

APPENDIX 1

Impact Statements

The activities taking place at the Centre will support the following priorities stated in the Children and Young People's Department Learning and Achievement Branch Plan.

Priority 2 – Improve the outcomes for young children and families, especially the most vulnerable, through effective early years support and intervention.

Continue to develop support for the most vulnerable children especially those who are Looked After and those with Special Educational Needs.

Priority 3 - Implement the outcomes of the Wirral Future's consultation and review/redesign services to ensure they are cost effective whilst maintaining and further improving the quality of those services.

Review the Oaklands Outdoor Education Centre so that it generates sufficient income to fully cover all costs.

Priority 6 – Increase the number of young people who are participating and achieving their potential.

Support vulnerable groups to access post-16 learning opportunities, including, further education and apprenticeships.

Work with the National Apprenticeship Service to create a more diverse range of apprenticeship opportunities.

Priority 7 - Reduce numbers of 16-18 vulnerable young people NEET in line with LA target.

Extend the employability programmes for NEET young people (subject to a successful ESF bid) and specifically vulnerable groups and implement the Wirral Apprenticeship Programme.

Playing for Success



Impact File

Wirral PE & Sport

Name of Project: Playing for Success
School: St. Joseph's Primary School (Birkenhead)
Point of contact: Andy Heywood



Parent: "The idea of teaching subjects in a fun and friendly environment has been a very positive and enjoyable experience for my child."



Playing for Success



Background:

The Playing for Success scheme provides out of school hours study support to Key Stage 2 and 3 pupils in Wirral schools, focusing on raising standards in literacy, numeracy and ICT and uses the medium and environment of football to motivate and encourage underachieving pupils to fulfil their potential academically. At St. Joseph's Primary School, a mixed ability group of 18 Year 6 pupils were invited to attend a 10 week programme with a view to raising their self-esteem as well as raising academic standards.

What we did:

Pupils participated in ten 2-hour sessions held at the Learning Centre at Tranmere Rovers, with transport provided by Centre. They participated in a range of computer-based activities that combined development of literacy and numeracy skills with fun, motivational ICT projects. This included working with Apple Mac

programmes, introducing them to animation, music and video. Pupils accessed online learning resources such as GridClub and Education City to support their learning while individual data enabled Centre staff to work with small groups on particular areas of literacy and numeracy highlighted as areas of concern by the school.

In addition, the group were able to take part in sessions in and around the Prenton Park stadium, such as pitch measuring, a historical treasure trail and Maths in the Club Shop. Pupils took part in a penalty shoot out on the indoor pitch and a player visit to school took place during which time the pupils could participate in a question and answer session with two of the Tranmere first team squad. The players also presented certificates to the pupils at the end of the course.

The difference it made:

Pupils were highly motivated by the experience and Centre staff noted a marked improvement in their confidence. Class teachers commented on how this impacted on their attitude in school and in one case, a marked improvement in attendance was also noted. SAT results a term later indicated that percentages of PfS pupils making progress of at least one level in both Maths and English during Year 6 was higher than the percentage in the year group as a whole (Maths: PfS 79%, Year Group 68%. English: PfS 85%, Year Group 76%)

It worked because:

A small group was targeted which had an impact on each pupil's motivation and self-esteem. Attending sessions at the Learning Centre and in the football ground itself provided a stimulating learning environment and pupils were able to take part in fun activities with learning often taking place in a covert manner.

Wirral PE & Sport

Name of Project: Playing for Success / The Whole Game (LACES)

School: Various, KS 2 – KS4

Point of contact: Andy Heywood



“The young people have had a great time doing these sessions. It’s really made a difference to her attitude in school and her teachers are very impressed with her progress this term” (Foster Carer)



Playing for Success



Background:

Following the success of the “Step into Leisure” programme, a partnership between Tranmere Rovers in the Community (TRiC) and Wirral LA, the Playing for Success scheme teamed up with these agencies as part of a Comic Relief bid to set up a series of after-school study support sessions for Looked After Children in Wirral. The funding enabled the project to run one evening a week for 2 hours during term time from January to July 2010 and will continue for a further 2 years.

What we did:

10 week blocks of after-school study support sessions were offered to groups of 16 targeted pupils each term. The aims of these were:-

- to raise attainment in literacy and numeracy through a range of stimulating, personalised ICT-based activities

- To raise the motivation, self-esteem and confidence of pupils through participation in the programme
- To raise awareness of healthy eating through cookery sessions and improve personal fitness levels of young people through participation in sporting games and activities

PfS, TRiC and LA staff delivered the sessions with groups of mixed age (9 – 16) pupils with a range of activities on offer each week including ICT, Maths, English, Cookery and Sports. Pupils received help with homework and had the opportunity to work and read one-to-one with staff and volunteers. PfS staff liaised with schools to find out which areas of support individual pupils required. Each 10 week block was followed by a presentation evening with carers invited to attend.

