



Operational Report

Academic year 2021/22
1st September 2021 – 30th August 2022



Foundation

Foreword

When we look back at this period in history, it will be seen as a time of instability and chaos. As a youth charity, it is our main function to ensure that the children and young people we work with continue to flourish and develop even when things are uncertain around them.

This report captures the essence of our work and identifies the type of young people we engage with. We believe that within every child there is potential; we try in every second of engagement to nurture that and offer the opportunity to develop it fully.

We couldn't do this by ourselves. I must acknowledge the help and huge support the Club gives us, financially, in-kind,

with tireless effort by club colleagues and the support of our beloved fans. The Premier League is another unsung hero that not only helps Manchester United Foundation, but also supports the entire football pyramid in ways that can usually go under the radar.

Finally, I would like to thank the children, schools and organisations that we have worked with – it is always a pleasure. I would also like to congratulate my colleagues on the tireless inspiration that you bring to our work, long may it continue.

John Shields MBE
CEO, Manchester United Foundation



About Manchester United Foundation

A legacy to the Busby Babes

Manchester United Foundation is a lasting legacy to the Busby Babes and the Club's time-honoured tradition of celebrating and believing in the potential of youth.



Our vision, mission and values



Vision

A future where all young people are empowered to achieve their goals



Mission

We use the power of football and Manchester United to help young people make positive choices in their lives

Values

Unite

Recognise the power of football across the world

Nurture

Growing the potential of every young person

Invest

Sustained financial investment aligning to our charitable objectives

Together

Working as a team with our stakeholders

Excellence

Delivering programmes to the highest standard

Diversity

What makes us different, makes us stronger

The need and why

For many young people, the world that they know can be a daunting, unwelcoming and an unequal place. This is especially true if you live in poverty or lack support.



Healthier young people

Across Greater Manchester, too many young people are struggling with different aspects of their physical health, especially in areas of high deprivation.

For instance, we know that:

- Over a third (37%) of year six children in Greater Manchester are classed as overweight or obese
- Nearly six in 10 (58%) children and young people in the city region are doing less than the recommended daily minutes of exercise

Poor physical health outcomes can have many detrimental, long-term

effects on young people's confidence, self-esteem and general ability to live happy and successful lives.

At Manchester United Foundation, we are supporting young people's physical health by helping them to:

- Be more physically active, more often
- Improve their 'physical literacy' (ie their knowledge, understanding, confidence and motivation levels in relation to physical activity and physical health more broadly)



Positive, confident and motivated young people

Across Greater Manchester, significant - and rising - numbers of young people are struggling with different aspects of their mental health.

For instance, we know that:

- More than a third of 15-year-olds (35%) in Greater Manchester do not have positive life satisfaction
- In 2021, 16% of young people across the city region reported high levels of emotional difficulties often associated with requiring mental health support

Poor mental health can have a devastating effect on a young person's ability to make friends, succeed in

school, move into employment and generally live a happy and productive life.

At Manchester United Foundation, we are supporting young people's mental health by helping them to improve their levels of:

- Confidence and self-esteem
- Happiness and life satisfaction
- Resilience and general wellbeing



Connected, socially responsible and included young people

Across Greater Manchester, too many young people do not feel safe in - or connected to - their local communities.

For instance, we know that:

- More than half of children and young people (54%) in Greater Manchester have historically experienced bullying
- Between 2015 and 2018, there was an 89% rise in knife crime in Greater Manchester
- More than four in 10 young people (44%) in the city region do not agree that people in their local area are trustworthy

At Manchester United Foundation, we believe that helping young people to feel safe and positively connected to their communities is crucial for both their own success, and that of their local neighbourhoods.

That is why we are working with young people to improve their:

- Social behaviour
- Social engagement
- Feelings of community pride and connection
- Passion for a greener local environment and planet



Skilled and employment-ready young people

Across Greater Manchester, too many young people are struggling at school, are not progressing into further education and training, and are not moving into employment.

For instance, we know that:

- 36% of KS3 pupils in the City of Manchester typically leave school with a grade 5 or above in English and maths
- In 2020/21, 16% of young people at the end of KS5 in Greater Manchester did not continue into education, employment or training
- In spring 2021, 11% of young people aged 18-24 in the city region were unemployed

Poor education and training outcomes for young people can result in life-long negative impacts on their ability to live happy, stable and economically productive lives.

