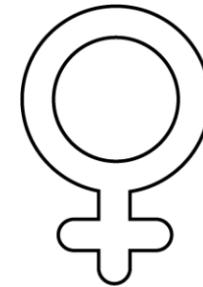
372

Sessions Delivered



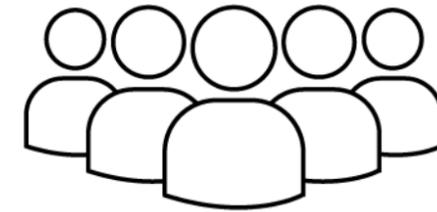
212

Male Participants count per session



163

Female Participants count per session



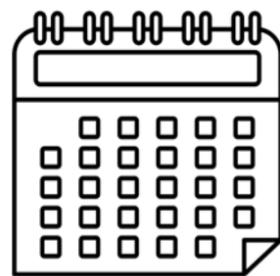
4356

Aggregate attendance



288

Hours of Delivery



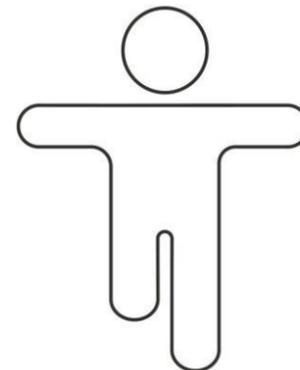
Monday to Friday

Day's



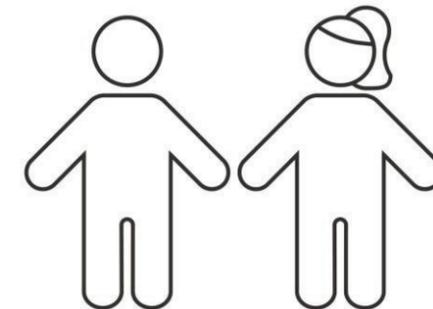
Holden Clough

Venue



16

Disability count per session



223

BAME count per session



Premier League Primary Stars KPI's and Values



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 1 to Holden Clough;

Educational Activities:

- ❑ **Staff from** at Holden Clough had the chance to take **part** in a staff **Inclusive Language workshop** with the **Primary Reds** and **Disability and Inclusion Departments** from the **Foundation**. **1 SENCO Lead plus 2 Students from KS2 were invited** to the **CPD** but didn't take the opportunity up.
- ❑ As part of the **activities** sessions the following have been covered throughout the Term; **Mental Health Week being kind to one another, Black History Month celebrating game changers, Inclusive Sports Week highlighting equality in sport** and **KS1 Forest Schools assisting in mental health and wellbeing**.
- ❑ As part looking after the **Environment**, schools have **taken part** in the **Planet Super League Challenge** representing MUFC. Schools do something **good** for the **Environment** such as **collecting litter** and **recording** it, which **earns points** for their **school** and **Manchester United Foundation** in how much you have assisted in **lowering Climate Change** through what you have done.



PLPS KPI'S & Values

Supporting the Teacher:

This term **4** teachers have had access to **teacher support** within **24** number of 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 **pupil's attainment**.

Boys/mixed extra-curricular provision:

119 students from **KS1/KS2** have participated in **48** extra-curricular provision sessions, throughout the term focusing on **Hockey, Dodgeball, Multi sports and Basketball** sessions.

Girls extra-curricular provision:

12 students from **KS2** have participated in **6** extra-curricular provision sessions, throughout the term focusing on **football** sessions.



PLPS KPI'S & Values

Social Action Work:

- ❑ The **Leadership Academy** has been introduced to **4** students from **Year 5**. Each month the **Primary Officer** meets up with the **leaders** to see where they are currently with their work booklets and they have also been given tasks within sessions with the **Primary Officer** such as **starting/leading games** etc. with the opportunity of developing their own ideas of giving back to their school community in greeting their peers more active.



PLPS KPI'S & Values

At the start of the term the **Primary Officer** spoke with each **class teacher** regards the values they would like to be focused on during the sessions as well as linking in the schools own values.

The **PLPS** has **5** values one being '**Be Active**', which all students would do taking part in the **physical literacy** sessions.

The **values** play a big part for **students** to apply not only in the **sessions** delivered but in **everyday** life.

Even though the **Primary Officer** would **challenge** students each week with the **values**, each class selected an **additional** one to **compliment** the '**Being Active**' value.

- Reception: Be Ambitious
- Year 1: Be Ambitious
- Year 2: Be Ambitious
- Year 3: Be Ambitious
- Year 4: Be Ambitious
- Year 5: Be Ambitious
- Year 6: Be Ambitious

Each session a student is **rewarded** on the **value** and receives a **certificate**.



Premier League values underpin everything on offer, encouraging children to:

- **Be ambitious:** work hard and never give up on their goals.
- **Be inspiring:** set a great example to others.
- **Be connected:** work well with others and in a team.
- **Be fair:** treat people equally and think of others.



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. Team games and fundamental skills
- ❑ **Year 3/4/5/6:** Move With – focus on fundamental movements and games in **Tag Rugby, Basketball,** and **Hockey.**



Disability and Inclusion



KS1 INTERVENTION GROUP

This new group is working with the children from **KS1** who need help with fine motor skills coordination in the classroom. The group have **improved** with their fine motor skills and coordination with different **hand-eye coordination** skills based games.



CPD FOR TEACHERS

4 teachers have been through 6 weeks of CPD with Mr Taylor **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**.



