Summer schools research

Final research report

March 2022

CooperGibson Research

Contents

List of figures

List of tables

Glossary of terms

EAL – English as an Additional Language

EEF – Education Endowment Foundation

EHCP – Education and Health and Care Plan

ESFA – Education and Skills Funding Agency

FSM – Free School Meals

GIAS – Get Information About Schools

HAF – Holiday Activities and Food

HR – Human Resources

IT – Information Technology

MAT – Multi-Academy Trust

NQT – Newly Qualified Teacher

NTP – National Tutoring Programme

PiXL – Partners in Excellence

RSC – Regional School Commissioner

SEND – Special Educational Needs and Disabilities

SLT – Senior Leadership Team

Executive Summary

The Department for Education (DfE) provided funding for secondary schools to establish short face-to-face summer schools over the 2021 summer holiday, to help them make up for learning lost during the Covid-19 pandemic. Lasting for one or two weeks, summer schools involved a blend of academic learning and enrichment activities and were intended to complement transition work that schools might normally undertake. Schools determined which pupils, from any year group, would most benefit from a summer school, although it was anticipated that there would be a focus on pupils transitioning into year 7. This transition is known to be a challenging one for some pupils, and the impacts of the pandemic increased this challenge.

A range of data was collected by the DfE to assess the effectiveness of the summer school programme. CooperGibson Research was commissioned to conduct analysis of survey and management information (MI) data relating to the programme, triangulating findings where possible. This report presents the findings of this analysis.

Methodology

Analysis was conducted on data provided by the DfE, including:

- Online pupil surveys, completed before (n=5536) and after (n=6437) attending summer school. The pupil sample included:

  - Pupils transitioning into year 7 (pre n=4871, post n=5758)
  - Pupils transitioning into other year groups (years 4-6[1] pre n=72, post n=82; years 8-13 pre n=593, post n=597).

- 440 school surveys, completed by participating school senior leaders in September 2021, after the summer schools had been delivered. The school sample included:

  - Secondary schools (n=331) and all-through or middle deemed secondary schools (n=13). School phase classification was not applicable or not identified for a number of schools (n=86).[2]

- Management Information (MI) claim form data submitted by 2,755 schools participating in the programme.

---

[1] The inclusion of years 4-6 is likely to be as a result of pupil responses from all-through and middle schools, special schools, pupil referral units and alternative provision, which were included within the summer school sample.
[2] These schools included special schools, pupil referral units and alternative provision.

Relevant findings from a DfE research report have also been included and compared to the summer school online survey findings where possible:

- Interim report on the Department's Schools Recovery Strategies[3] study from a nationally representative survey of 1,018 senior leaders and 49 qualitative interviews with senior leaders in state schools in England.

Schools' experiences of planning and delivering summer schools

Prior transition plans

Just under half (46%) of schools that responded to the summer school online survey were not planning on running summer transition activities before the DfE announced the summer schools funding programme. A similar finding (40%) was noted in the Department's School Recovery Strategies study. This suggests that the summer school programme increased access to transition support for pupils significantly.

The remaining schools that responded to the summer school online survey had primarily planned to provide activities before funding was announced for pupils transitioning into year 7 (43%). Less than one-third (29%) of schools had planned to provide transition activities for pupils in other year groups. Sports activities were the most common transition activities that schools had already planned to provide, followed by arts and craft activities, extra academic lessons and wellbeing activities. Over half had planned some sort of school introductory sessions.

Engagement with the summer schools programme

In total, 2,755 schools completed a management information claim form about their involvement in the summer school programme at the time of analysis. The analysis of this information showed that:

- Gov.uk was the main source for schools finding out about the summer school programme (58%), followed by the ESFA bulletin (38%).

- Over two-thirds (69%) of participating schools were academies, 19% were local authority maintained schools and less than 10% were free schools[4].

---

[3] Ipsos Mori and Sheffield Hallam University (2022) School Recovery Strategies: year 1 findings (publishing.service.gov.uk)

[4] In comparison, national school profile data from Get information about schools (get-information-schools.service.gov.uk) indicates that 72% of secondary schools are academies, 21% are local authority maintained schools and 8% are free schools.

- Small secondary schools were the most common (37%) and large secondary schools were the least common (31%)[5].

- There was a good spread of school involvement in the programme across the regions.

In relation to the delivery of the summer school programme specifically:

- 18,263 days of summer school activities were delivered (6.6 days on average per school). It was most common for schools to deliver for up to five days (67%).

- Schools with a higher pupil premium percentage tended to deliver for a longer period.

- Over half a million (589,882) pupils were invited to attend the summer school programme; 58% of these were year 7 pupils and 42% were from other year groups.

- At the time of reporting, in total, 336,195 pupils attended the summer school programme, an average of 122 pupils per school.

The vast majority (88%) of schools responding to the online survey indicated that their summer school was attended by pupils transitioning into year 7. Half of schools indicated that pupils in other year groups attended their summer school, primarily disadvantaged or vulnerable pupils and SEND pupils. This highlights the extended reach achieved by the summer school programme.

Schools hoped that the main benefit of their summer school would be helping pupils to transition into the next academic year, and this was particularly the case where pupils transitioning into year 7 attended.

The majority (71%) of schools responding to the summer school online survey had communicated with parents throughout the process. Email (93%) was the main channel used to communicate with parents about summer school, although almost two-fifths (58%) of schools also utilised telephone calls. Pupils were primarily invited to attend via an email or letter sent directly from the secondary school (91%), supported by the use of other channels such as telephone calls and emails or calls from the primary school. The use of other channels for communication with parents or pupils was less common.

---

[5] In comparison, national school profile data from Get information about schools (get-information-schools.service.gov.uk) indicates that 31% of secondary schools are small, 33% are medium and 35% are large.

Factors influencing summer school planning and delivery

Participating school monitoring claim form data indicated that the majority of schools provided sport-based activities (97%) well-being activities (93%) and additional subject support (91%). Nearly all schools used qualified teachers from their own school to staff the summer school programme (96%). The use of teaching assistants and wider support staff was also common.

School staff were important to the successful planning and delivery of summer schools, with their availability (91%), skills (76%) and engagement (81%) being key factors. Costs also influenced the planning of summer schools (65%) and the activities that schools could offer (41%).

Restrictions due to Covid-19 continued to be a factor which half (51%) of schools considered when planning their summer school and choosing the activities to offer (30%). The availability of indoor or outdoor space and equipment pupil availability and timescales were also considerations when planning their summer school.

Pupil selection was primarily driven by pupil need, with other, more practical factors, such as space, timescales and equipment less of a consideration. Schools also considered pupils' needs when deciding on the activities to offer, along with the desire to offer inclusive, appealing activities.

Utilisation of resources, support and third-party organisations

Participating school monitoring claim form data indicated that the use of third-party organisations was fairly common (47%). In the online survey, schools said they found the third-party organisations relatively easy to find and work with. That said, finding the right organisation and agreeing the activities to deliver appeared to be less easy where schools engaged with more than one third-party organisation.

According to the summer school online surveys, in addition to staff engagement as mentioned above, DfE funding (71%) and guidance (57%) were the main sources of support that schools found useful when planning and delivering their summer school. The resources used to deliver summer schools were primarily schools' own (89%).

Pupils' expectations and experiences

Overall, pupils' experiences of attending summer school appear to be in line with or better than they expected, in particular for making new friends. The only area which perhaps did not meet expectations was for year 7 pupils getting to know their way round their new school; 77% of year 7 pupils who completed the survey before attending

expected to get to know their way around their new school, however only 66% said that they had actually been able to do so.[6]

For pupils entering year 7, making new friends was one of their favourite elements of summer school, along with the activities they took part in, and they would like there to be even more focus on arts, sports and induction activities for future summer schools.

For pupils entering other year groups, the activities were by far their favourite aspect, and they too would like to see more sports activities. Overall, the majority of pupils were happy with the level of wellbeing activities. Pupils were also generally happy with the amount of help with schoolwork they received, although pupils entering years 8-13 were more likely to say they would like there to be less focus on this aspect.

Pupils' confidence and wellbeing

The majority of pupils were broadly confident about starting their new academic year even before they attended summer school, with eight out of ten (80%) stating they were very or quite confident. After attending, it was positive to see that the proportion who felt 'completely confident' increased significantly from 18% before attending to 23%.

Pupils were also asked to rate their feelings on aspects of their wellbeing before and after they attended summer school and the data suggests that pupils were less likely to feel anxious after attending summer school. Although the differences between the pre and post survey ratings for the remaining measures (satisfaction with life, extent to which things in life are worthwhile and happiness on the previous day) were small, they were deemed as significant due to the large pre and post survey sample sizes.