That is why at Manchester United Foundation we support young people to improve their:

- Educational behaviour and attitude to learning
- Knowledge of employment pathways
- Educational and employment aspirations
- Knowledge and skills





Reach and scale

Outputs

366,989

total attendances

16

Street Reds sites

10,385

qualifications, certificates
and badges

44%

female participants

6

partner special
schools

2

partner colleges

31%

participants from ethnic
minority groups

29

partner
high schools

62%

participants from the top
20% IMD deprived areas

20,343

unique participants

12%

participants with
a disability

29

partner
primary schools

22,922

number of sessions and events
(equivalent to 62.8 sessions every
day throughout the year)

32,595

hours of delivery
(equivalent of 1,358
full days of delivery)

13

average number of
sessions a participant
attends

All data and impact is processed by independent evaluation company Substance



£1,400,783
healthcare savings

71%
of participants
surveyed are now
more active

Healthier young people

Improved physical literacy

Spotlight on Primary Reds and its impact

Primary Reds, powered by the Premier League Primary Stars programme, aims to develop and improve the wellbeing and life skills of children aged 5-11.

In line with the National Curriculum the Foundation addresses physical literacy, healthy lifestyles, and the broader curriculum. This is conducted in partnership with primary schools

that sign up with the Foundation programme, where they receive one or more full days of delivery per week by a primary school delivery officer, throughout the full school year.

The focus of the sessions is on delivering high quality PE as well as supporting and upskilling the class teacher.

In partnership with:



Primary Stars survey data

69%

of individual student
assessments recorded an
improvement in their
physical and healthy literacy
related to the scheme of
work they focused on

82%

of students surveyed had
improved physical wellbeing

82%

of students surveyed
participate more in
competitive sport and
physical literacy

89%

of students surveyed
participate more in
community activity



Spotlight on Primary Reds and its impact cont.

Student 'O' is a participant with special needs who would rarely take part in PE lessons due to the social interactions and low ability of skill. They would instead do their own activity at the side of the lesson and not be involved or engaged in the lesson.

Student 'O' started to participate in the Primary Reds programme at lunch times and built a rapport with the delivery officer by simply passing a football or throwing a basketball back and forth, after which they became much more engaged in practising skills.

Through building trust with the officer, the student is more confident about their ability and is now participating in all PE sessions for all the allotted time.

Student 'O' understands the role that they play within team games, can use basic communication, and demonstrated that they can work in small groups to complete challenges. Student 'O' has developed some of their fundamental movements such as running, jumping, kicking, catching, and throwing, which has seen them become healthier and achieve a medal for the improvement shown in their pre- and post-assessments.

£12,090,239
healthcare savings

39%

of participants
surveyed reported
enhanced life
satisfaction

63%

of participants
surveyed stated
improved confidence/
self-esteem

62.9%

of participants
surveyed reported
increased resilience/
mental wellbeing

**Positive,
confident and
motivated
young people**

Improved confidence and self esteem

Spotlight on Saskia and one-one mentoring

Within our partner special schools we offer a range of individual and group interventions, focusing on breaking down barriers for students and supporting them to express themselves in a positive way.

One student we have worked with is Saskia at the Seashell Trust. Saskia has autism, epilepsy and autosomal dominant learning disability, due to her diagnosis of SYNGAP1 syndrome. As a result of this she experiences the world in a very different way and can often find things outside of her routine very challenging.

Saskia was really struggling with transitioning out of the classroom at the start of this academic year as she became anxious at the prospect of going swimming or using the gym.

Saskia has an incredible imagination and uses characters she has encountered in films and television to ease her anxieties. We therefore used these characters to encourage her to venture from the classroom. We also used work lists, a social story and photos.

For the first four sessions, we remained in the classroom reading our social story and talking to the characters about the

gym. On the last week of the first half term, we transitioned to the gym with the characters and completed the full work list using a range of equipment. This was a huge step for Saskia and highlighted the bond she had created with the SEND officer and the confidence this gave her.

Saskia continued to transition to the gym after half-term with little anxiety and was remaining in the gym for up to an hour, even sharing space with members of the public. We also began to utilise the changing room - another unfamiliar environment - to change into appropriate footwear for the gym.



Spotlight on Saskia and one-one mentoring cont.

“Saskia previously accessed the gym early last year, however these sessions were often difficult for Saskia, resulting in a lack of engagement in the session. Saskia began refusing to make the transition to the gym and had not accessed the gym in six months.

If the gym was on Saskia’s timetable, she would immediately remove it, say ‘no gym’, and become anxious if staff tried to encourage her to make the transition. However, it is important that Saskia builds her physical strength due to low muscle tone and poor core stability.

The Foundation’s SEND officer Sarah has built a positive relationship with Saskia, starting with visits to the

classroom. We found Saskia gave a much more positive response if a photo of Sarah was put on her timetable rather than a gym symbol, which reflects Saskia’s positive association with Sarah.

