

On average, the [EEF's Teaching and Learning Toolkit](#) suggests that pupils who attend a summer school make approximately **two additional months' progress** compared to similar pupils who do not.

However, the effectiveness of summer schools depends on what approach is taken and evidence suggests that **summer schools without a clear academic component are not usually associated with learning gains**. Summer schools can have other aims and benefits, such as participation in the arts or sporting activities.

Evidence suggests that greater impacts (as much as four additional months' progress) can be achieved when summer schools are **intensive, well-resourced, and involve small group tuition by trained and experienced teachers**.

The aim of the programme is to deliver a short summer school with a blend of academic education and enrichment activities.

SUMMARY INFORMATION			
Length of project:	1 week (5 days)	Amount of funding received per pupil:	£597
Total number of pupil days offered: 181	<i>Year 7 cohort x 5 days = 905</i>	Total budget allocated:	Can be accessed here:
Total number of pupil days attended	<i>604 sessions attended over the week</i>	Details of any other budgets used to support spend and cost (Catch-up premium, Pupil Premium, Wesport bids etc)	£0
Unrecoverable costs <i>'Unrecoverable costs' are defined as sunk costs that are already irreversibly committed or spent and cannot be recovered. They will occur where pupil numbers fall below forecast and these costs cannot be reduced in line with actual attendance.</i>	£23,445	Total spend:	£23,445 Total to be claimed:

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

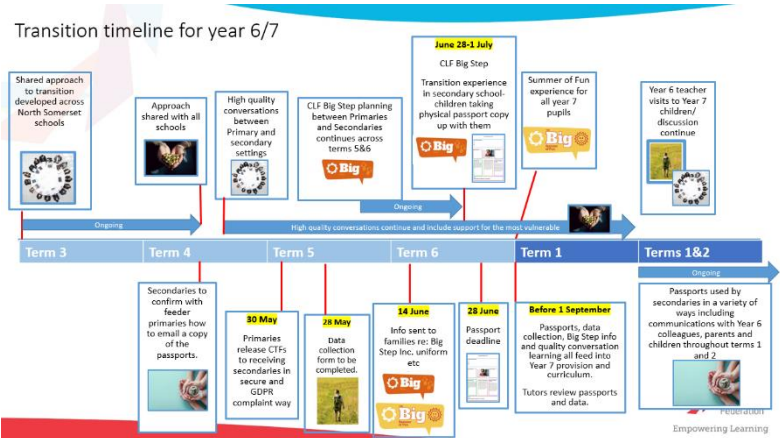
A	Poor oral language skills with limited understanding of a wide range of a vocabulary. These issues will have been exasperated if children have not been regularly exposed to good language role models, been taught new vocabulary or expected to speak in full and correct sentences.
B	Not being a fluent reader, which can impact on the learning of our curriculum. Those without daily opportunities to read appropriate texts at home will have been disadvantaged.
C	Low emotional resilience – lack of access to Thrive provision may have caused emotional development to pause or stagnate.

ADDITIONAL BARRIERS

External barriers:

D	Attendance in school – the academy has remained open throughout the pandemic but mostly to vulnerable and critical worker groups.
E	Lack of educational experience of parents meaning support for learning at home is varied.
F	Parents and children may be less engaged in live learning than they are when in school.