Schools' perceptions of the effectiveness of summer schools

Three-fifths (61%) of schools said that they had attempted to measure the effectiveness of their summer school. The main source of feedback was from pupils (47%). Just over one-quarter of schools collected feedback from staff (29%) or parents (27%). Teacher assessment of pupil progress was less common.

Overall, schools were most likely to perceive that summer schools were very or extremely effective at influencing transition (94%) and wellbeing (73%), compared to academic attainment (30% very or extremely effective). This aligns well with what schools hoped the main benefits of their summer school would be and with pupils' expectations and experiences of attending summer school.

---

[6] This answer response was only shown to pupils entering into year 7.

Challenges and improvements

According to the online survey, more than two-fifths of schools (43%) experienced no challenges when delivering their summer school. The main challenges cited by schools were staff availability, dealing with Covid-19 restrictions, lack of pupil engagement or attendance and time. Funding was cited as a challenge by only a small minority of schools (4%).

The main change schools would make if they were to deliver a summer school again was allowing more time to prepare for their summer school (34%). A small number of schools said they would run different activities, change the timings, target different pupils or use different staff. Almost half (45%) of schools indicated that they would not do anything differently, which suggests they were satisfied with the delivery of their summer school.

Schools also offered suggestions in the management claim form data for how the summer school policy could be improved. Having a longer lead-in time for the summer school to allow schools to organise and plan their programme would have been helpful. Schools also suggested improvements to the funding arrangements, specifically being able to claim some of the funding upfront and more clarity on how funding could be spent. Schools would also have valued knowing the requirements for the claim for in advance so that they could collate this information from the outset in a more efficient way.

Pupils requested more focus on arts activities (57%) and sports activities (51%). Year 7 pupils (50%) also asked for more school induction activities.

Areas for future development

Some areas to consider for future development emerged from the summer school research:

- Earlier notification of funding availability, allowing more time for schools to plan and prepare for the delivery of their summer school.

- Greater clarity around funding arrangements for the programme and the opportunity to claim some of the funding in advance.

- Advance notice of the reporting and claim requirements for the programme to enable schools to collate the information in the required format.

- Inclusion of more activities focussed on school familiarisation for pupils transitioning into year 7.

- Guidance on the third-party organisations that could be engaged with to support the delivery of future summer schools.

- DfE guidance for schools on measuring the effectiveness of their summer school, in particular the impact on pupil progress.

- That said, consideration should also be given to the extent to which academic improvements should, or can, be an aim of the summer schools programme.

1. Introduction

As part of its plans to support pupils who had been impacted by the Covid-19 pandemic, the Department for Education (DfE) provided funding for schools to establish short face-to-face summer schools over the 2021 summer holiday.[7] The aim of summer schools was to support pupils to prepare for the next academic year and help them make up for learning lost during the pandemic. Summer schools lasted for one or two weeks and involved a blend of academic learning and enrichment activities including outdoor sports and academic catch-up in subjects such as maths and English. Summer schools were intended to complement rather than replace primary to secondary transition work that schools might normally undertake during term time. Summer schools were optional for secondary schools to offer and pupils to attend.

Pupils starting year 7 (or year 11 in the case of special schools) in September 2021 were identified as the priority group due to the significant proportion of face-to-face teaching at Key Stage 2 and valuable preparation for secondary education that they had missed as a result of the Covid-19 pandemic.[8] Schools were also asked to encourage vulnerable children or those with an Education Health and Care (EHC) plan to attend provision.

The DfE commissioned CooperGibson Research to conduct analysis on a range of data collected by the DfE on the summer school programme, triangulating findings where possible. This report presents the findings of this analysis.

1.1 Aims and objectives

1.1.1 Programme objectives

The overall objectives of the summer school programme were to:

1. Provide an academic boost and improvements to wellbeing and physical and mental health, achieved through a mix of academic and enrichment activity to mitigate the impact of the pandemic on learning and development.

2. Ensure extra support for pupils which schools felt would most benefit.

---

[7] The DfE's summer schools programme made funding available to secondary schools for provision delivered during the school summer holidays. Further information on the programme can be found here: https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance

[8] DfE summer schools guidance suggested that schools may want to focus summer school provision on pupils making the transition into Year 7. Further information on the programme can be found here: https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance

1.1.2 Research objectives

The DfE identified that research was required to test the summer schools' concept in an education recovery context, and to provide evidence to inform policy makers' decisions on future delivery of summer schools.

The overall objectives of the research included within this report were to understand:

- Schools' transition activity plans prior to DfE announcement of the summer schools programme.

- How schools found out about the summer school programme.

- The profile of schools involved in the summer school programme.

- How schools planned and delivered their summer school, including:

  - Their length, the types of pupils that attended and types of activities delivered.
  - Factors which influenced the planning and delivery of summer schools.
  - What resources schools used to plan and deliver their summer school and what support schools found useful, including the use of third-party organisations.
  - Engagement and communication with parents and pupils.
  - Any challenges faced and improvements suggested.
  - Plans for future summer school delivery and the impact of DfE funding.
- How enjoyable/useful the summer school was for pupils and impact on pupil wellbeing and transition confidence.

- School leaders' overall perceived effectiveness / impact of the programme on pupils' self-confidence and wellbeing, academic confidence, literacy and numeracy skills, and the transition from primary to secondary school (where appropriate).

1.2 Methodology

The DfE utilised a range of approaches to collect data for analysis, including online surveys with schools and pupils, and management information (MI) data completed by schools participating in the programme. Questions about the summer school experience were also incorporated into the Department's research study into School Recovery Strategies from Covid-19. All these data, apart from that collated through the Pupil and Parent Panel (due to publication timescales not aligning) have been included in this report.

The methodologies employed for the data sources included within this report are outlined in sections 1.2.1 to 1.2.4.

1.2.1 Online surveys

The DfE developed and conducted three online surveys which were completed by schools participating in the summer school programme:

- Pupil surveys, completed before (pre) and after (post) attending summer school.

- A school survey, completed by participating school senior leaders in September, after the summer schools had been delivered.

The surveys ran from 30th July to 17th September 2021.

A convenience sampling approach was used for each survey. Schools were given the chance to opt-in to being contacted to be part of the research, and participating schools were asked to circulate the survey link to pupils who consented to take part in the surveys. The surveys were disseminated to 1884 schools (approximately 300,000 pupils). Schools were entered into a prize draw to win one of ten £500 book tokens, if they completed their school survey in full.

1.2.1.1 Data processing and analysis

The raw survey data was explored and cleaned, and responses were removed[9] if they:

- Appeared to be test surveys, e.g. those with 'test' shown as responses or which did not contain valid school or location details.

- Were missing substantial data, e.g. if they contained no responses for the majority of survey questions.

- Appeared to be poor quality, e.g. conflicting responses on grid / rating scale questions or random characters in open ended response questions.

For the school survey sample, information on school type and phase from the Get Information About Schools[10] (GIAS) database was matched to school email addresses within the respondent database and added to the survey responses where possible. A total of 374 schools were matched to GIAS, leaving 66 schools where GIAS data could not be matched.

---

[9] Cases removed were as follows: pupil pre survey 329, pupil post survey 773, school survey 91.
[10] https://www.get-information-schools.service.gov.uk/

Once cleaned, data was imported into a statistical analysis package and frequency tables were produced for each question. Cross tables were produced to look at the relationships between responses to different questions within each survey. Significance testing was conducted on these cross tables to identify any significant differences between different sample groups. Data is reported based on the number of respondents who answered the question.

1.2.1.2 Pupil survey sample

Once cleaned, the final pupil online survey data included 5536 pre survey respondents and 6437 post survey respondents.

The vast majority (pre 96%, n=5317, post 96%, n=6168) of pupils who completed the pre and post pupil surveys were moving into Key Stage 3 (years 7, 8 or 9) in September 2021, primarily into year 7 (Table 1). This is to be expected given the primary target for summer schools was pupils transitioning into year 7.

A minority of pupils were moving into Key Stage 2[11] (pre 1%, n=72, post 1%, n=82), Key Stage 4 (pre 2%, n=116, post 2%, n=155) or Key stage 5 (pre 1%, n=31, post <1%, n=32).[12]

---

[11] The inclusion of Key Stage 2 pupils is likely to be as a result of pupil responses from all-through and middle schools, special schools, pupil referral units and alternative provision which were included within the summer school survey sample.

[12] The sum of the percentages in Table 1 is not equal to the combined percentages for the key stages due to data rounding.

