



Summer Camp Impact Report

Summer 2021

“I have come that you may have life, and have it in all its fullness.”

John 10:10

At Ark Burlington Danes Academy, we believe that *everyone* deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

Focus of report: Summer camp data analysis 2021

Author: RHD

Character development

Pupils will develop characteristics that support their academic achievement, create thoughtful citizens and allow them to make reflective choices over their personal lives.

Raising aspirations and achievement

Pupils will understand the opportunities that a school and university education will afford them in terms of careers and quality of life. Pupils will develop their passions and interests through a high quality enrichment programme.



Summer Camp Data 2020/21

Summer Camp:	Number of days	Number of pupils:
Transition Camp	5	73
KS3 Enrichment Camp	5	56
Year 10 English and Maths Booster Camp	5	21
Year 10 STEM Challenge Camp	3	20

Attendance and Exclusions Comparison:

Key Metrics	Whole School	Summer Camp Cohort	Difference
Summer 1 Attendance	93%	96%	+3%
Autumn 1 Attendance	94%	97%	+3%
Summer 1 Exclusions	0.2%	0.6%	+0.4%
Autumn 1 Exclusions	0%	0%	0%

Ark Burlington Danes Secondary Academy ran four summer camps in the summer break 2021. The following evaluation explores the impact of each camp against its stated objectives:

KS3 Enrichment Summer Camp (5 days):

- To provide students in KS3 with enrichment opportunities that they were unable to access during the academic year due to COVID19
- To engage some of our vulnerable learners from the Community Classroom in positive activities over the summer break
- To provide students with academically enriching activities from external providers (Shakespeare's Globe, STEM escape room, STEM problem solving carousel)

Impact:

The summer camp was well attended with 56 students joining us over the week. Of these 32% were targeted vulnerable students who had also been targeted for our Community Classroom provision during lockdown, due to their safeguarding or SEND needs.

Students had an enriching curriculum, combining performing arts, P.E., STEM, cookery and teambuilding challenges, focusing particularly on skills and activities that they were not able to do during lockdown:

	Session 1:	Session 2:	Session 3:
Monday	Cooking Carousel 1	Football	Art carousel 1
Tuesday	STEM Problem Solving Challenge		
Wednesday	STEM Escape Room	Trampolining	Art Carousel 2
Thursday	Shakespeare's Globe	Gym	Art carousel 3
Friday	Defend the Egg	Trampolining	Celebration Event

Data from the surveys has not been returned to schools yet, but the video at this link demonstrates the student joy and engagement that was witnessed:

https://arkschools.sharepoint.com/:v:/s/BDA/Staff/general/EZ7RfRyh38VPlkA8buyBOMIBKzelR_B_iYgf_g8Bh8ZTJAA

Year 10 Maths and English Booster Camp (5 days):

- To provide targeted students in Year 10 (En/Ma crossover group) with booster sessions in English and Maths in preparation for Year 11
- To provide students with academically enriching activities from external providers (Shakespeare’s Globe, STEM escape room, STEM problem solving challenge)

Impact:

The summer camp was well attended, with all targeted students attending for the full 5 days: an indicator that the content of the camp was appealing and engaging to our students. Students were targeted based on English and Maths crossover data, to ensure that those who were missing one of two subjects in the Year 10 summer assessments were given the opportunity to catch up before the start of Year 11.

Students were also provided with enriching academic activities linked to their learning, including a Shakespeare Globe workshop on Macbeth (the GCSE set text), a STEM escape room and a STEM problem solving challenge:

	Session 1:	Session 2:	Session 3:
Monday	English	Maths	-
Tuesday	English	Maths	Problem Solving Challenge
Wednesday	English	Maths	STEM Escape Room
Thursday	English	Maths	Shakespeare’s Globe Workshop
Friday	English	Maths	-

Data from the surveys has not been returned to schools yet, and data from assessments will be collected following mock English and Maths exams next week to measure impact on English and Maths progress.