Ofsted

I have been working at **Holden Clough** for a year in that year I have developed the PE curriculum to meet expectations of Ofsted. The **pupil voice** that has helped recognise what pupils enjoy in PE and what new sports they would like to play. I have developed a **PE Progression of Learning for KS2** that met Ofsted expectations when questioned in the deep dive into PE. I have implemented **playground leaders** at lunchtimes that also helped meet expectations. The **CPD for teachers** that I have delivered over the past year met expectations in the deep questions from Ofsted it has also helped develop two ECT teachers in the school who or starting there journey into teaching. I worked hard to support school with the deep dive into PE meetings and lesson observations over the two days.



Holden Clough & GAA

Myself and Ryan from GAA have worked together this term to train 10 students from GAA to become sports leaders for the high school. The students have delivered **Intra sport competitions for** the children from years 6 played tournaments against each other in different sports to help with teamwork and competition. This term we have also made a link with the **Duke of Edinburgh** award leaders who have come in and help year 2 **Holden Clough children in forest school** helping with different skills in the Forest. This link has been fantastic for the students from GAA seeing them develop and helping the year 2 children with different forest school skills. The feedback from the teachers and students has been amazing.



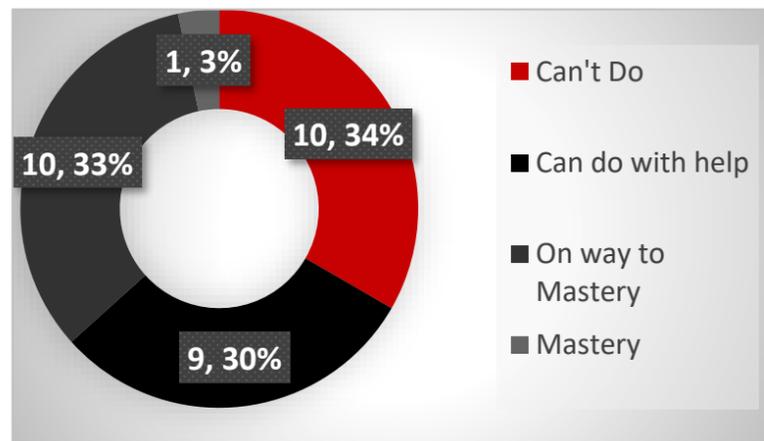
Assessments



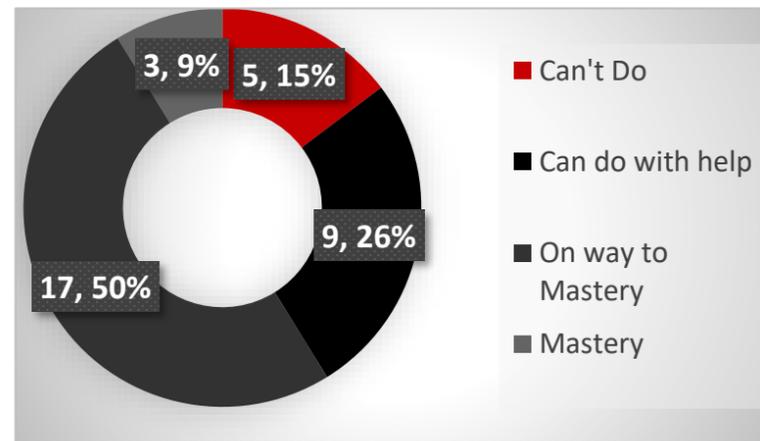
Assessments

Move With Teacher Assessments for Fundamental Movements

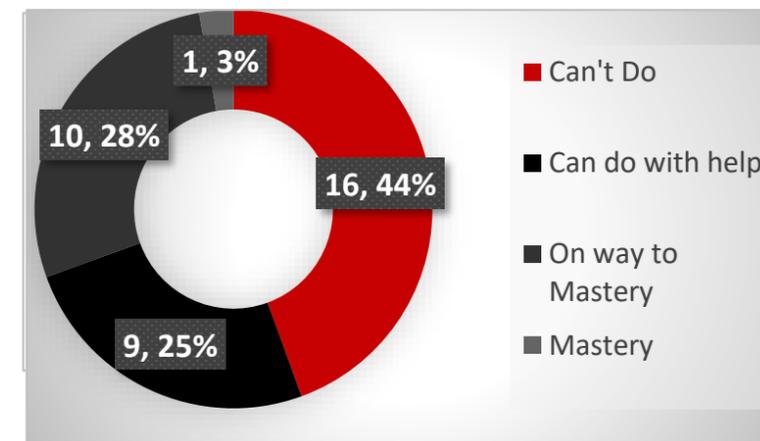
Throughout the term we will assess KS1 students at the start and end of a 6–10-week block of work to see where they are currently at in relation to the medium-term plan. This is conducted via a tracking colour chart system process, where the teacher will access and see how student perform their agility,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



