



## Summer Camp Impact Report 2021

The aims of the Camp were to support the transition of Year 6 into Year 7 for our most vulnerable students through providing them with the opportunity to:

- Build a community with fellow pupils.
- Forge relationships with new teachers.
- Familiarise themselves with the school building.
- Build students' confidence through opportunities to engage in both academic and enrichment activities.
- Develop positive patterns of behaviour.
- Promote mental and physical wellbeing.

By the end of the week students had the opportunity to create and make through a range of different art forms. These were displayed and shared with families during our Summer Camp Festival celebration on the last day. During the students' Summer Camp Graduation, families, staff and students celebrated the achievements of the students over the course of the week and watched a performance on moving to secondary school, given by year 9 students who had opted for GCSE Drama.

### Summer Camp Experience

Profile of target groups (e.g. key stage/year, SEND, low attenders)	<p>Year 6 to Year 7 transition students who were identified as being vulnerable. Key target students included:</p> <ul style="list-style-type: none"><li>• SEND students</li><li>• Students who have had support from External Agencies at Primary School</li><li>• Single students who are joining Ark Boulton Academy from primaries who are not typically key feeders.</li></ul> <p>A group of 10 current year 7 students acted as peer support leaders. These were a combination of students who had demonstrated strong behaviour and achievement data as well as students who have made strong progress since their starting point.</p>
Key activities	<p>The DfE guidance (DfE, 2021) guidance encouraged a mix of academic and enrichment activity. Informed by this (DfE, 2021) and aligned to Ark Boulton Academy's individual year group narratives, this Summer Camp focused on 'My identity and my place at Ark Boulton'.</p> <p>Our Summer Camp was not however intended to encompass English and Maths provision because we know the following:</p> <ul style="list-style-type: none"><li>• Our feeder primaries schools are either Ofsted rated 'good' or 'outstanding' with strong or improving outcomes in English and Maths.</li><li>• Our research into our feeder primary curriculums told us that our incoming Year 6 students had not had a broad range of wider experiences, and this was therefore a gap.</li><li>• All students in Key Stage 3, at Ark Boulton benefit from a taught, daily reading programme (2 hours per week in addition to English lessons).</li></ul>



	<p>We use NGRT data to identify students below their chronological reading age. Here, they follow a bespoke Fresh Start programme. Data tells us that this approach, taken over time, is broadly effective in closing these gaps over a period of 6 months.</p> <ul style="list-style-type: none"><li>• Our Year 7 Tutor team is a strong team comprising Creative Arts, MFL and Literacy teachers. We are therefore seeking to capitalise on their subject specialisms during the Summer Camp.</li></ul> <p>In light of this information, students attending our Summer Camp will engage in activities focused on:</p> <ul style="list-style-type: none"><li>• Music</li><li>• Art</li><li>• Drama</li><li>• Languages</li><li>• Health and Wellbeing.</li><li>• Links made to numeracy where appropriate.</li></ul> <p>Finally, Character Education is a key part of the Ark Boulton Academy culture. Our Summer Camp was framed within the language of virtue, taught every day to our students through a planned curriculum running for 2 hours per week.</p>
How success will be measured:	<p>We measured the impact of the Summer Camp in three ways:</p> <p><b>During the Summer Camp week:</b></p> <ul style="list-style-type: none"><li>• Attendance at Summer Camp</li><li>• Celebration of students' work and graduation at the end of Summer Camp.</li><li>• Parental engagement with graduation.</li><li>• Students stated that they felt confident about their transition into Year 7.</li></ul> <p><b>During the first week of September:</b></p> <ul style="list-style-type: none"><li>• Students are visibly prepared for the first day with full uniform.</li><li>• Summer Camp students are known to Form Tutors and have planned accordingly.</li><li>• Students start in Year 7 with a friendship group forged through Summer Camp.</li></ul> <p><b>By October half-term:</b></p> <p>Collate short one page review detailing:</p> <ul style="list-style-type: none"><li>• Summer Camp students are known to Form Tutors and their attendance at school is in line with, or above the year group average.</li><li>• Summer Camp students receive less detentions due to positive behaviour patterns developed in Summer Camp.</li><li>• Summer Camp students are not late to school.</li></ul>



## Summer Camp Attendance Data

Number of students attending daily in each year group.