Year 10 STEM Challenge Summer Camp, in collaboration with Goldman Sachs STEM Learning (3 days):

- To provide targeted students in Year 10 (Triple Science group) with challenging and enriching learning in the three sciences
- To provide students with opportunities to engage in scientific experiments that they were unable to access during the academic year due to COVID19
- To provide students to aspirational pathways and careers advice in STEM careers

Impact:

- The summer camp was well attended, with all targeted students attending for the full 3 days: an indicator that the content of the camp was appealing and engaging to our students. Staff running the camp fed back that we had the biggest cohort of any of the schools they’d been to.
- Students were targeted due to placement in triple Science, and the camp was designed to support their learning and aspirations with careers and pathways guidance alongside rigorous academic work.
- The students were particularly enthused by a careers talk from three STEM ambassadors – one at Goldman Sachs (who ran the camp), one who is doing a PhD in biomedical research and one who works in engineering. They talked about being first generation university attendees, clearing, and

career pathways. Several of the students told me afterwards that they found it really inspiring to hear that others had been first generation and made them believe they could be too:

	Session 1:	Session 2:	Session 3:
Monday	Welcome from Goldman Sachs w/ Q&A	Physics	Physics
Tuesday	Chemistry	Illuminating Careers talk	Chemistry
Wednesday	Biology	Biology	Biology

Data from the surveys has not been returned to schools yet, and data from assessments will be collected following mock Science exams in November to measure impact on progress.

One student, Katrina Murray, provided the following account of her experience:

“During the summer I attended the Golden Sachs STEM camp. I found it quite enjoyable, especially when we were given a chance to try out the practicals ourselves which helped us with our practical skills in Science, that we haven’t been able to develop the previous year due to Covid. We spent each of the three days focusing one on aspect of science and consolidating our knowledge on it to help us achieve higher grades on that topic. Not only were we fortunate to be taught by a teacher outside school, we were also given insight into the work of STEM. We met 4 STEM ambassadors who each told us a story of their work and give us guidance on how to achieve our goals. I found it very interesting to listen to them and learnt some great information from them that will help me later on.”



Transition Summer Camp, in collaboration with Let Me Play (5 days):

- To build motivation and enthusiasm in our transition cohort about starting secondary school
- To build confidence and self-esteem in order to raise aspirations in our transition cohort
- To provide instruction in Maths and English and identify gaps in learning and additional needs
- To negate learning loss caused by lockdown and promote core essential skills such as teamwork and classroom readiness skills

Impact:

- The summer camp was well attended with 73 students joining us over the week (66% of the new Year 7 cohort).
- Students had an enriching curriculum, combining literacy, numeracy, getting to know each other and the school, teambuilding, arts, P.E. and STEM challenges, focusing particularly on skills and activities that they were not able to do during lockdown:

Start	End	Day 1 THEME: Motivation	Day 2 THEME: Determination	Day 3 THEME: Communication	Day 4 THEME: Compassion	Day 5 THEME: Resilience
9.30	10.00	Arrival & Registration: Name Art & Water Bottle Design	Arrival & Registration: Smoothie Breakfast	Arrival & Registration: Rock Snake Painting	Arrival & Registration: Gratitude Cards	Arrival & Registration: Completion of Student Manual
10.00	10.30	Team Building: Ice Breaker Activities	Team Building: The Great Egg Drop	Team Building: Plant Pots	Team Building: Boat Challenge	Team Building: Team Games
10.30	11.30	Team Challenge: Murder Mystery / Alibi	Team Challenge: Tour of School & Treasure Hunt	Team Challenge: Debate Club	Team Challenge: Dragons Den	Team Challenge: T-Shirt Design
11.30	12.30	Education Zone – Numeracy: Data Mining	Education Zone – Numeracy: Sweet Fractions	Education Zone – Numeracy: Budgeting: YouTube Channel	Education Zone – Numeracy: Value of Money	Education Zone – Numeracy: Lateral Thinking & Maths Games
12.30	13.00	Lunch	Lunch	Lunch		
13.00	14.00	Education Zone – Literacy: Goals & Vision Board	Education Zone – Literacy: Letter Writing: To My Year 11 Self	Education Zone – Literacy: Comprehension Exercise	Education Zone – Literacy: Persuasive Writing: IG Article	Education Zone – Literacy: My Future Self & Achievements Record
14.00	14.10	Break	Break	Break	Break	Break
14.10	14.50	Active Zone: Summer Sports	Active Zone: Summer Sports	Active Zone: Summer Sports	Active Zone: Summer Sports	Active Zone: Summer Sports
14.50	15.00	Daily reflection in workbook	Daily reflection in workbook	Daily reflection in workbook	Daily reflection in workbook	Daily reflection in workbook
15.00		Sign-Out & Collection	Sign-Out & Collection	Sign-Out & Collection	Sign-Out & Collection	Sign-Out & Collection

Self Esteem of every student was measured before and after the camp using a short questionnaire:



