

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:	£59.5
Total number of pupil days offered	<i>Year 7 cohort(157) x 5 days = 785</i>	Total budget allocated: £ 46,707.5	Can be accessed here:
Total number of pupil days attended	<i>Mon – 77 Tue – 74 Wed – 70 Thur-70 Fri – 62 Total: 353 x £ 59.5</i>	No other budgets were used to support the Fun Week	£ 19,435

SUMMARY INFORMATION

<p>Unrecoverable costs</p> <p><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></p>	<p>£ 0</p>	<p>Total spend: £ 19,505.99</p>	<p>£ 19,505.99</p> <p>Total to be claimed:</p>
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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.
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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	Rationale	How will you make sure there is value for money?	Staff lead
Provider: £ 12,604.8 Staff:£ 5,050.69 Food:£ 1,500 Cleaning:£ 250.5 Mailing Cost: £ 100 Total Spend: £19,505.99	At John Cabot we wanted to make sure that our future students had a good transition into secondary school with team building and social activities with some academic catchup and assessment throughout the week. We felt it important for their initial interaction to be organized, fun, intuitive and social.	We have made sure that the program provided by the external provider connected with our transition values. These needed to be the smooth integration of our new students using team building and social activities to develop bonds with each other and their teachers. We have ensured a balance of this through some fun, academic and team building events.	COy

<p>Internal staffing</p>	<p>Children’s emotional, social and academic needs are met swiftly by adults who know them well.</p> <p>Our most vulnerable pupils will need more support to attend, staff who know them well and 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.</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>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>Support Staff:</p> <p>CDa, LNe, Cdu, LMa, LMa, Lar,</p> <p>English and Maths:</p> <p>GSI and CTI</p> <p>SLT</p> <p>KWi,KSe,SCh, GRe,CBa,JSh</p> <p>Transition support up to event:</p> <p>JJa, JDa, AHo, JCh,</p>
<p>External staffing/provision</p>	<p>To provide access to training, resources and experiences not possible within the scope of the provision without support.</p>	<p>The trust has ensured we are working alongside trusted and known organizations with a track record of providing value for the money.</p>	<p>Mendip Outdoors</p>
<p>Resources purchased?</p>	<p>Resource for the Academic component were provided by JCA and all others by Mendip Outdoors. No purchases were made</p>	<p>No resources were purchased as they were all provided by Mendip Outdoors</p>	<p>JCA / Mendip</p>
<p>Fees associated with opening facilities?</p>	<p>Cleaning: £ 250.5 Site maintenance: £ -</p>	<p>Our cleaning staff provided a clean environment throughout the week, cleaning the canteens and toilet blocks, also decontaminating door surfaces and social areas</p>	<p>JCA Service Team</p>