A social story was introduced, to be read when Sarah arrives in the classroom. These visuals, as well as Sarah’s positive relationship with Saskia, meant she was able to not only transition to the gym, but engage in the equipment and follow a worklist. This is excellent progress and I look forward to seeing how the session progresses!”

Caroline Sweeting, Saskia’s class teacher

Improved happiness/ life satisfaction

Spotlight on the year seven, eight and nine Christmas parties

In December 2021, three Christmas parties were organised for the most vulnerable students from our partner schools. These students were commonly pupil premium, or subject to circumstances which meant they were unlikely to enjoy the festive period.

For year seven, 224 students spent a day at Winter Wonderland at Event City in Manchester. Participants

enjoyed festive rides, stalls and shows, and food vouchers were provided.

For years eight and nine, a combined 416 students spent the day in VIP hospitality surroundings at Old Trafford. Their parties included a variety of fairground games, music and a hot buffet.



Spotlight on the year seven, eight and nine Christmas parties cont.

“It was entertaining and so much fun to be able to attend the Christmas party. I loved all the games, party food and being able to visit the stadium. I loved it all and was so excited and happy that I got chosen to go.”

Pupil at MEA Central

“The Christmas party was a huge success. The pupils who attended were able to create fantastic memories, especially visiting the Manchester United stadium. They also had the opportunity to experience what a party was – some of the pupils had never pulled a cracker before, or didn’t know what a party popper was and to see the joy on their faces was wonderful. It really was a magical experience for some of our most vulnerable pupils.”

**Rachel Moore, welfare staff at Dean
Trust Ardwick**

“I really enjoyed the Christmas party at the stadium; it was the first time I’d ever been and we even got chance to sit in the Sir Bobby Charlton Stand and look out on to the pitch!”

Pupil at The East Manchester Academy

Improved resilience/ mental wellbeing

Spotlight on 'Believe FC' at Dean Trust Ardwick

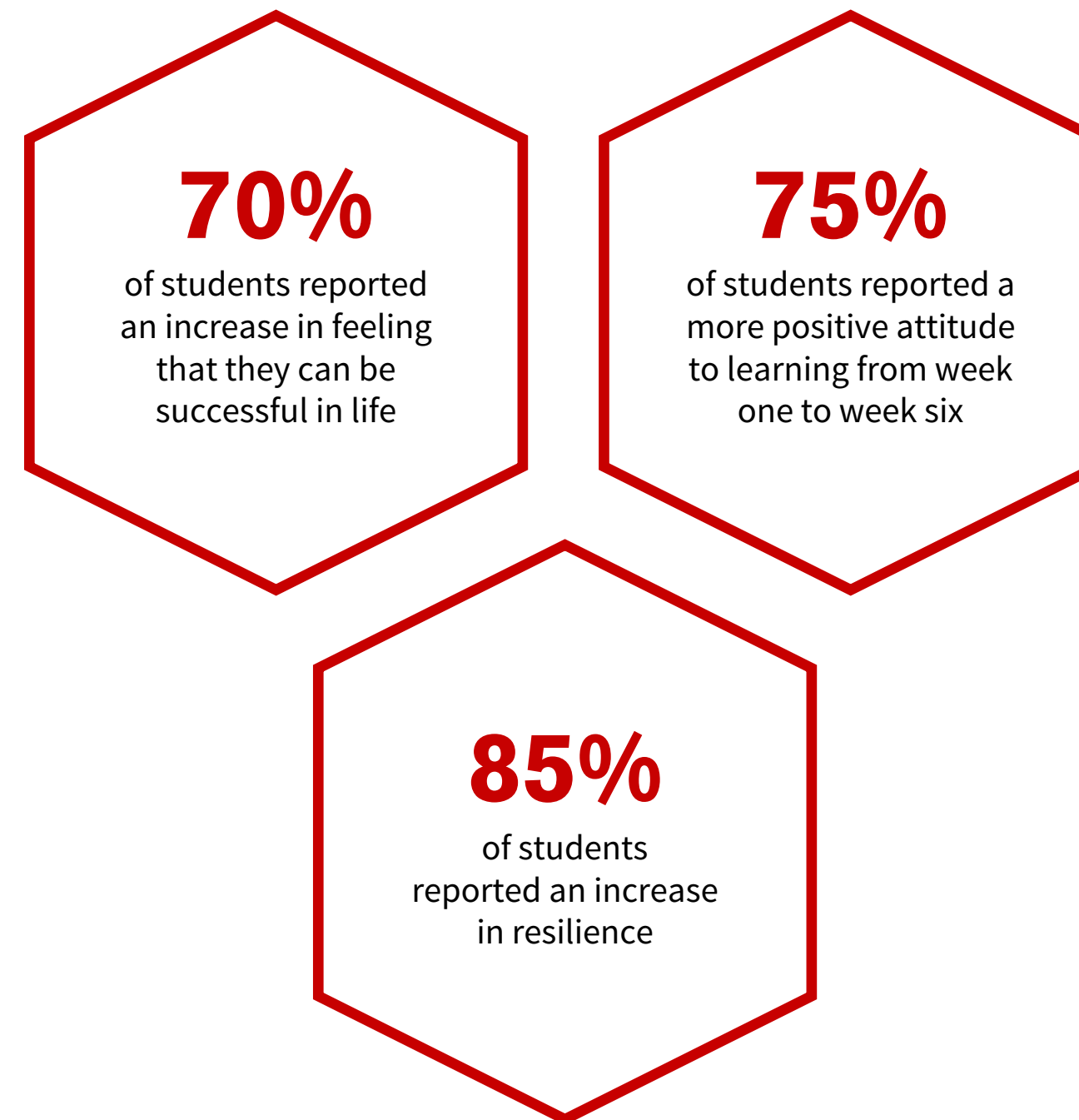
During term one, the high school partnership officer introduced a six-week intervention programme called 'Believe FC'. 'Believe FC' is aimed at young people who have low self-esteem, low aspirations and often find themselves in situations where they struggle to communicate and manage situations appropriately.