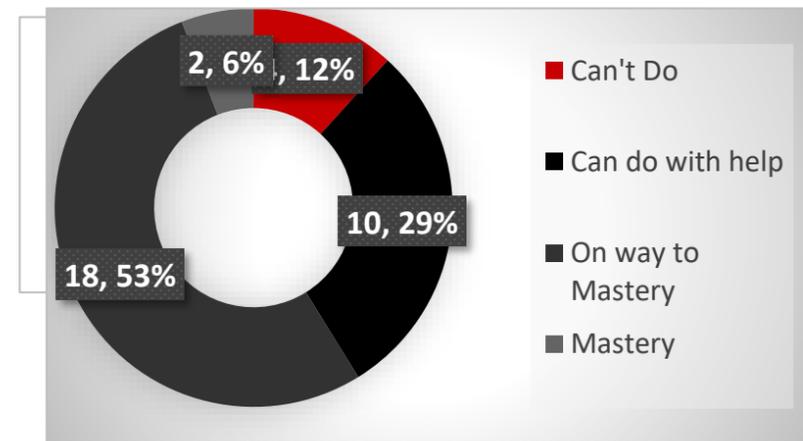
Reception Week 1



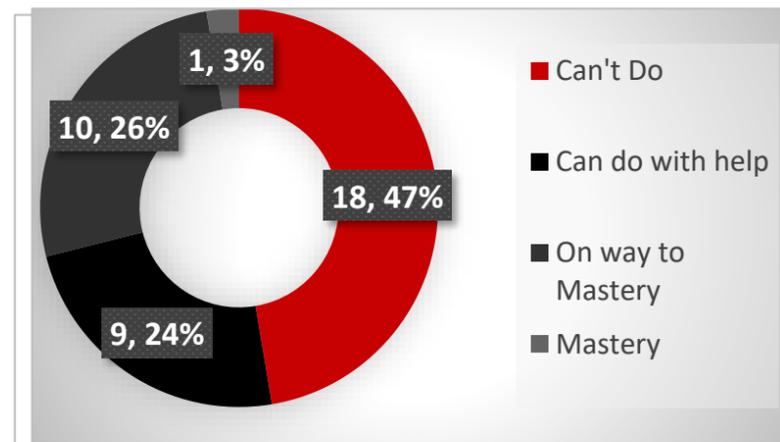
Reception Week 6



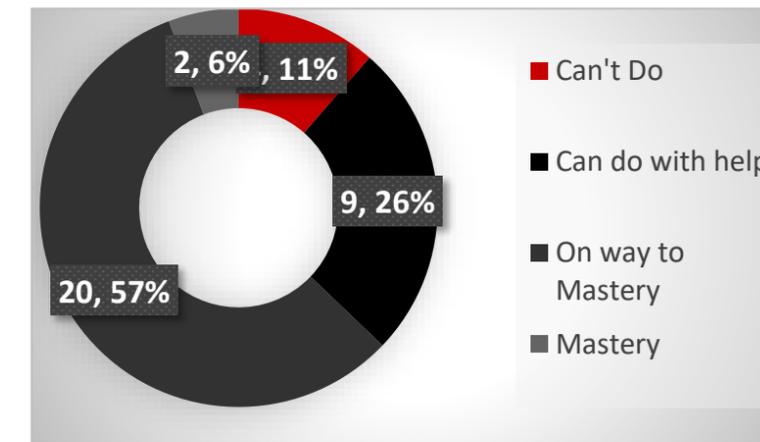
Yr1 Week 1



Yr1 Week 6



Yr2 Week 1



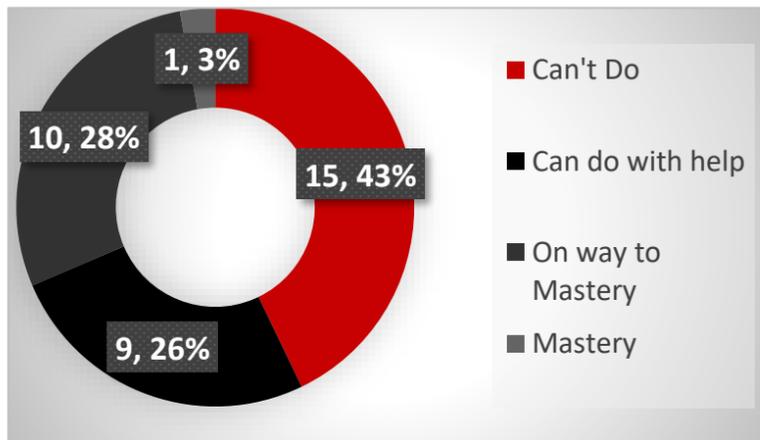
Yr2 Week 6



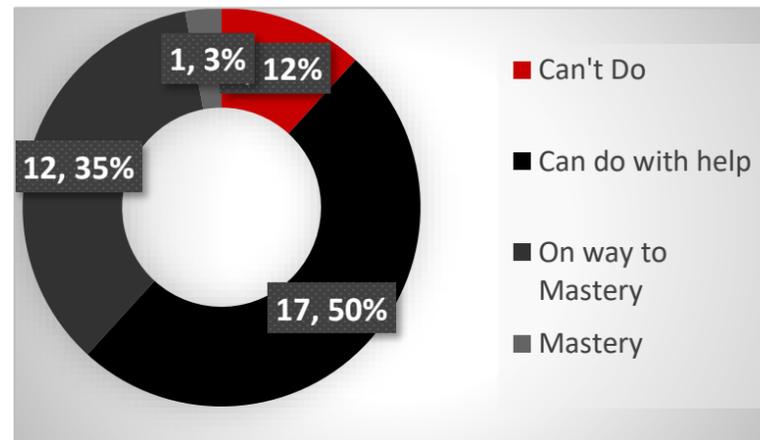
Assessments

Move With Teacher Assessments for Fundamental Movements

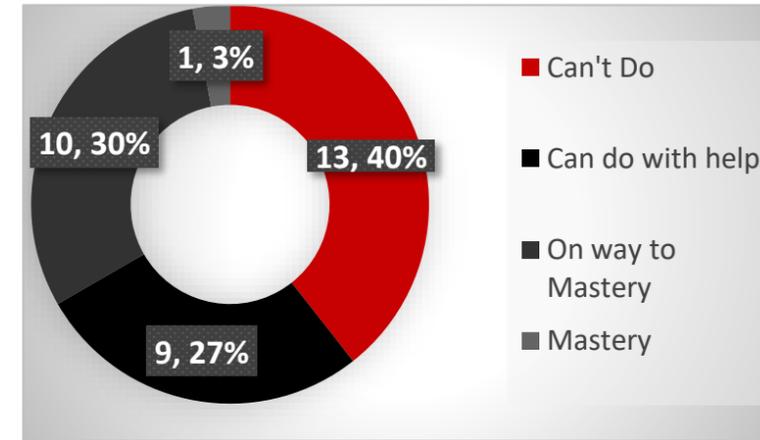
Throughout the term we will assess KS2 students at the start and end of a 6-week block of work to see where they are currently at in relation to the medium-term plan. This is conducted via a bronze, silver, gold process, where students get the opportunity to self access, or the teacher has assessed where they are at in relation to each criteria. Yr6 this term have worked on Tag-Rugby Basketball and Hockey over the 14 weeks have looked to develop the application of the skill.