The difference it made:

100% of Reading Ages improved.
67% of KS2 and 60% of KS3 pupils' Maths test scores improved
83% of KS3 pupils' Science test scores improved
95% of pupils' fitness test scores improved.

Attendance shows that the young people involved are highly motivated and enjoy the learning, sporting and cookery sessions. This has impacted on their confidence and self-esteem and also, therefore, indirectly on their attainment in school.

It worked because:

Targeting small groups raised self-esteem. Attending sessions at the Learning Centre provided a stimulating learning environment and pupils were able to take part in many varied, fun activities linked to health, sport and education. Individual learning opportunities were created with high staff-pupil ratios leading to accelerated learning taking place.

Wirral PE & Sport

Name of Project: Playing for Success Football Journalism
School: Greasby Junior School
Point of contact: Andy Heywood



“Thanks for the high quality input. You have, without doubt, had a very positive impact on the group’s writing skills as well as their motivation and self-confidence.” Headteacher, Adrian Martin.



Playing for Success



Background:

Following a successful pilot in 2008, aimed at raising attainment in boys’ writing at KS3, a 5 day KS2 programme was trialed with two Wirral primary schools. This had a measurable impact on pupils’ writing so more schools were invited to take part in the Football Journalism project throughout 09-10, paid for either by NtG funding or by the schools themselves. Greasby Juniors targeted a group of 11 Year 6 children who were identified as needing additional support with writing in order to achieve level 4.

What we did:

Pupils participated in five half day sessions held at the Learning Centre at Tranmere Rovers, with transport provided by Centre. They attended two sessions prior to watching a match, to analyse existing match reports and discuss language features used such as emotive language, similes and metaphors, alliteration, etc.

In addition, the group were able to take part in a tour of the Prenton Park stadium and a penalty shoot out on the indoor pitch. Pupils and accompanying adults were then provided with match day tickets and again transported to and from Prenton Park by Pfs staff. The match visit was followed up with two more Learning Centre sessions, giving the pupils the opportunity to write and redraft their own match reports. Finally, a player visit to school took place during which time the pupils could discuss the match and participate in a question and answer session with two of the Tranmere first team squad. The school followed up the player visit with non-chronological writing, compiling player profiles and a stimulating classroom display was created.

Narrowing the Gap funding was used to make the programme more financially viable for the school.

The difference it made:

Pupils displayed excellent understanding of language devices and used this knowledge to produce very good written work. Of the 11 pupils, 6 made progress of +4APS in writing during the school year (average progress is +3APS), 2 made progress of +6APS (equivalent to 2 year’s progress) and one pupil +10APS (over 3 year’s equivalence). This indicates outstanding progress made by these children. 82% of the pupils achieved level 4+ in writing in the end of year SATs (one Level 5) while reading results were even better.

It worked because:

A small group was targeted which had an impact on each pupil’s motivation and self-esteem. Attending sessions at the Learning Centre and in the football ground itself provided a stimulating learning environment and having a real-life event to write about encouraged the children to produce stimulating factual match reports.

Wirral PE & Sport

Name of Project: Playing for Success Football Journalism

School: St. Alban's Primary School

Point of contact: Andy Heywood



Year 6 Teacher: "The scheme was highly motivating and had a very positive impact on the boys' attainment and also on their attitude to writing. They were kept focussed with a range of interesting activities and were really enthusiastic about the writing task which was 'real life' and had clear purpose."



Playing for Success



Background:

Following a successful pilot in 2008, aimed at raising attainment in boys' writing at KS3, a 5 day KS2 programme was trialed with two Wirral primary schools. This had a measurable impact on pupils' writing so more schools were invited to take part in the Football Journalism project throughout 09-10, paid for either by NtG funding or by the schools themselves. St Alban's Primary School targeted a group of 10 Year 6 boys who were identified as needing additional support with writing in order to achieve either level 4 or 5 and already attended an English booster class in school.

What we did:

Pupils participated in five half day sessions held at the Learning Centre at Tranmere Rovers, with transport provided by Centre. They attended two sessions prior to watching a match, to analyse existing match reports and discuss language features used such as emotive language, similes and metaphors, alliteration, etc.