The programme explored five different topics:

- Perceptions
- Communication
- Goal-setting
- Visualisation
- Managing emotions

Each lesson required the pupils to engage in classroom-based activities, take part in open discussions and record personal thoughts and views on these topics.

The Believe FC intervention was delivered to 47 pupils from Key Stage 3. There were 64 lessons, equating to a total of 207 hours' delivery time. Post-intervention questionnaires revealed that:





Spotlight on ‘Believe FC’ at Dean Trust Ardwick cont.

“All of the pupils have benefited tremendously from the Believe FC intervention and have said they have not only enjoyed the intervention but feel as though they have learned skill/strategies that they are able to use each and every day.”

Alex Moxam, pupil support manager at Dean Trust Ardwick

“We spoke about setting goals and how I can improve how I communicate. I especially liked the week we got together to do some team-building challenges; I ended up being a leader and helping my team solve the problems.”

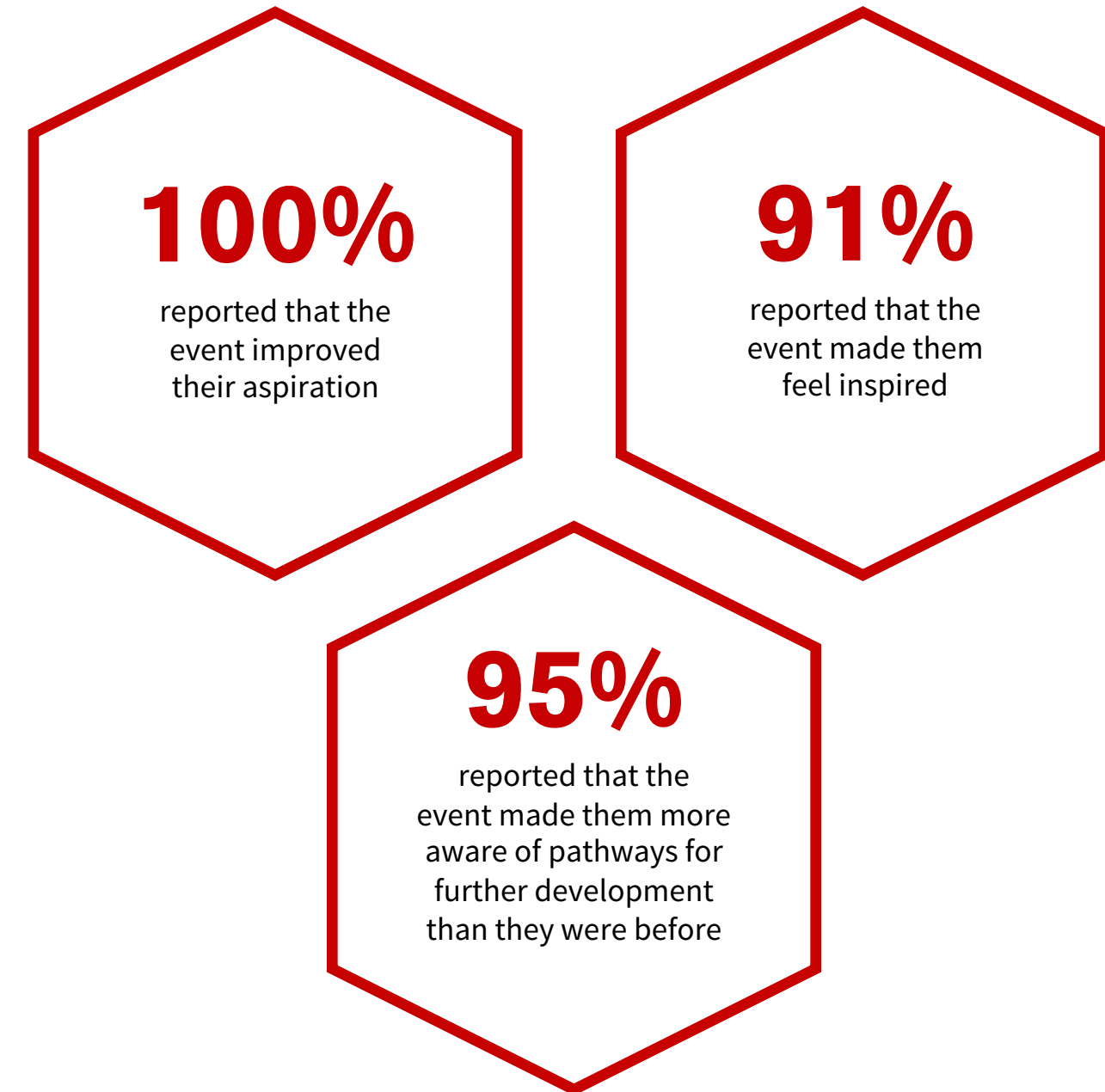
Pupil at Dean Trust Ardwick

Increased motivation and aspirations

Spotlight on 'Celebrating Excellence Events'

After a successful pilot event at The East Manchester Academy in 2020, the 'Celebrating Excellence' careers carousel took place at Old Trafford in 2021. The Black History Month event provided 70 students with the opportunity to engage with ethnically diverse professionals from 14 different sectors. These ranged from banking and IT to sports management and fashion. On the day, students took part in speed networking sessions with guests, enjoyed a Q&A session with Manchester United legend Wes Brown, and were treated to an inspiring performance from X Factor star Misha B.

When students were asked about the impact of the event:





Spotlight on ‘Celebrating Excellence Events’ cont.

“I loved the fact we were able to interact with so many people, not just the guests, but with other schools. I learned lots, however the thing that stuck out most was what I learned with investing and starting a business.”

Pupil at Manchester Academy

“All of it was absolutely marvellous; finding out about different careers and how many career changes some have done until they reached where they are now. All of the guests were fun to talk to and interview; the variety of different stories was exciting and very eye-opening. I loved it so much.”