Table 1: Year group moving into in September 2021 (pupil surveys)

	Pre		Post	
	Number of respondents	**Per cent**	**Number of respondents**	**Per cent**
Year 4	17	<1%	4	<1%
Year 5	0	-	21	<1%
Year 6	55	1%	57	1%
Year 7	4871	88%	5758	89%
Year 8	293	5%	274	4%
Year 9	153	3%	136	2%
Year 10	31	1%	44	1%
Year 11	85	2%	111	2%
Year 12	3	<1%	7	<1%
Year 13	28	1%	25	<1%

Source: Pupil surveys, pre (5536), post (6437)[13]

1.2.1.3 School survey sample

Once cleaned, the final school survey sample included 440 schools of 1884 schools invited to take part. The majority of schools were secondary phase (Table 2).

Table 2: School phase (school survey)

	Number of respondents	**Per cent**
Secondary	331	75%
All-through	11	3%
Middle deemed secondary	10	2%
Not applicable	20	5%
Not identified	68	15%

Source: School survey. Base: all respondents (440)

---

[13] Presence of pupils transitioning to years 4-6 is likely to be as a result of responses from all-through and middle schools, special schools, pupil referral units and alternative provision which were included within the summer school survey sample.

Overall, 62% (n=271) of schools were academies and 23% (n=103) were local authority maintained schools.[14] Table 3 details the different types of schools within the final sample.

Table 3: School type (school survey)

	Number of respondents	Per cent
Academy converter	180	41%
Academy sponsor led	69	16%
Community school	38	9%
Foundation school	24	5%
Voluntary aided school	23	5%
Free school	16	4%
Community special school	10	2%
Foundation special school	4	1%
Voluntary controlled school	3	1%
Academy special converter	2	<1%
Academy alternative provision converter	1	<1%
Academy alternative provision sponsor led	1	<1%
Academy special sponsor led	1	<1%
Pupil referral unit	1	<1%
University technical college	1	<1%
Not identified	66	15%

Source: School survey. Base: all respondents (440)

---

[14] For the purposes of cross analysis, schools were grouped into (1) academies (academy alternative provision converter / academy alternative provision sponsor led / academy converter / academy special converter / academy special sponsor led / academy sponsor led / free school / university technical college) and (2) local authority maintained schools (community school /community special school / foundation special school / foundation school / voluntary aided school / voluntary controlled school / pupil referral unit).

1.2.2 Management information (MI)

Schools involved in the summer school programme were required to complete a claim form by the DfE.[15] This asked schools to provide details on the number and type of pupils they had invited, and the number who had attended the programme. Furthermore, the claim form collected some feedback from the schools on:

- How the schools' staffed the summer school.

- Types of activities delivered.

- How the schools heard about the programme.

- Views on improvements to summer school policy.

- Whether the schools would have delivered the programme without DfE funding and whether they would deliver in the future using existing funding streams.

The quantitative and qualitative information collected in the forms was then analysed.

1.2.2.1 Quantitative analysis of claim forms

All information collected in the claim forms was matched back to the contextual and demographic school-level information held by the DfE in their database, Get Information About Schools (GIAS). This included school type, phase, Ofsted rating, RSC region, and size of pupil cohort. This data has been used in analysis to provide more detailed information on the profile of schools involved in the programme. Where required to assist with analysis and due to the format of the data, bands were created for:

- Pupil premium % (deciles used).

- School size (small secondary, medium secondary, large secondary)[16].

- Number of delivery days (up to 5 days, 6-10 days, over 10 days).

- Number of pupils involved in the programme[17] (0-60, 61-111, 112-163 and 164-1227).

---

[15] Claim form data used in this analysis was taken on 20th October 2021. The final claim form data is slightly different due to the processing of late claims and the associated assurance process. This final data is set out in the Appendix (Table 36).
[16] The school size bands were calculated using national profile data from 'Get information about schools' (https://www.get-information-schools.service.gov.uk/).
[17] The bands for the number of pupils involved in the programme were created through calculating the inter-quartile ranges from the claim form data.

In total, 2755 schools completed a claim form about their summer school at the point of data collection. There were some issues with the completeness of the dataset for some of the school-level contextual and demographic fields. As such, the base number for analysis purposes is included in each table in Section 4 and the Appendix.

Schools were able to complete their claim forms including pupils from other schools that had not delivered a summer school themselves. As the data collected through the claim form was then matched with the DfE's GIAS database to provide further school-level contextual information (such as school type, number of pupils on roll, pupil premium percentage) this created some anomalies in the management information data. For example, there were instances where it appeared that the numbers of pupils who were invited or attended the summer school exceeded the number of pupils on roll. It is likely that this is the result of some claim forms including pupils from multiple schools and therefore the data not aligning or being easily reconciled with the individual school-level data used from GIAS.

1.2.2.2 Qualitative analysis

Seven questions[18] within the claim form gave the opportunity for the schools to provide further detail, in addition to providing a closed (yes, no etc.) response. For the purposes of this report, half of the open responses from the schools who responded to the following questions have been coded and analysed[19]:

- What could we have done differently to improve the summer schools policy?

- Would you have delivered without DfE funding?

- Would you deliver in future using existing funding sources?

All open-responses provided for the following questions (which followed a closed question with 'other' as an option), were coded and analysed:

- What are the other enrichment or pastoral activities that you provided?

- What are the 'other' ways you staffed your summer school?

- How did you hear about the 2021 summer schools programme?

---

[18] The open responses to the question 'did you have existing transition support in place?' have not been analysed for this report.
[19] The open responses to be coded and analysed were selected at random.

1.2.3 Schools' Recovery Strategies: interim research report

This project includes several strands of quantitative and qualitative research being conducted over the 2021/2022 academic year. The elements of the research completed so far incorporate:

- A nationally representative survey of state primary, secondary, all-through, middle, special schools and alternative provision in England, drawn from a sample of the DfE's GIAS database. Senior leaders were invited to take part in a 20 minute online survey and 1,018 responses were received in total (649 primary, 369 secondary). Final data was weighted to be representative of the school population.

- Qualitative interviews with senior leaders. Round 1 used a rapid opportunistic sample of schools, whilst for round 2 the sample was mainly schools which took part in the survey and agreed to be recontacted for interviews. The achieved sample covered a range of schools in terms of regional spread, Ofsted rating size, school type, proportion of pupils with special educational needs and disabilities (SEND), Free School Meals (FSM), and English as an additional language (EAL).

Relevant findings from the interim report have been included in this report (see Sections 3.1 and 3.9) and compared to the online survey findings where possible.

1.3 Methodological considerations

The following methodological considerations mean that interpretation of the findings of the summer school research data should be treated with some caution:

- The timing of the pupil pre survey (from 30th July) may have meant that some schools which ran their summer school at the beginning of the summer holidays were unable to take part in the pre survey.

- The pupils who completed the surveys before and after they attended a summer school have not been tracked or matched. It is therefore not possible to identify whether the same pupils completed both surveys, or to identify any change or impact at an individual level.

- It was not feasible within the timescales available to establish a control sample within the research design for comparison, nor was it possible to control for the influence of other, outside factors. It is, therefore, not possible to say that any changes seen were as a direct result of attending a summer school.

- Schools opted-in to take part in the research and completion of the online surveys was voluntary. As such, the sample was self-selecting, meaning that the findings

could be biased, positively or negatively, and may not accurately represent all schools and pupils participating in the summer school programme.

- Survey questions were also not compulsory, meaning some respondents did not answer some questions. There is therefore an element of missing data within the surveys. The impact of missing data is likely to be minimal, as the volume of missing data is small compared to the overall number of responses achieved within the online surveys.

- The data collected through the monitoring information claim forms was taken as accurate at the time of submission. However, there could be some inconsistencies in how the form was completed. In addition, this data was matched to GIAS by the DfE to provide school contextual information to aid analysis. As both datasets were collected at different timepoints, it is possible that this created some anomalies and inconsistencies.

1.4 Structure of this report

The remainder of this report is structured as follows:

Section 2 outlines the expectations and experiences of pupils who attended summer school and explores any differences in their wellbeing and confidence about starting the new academic year before and after attending.

Section 3 explores the planning, delivery and impact of summer schools from the participating schools' perspective.

Section 4 details analysis from management information (MI) claim forms completed by schools involved in the summer school programme.

Section 5 outlines the key conclusions and suggested areas for future development.

2. Pupils' expectations and experiences of attending summer school

This section outlines the responses of pupils who completed surveys before or after they attended summer school. It explores pupils' expectations of what they would gain from attending summer school prior to attendance and what they felt they had gained from it after attending. It identifies their favourite parts of summer school and whether they would like to see certain aspects done differently. Finally, it explores their confidence about starting the new academic year and their wellbeing, and makes comparisons between their responses before and after attending summer school to identify any differences. Analysis of 5536 pre summer school survey respondents and 6437 post summer school survey respondents, is included. However, it is important to note that individual responses to the pre and post surveys cannot be tracked, therefore comparisons are made at an aggregate level.