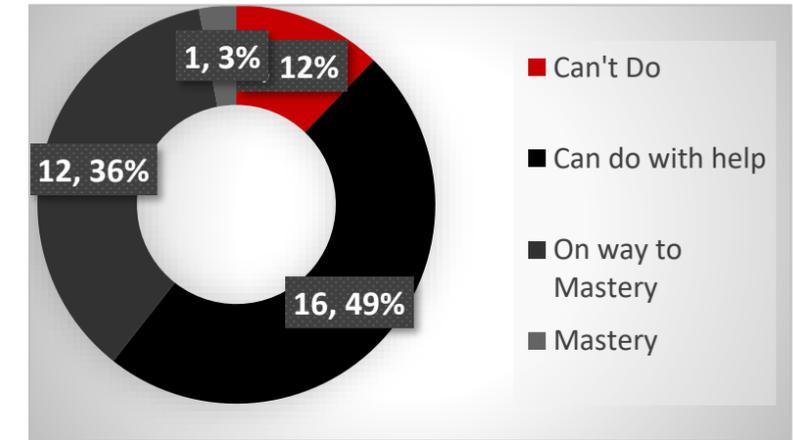
Yr3 Week 1



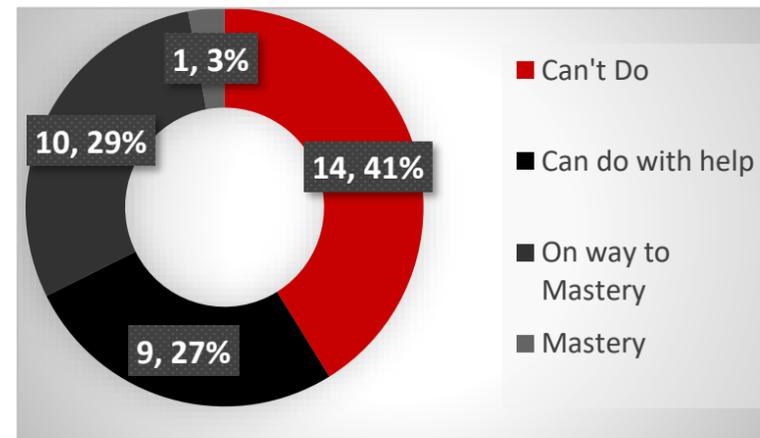
Yr3 Week 6



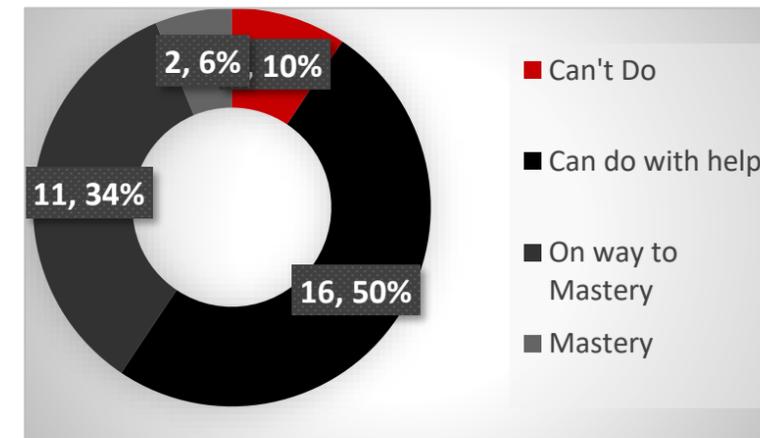
Yr4 Week 1



Yr4 Week 6



Yr5 Week 1

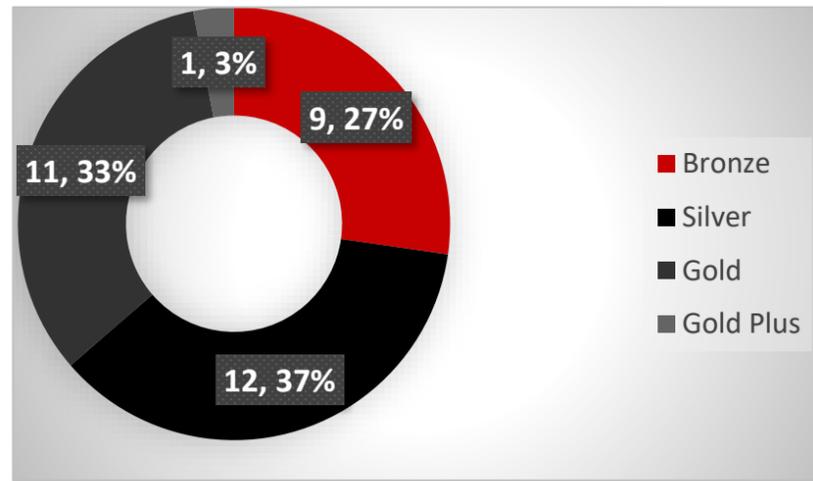


Yr5 Week 6

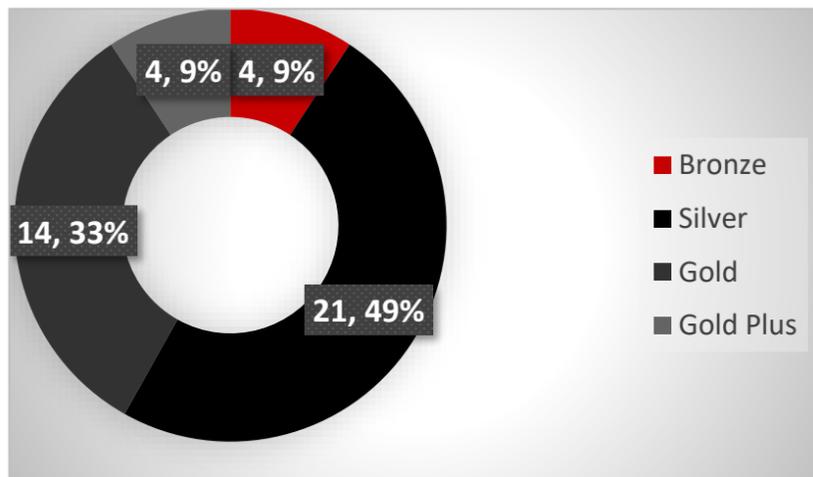


Assessments

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 **Tag-Rugby and Hockey** over the 14 weeks have looked to **develop** the **application** of the **skill**.



Case Study

Forest School



Foundation

Case Study

(Once Upon a time / every Day)

Student 'A' has continued to struggle with change in the new term with communicating and teamwork within PE lessons also in social groups in the classroom and break time.

(One day)

Student 'A' started to helping in the Forest Explorers program with year 2 with the class overtime started to change their way due to the structure and routine and freedom that was set out in Forest Explorers and the values that were applied, which gave Student 'A' the chance to express themselves further in a positive way.

(Because of that)

Student 'A' is participating and fully engaged in the PE lessons help taking warm ups and refereeing in lessons.

(Because of that)

Student 'A' has had the chance to become a playground leader at lunchtimes which has given them increased self-esteem to show their skills and become further engaged in the lesson.

(Until finally)

Student 'A' was showing consistent positive behaviours in the Forest Explorer programme due to helping the year 2 children with different skills the routine and structure and the chance to express themselves, which then influenced the rest of their day being more positive showing the positive behaviours they showed within the PE lesson due to the positive reinforced messages within the lesson, which in turned allowed Student 'A' to work with peers have more confidence and new friends.



Student A

Friday Forest Explorers helps me relax and I really enjoy helping the year 2 children. Mr Taylor always has fun things to learn.



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Forest Explorers. KS1



Foundation

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

- Mr. Taylor



Foundation

Impact of Wider Foundation Initiatives



Impact of Wider Foundation Initiatives

