



Summer School

August 2015



Summary Report

Dates: - August 11th, 13th, 18th and 20th 2015

Aims:- To enable a smoother transition into the new academic year after a longer summer break and foster a positive ethos towards being at school and learning.
To provide cognitive challenge during the summer break to address the reported 'loss of learning' that can result from longer periods without stimulus.

Rationale: -

The summer school ran for the second time this year in order to continue to address concerns around a lack of progress amongst certain groups of pupils during the longer summer holiday. There is also a focus on 'softer skills' such as attitude to learning and positive relationships with school which are fostered and reported by children during the 4 days.

Last year the target group was primarily pupil premium children and those who had made limited progress over the academic year and this idea was therefore carried forward to the current year.

Attendance: (last year's figures in brackets)-

Date	Attendance Total	pupil premium	Year 3	Year 4	Year 5	Year 6
August 12th	26 (26)	6	4 (9)	11 (10)	5 (3)	5 (4)
August 14th	27 (29)	6	4 (9)	11 (12)	6 (4)	5 (4)
August 19th	23 (23)	6	3 (9)	8 (7)	6 (3)	5 (4)
August 21 st	21 (26)	4	3 (9)	7 (9)	5 (3)	5 (5)

Daily timetable and structure: -

The decision was taken this year to staff the summer school with a combination of Pondhu teachers and external coaches/staff. All staff were invited and many took up the opportunity to participate. Each morning began with a breakfast club which was attended by all, this was followed by a maths and English based set of activities conducted predominantly outdoors. The main difference this year was that the afternoon sessions were conducted by outside providers (Circus skills, Squashbox theatre, sports coaches) with teacher support. This method allowed for an increased variety of activities plus teacher CPD when working alongside coaches.

Pupil Progress:

As this is the second year of summer school we are beginning to build up a small bank of information to show any impact upon 'hard data' the school may be contributing to. It would not be fair to the class teachers who have the children all term to put any improvements entirely down to summer school but nevertheless we can still access useful information when assessing the impact of the four days. For reference in KS2 it is expected that pupils would make 3 to 3.5 APS over a year. This equates to at least 1 APS per term.

	Summer School (avg)	All Y3/4/5 pupils (avg)
Reading	3.5	4.0
Writing	4.0	3.8
Maths	3.2	4.2

	Summer School P.P. (avg)	Y3/4/5 P.P. (avg)
Reading	4.4	4.4
Writing	2.5	3.8
Maths	3.2	3.8

	S/School non P.P.	All Y3/4/5 non P.P. (avg)
Reading	3.2	3.8
Writing	4.1	3.8
Maths	3.3	3.9

	S.S. Girl	S.S. Boy
Reading	3.3	3.6
Writing	4.2	3.5
Maths	3.5	3.1

The data is somewhat inconclusive in terms of evaluating the success of summer school although it is worth remembering that for those children who have attended two years' worth of summer school we are evaluating 8 half days' worth of additional English and Maths. In the entirety of the two school years this amounts to only 4 days. It is interesting to see the boys and girls achievement is broadly in line with each other and although the 2.5 for summer school pupil premium is low it is from a small sample and therefore open to single pupil scores varying the average significantly.

The qualitative data is very strong and all pupils expressed their enjoyment and willingness to take part during their own holidays (daily feedback). Parents and carers also expressed the enthusiasm their children showed and their own enthusiasm in having something else for their children to do during the holiday

period. Pupil progress meetings show positive attachments to school for some of our more challenging children and additional activities such as summer school feed into this positive attitude.

Conclusions:

- The qualitative and quantitative data suggests that the summer school continues to provide positive outcomes for attendees
- Pupil numbers remain high and amount to approximately a class size
- Teachers and other staff remain positive about giving their support
- Parents and carers report positive experiences and outcomes
- Pupils enjoy the experience and this enjoyment contributes to the 'soft data' such as attitudes to school and learning

Report compiled by N.Cooper (November 2015)