In addition, the group were able to take part in a tour of the Prenton Park stadium and a penalty shoot out on the indoor pitch. Pupils and accompanying adults were then provided with match day tickets and again transported to and from Prenton Park by PfS staff. The match visit was followed up with two more Learning Centre sessions, giving the pupils the opportunity to write and redraft their own match reports. Finally, a player visit to school took place in the form of an assembly incorporating a question and answer session with two of the Tranmere first team squad. The players then presented the targeted group with certificates and their success was acknowledged in front of the whole of upper Key Stage 2.

Narrowing the Gap funding was used to make the programme more financially viable for the school.

The difference it made:

Pupils were highly motivated and stimulated by the experience as a whole. They worked with confidence displayed excellent understanding of language devices, producing very good written work indeed.

NC progress from beginning of Year 6 to end of year SAT results shows that:-

- 2 pupils moved from 3c to 4
- 4 pupils moved from 3b to 4
- 1 pupil moved from 4c to 5
- 2 pupils moved from 4b to 5
- 2 pupils moved from 4a to 5
- 1 pupil moved from 4c to 4

It worked because:

A small group was targeted which had an impact on each pupil's motivation and self-esteem. Attending sessions at the Learning Centre and in the football ground itself provided a stimulating learning environment and having a real-life event to write about encouraged the children to produce stimulating factual match reports.

Wirral PE & Sport

Name of Project: Respect Anti-Social Behaviour Programme
School: Various, KS 2
Point of contact: Andy Heywood



92% of pupils have said that information they have been given during this programme has made them think about their behaviours in school.



Playing for Success



Background:

The Respect programme was established in 2006 by Wirral's Multi-Agency Anti-Social Behaviour Team. It is a modular interactive package providing education and awareness to children about ASB and its consequences. The aim of the 6-week programme is to raise awareness of the implications of being involved in criminal and anti-social behaviour, ensure children and young people understand the consequences of their actions, and that children understand how their actions impact on the community.

What we did:

Since 2008, the Learning Centre at Tranmere Rovers has been the venue for schools' events as part of the ASB six-week education programme. Each school attended a half day event at the Learning Centre with a whole year group participating in workshops including:-

- Show racism the Red Card, anti-racism delivered by TRFC
- Use of CCTV in stadium for detection and safety delivered by TRFC
- British Transport Police
- Merseyrail – rail safety
- Arriva – anti-social behaviour on buses
- Council Dog wardens. Police dog handling team
- Merseyside Fire and Rescue Service

Groups were able to get hands-on experience in a range of activities to enhance the sessions already delivered in school by the Anti-Social behaviour Team. In addition, they were able to participate in a penalty shoot out on the indoor pitch during the morning break as well as seeing the stadium at close quarters.

Where possible, player visits were arranged in schools as a follow up, either as part of a question and answer session or to present certificates.

The difference it made:

430 pupils benefited from the programme during 2009/10 92% said that information they have been given during the programme has made them think about their behaviours in school. 316 pupils said that they really enjoyed the TRFC part of the programme. 258 pupils said that they would change none of the programme. All pupils complete a questionnaire at beginning of the programme and end of programme. Average scores for each class changed from 51% to 72%

It worked because:

Attending sessions at the Learning Centre and the football ground provided a stimulating learning environment and pupils were able to take part in many varied, fun activities linked to ASB. This, combined with high-quality classroom sessions delivered in school by Wirral's ASB Team, led to an excellent all round learning experience.

Wirral PE & Sport

Name of Project: De Vere Academy

Users: 16 – 24 year olds

Point of contact: Liz Dicastiglione, TRFC



“The chef course is great – the facilities for cooking are really good and the classroom sessions are also really well delivered.” (18 year old participant)



Playing for Success



Background:

The De Vere Hotel Group launched their first hospitality academy in 2010 which offers 12 and 16 week apprenticeships in Customer Service and Professional cookery, for 16 – 24 year olds. Due to the success of the first one they have opened up more academies across the country.

They were going to open in Liverpool to service all of Merseyside but we encouraged them to set up a separate academy to service the Wirral young people at Tranmere Rovers.

What we did:

We established that we were able to facilitate 4 cohorts per year with 4 groups x 12 participants in each cohort. We were able to provide training facilities in the Study Support Centre, the recreation centre and any additional rooms around the stadium.

There was a need for training kitchens for 12 students at a time. We sourced part funding for a 'drop-kitchen' to be put in our compound, which is used by De Vere 3 days a week and Tranmere have the facilities for the other 4 days.

The difference it made:

The first cohort started March 2011 and has just completed end April 2011. Again, the emphasis on training at the football stadium has made a big impact on the participants.