2.1 Pupils' expectations and experiences of attending summer school

Overall, pupils' experiences of attending summer school appear to be broadly in line with what they were expecting (Figure 1).

Before attending summer school, the top expectation was to make new friends (pre 79%, n=4279). After attending, a similar proportion of pupils cited that they had indeed made new friends (post 82%, n=5259).

Some aspects appear to have been experienced by a larger proportion of pupils than had expected before attending. Two-thirds of pupils met their new teachers at summer school (post 67%, n=4258), significantly higher than the proportion who expected to do so before attending (pre 62%, n=3405). Similarly, a significantly greater proportion of pupils had participated in some fun activities (post 72% n=4364) or tried something new (post 64%, n=4109), compared to the expectations of pupils who completed the survey before attending (pre 61%, n=3316 and 55%, n=2994 respectively). A significantly larger proportion of pupils also learnt something new in lessons compared to the expectation of pupils prior to attending (pre 41%, n=2219, post 50%, n=3173).

Pupils were least likely to have expected or experienced receiving help with things they had previously learnt in lessons (pre 19%, n=1036, post 22%, n=1389).

The only area which perhaps did not meet expectations was for year 7 pupils getting to know their way around their new school.[20] Almost four out of five (pre 77%, n=3700) year

---

[20] This answer response was only shown to pupils entering into year 7.

7 pupils expected to get to know their way around their new school, however a significantly lower proportion of pupils said that they had actually been able to do so (post 66%, n=3764).

Figure 1: Pupils' expectations and experiences of attending summer school (pre and post)
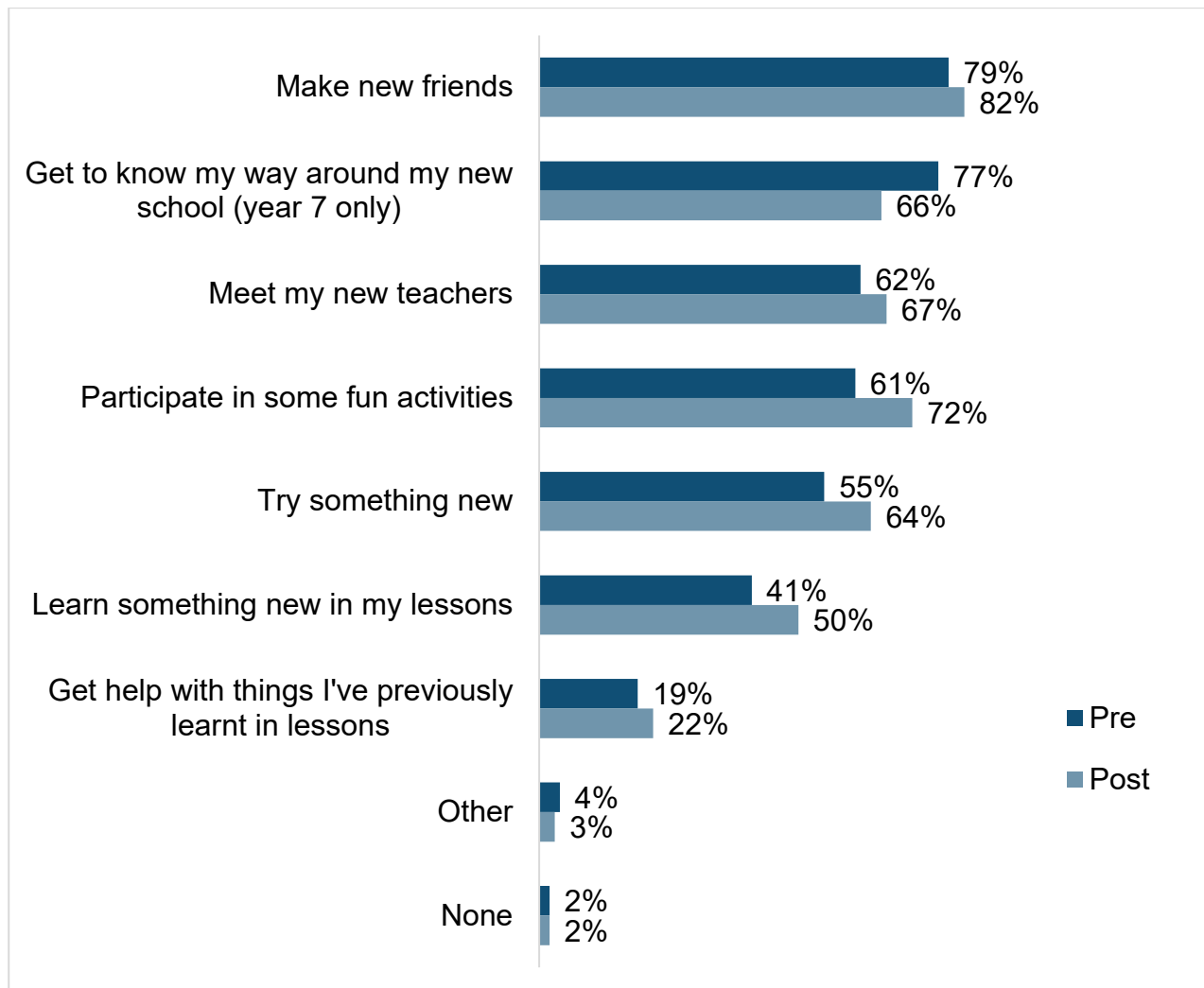
Expectations of summer school before attending were somewhat lower for pupils entering years 8-13 (Key Stage 3-5), who were generally less likely to mention what they expected to gain from attending summer school compared to pupils entering year 7 (Table 4). After attending summer school, pupils in years 8-13 were significantly more likely to mention that they had experienced making new friends, meeting their new teachers, participated in some fun activities and tried something new compared to the expectations of pupils before attending. Before attending, pupils entering years 4-6 (Key Stage 2) had similar expectations to year 7 pupils, except they were significantly more

likely to expect there would be a focus on learning something new (59%, n=40) or getting help with things previously learnt in lessons (32%, n=22) versus year 7 pupils, and these expectations were broadly met.

A minority of pupils mentioned other things that they expected or gained from attending summer school, mainly around becoming familiar with their new school, the staff or how to travel to school (pre 49 mentions, post 31 mentions), improving their learning or skills (pre 23 mentions, post 23 mentions) or gaining confidence (pre 15 mentions, post 10 mentions). Pupils who completed the post stage survey also mentioned enjoying trying out school lunches (13 mentions) and spending time with friends (13 mentions).

Table 4: Expectations from attending summer school by year group (pre and post)

	Years 4-6		Year 7		Years 8-13	
	Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**
Make new friends	75%	74%	85%	87%	27%	40%
To get to know my way around my new school[21]	-	-	77%	66%	-	-
To meet my new teachers	53%	72%	68%	71%	17%	23%
To participate in some fun activities	59%	59%	62%	74%	50%	60%
To try something new	65%	58%	56%	66%	40%	51%
To learn something new in my lessons	59%	51%	41%	51%	33%	33%
To get help with things I've previously learnt in lessons	32%	31%	18%	21%	22%	24%
None of the above	1%	1%	1%	1%	14%	10%
Other	6%	2%	3%	3%	6%	6%

Source: Pupil pre/post surveys. Base: all respondents years 4-6 (68/81) year 7 pre (4819/5723), years 8-13 (579/593). Multi-response question.

2.2 Favourite aspects of summer school

Overall, pupils' favourite aspects of summer school were the activities they participated in (77%, n=4706) and making new friends (71%, n=4348) (Figure 2). Just over two out of five (43%, n=2627) pupils said meeting their new teachers was one of their favourite aspects.

---

[21] This response option was only shown to pupils going into year 7.

Pupils transitioning into years 4-6 and 8-13 were significantly more likely to mention getting help with things they struggle with as a favourite aspect compared to pupils transitioning into year 7.

A minority of pupils mentioned other favourite aspects of summer school, mainly the specific activities, subjects or lessons they took part in (146 mentions), being able to familiarise themselves with the school, staff or travel arrangements (42 mentions), lunch times or the food available (36 mentions) and spending time with friends or other people (34 mentions).

Figure 2: Pupils' favourite aspects of summer school (post)
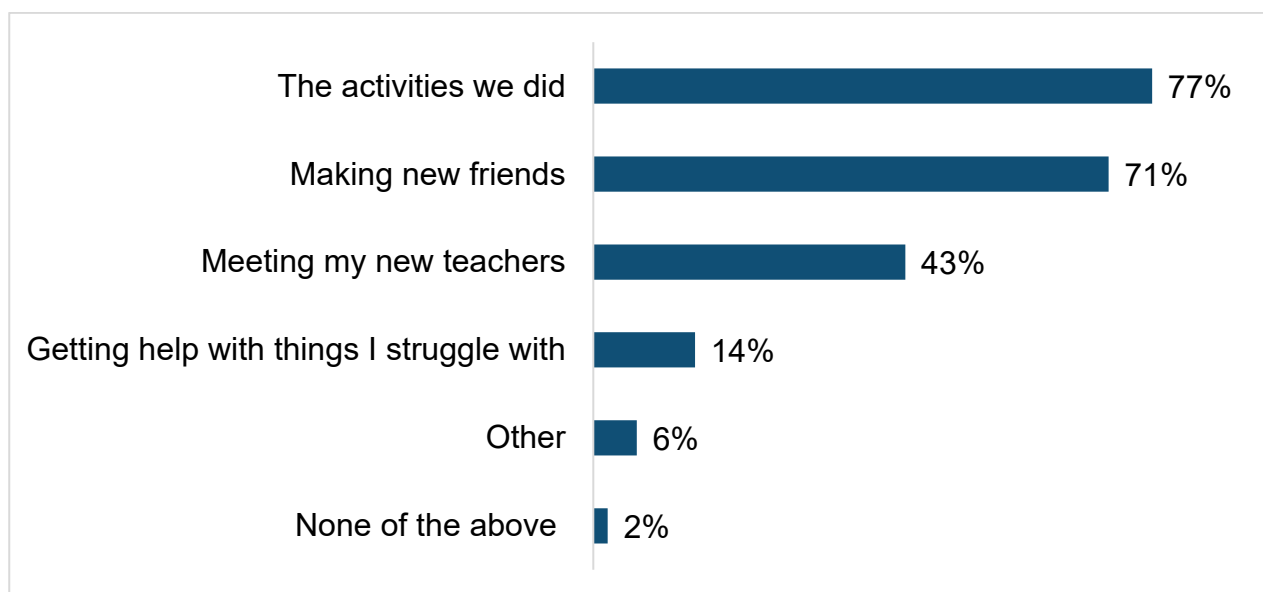
Source: Pupil post survey. Base: all respondents (6140). Multi-response question.

Table 5: Pupils' favourite aspects of summer school by year group (post)

	Years 4-6	Year 7	Years 8-13
The activities we did	76%	77%	71%
Making new friends	56%	75%	31%
Meeting my new teachers	39%	46%	12%
Getting help with things I struggle with	28%	14%	20%
Other	4%	5%	11%
None of the above	0%	2%	10%

Source: Pupil post survey. Base: all respondents (5536). Multi-response question.

2.3 Summer school improvements

Pupils were asked to indicate whether they would like anything to be done differently, if they were to attend summer school again (Figure 3). Pupils were most likely to request that there be more or a greater range of arts activities (57%, n=3327) and sports activities (51%, n=3061). Half of year 7 pupils (50%, n=2559) asked for more or a greater range of school induction activities.[22]

Overall, the majority of pupils were happy with the help with their schoolwork and wellbeing activities, although around one-third would like to see more or a greater range of these types of activities (30%, n=1733 and 35%, n=1972 respectively).

Figure 3: Aspects of summer school pupils would like to be done differently (post)
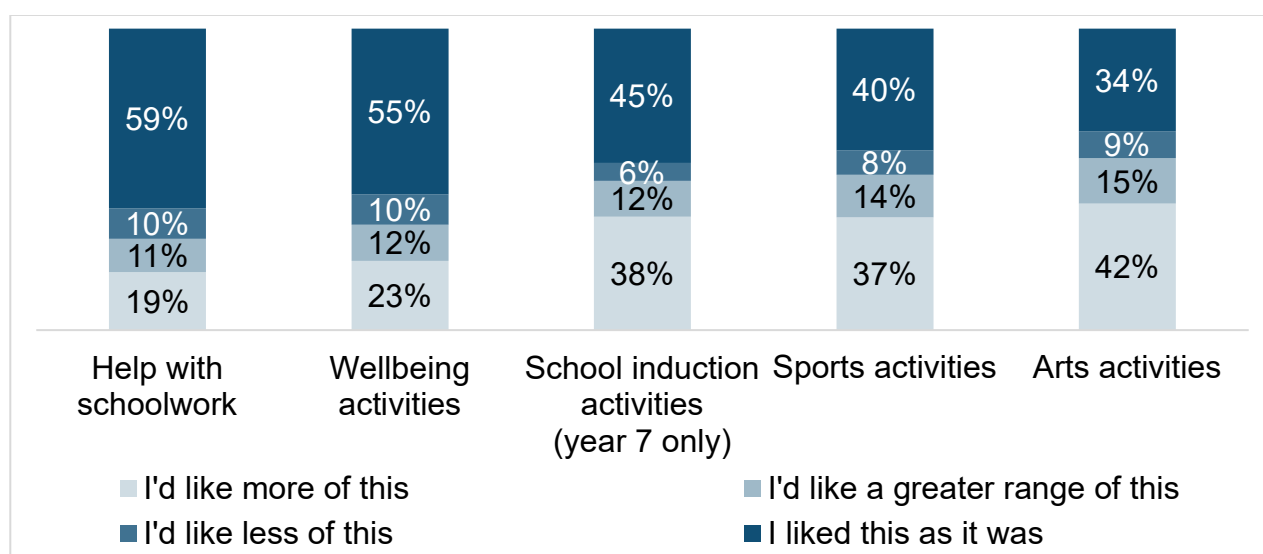
Source: Pupil post survey. Base: all respondents (5703/5621/5147/5958/5876)

Some differences were noted by the year group that pupils were transitioning to in September.

Compared to pupils transitioning into year 7, year 8-13 pupils requested:

- **More or a greater range of sports activities** (years 8-13 61%, n=339 versus year 7 50%, n=2687).[23]

- **Less help with their schoolwork** (years 8-13 23%, n=123 versus year 7 9%, n=452).

---

[22] This question was only asked for pupils transitioning into year 7.
[23] Half (50%, n=35) of pupils transitioning into years 4-6 said that they would like more or a greater range of sports activities, however this figure is not significantly lower than for years 8-13 due to the small base size for years 4-6 pupils.

- **Less arts** (18%, n=98) **and wellbeing** (20%, n=107) activities (year 7 8%, n=438 and 9%, n=472 respectively).

2.4 Pupils' confidence about starting the next academic year

Before attending summer school, over three-fifths (62%, n=3365) of pupils said they were quite confident about starting the new academic year and almost one-fifth (18%, n=1009) said they were completely confident (Figure 4). However, pupils entering years 4-6 or 8-13 were significantly more likely to say that they were *not* feeling confident (not very confident/not at all confident) about starting the next academic year compared to pupils entering year 7 (Figure 5).

After attending summer school, the proportion of pupils overall who said they were feeling 'completely confident' was significantly higher at 23% (n=1447). Whilst it is not possible to identify whether this difference was due to attending summer school, it is positive to see that the majority (85%, n=5432) of pupils were broadly confident about starting their next academic year after attending summer school.

Figure 4: Pupils' feelings about starting the next academic year (pre and post)
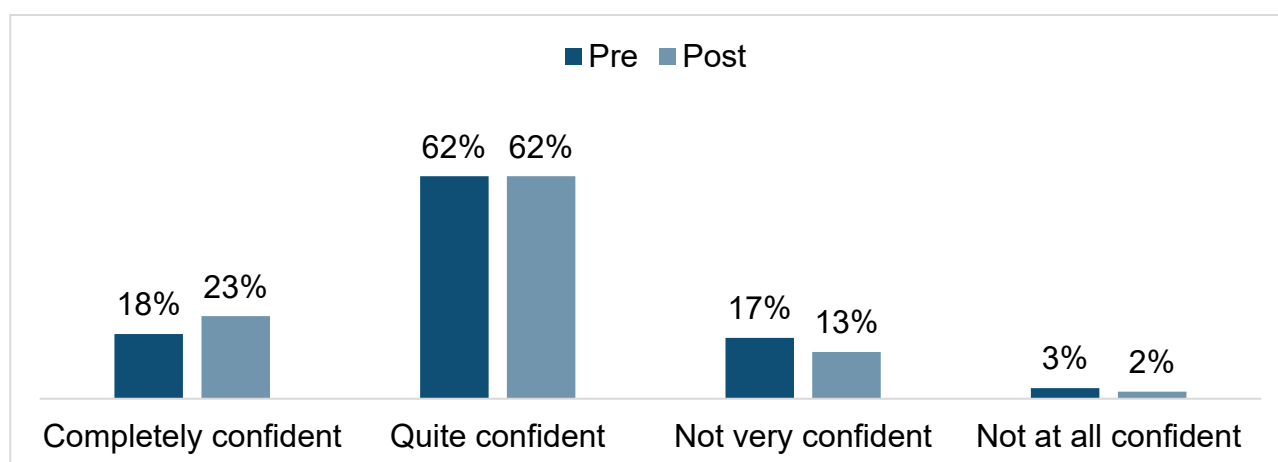
Source: Pupil surveys. Base: all respondents pre (5466), post (6384)

An increase in confidence between the pre and post surveys was seen amongst pupils transitioning into year 7 and years 4-6 (Figure 5). This suggests that the confidence of these year groups had improved after attending summer school. However, no significant shifts were seen for pupils transitioning into years 8-13.

Figure 5: Pupils' feelings about starting the next academic year (pre and post)
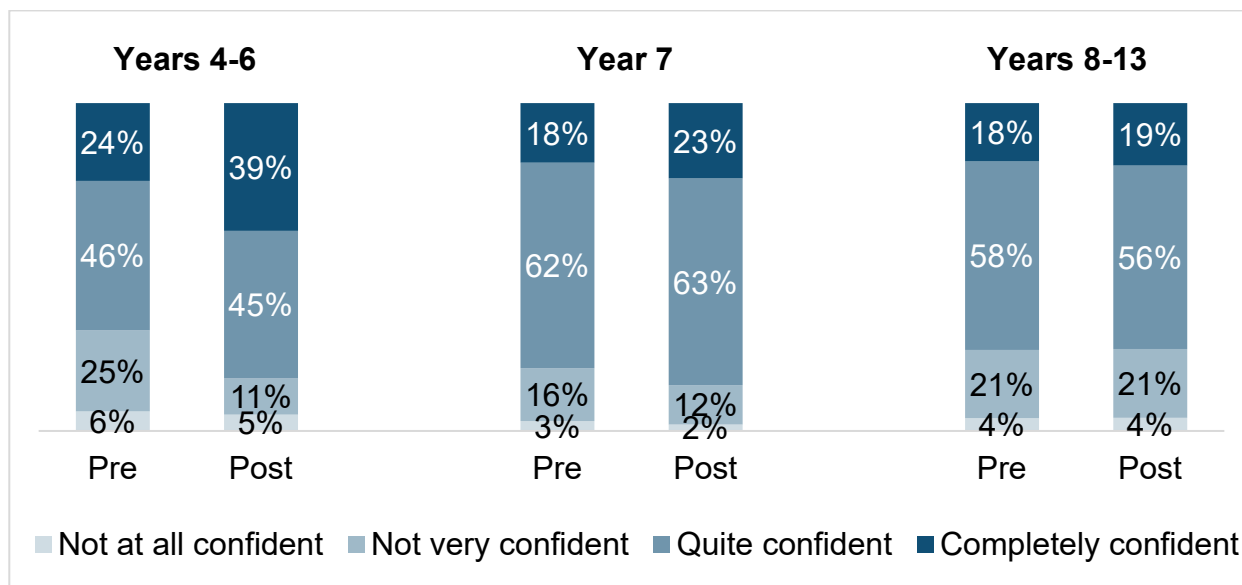
Source: Pupil surveys. Base: all respondents pre years 4-6 (68), year 7 (4819), years 8-13 (579), post years 4-6 (82), year 7 (5707), years 8-13 (595)

2.5 Pupils' wellbeing before and after attending summer school

Pupils were asked to rate their feelings on aspects of their wellbeing before they attended summer school (Appendix Table 26), and again after they had attended (Appendix Table 27) on a scale of 1 to 10, where 1 represents 'not at all' and 10 is 'completely'. Figure 6 shows their responses aggregated into net scores (1-3, 4-7, 8-10) for the pre and post surveys.

At the time of completing the pre survey, over three-fifths of pupils indicated they felt satisfied with their lives (63% rated 8-10 out of 10, n=3481). A similar proportion indicated that things in their lives were worthwhile (61%, n=3362). Less than one out of twenty pupils gave a low score of 1-3 out of 10 on these measures (3%, n=169 and 4%, n=205 respectively).

Two-thirds (66%, n=3647) stated that they had felt happy overall on the day before they completed the survey and one out of twenty were not happy (5%, n=264 rated 1-3 out of 10). Conversely, around half of pupils did not feel anxious on the day before, (1-3 out of 10, 51%, n=2797) and around one-fifth (19%, n=1066) gave a score of 8-10 out of 10.

Figure 6: Pupils' wellbeing (pre and post)
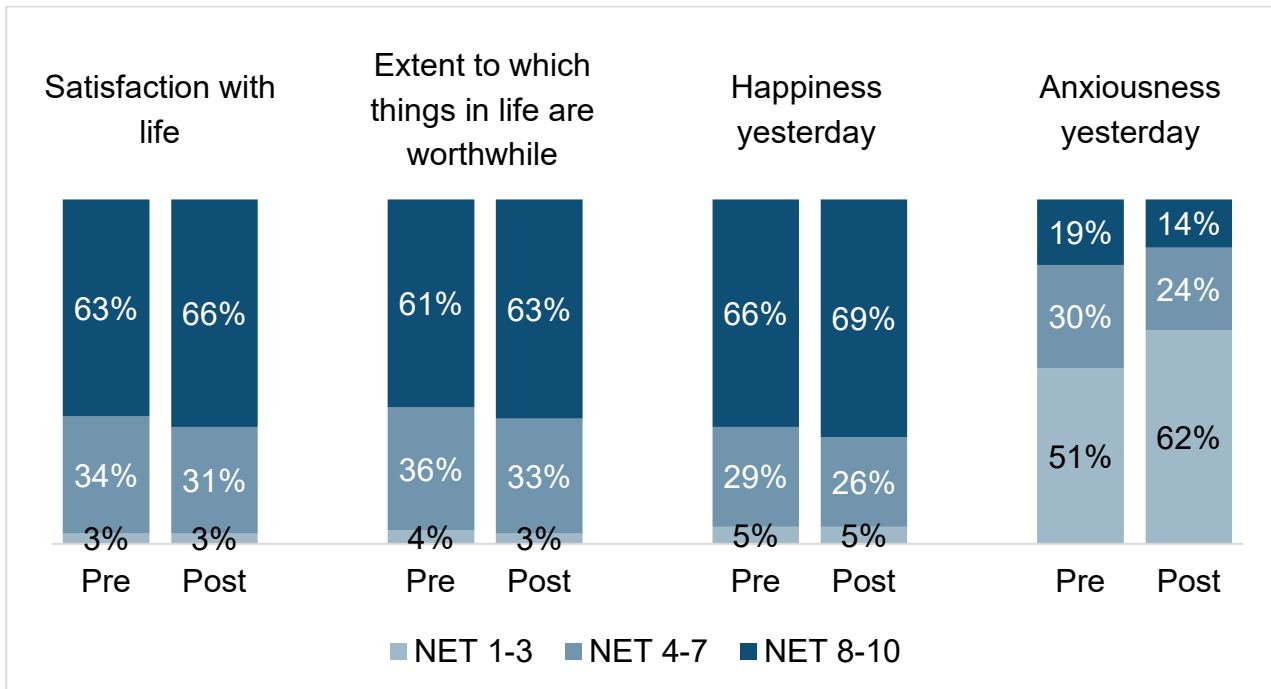
Source: Pupil surveys. Base: all respondents pre (5536), post (6410/6339/6360/6327)

After attending summer school, the greatest change was seen for the anxiousness measure (Figure 6). A significant increase from 51% (n=2797) at the pre stage to 62% (n=3920) at the post stage was seen for pupils who indicated they were *not* anxious on the previous day (gave a score of 1-3 out of 10).

Conversely, the proportion of pupils who stated that they were anxious (gave a score of 8-10 out of 10) decreased significantly from 19% (n=1066) at the pre stage to 14% (n=863) at the post stage.

The differences between the pre and post survey ratings for the remaining measures are small, although they are deemed as significant due to the large pre and post survey sample sizes. Two-thirds of pupils indicated they felt satisfied with their lives (66% rated 8-10 out of 10, n=4260) and a similar proportion indicated that things in their lives were worthwhile (63% rated 8-10 out of 10, n=4002). Just over two-thirds (69%, n=4383) indicated that they were happy on the previous day. All of these figures are slightly higher than seen amongst pupils before they attended summer school (Figure 6). Similar to the pre stage findings, around one out of twenty pupils gave a low score of 1-3 out of 10 on these measures (3%, n=188 and 3%, n=217 and 5%, n=298 respectively).

Figure 7: Proportion of pupils completely/quite confident about the new academic year by pupil wellbeing (pre)

Wellbeing measure (NET)

■ Score 1-3 ■ Score 4-7 ■ Score 8-10
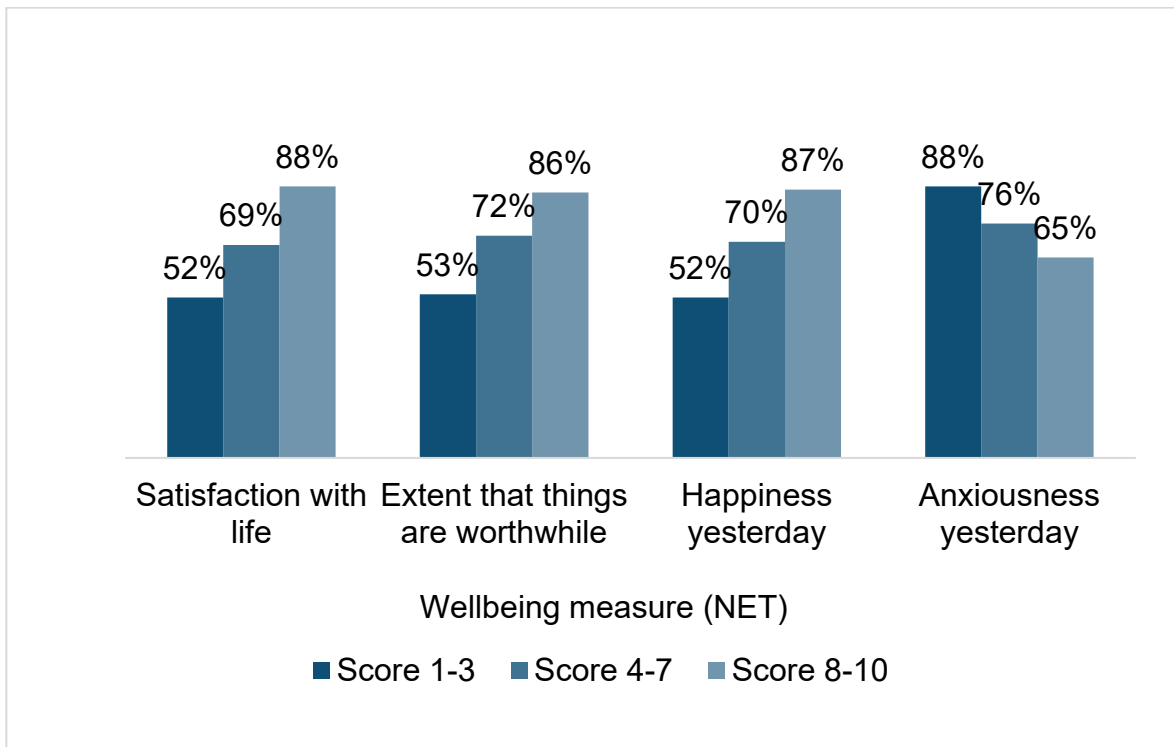
Source: Pupil pre survey. Base: all respondents (base size varies)[24]

There is a relationship between pupils' ratings on the wellbeing measures and their confidence in starting their next academic year. Figure 7 shows the proportion of pupils who felt completely or quite confident about starting their next academic year amongst those who gave a rating of 1-3, 4-7 or 8-10 for the wellbeing measures. Pupils who rated themselves more positively on the wellbeing measures were significantly more likely to say they felt confident about starting their next academic year. For example, 88% of (n=3016) pupils who gave a score of 8-10 for their satisfaction with life were completely or quite confident about the new academic year, compared to 69% (n=1273) of pupils who gave a satisfaction with life score of 4-7 and 52% (n=85) of pupils who gave a score of 1-3. A similar pattern is seen for the extent to which things are worthwhile and happiness on the previous day, whereas the pattern is reversed for anxiousness on the previous day. Findings amongst pupils who responded to the post survey were similar.

2.5.1 Year 7 pupils' wellbeing before and after attending summer school

A number of significant differences in the wellbeing measures were noted when comparing the pre and post surveys for pupils transitioning into year 7 (Figure 8). Year 7

---

[24] NET 1-3 (165/201/260/2767), NET 4-7 (1858/1944/1594/1646), NET 8-10 (3443/3321/3612/1053).

pupils who completed the post survey after attending summer school were significantly more likely than those who completed the pre survey before attending, to give a score of 8-10 out of 10 for their satisfaction with life, the extent to which things in their lives were worthwhile and happiness on the previous day. This suggests that pupils' wellbeing perceptions were more positive after attending summer school. These differences are small, however they are deemed as significant due to the large base sizes for the pre and post pupil surveys.

A much larger difference can be seen in pupils' ratings of their anxiousness on the previous day when comparing the pre and post surveys. There was a significant increase in the proportion of year 7 pupils who gave a score of 1-3 for their anxiousness on the previous day and a significant decrease of 6% in the proportion who gave a score of 4-7 and 7% who gave a score of 8-10 on this measure. This suggests that pupils were less anxious after attending summer school than they were before they attended.

Figure 8: Feelings about aspects of their life – pupils transitioning into year 7 (pre and post)
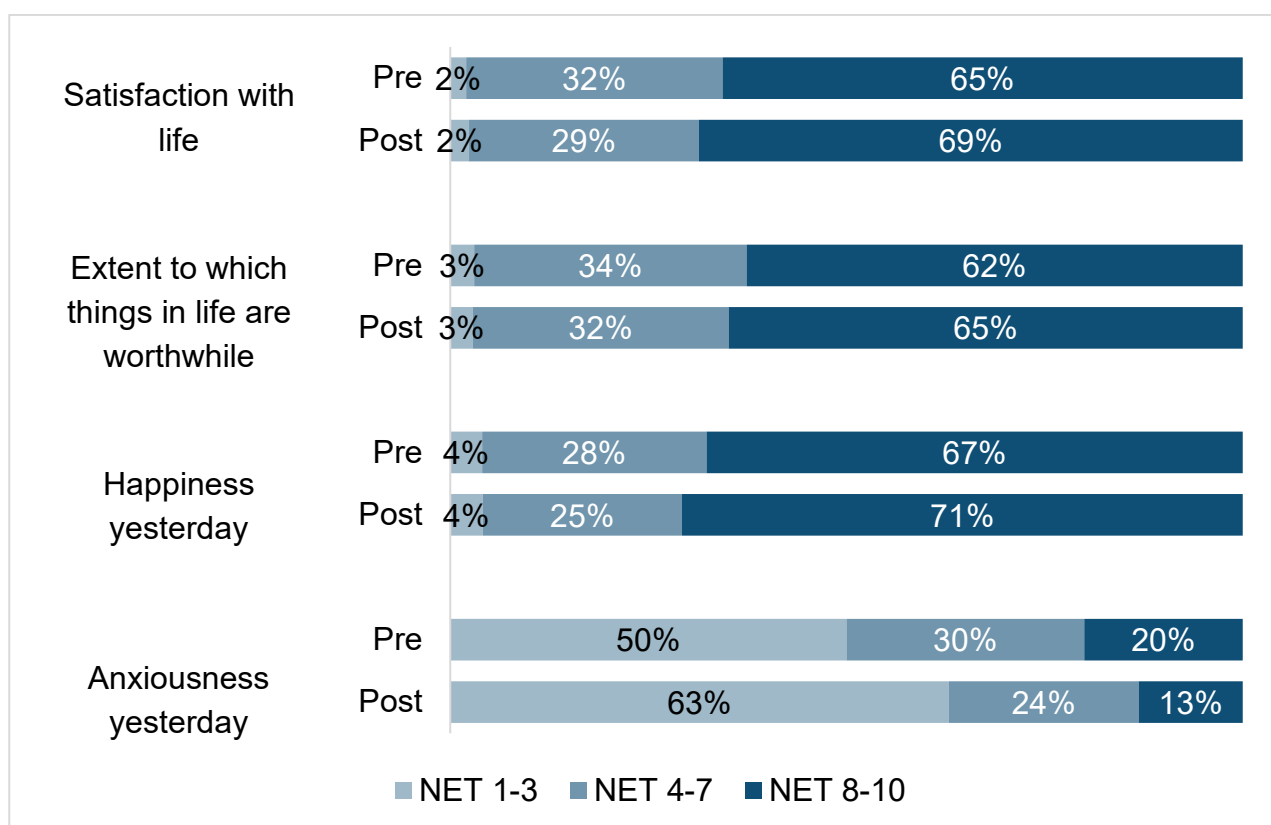
Source: Pupil surveys. Base: all respondents year 7 pre (4871), post (5732/5663/5690/5658)

2.5.2 Wellbeing before and after attending summer school of pupils transitioning into other year groups

Pupils transitioning into years 8-13 (Figure 9) generally rated their wellbeing more poorly on these measures at both the pre and the post stages compared to year 7 pupils (Figure 8). In particular, pupils transitioning into years 8-13 were:

- Significantly less likely than the other year groups to indicate that they felt satisfied with their lives or that things in their lives were worthwhile at both the pre and post stages.

- Significantly less likely at both the pre and post stages to say that they felt happy and more likely to say they felt anxious on the previous day compared to pupils entering year 7.[25]

Figure 9: Feelings about aspects of their life – pupils transitioning into years 8-13 (pre and post)
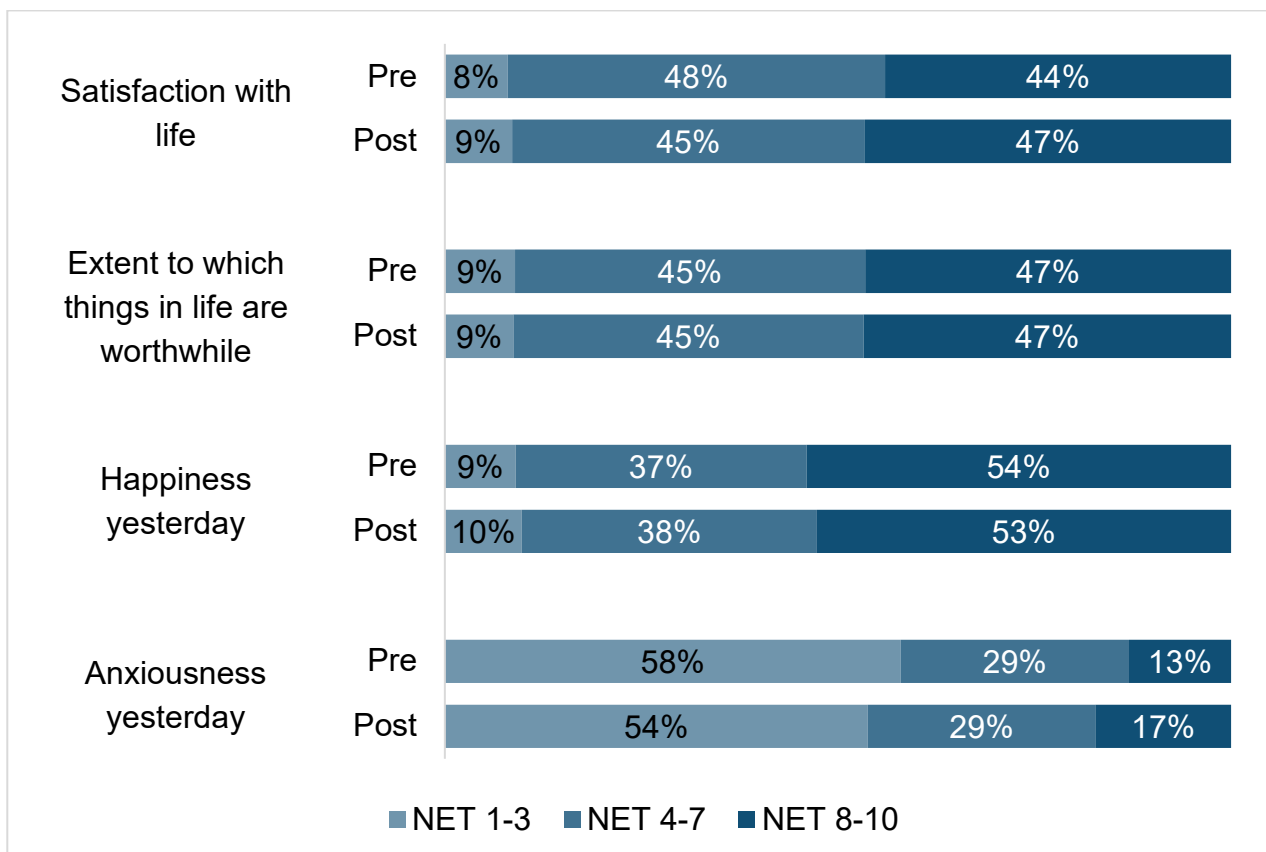
Source: Pupil surveys. Base: all respondents years 8-13 pre (593), post (597/595/592/591)

---

[25] Differences compared to pupils transitioning into years 4-6 are not significant at both the pre and post stages, which is due, in part, to the small base size for years 4-6 pupils.

Overall, pupils transitioning into years 4-6 (Figure 10) were more likely to be anxious than older pupils at both the pre and post stages (Figures 8 and 9).

Figure 10: Feelings about aspects of their life – pupils transitioning into years 4-6 (pre and post)
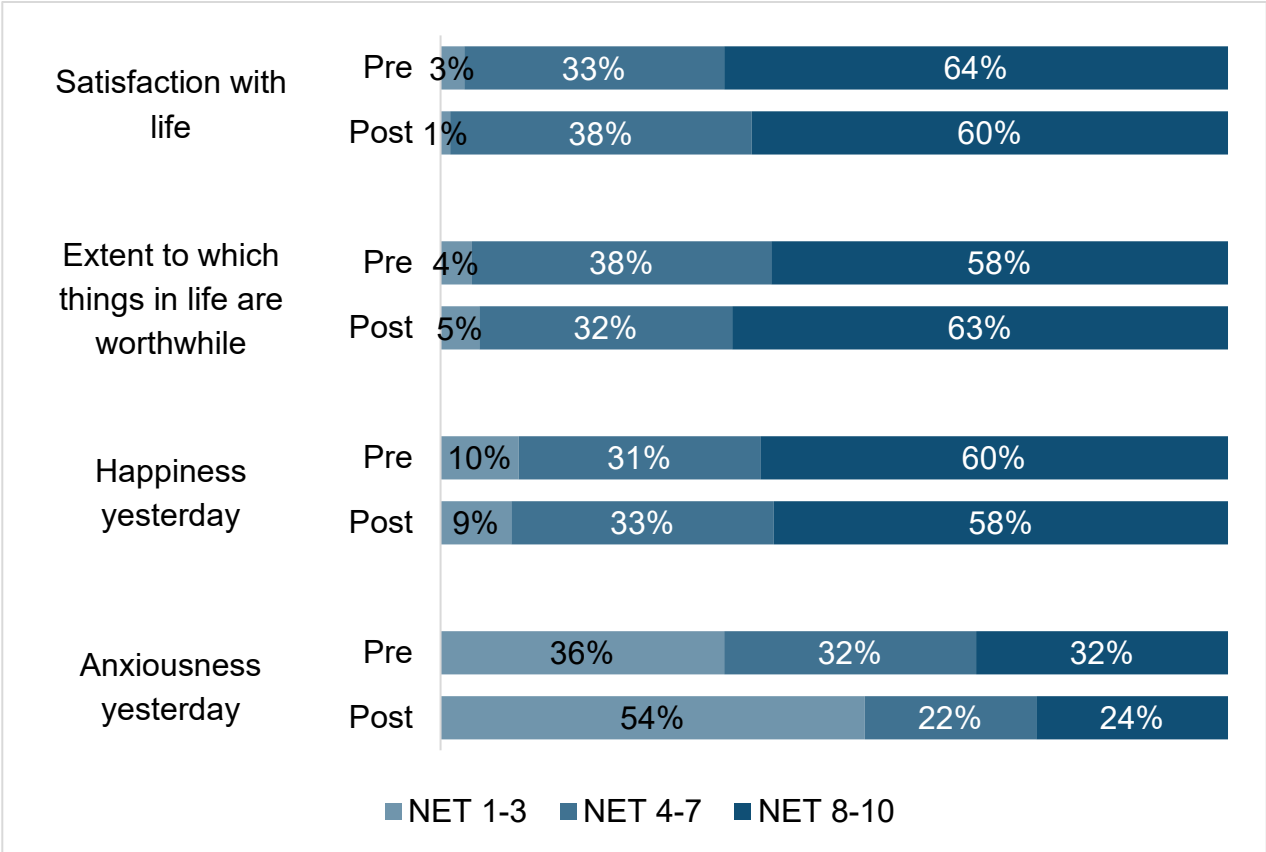
Source: Pupil surveys. Base: all respondents years 4-6 pre (72), post (81/81/78/78)

These findings may suggest that after participation in summer school, pupils transitioning into year 7 had improved wellbeing compared to before participation, whereas the impact on pupils transitioning into other school years was more minimal. However, this could be due, in part, to the large differences in the base sizes of the pupil groups and as previously mentioned (Section 1.3), these findings should be interpreted with some caution because the pre and post survey samples are not matched.

3. Schools' experiences of planning and delivering summer schools

This section outlines the planning and delivery of summer schools from the participating schools' perspective. It identifies whether schools already had any transition activity plans before DfE announced the summer schools funding programme and the types of pupils that attended summer school. Factors which influenced summer school planning, the pupils selected, and activities offered are explored. The resources schools used to plan and deliver their summer school are identified, including the use of third-party organisations. Finally, schools' perceptions of the benefits, challenges and impact of summer schools are explored. