Overview

The Samworth Church Academy delivered a one-week summer school from 23rd-27th August 2021.

Attendance

180 Year 7 (intake) students were invited to attend the summer school programme. 56 students were eligible for the pupil premium. 84 students attended summer school for at least one day, 19 of these students were eligible for the pupil premium. Attendance throughout the week was fairly consistent, with 84 children attending on day 1, 81 on day 2, 80 on day 3, 77 on day 4 and 73 on day 5.

[https://www.gov.uk/government/publications/coronavirus-covid-19-summer-schools-programme-funding/coronavirus-covid-19-summer-schools-programme-funding-claim-form](https://www.gov.uk/government/publications/coronavirus-covid-19-summer-schools-programme-funding/coronavirus-covid-19-summer-schools-programme-funding-claim-form-guidance)Funding

|  |  |
| --- | --- |
| Total Funding Allocation | £ 54,924.00 |
| Total spend | £11547.11 |

Expenditure

|  |  |
| --- | --- |
| Staffing costs | £9320.96 inc on costs |
| Reading Books- The Hobbit, issued to all students.  | £923.15 |
| Science Equipment  | £51.33 |
| Stationary  | £723.67 |
| Enrichment- Disco | £320 |
| Enrichment- refreshments  | £208 |
|  |  |
|  | £11547.11 |

Aim and Intentions

When considering the aims for the TSCA Summer School, we worked closely to the guidance set out by the Department for Education. They suggested that summer school provisions for year seven should:

* "build a community with their fellow students
* forge relationships with new teachers
* familiarise themselves with their new school environment" (Department for Education, 2021)

The Samworth Church Academy Summer School aimed to provide the new year seven cohort with high-quality teaching across core and EBACC subjects whilst also providing a sample of enrichment activities available within the Academy.

We also used the opportunity to embed the TSCA behaviour system and core values into the structure of the day, through the use of morning briefings.

To create a clear structure and narrative for summer school all activities were based on The Hobbit by J.R.R Tolkein. This allowed staff to build a cultural capital into lessons and enrichment activities and also allowed us to address the deficit highlighted by government guidelines: 'Students may not have heard as many words as they do on a normal day or read the books or been to the different places they might have otherwise.' (Department for Education, 2021)

Staffing overview

The summer school was planned and designed specifically to create opportunity for students and staff to build positive in-school relationships that would develop further as the students joined the academy in September 2021. We adapted a group leader approach and specialist activity leads that were subject specialist. The inclusion of a designated well being lead was carefully considered, as we recognised the challenges that the young people have faced during the Covid 19 pandemic.

Attendance and Safeguarding

180 students were invited to TSCA Summer School. Parents were asked to complete an online survey to confirm whether their child would be accessing their place. 138 parents accepted a place for their child. Throughout the week attendance ranged between 80-90 students per day.

For safeguarding purposes, a phone call was made to all parents whose child was expected to attend to confirm. A log was kept of reasons for absence and a digital register was kept on file. Registers were taken at the start of every session and were logged onto the digital register by a member of the executive team.

Links to Transition

Before summer school, students were invited to a three-day transition event. During this event, students completed a baseline assessment in English. They were also given a copy of The Hobbit, with an accompanying literacy support pack, to take home over the summer holidays.

These baseline assessments were used to identify appropriate groupings for summer school, to allow students to work with classmates of similar ability and allow students to build a relationship with their fellow students.

Structure of the week

Each morning students were present for a morning briefing, which focused on one of the Academy's Christian values: positivity, respect, service, forgiveness and vocation. These values were linked to The Hobbit, to again further students understanding from their wider reading. Students were tasked to discuss the day's value and how they could be built into the Academy day. This was then paired with a well-being task and prayer linked to the value of the day.

Each morning students were taught two lessons for either their core or EBACC subjects. From Monday to Wednesday, students were introduced to more vocational subjects. Each subject focused on set skills to help students prepare for their first weeks in September.

English:

In English, students focused on their understanding of writing conventions, particularly script writing. Students then worked in small groups to consider how scripts are edited using stop-motion animation to create a small project piece.