Year Group	Monday 26 <sup>th</sup> July	Tuesday 27 <sup>th</sup> July	Wednesday 28 <sup>th</sup> July	Thursday 29 <sup>th</sup> July	Friday 30 <sup>th</sup> July
Year 6	72	74	77	68	76
Year 7	6	8	7	6	6
Year 9	12	10	9	11	12
<b>Total</b>	90	92	93	85	94

- We invited all students in the incoming Year 6 to attend Summer Camp on 3 separate occasions, in addition to utilising our links with feeder primary schools.
- Of those 180, 85 students/parents responded across the 3 year groups.
- As such, we costed for 85 students in total across all three-year groups but at its highest our Summer Camp attendance saw 94 students attend.
- As the data shows, attendance increased through the week and attendance was strongest on the final day where Year 9 students performed a play they had devised on transitioning to secondary school, to their year 6/7 peers.

In terms of a comparison with the current school attendance data:

- Currently whole school attendance data for Aut1 so far is 92.5%
- Currently Year 7 cohort attendance is 94.5% for Aut1 2021.
- There have been no exclusions for year 7 students.

This data shows us that our Summer Camp was strongly attended and has supported students in their transition to secondary school.

We also targeted our Summer Camp at our most vulnerable students focusing on our pupil premium and SEND students.

### PP and SEND students who attended Summer Camp

Year Group	% Pupil Premium	% SEND
Year 6	54%	27%
Year 7	33%	11%
Year 9	73%	27%

The data for our students attending Summer Camp who are Pupil Premium or have SEND were high and the above data show us that our targeted support to ensure their attendance was successful. Through targeting these students, we have enabled our most vulnerable students the opportunity to work with others in developing social skills and building positive character through a quality, well rounded Summer Camp offer.

As part of our daily staffing, we had our SENCO and Fresh Start Lead Teacher (reading programme for students with a reading age of –10 years), who is also a Year 7 form tutor. This enabled the Enhanced Provision Team to meet and work with and observe students in August before the academic year started.

### Summer Camp Funding break down



Overall cost

<b>Staffing-</b> Teaching / Non-teaching/ Enhanced Provision staff/ DSL's/Catering/ Cleaners	<b>£12,723.00</b>
<b>Catering</b> Cost of food and refreshments for all students during summer camp and graduation event	<b>£648.00</b>
<b>Birmingham Rep</b> Cost of external theatre company to work with year 9 students who had opted for GCSE Drama, who performed for the students at the graduation event	<b>£1500.00</b>
<b>Total</b>	<b>14,871.00*</b>

*\*We are yet to receive our allocated funding from the DfE, however anticipate the full amount to be recovered.*

## Evaluation Summary

### Prior to Summer Camp

#### *What Went Well?*

- Use of Primary data, gathered from Enhanced Provision team led by Victoria Hudson and Pawel Ptak. alongside personal information provided by families and students during tutor phone calls made by the Year 7 tutor team, ensured that the right students were targeted for Summer Camp.
- Collaboration with Year 7 Student Leaders and the Summer Camp offer or Year 9 into 10 allowed for Year 6 to meet and work with older students for our academy. This was highlighted by the Primaries and students in Year 6 as a potential issue which may cause anxiety when starting in Year 7.

#### *Even Better If?*

- Greater in person communication and participation with contacts from feeder Primary schools. This could not happen due to Covid restrictions.

### During Summer Camp

#### *What Went Well?*

- Our approach of keeping our Summer Camp offer 'small and friendly' line with our Year 7 narrative of 'My Identity and My Place in the Ark Boulton Family' ensured that all staff participating were able to get to know students a lot faster.
- Careful deployment of staff to focus on attendance and make phone calls ensured that attendance figures were accurate and sustained through-out the Summer Camp.
- Our 'guest speaker' approach provided an opportunity for the students to study outside of the specialisms of the Year 7 team and to get to know members of the wider school community.

#### *Even Better If?*

- Plan for students attending Summer Camp without consent clearly outlined with a WTD to gain parental consent.



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### **After Summer Camp**

#### *What Went Well?*

- Key students are known to staff already and information is shared with Personal Tutors.
- Students identified as most vulnerable prior to Summer Camp and during were placed in the best fit form group with the right Personal Tutor.
- Students were prepared for the first day with no lates, full school uniform and equipment.
- Strong Year 7 attendance and behaviour.

#### *Even Better If?*

- Follow up consultation process with parents and staff to evaluate success of Summer Camp.