Pupil at Levenshulme High School



56.4%

of participants
surveyed reported
feeling more
socially engaged

£240,192

social value generated

**Connected,
socially
responsible
and included
young people**

Improved social behaviour

Spotlight on targeted mentoring through the GOAL programme

Manchester United Foundation, in partnership with Greater Manchester Police, set up the GOAL programme to provide avenues for young people associated with a Threats to Life (TTL) warning notice, to steer away from their associations with organised crime groups and reduce the possibility of them receiving a TTL in the future.

In partnership with:





Spotlight on targeted mentoring through the GOAL programme cont.

Due to the nature of the GOAL programme and the participants engaged, this case study has been anonymised.

Initially engaging this young person was difficult; it took 11 contact attempts to be able to speak to this young person. Once a connection was made, they were identified an engagement mentor who supported the individual with regular sessions, guidance and daily support.

Furthermore, staff were able to help support and signpost this young person with independent living skills, such as advice on finances, healthy eating habits, and support with their current living situation to help them find a new home.

A year into the programme the young person has achieved:

- Threat to Life notice was closed due to the positive engagement and progress made
- Negative perception of the police has altered to a more positive one
- Gained a part-time job
- Awarded two FA qualifications and a boxing tutors' award
- Successfully enrolled on a science course at college
- Volunteered for over 15 hours on a range of programmes in their community
- Attended 27 Street Reds sessions

Evaluation on the Manchester United Foundation GOAL projects:

“The positive responses by the young people to the survey that emerged at the half-way point and end point of the programme, compared to the beginning of the programme, is very encouraging. Ranging from their physical activity levels to their ability to use their skillset and feeling part of their community, the results highlight the usefulness of developing a programme that is multifaceted and not focused on one single area. This may have also assisted in maintaining the engagement of the young people throughout, due to the variety on offer from the programme.”