During the **delivery period** the **Foundation** has continued to offer **support** to **partners** and **communities**. Take 10 mins to read. To mark World Mental Health Day, on Monday 10 October encouraging people across the nation to join us for 10 minutes of reading. The **Manchester United Foundation** gifts for Christmas lots of amazing gifts have been given out to all the children at **Holden Clough. DXC and the Manchester United foundation** gave the opportunity to a student to be on the big poster on the Old Trafford stadium.



Planet Super League

During the **delivery period** the **Foundation** has partnered with **Planet Super League**, which allows fans of the club and our partner schools to **take part** in make a change to the **environment**.

Holden Clough score was
Actions 71 **Goals** 220 **Impact** 27(kg C02) **Trees** 1

Planet League is an online **tournament** where children **take part** in fun, weekly, **educational activities** for **six weeks**. They can lead their families at home to **inspire changes** that can have a **big impact** on the **environment**.

Our **partner schools** that **took part** did an amazing job, where the **ultimate national winners** across the whole country were **our partner school St. Alphonsus**.

As a club **Manchester United** finished **top of the table** with **strong competition** against **Northampton Town**.



Foundation

Impact of Wider Foundation Initiatives

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

Throughout Term 1, **Holden Clough** have received **68** tickets to **5** MUFC fixtures, where **68** number of **students** have been able to **attend** with a **family member**. Students have **received** tickets **via** the **Foundation** and Club Sponsors **Teamviewer, DXC** and **Adidas** and **rewarded** for reasons around never **experienced** a game at **Old Trafford** before and **ATL scores** in school. **2** teachers had the opportunity to attend a game at Old Trafford in the Tezos box for the Real Sociedad game, where they got to network with other schools and enjoy a meal and drinks.



Ticket Reward

Student Holden Clough Primary School

Joshua, a year 4 student and a number of students from other year groups at Holden Clough Primary School were rewarded with tickets for them and a parent to attend the MUFC v Aston Villa game at Old Trafford on 10th November 2022.

Joshua was rewarded with the tickets for his achievements within school.