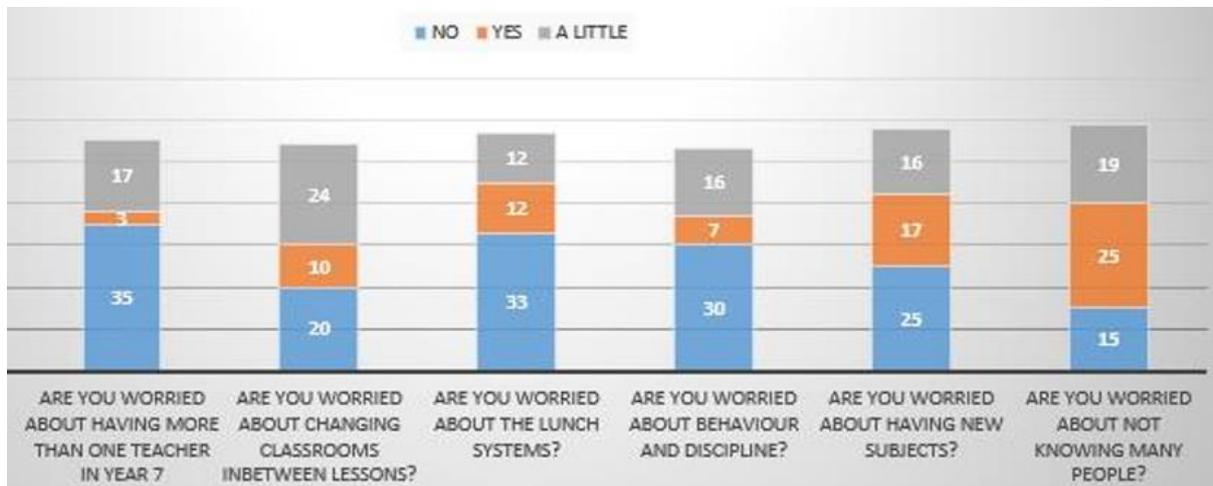
In the initial self-esteem testing, a number of students scored in the low/lower than normal range. The transition staff targeted these specific students to work with to build their self-esteem and confidence. This was achieved through giving them encouragement and support in activities they struggled with and also

providing opportunities for leadership roles throughout the week. In the final testing, the majority of students scored in the normal to high range for self-esteem.

Students also enjoyed a range of Literacy based activities to support their progress in reading, writing, speaking and listening. Students had the opportunity to create Vision Boards and write a letter to their future self. It was outstanding to see students who were hesitant to share their ideas at the start of the camp, show confidence by the end of camp by sharing their work and ideas to the class. Debate Club allowed students to take a stance on a particular topic and communicate their ideas effectively. Maths based tasks and activities were also enjoyed by the students. There were opportunities to use their mathematical thinking and strategies in everyday, relevant situations such as Budgeting for a YouTube Channel, Value of Money activity, Sweet Fractions and Lateral thinking tasks.

The Team Building activities throughout the week allowed students to work collaboratively with their peers to help develop their teamwork and communication skills. Students were able to enjoy a vast range of activities including: The Great Egg Drop, Boat Challenge, Treasure Hunt, Murder Mystery, Debate Club and Dragons Den. Students were also able to take part in individual tasks such as smoothie making, design and creating their own keepsake t-shirt and planting a seed in their created plant pot that they will be able to nurture and care for throughout their secondary journey.

In their pre-camp survey, students identified the following anxieties about starting secondary school:



In their final questionnaires, the majority of students stated they had enjoyed the camp and many students also commented on how Transition staff had helped them gain confidence and that they now felt prepared to start secondary school in September. Further survey data can be found below:

Post-Camp Survey Questions:	Yes	Somewhat	No
Have you enjoyed your camp experience?	72%	24%	4%
Are you now less worried about starting secondary school?	81%	15%	4%
Did you feel that your views and worries about starting secondary school were heard at the camp?	81%	15%	4%
Has the camp made you feel more confident about starting secondary school?	80%	17%	3%
Would you recommend the camp to a friend who didn't come?	76%	17%	7%
Has the camp made you feel more excited about starting secondary school?	71%	25%	4%
Are you more motivated to do well at school than previously?	60%	30%	10%
Has the camp taught you more about what to expect at secondary school?	48%	42%	10%

One student fed back: "I feel better about starting school because I know how it will look on my first day now and it doesn't feel scary coming here."

Appendix 1: Summer School Cost Summary

Ark Burlington Danes received £43,582.70 from the government in order to fund these summer camps. Below is a breakdown of how this funding was spent:

Summer School Cost Summary	
Description	Amount
Staffing Timesheets (<i>all camps</i>)	23,275.00
Oncosts (<i>all camps</i>)	7,493.66
Food (<i>all camps</i>)	335.51
Science Resources (<i>KS4 STEM Camp</i>)	21.28
Let Me Play (<i>Transition camp</i>)	12,457.25
Total Cost	43,582.70