Dr Ahmed Kadry and Dr Keely Duddin, The Open University, Policing Organisation and Practice, September 2022

| Question | Baseline average | Mid average | End average | Change |
|---|------------------|-------------|-------------|--------|
| How often do you take part in physical activity? | 1.67 | 5.67 | 6.50 | 4.83 |
| How confident are you writing a CV? | 3.33 | 7.33 | 7.50 | 4.17 |
| How confident are you applying for jobs? | 3.33 | 7.33 | 8.50 | 5.17 |
| How often do you have the opportunity to use your current skillset? | 4.00 | 6.67 | 7.50 | 3.50 |
| How much do you feel a part of your local community? | 2.67 | 5.33 | 6.50 | 3.83 |

Improved feelings of community pride

Spotlight on 'X' and their role in the community

Participant 'X' was initially referred to the GOAL programme due to continued issues involving youth violence and large organised group fights. They also struggled with behavioural issues in school and had been excluded 11 times.

'X' began the GOAL programme in April 2021 and took part in six weekly workshop sessions around youth violence and prevention followed by one-one personal development sessions with a youth engagement mentor.

'X' was reluctant to engage in the programme, but with support from their

youth mentor they attended and enjoyed the football sessions and now arrives early to volunteer and assists in coaching a younger group of participants, which has given them leadership responsibility.

'X' is seen as a positive community role model by the younger participants. In the last 12 months 'X' has completed three qualifications, become a ball assistant and supported the Old Trafford Pitch Day.

'X' is an active member of the community engagement youth voice group and has attended six youth voice events including a discussion group with dignitaries from

across Greater Manchester. The group spoke passionately about challenges within their community and how Street Reds has supported them and their peer group to bring positive change in the communities they are from.

Since being involved with the Manchester United Foundation community team, 'X' has had no reports of their involvement in street fights or any major behavioural issues in school.

Improved social engagement

Spotlight on social action projects with Whalley Range High School

In the final term of the academic year, nine year seven student leaders at Whalley Range High School set up a social action project to help the local female community. Guided by high school partnership officer Lauren, the students decided to team up with Every Month – a registered charity that seeks to tackle period poverty across Greater Manchester. The aim was to provide period packs for those unable to source their own.

To achieve this, the students sought to create and distribute packs that included:

- Applicator tampons
- Non-applicator tampons
- Pads
- Chocolate

The student-driven campaign saw over 1,000 sanitary products and 100 chocolate bars donated by the school community. This enabled 100 period packs to be made and sent to those in need.





Spotlight on social action projects with Whalley Range High School cont.

“The 100 packs that the girls at Whalley Range High School made have been donated to Tameside safeguarding unit. They will be split between the police station and the hospital to help young people who are at risk or who have been removed from their homes due to abuse. I’m sure that if they need a pack, they will be extremely grateful of the donation you and the school have given.”

Ashleigh Davison, director, Every Month MCR

Ignite a passion for the local environment and planet

Spotlight on Premier League Inspires and Richard Rose Central Academy

The theme of the 2021/22 Premier League Inspires project centred around sustainability. Subsequently, students belonging to Richard Rose Central Academy's 'Climate Crew' developed an initiative to repurpose the school's garden space. The students wanted to build something to support recycled waste, and so constructed a greenhouse out of used two-litre plastic bottles. The working group developed their idea during Premier League Inspires workshops held at Old Trafford and at St. James' Park. They collected bottles from their peers by running house

competitions in school and eventually collected over 800 bottles.

These bottles were washed, cut and finally stacked on garden canes, with the school's technology department creating frames for the bottles to fit inside. Gardening experts from local learning charity CDEC also supported the build.

In the new academic year, the greenhouse will be used to grow produce for the school and its local community.





Spotlight on Premier League Inspires and Richard Rose Central Academy cont.

“It’s been amazing to see the greenhouse come to life after all our work over the school terms. It’s going to look amazing when it’s completed.”

Pupil at Richard Rose Central Academy

“I’ve really enjoyed the construction element of the project. Referring back to the designs and physically seeing it getting put together has been amazing.”

Pupil at Richard Rose Central Academy

In partnership with:



69.4%

of participants surveyed had greater knowledge of employment pathways

£22,147,301
social value generated

69.7%

of participants surveyed improved their educational behaviour and attitude to learning

72.1%

of participants stated they have improved aspirations

Skilled and employment-ready young people

Improved attainment

Mentoring delivery worked to improve partner high school students' attainment. Delivery of this type took place in all 28 partner high schools and took two forms:

- One-to-one mentoring – staff supported students to improve their behaviour, punctuality, and attendance. Success was monitored through school databases and report cards.
- Group programmes – programmes engaged students in friendly competition to achieve positive outcomes. Students were often presented with league tables to bring performance to life.





Improved attainment cont.

Qualifications and skills programmes boosted student attainment. Accredited courses from The FA and Sports Leaders UK provided pupils with CV-ready qualifications to boost their post-16 options.

Overall, 1,020 students took part in mentoring sessions or qualifications and skills programmes. A combined 3,999 sessions were delivered during the academic year.

76% of students engaged in mentoring sessions improved their attitude to learning and/or school, while 71% improved their behaviour and/or attendance.

A total of 114 externally-accredited qualifications were gained by students during the academic year.

Spotlight on Mia at Werneth High School

Throughout the academic year a mentoring programme ran at Werneth High School. This saw high school partnership officer Niccola work with students that were disengaged, setting them behavioural goals and challenges and monitoring success through weekly report cards and bi-weekly meetings.

One of the students involved in the programme was Mia. Mia was referred into the mentoring programme after making a poor start at the beginning of the academic year, often truanting lessons and demonstrating disruptive classroom behaviour. Additionally, Mia also struggled to control her emotions, and would often show defiance towards staff.

In term one, Mia's negative behaviour points outweighed her positive behaviour points 80% of the time.

Mia joined the mentoring programme at the beginning of term two and this had transformative results.

During terms two and three, Mia's behaviour changed completely, as her positive behaviour points outweighed her negative points 77% of the time.

Skilled and employment-ready young people



Spotlight on Mia at Werneth High School cont.

“Mia's improvement through this academic year has been nothing short of fantastic. Mia is much more receptive to staff and follows instructions and consistently makes the correct decision, all of which are huge improvements on the start of the school year. This is without doubt down to the work of Nicc, who has built a superb relationship with Mia. Mia is not a perfect student but the biggest difference now is Mia, more often than not, chooses to be the perfect student and even more pleasing, when she does make a bad choice, she accepts the consequence, preventing it from escalating further.”

Mr Foulkes, head of year, Werneth High School

“I think mentoring has changed how I behave, how I deal with situations and how my attitude is towards people. Nicc has helped me a lot. She helps me when I'm anxious and annoyed; when I need someone to speak to she is always there. At the beginning of year eight I was on Head of Year report and I really wanted to go on Nicc's report but I wasn't on the best behaviour so I improved and got hardly any negative points. When I went on Nicc's report I was really happy. I have a few ups and downs and Nicc has always put me back on track.”

Mia, Werneth High School student

Improved knowledge and skills

Spotlight on Mark Brent and the traineeship programme

Mark Brent has attended Manchester United Foundation youth sessions since the age of eight and has now been involved with the Foundation for over 10 years.

Mark initially struggled with elements of high school but received fantastic support from the school partnership officer. After completing high school, Mark attended the BTEC programme at Eccles College where he developed his skills of working with others.

Through this programme, Mark gained his FA Level 1 certificate along with his

Emergency First Aid and Safeguarding certificate.

Upon completing his college course, Mark knew that university wasn't going to be the path for him, so this year he joined the Foundation's Traineeship programme to gain practical experience in the industry in which he wanted to pursue a career. Mark was intent on following his passion of helping other young people.

Through the traineeship, Mark was mentored and given real work experience at Manchester United Foundation

with the high school partnerships team. Partnerships coordinator Lewis Grimshaw guided, supported and challenged Mark to successfully gain the level of knowledge, skills and expertise to first obtain paid casual employment with Manchester United Foundation's Street Reds and holiday programmes. Mark then went on to achieve his dream role with a full-time contract working as an assistant high school officer.

Spotlight on Mark Brent and the traineeship programme cont.

“I started on Street Reds when I was eight, and when I was 16 I started volunteering. My journey with the Foundation has given me a massive community feeling and new life skills because the coaches are more than just football coaches.

I know how much the support I received from the Foundation staff meant at times when I really needed it; I would like to support others like that. It’s possible that me telling my story of where I came from and what I went through, might help another person feel better about their future.”

Mark Brent

Progression into new education, training or employment pathways

Spotlight on Yasmeen Ali and her journey with Manchester United Foundation

Yasmeen Ali grew up living in a house within the shadows of Old Trafford stadium. Her first interaction with Manchester United Foundation was as a participant on our Premier League Primary Stars programme and she still remembers getting a certificate from the coaches.

Yasmeen attended Stretford High School where she was mentored by Foundation coach Otto Malone, who was a strong, positive influence on Yasmeen.

Following on from high school Yasmeen enrolled on the BTEC course at Eccles College. She took her FA Level 2 course, became a student activator and also volunteered on the college's FA sessions and Manchester United Foundation's Street Reds programme.