Joshua attended the game with his dad and loved the atmosphere. His jaw hit the floor when seeing the top players playing and seeing MUFC go through to the next round in the cup.

The ticket has impacted on Joshua by recognising that if he continues to work hard, good things come to those who show the right attitude to learning.

“It has made him want to keep pushing with his school development, with the hope that he may get some again one day..”

Parent of Joshua Goff – Shane.



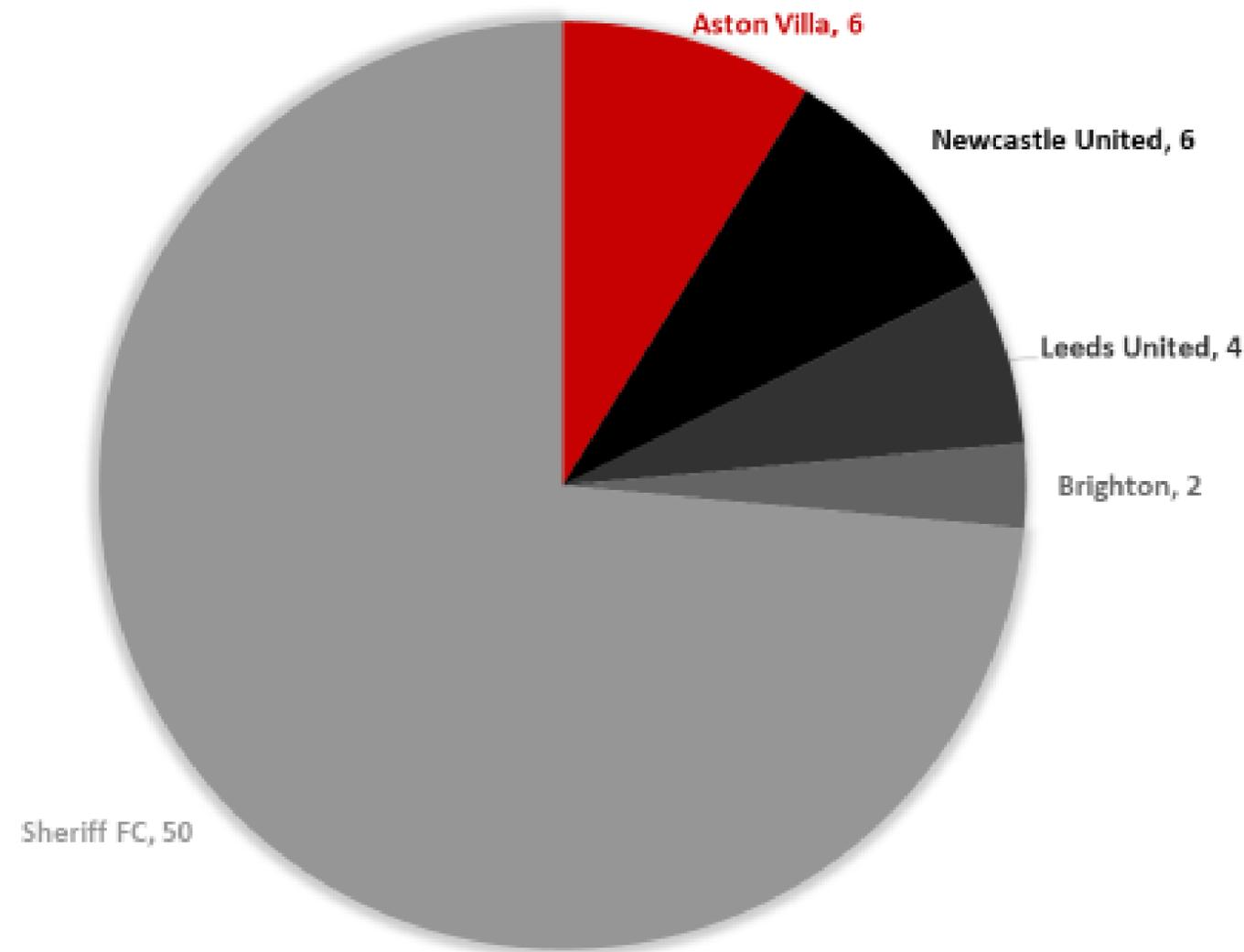
“Happy and very grateful to have had the opportunity to go. Shows good things come to those that have the right attitude and work ethic.”

***Ticket Reward – Joshua Goff,
Student***

Photo consent.

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**.



Additional Opportunities

Additional Activations



OLD TRAFFORD IS A SCHOOL FOR THE DAY

Greatest School Day:

In **December** the **Foundation** hosted it's '**Greatest School Day**' event at **Old Trafford**. The event saw **3** students from **Yr4** take part in an **action packed day** at the stadium with **lessons** from the Club Chef, Chef Tagg making pizzas for **food technology**, **English lessons** with Club Communications writing a report and Interview techniques, **Art** with Adidas designing a Christmas shirt for Fred the Red and **History lesson** in the Museum. All **students** received a **packed lunch** as well as met a **club legend** and each student **received** a Manchester United **football** as a Christmas **present**



Christmas at the Chill Factor

Chill Factor Christmas Party:

In December **10** children from **KS2** attended the foundations **Christmas Party Event**, which was **aimed** at **students** who are **less fortunate** at Christmas, with the **aim** of giving them a **Christmas to remember**. The day saw students **take part** in a **craft work shop** as well as hit the **slopes** in the amazing **Chill Factor** learning the basics how to **Ski**.