Out of 46 apprentices on the first cohort they expect 36 to complete giving a 75% completion rate. And out of the 36 completing 40% have already secured full-time employment.

It worked because:

Tranmere Rovers have embraced the De Vere apprentices and have included them as part of the team and not just facilitating the services. Studying within the professional environment of a football club/stadium gives something for them all to aspire to. The second cohort started w/c 9 May 2011 and it is very positive that the success rates will improve.

Wirral PE & Sport

Name of Project: Active Rovers Over 40s Health Programme

Users: Men Over 40

Point of contact: Steve Williams, Tranmere Rovers in the Community



Quote from a participant.....



Playing for Success



Background:

The Active Rovers programme has been funded by the Football Foundation and the NHS in order to address health inequalities of men over 40 on the Wirral peninsula. The main means of engaging participants is through sporting activity and also other programmes linked to mental health and well-being.

What we did:

Tranmere Rovers in the Community set up a range of weekly sports and health classes including football, circuit training, yoga and tai chi. In addition, a mixed "Computers and Healthy Living" class was established aimed at developing basic skills in IT using health-related themes.

A mixed group of over 55 year olds already existed from a previous programme funded by Awards for All so this formed the basis of the weekly group. In addition, men over 40 participating in sporting activities were signposted towards the sessions in order to increase numbers.

Skills taught on the course include Microsoft Word, PowerPoint and Publisher, developed through writing letters and healthy recipes, making cards and sporting calendars and creating exercise timetables. Participants were also taught how to use internet and email, carrying out research tasks into health and leisure facilities in Wirral.

The group also took part in health walks, initially around the stadium, then further afield, taking photographs and inserting these into their work afterwards.

The difference it made:

All members of the computer group felt their confidence and ability with IT improved enormously, while many commented on how useful it had been to use computers to improve their own knowledge of health issues.

The Active Rovers programme as a whole is engaging large numbers of men over 40 in regular sport with a detailed evaluation due in the Autumn.

It worked because:

The programme has attracted men because it is hosted by the Football Club and sessions are at suitable times for those in work or not.

The IT programme has worked because each participant is given one-to-one support as often as possible and is able to follow their own flexible programme to suit their needs and interests rather than being too prescriptive. The impact on health issues has succeeded through covert teaching of these themes whilst developing IT skills.

Wirral PE & Sport

Name of Project: Rovers Return to Work Programme

Users: 18 – 24 year olds (NEET)

Point of contact: Liz Dicastiglione, TRFC



“The course really helped with my confidence and helped me to develop new skills. I was able to apply for jobs and go to interviews well-prepared afterwards and ended up with a good job. That would not have happened without the course.” (Luke Morgan, participant)



Playing for Success



Background:

The Return to Work 10 week programme was set up in March 2010 by Tranmere Rovers and funded by Jobcentreplus and came from the idea that four of the Premiership clubs were currently running.

The purpose of the course was to provide a motivational training course for 18-24 year old unemployed people on Wirral, designed to give them confidence, motivation and skills they needed to seek and progress into full-time employment.

What we did:

We looked at the 10 week course that was being used at the other clubs and the amount of funding that was being provided and devised a new programme that would use all the skills of the staff/coaches in the club, the college tutors and key personnel at the Jobcentreplus.

The programme uses sport as a lever to engage participants on the 10 week course, which helps them apply soft skills that are directly transferable to the working environment – such as teamwork, communication and motivation. It also helps them to develop job search techniques, CV preparation and interview skills, as well as their overall health and fitness. As part of the course we also engage local employers to take the participants on a two week work trial/placement. The course also involves a day visit to the Oaklands Outdoor Education Centre to help develop team work and to raise self esteem in a challenging environment.

From March 2010 – June 2011, there have been 6 courses. Course six is currently still running – 18.05 2011.

The difference it made:

All participants have seen a difference in their confidence and motivation. They all have a CV that can be given to any employer. Most have commented that their family and friends have said that they have seen a remarked difference in their attitudes. All have said that their sleep patterns have changed and they felt that they had a purpose to getting up in the mornings.

We have had an average of 90% attendance on all courses and 86% success rate in participants going into full-time employment and sustaining the work.

It worked because:

It worked because the participants, were being coached by employers, in the main, and were treated as part of the club. They never felt they were at school/college studying and enjoyed coming to the ground and interacting with players and coaching staff, even participants that were not that keen on football. Also, we worked closely with Jobcentreplus which was crucial as they were the link with the employers and organised all the work placements.