Yasmeen recorded 166 hours of volunteering as part of the V99 programme across several projects and activities.

Upon leaving college Yasmeen secured a job working as a primary school delivery officer for the Foundation, aiming to afford the same opportunities she experienced to the next generation.



Spotlight on Yasmeen Ali and her journey with Manchester United Foundation cont.

“My time with the Foundation has opened up many doors, touched me in all aspects of my life, mentally, physically and emotionally. If it wasn’t for the coaches in those areas of my life, I don’t think I’d be doing what I’m doing now.”

Yasmeen Ali

“Yasmeen’s journey is so inspiring, and she is living proof of the work that the Foundation does every single day. I’m so proud that she is now a full-time member of our team and is a real asset to us, the wider Foundation and the schools and young people she works with and inspires.

Yasmeen epitomises the work we are trying to achieve by inspiring and supporting young people at every stage of their journey and, in some cases, being able to develop the next generation of inspirational people.”

John Shiels MBE, CEO, Manchester United Foundation



Social and economic impact

Impact

£35,878,515

total social value generated

£13,491,022

healthcare savings

£22,387,493

social cost savings

From the surveys completed, participants reported the following improvements:

72.1%

Greater aspiration

71%

Increased physical activity levels

69.7%

Better educational behaviour and attitude to learning

69.4%

Greater knowledge of employment pathways

63.7%

Higher levels of confidence/self-esteem

62.9%

Greater resilience/mental wellbeing

62.1%

Enhanced educational attainment

57.4%

Greater knowledge/skills

56.4%

Higher levels of social engagement

39%

Enhanced happiness/life satisfaction

All data and impact is processed by independent evaluation company Substance

Acknowledgements

Key partners



Premier League
Charitable Fund

Special thanks to

substance.

Partner secondary schools

Bolton St. Catherine’s Academy
Broadoak School
Co-op Academy North Manchester
Co-op Academy Swinton
Copley Academy
Dean Trust Ardwick
Dean Trust Rose Bridge
Dean Trust Wigan
Dixons Brooklands Academy
The East Manchester Academy
ESSA Academy
Great Academy Ashton
Kingsway Park High School
Levenshulme High School
Loreto High School
Manchester Academy
Manchester Enterprise Academy
MEA Central
Middleton Technology School
Oakgrove Integrated College
The Oldham Academy North
Philips High School
Richard Rose Central Academy
Royton and Crompton E-act Academy
St Cuthbert's RC High School
Stockport Academy
Stretford High School
Waterhead Academy
Werneth School
Whalley Range High School for Girls

Partner primary schools

Alice Ingham RC Primary School
Arden Primary School
Bredbury Green Primary School
Bredbury St Mark's CE Primary School
Cadishead Primary School
Clifton Primary School
Divine Mercy RC Primary School
ESSA Primary School
Fiddlers Lane Primary School
Haslam Park Primary School
Holden Clough Community Primary School
Irlam and Cadishead Academy
Irlam Endowed Primary School
Irlam Primary School
Medlock Primary School
Moorfield Community Primary School
Our Lady and St Paul's RC Primary School
Parklee Community Primary School
Primrose Hill Primary School
Ringway Primary School
St Alphonsus RC Primary School
St Bernadette's Catholic Primary School
St Gabriel's RC Primary School
St Helen's Hollins Green CofE Primary School
St Joseph the Worker RC Primary School
St Mary's CofE Primary School
St Philip's CofE Primary School
St Teresa's RC Primary School
Vale View Primary School

Partner special schools

Brentwood School and Community College
Chatsworth Multi Academy Trust
Inscape House School
Kingfisher Special School
Pioneer House High School
Seashell Trust

Also thanks to

adidas
Apollo Tyres
The British Army
Cadbury
Centre for Policing Research and Learning – Open University
DHL
Eccles Sixth Form College
EY
The FA
Greater Manchester NHS
Greater Manchester Police
Greater Sport
The Growth Company
Hamilton Davies Trust
Hideout Youth Zone
Kick It Out
Kohler
Konami
The Manchester College
Manchester FA
Michael Carrick Foundation
Manchester City Council

Manchester Mind
MUDSA
Pendleton Sixth Form College
PFA
Remington
Royal Air Force
Salford Community Leisure
Salford Foundation
SCC Group
SLC Education
South Manchester Girls Football League
Stockport Council
Stockport Youth Offending Service
Street Games
Timperley and District Junior Football League
Trafford Council
Wayne Rooney Foundation
Virgin Money
Ulster University



Foundation

Thank you

Visit mufoundation.org for more information