Religious Studies:

Students studied religious and fictional stories to know about stories from religion and English literature, discuss Academy values, and understand different points of view in applying those values. Students took part in verbal discussions, comprehension tasks, and written tasks, to prepare them for academic styles of learning expected in Religious Studies, and to engage them with the ethos of the subject.

Geography:

In geography we looked at flood-proof housing, building 3D models in teams. The skills involved were decision making (choosing the strategies to use), time management, teamwork and discussion. This activity linked in with the building of 3D shapes from maths earlier in the week and the current affair and science/geography themes of global warming.

Modern Languages:

In languages, we explored how we already know a lot of vocabulary in many other languages simply by speaking English! In the spirit of adventure, students worked together to gain a familiarity of the Russian alphabet, which they then used to reveal the meanings of some Russian vocabulary. A lot of students were surprised to see how with a little perseverance, they were able to understand ideas in a language with a different alphabet to our own.

Design & Technology:

In Design Technology (Graphics), we focused on creating a map of the school in the style of the J.R.R Tolkien maps. The children learnt how to use different types of pens and we practised calligraphy styles before creating our maps, combining text and images.

Performing Arts:

Our performing arts session was provided by The Mansfield Palace Theatre. The 1.5 hours workshop used drama techniques to focus on transition, encouraging:

The students to think about their achievements to date

What other people think of them

Development of a character to help them explore the fears, difficulties, etc they are facing as they prepare for Year 7.

Build confidence and resilience as we move forward and take on new challenges in life.

Physical Education:

Students were given access to our climbing wall, which allowed them to build resilience and encourage them to support their classmates. Students also played cricket to allow for maximum participation, therefore meaning enhanced skill development and opportunities to develop Personal and Social skills.

Well-being

Throughout the week, the students were given a short wellbeing briefing during their morning briefing sessions. Each day focussed on a different area of the five ways to wellbeing and was linked, where possible, to the Academy values. During these sessions the students were introduced each of the ways, an explanation of the science behind it, then set a daily challenge that linked to both the wellbeing focus and the daily value.

The wellbeing session on Thursday afternoon started with all students in the hall where they were introduced to the support systems in place and wellbeing staff within the Academy. Next, they were introduced to a ‘three before me’ approach to wellbeing that encourages resilience and independence within the students by providing them with a range of online resources that they could use before seeking help from staff in the Academy. The students then took part in a carousel of activities of positivity journaling where each student was provided with a journal to take away, yoga, learning braille and a silent disco. Each session was rooted in one of the five ways to well-being with the aim of introducing a range of activities that they could participate in to improve their mental wellbeing.

As part of their well-being activities, students participated in a reward event at the end of the week. This mirrors our behaviour policy, which allows students who have made a positive impact on the school to come off a timetable for a reward event. As there had been no behavioural issues, all students were invited to watch The Hobbit, as it had been their project piece. Students also used this time to socialise with their friends, swapping phone numbers with their new classmates and introducing them to students they had been to primary school with.

Outcomes

When considering the aims of TSCA Summer School, the staff of summer school believed there was a positive outcome for all students.

Familiarise themselves with their new school environment

Students gained familiarity with the building and have shown noticeable confidence in walking around the school in comparison to previous years. They also had a stronger knowledge of school systems and values before the start of the term. This has allowed them to settle into Academy life quickly now they are joined by the rest of the student body.

Build a community with their fellow student

As students were grouped by the English sets, through the use of their baseline assessments, students were able to meet their new classmates. Through the vocational subjects, they were able to focus on their teamwork and social skills. While their core and EBACC subjects allowed them to work together through a collaborative learning structure. Students formed friendship groups by being encouraged to share their likes and interests. This was seen as successful when students asked if they could have access to their phones to exchange numbers with their new friendship groups. Again, this has allowed students who attended the summer school to settle more quickly into life at Samworth.

Forge relationships with new teachers

Overall, TSCA Summer School allowed students to experience the structure of secondary school, in a slightly more relaxed environment. Students were able to meet new staff members from a variety of subjects and build relationships to ease their transition. Students also met their year 7 executive leader, learning manager and academic lead before the start of term. Staff commented that they saw the benefit in having only year seven in for an extended time as it allowed for them to get to know students and address any potential well-being issues before the term started.