Foundation

TOURNAMENTS

Every school has been given the opportunity to take part in the **Manchester United football tournament Girls 3v3** this term held at the **Cliff Training Ground Holden Clough** entered one team and came **second**. The **Manchester United Foundation Dodgeball festival** with two partner schools was a big success with 23 students taking part. The new **Intra Sport** after school festival for KS2 has made a big difference helping children to compete with each other and have lots of **FUN** doing it.



CPD Opportunity's & Term 2

CPD

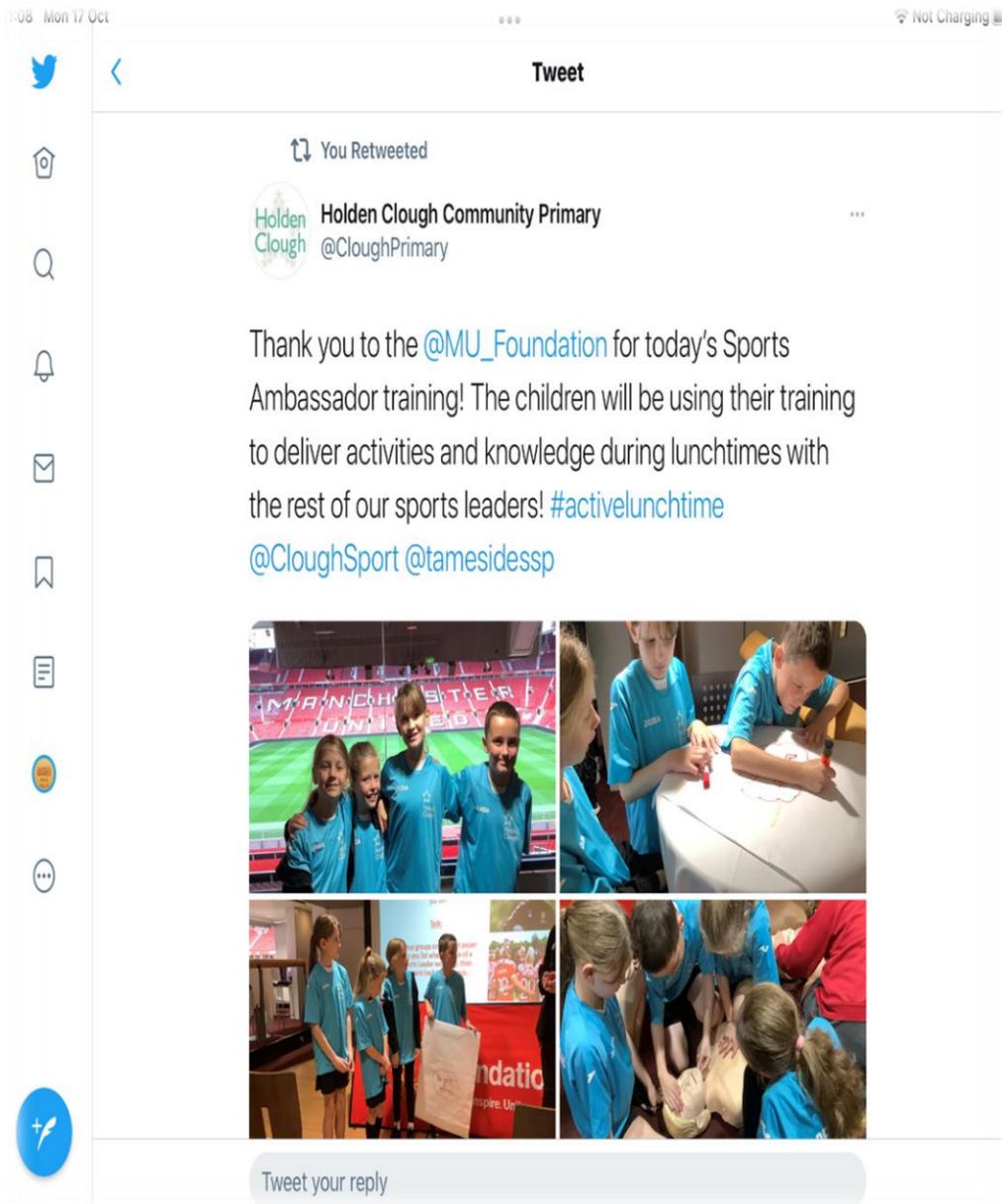
No teacher has been present for teacher support at present and due to the nature of our delivery and supporting the teacher which links to Ofsted (effective and sustainable use of the primary pe and sport premium: schools can use their primary pe premium to - "**provide staff with professional development, mentoring, training and resources to help them teach pe and sport more effectively**" We had the opportunity for our partner schools for the SENCO Lead and 2x students from Yr5/6 to attend an Inclusive workshop focused on 'Inclusive Language and Communication **Holden Clough** did not attend.

Term 2

The deliver officer will help deliver active **Maths and English** to different year groups.



Social Media



Feedback and Quotes



Foundation

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 and Outcomes



Foundation

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 1**, your **delivery officer** received a **good** rating **18/21**.

The image displays three sample Quality Assurance observation forms for Manchester United Foundation. Each form is titled 'Quality Assurance' and includes a header with the Manchester United logo and the text 'Manchester United Foundation'. The forms are organized into sections with specific criteria and rating tables.

Form 1: Quality Assurance

Criteria:

- Area of focus (optional)
- Area of focus (mandatory)
- Area of focus (optional)
- Area of focus (mandatory)
- Area of focus (optional)
- Area of focus (mandatory)
- Area of focus (optional)
- Area of focus (mandatory)

Rating Table:

Area of focus	Good	Good
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No

Form 2: Quality Assurance

Criteria:

- Area of focus (optional)
- Area of focus (mandatory)
- Area of focus (optional)
- Area of focus (mandatory)
- Area of focus (optional)
- Area of focus (mandatory)
- Area of focus (optional)
- Area of focus (mandatory)

Rating Table:

Area of focus	Good	Good
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No

Form 3: Quality Assurance

Criteria:

- Area of focus (optional)
- Area of focus (mandatory)
- Area of focus (optional)
- Area of focus (mandatory)
- Area of focus (optional)
- Area of focus (mandatory)
- Area of focus (optional)
- Area of focus (mandatory)

Rating Table:

Area of focus	Good	Good
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No
Area of focus (mandatory)	Yes	No
Area of focus (optional)	Yes	No

Foundation / PLPS Outcomes



Foundation

Outcomes throughout the Year

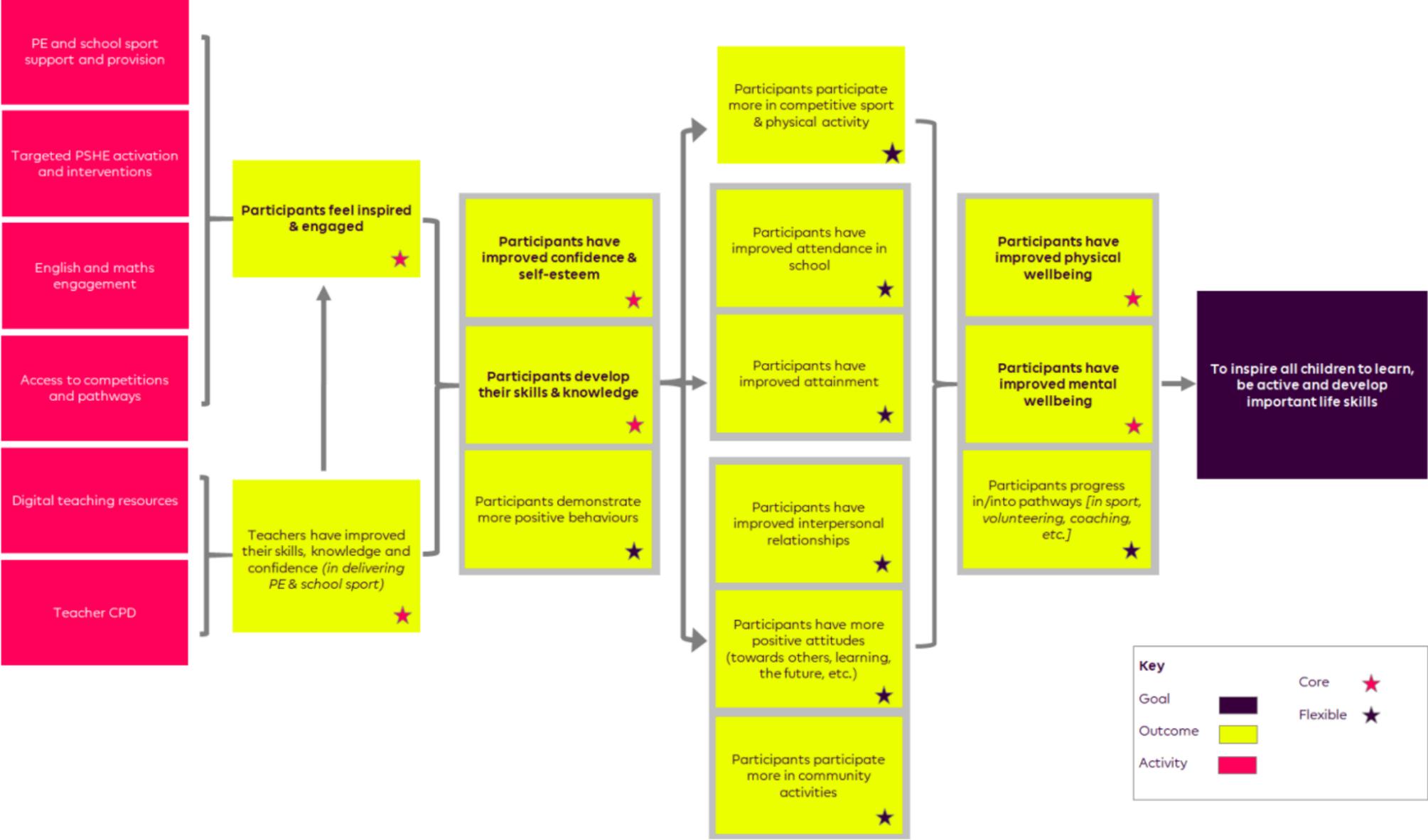
Key Outcomes through the Foundation:

MUF HEADLINE OUTCOME	MUF INTERMEDIATE OUTCOME
1. Healthy	1.1 Improved physical activity levels
1. Healthy	1.2 Improved physical and health literacy
2. Happy	2.1 Improved confidence / self esteem
2. Happy	2.3 Increased resilience / mental wellbeing
3. Connected	3.1 Improved social behaviour
3. Connected	3.2 Improved social engagement
3. Connected	3.3 Improved feelings of community pride
4. Skilled	4.1 Improved educational behaviour and attitude to learning
4. Skilled	4.4 Improved aspirations
4. Skilled	4.5 Improved knowledge/skills



Outcomes throughout the Year

Key Outcomes through the PLPS Programme:



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





Foundation

Thank you

For more information visit mufoundation.org