**Case study: NUFC Foundation Inspires Programme May report 2022**

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|  | **Year Group: KS3****Years 7-9****Academic year 2021-22** | **Number of students 34****18 in Year 7 (9 males, 9 females)****10 in Year 8 (8 males, 2 females)****6 in Year 9 (all males)** | **SEN K/EHCP/PP/LAC** |

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| **Background:** Mentors from Newcastle United Football Club educational outreach working one day a week with vulnerable or disaffected students. ‘Premier League Inspires’ is a targeted programme aiming to inspire children and young people to develop their personal skills and positive attitudes to succeed in life. |

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| **Challenge** | **Provision/intervention** | **Outcome/impact** |
| Cohort of students identified in Years 7-9 who are disadvantaged and present issues in the following areas:* at risk of exclusion
* low attendance
* poor engagement in learning
* low confidence and self-esteem
 | Year 7 Transition Support. Targeted Year 7 cohort who may be struggling with the transition to secondary school life. Uses Prince’s Trust Achieve qualification (Level 1) including a combination of practical and classroom activities. Key Skills Areas covered: Communication, Confidence, Teamwork, Managing Feelings, Reliability, Participation in exercise, setting and achieving goals and the delivery of a Social Action project.Year 8 and 9 Personal Development. The ‘Premier League Inspires’ Programme helps 11-18 year olds develop the skills and confidence they need to reach their goals through relevant, engaging and informal learning through combination classroom and practical activities. ‘Premier League Inspires’ Programme aims to improve: attendance by rekindling motivation again and attending regularly, personal, and social development through building confidence, teamwork skills and developing character and finally engaging with education by developing an improved attitude to learning and raising aspirations. Prince’s Trust Achieve qualification (Level 1) also accessible. | Student voice 4/5 students from each year group*What activities have they done ?**Which activities/events have they enjoyed ? Why ?**Which activities/ events have they not enjoyed ? Why ? Which activity do they feel has most benefitted them ? Why ?**Do they think the programme is helpful ?*Year 7Students commented on the impact of physical activities that they had done(Dodgeball, bowling, football, games) and as well as developing physical skills they identified the communication, teamwork and problem solving skills that were needed. They appreciated and realised they needed to get involved for activities to be successful and they have applied this into school life. All commented on how they had been allowed to develop their confidence and self –esteem and felt they were more at ease in speaking up and volunteering information in class. They all commented on how they felt more engaged with school life.Designing a poster for Stonewall and building pyramids were creative activities that they also enjoyed. The social action project of looking at the litter around the school and how to tackle it was valued and students saw a purpose in the challenge.Of the 18 students in the programme their overall school attendance is currently 95% or higher (7), 90 % or higher (6), 85% or higher (4), 80 % or lower (1). COVID has had some impact on these figures but the average attendance figures are encouraging but still can be improved.Only 3 students have had a combined total of 13 isolations/IE with one having a three day FTE.Year 8Students enjoy both the academic and physical aspects of the programme. They also like the way it asked students to reflect on mental health and coping strategies for aspects such as stress. They enjoyed the LGBT Rainbow Laces and Building Bridges workshops and understood the value of communication , team work and resilience. Students commented on how it had developed their confidence but also improved their focus in lessons, due to the transferable skills that they had been allowed to develop. As with all years they commented on the good relationship they had with the group leader and how he was fair, respectful and a positive influence on the group.Of the 10 students in this cohort 7 students have had a total of 18 isolations/IE and 3 of these having a total of 5 FTE.Their overall school attendance is 95% or higher(4),90% or higher(1), 85% or higher (4), below 80% (1)Year 9Students discussed the range of physical and written activities that they do. Many activities are based around physical games/challenges. However, they do work through skills booklets. They commented on how they enjoy both types of activities and don’t see the written work as onerous. Their involvement in the ‘LGBT Rainbow Laces’ workshop was discussed and they liked the activity of designing a T-shirt. All students commented on the good relationship they had with the leader and his attitude and approach was respectful and encouraging. They felt that they had learned a wide range of skills, in particular the importance of teamwork and the need for communication in a wide variety of situations. They looked forward to the sessions each week and felt the whole group saw value in the programme.Of the 6 boys involved in the programme 3 had attendance at 95% or higher, 2 at 91% and 1 at 75% (impact of COVID). 1 student who was on the programme is now educated at Moorbridge.Of the 6 boys, 5 received a combined total of 15 isolations/IE and 4 FTE. |