Planned expenditure for Summer Provision

Expenditure (including cost detail)	Rationale	How will you make sure there is value for money?	Staff lead
<p>Internal staffing</p>	<p>Children’s emotional, social and academic needs are met swiftly by adults who will become known to them and will establish relationships before starting year 7.</p> <p>Our most vulnerable pupils will need more support to attend, staff who understand how to meet their needs and are well equipped to support them in overcoming attendance barriers.</p> <p>Experienced trained teachers will support academic intervention and input to support effective catch-up and support with accessing the Year 7 provision and curriculum. Questionnaires to Primary School feeder schools informed these sessions so that these were well informed intervention sessions.</p> <p>The transition timeline opposite shows the data that will be collected for these students prior to arrival and during transition experiences in term time to support the targeting of academic catch up to meet need.</p> <p>Links to Barrier A to ensure that pupils have high quality teaching during this week from highly experienced teaching staff who provide good role modeling with oracy and explanations.</p>	<p>Marketing and communications support from our central team, alongside high-quality conversations as part of our transition timeline, will ensure that students and families are well informed and well supported to attend.</p>  <p>The diagram, titled 'Transition timeline for year 6/7', shows a sequence of activities across terms. Key events include: 'Shared approach to transition developed across North Somerset schools' (Term 3); 'Approach shared with all schools' (Term 4); 'High quality conversations between Primary and secondary settings' (Term 4); 'CLF Big Step planning between Primaries and Secondaries continues across terms 5&6' (Term 5); 'CLF Big Step' (June 28-1 July); 'Transition experience in secondary school- children taking physical passport copy up with them' (Term 6); 'Summer of Fun experience for all year 7 pupils' (Term 1); and 'Year 6 teacher visits to Year 7 children/ discussion continue' (Terms 1&2). A central bar indicates 'High quality conversations continue and include support for the most vulnerable' from Term 4 to Term 1. Specific dates and actions are listed below the timeline: 30 May (Primary release CFIs to receiving secondaries in secure and GDPR compliant way), 28 May (data collection form to be completed), 14 June (Info sent to families re: Big Step inc: uniform etc), 28 June (Passport deadline), Before 1 September (Passports, data collection, Big Step info and quality conversation learning all feed into Year 7 provision and curriculum. Tutors review passports and data.), and Terms 1&2 (Passports used by secondaries in a variety of ways including communications with Year 6 colleagues, parents and children throughout terms 1 and 2).</p>	<p>RGA</p>

Expenditure (including cost detail)	Rationale	How will you make sure there is value for money?	Staff lead
External staffing/provision	<p>To provide access to training, resources and experiences not possible within the scope of the provision without support.</p> <p>This links with Barrier C and E that additional experiences which pupils may have not encountered were incorporated into the week. For example visiting speakers for bugs, Guide Dogs for the Blind, alternative sports.</p>	<p>The trust has ensured we are working alongside trusted and known organisations with a track record of providing value for money.</p> <p>Two well known agency staff were employed for a couple of days during the week where the numbers of internal staff were at capacity. This also allowed us to have another teaching assistant as internal TAs were unable to support this week.</p>	RGA/JTH
Resources purchased	<p>Items to be purchased to support the organisation of pupil work (folders), books to be used during tutor time to increase literacy engagement and to be used in the case of bad weather or staff/ external provider absence that would impact on the sessions running. Water bottle gift as a 'prize' for attending the week and also to ensure all pupils could have refillable drinks during the week (as part of Covid risk assessment also).</p> <p>This links to Barrier B as students are likely to have lower literacy levels compared to their peers. Having dedicated reading time will start to bridge this gap.</p>	<p>Ensure that the items are from the cheapest available provider and requests for further discounts (particularly for the water bottles) to ensure that this was cost effective.</p>	RGA/JTH/CCO
Fees associated with opening facilities	<p>Cleaning: Ensure that the classrooms used and food room have a high level of hygiene during the week to minimise general illness and risk of Covid.</p> <p>Site maintenance: Site team member present for the week which ensured high levels of H&S as there was several building works occurring during this same week</p>	<p>Use of site team member of staff and cleaning staff who are already employed by the school to ensure that the costs are not increased due to external agencies being used.</p>	RGA/ SST

Expenditure (including cost detail)	Rationale	How will you make sure there is value for money?	Staff lead
<p>Food for the week</p>	<p>We did not want food to be a barrier to either pupil attendance or engagement with this week as this would further impact on the disadvantaged students.</p> <p>Food hygiene certificate also purchased to enable us to cater food for breakfast and break time as a reduced cost. Food items for break and lunchtime.</p> <p>This links to Barrier D as attendance is affected if students are coming to school hungry and their engagement would be affected by this (Maslow's hierarchy of needs).</p>	<p>Food for lunchtime was sourced from a reliable caterer who also give further discounts (e.g. staff lunches were free of charge) which enabled staff to work a 'working lunch' to reduce the need for additional staff to be on duty for the breaktimes. We assessed the value for money of this by using the same caterer for a staff event prior to this Summer week.</p> <p>Food for breakfast and break were purchased through a supermarket and staff were involved with the provision of this so that costs were significantly reduced compared to the use of a caterer.</p> <p>We ensured that there was a vast availability of different fruits and vegetables at different mealtimes so that pupils would have a nutritious diet during this week.</p>	<p>RGA/ JTH</p>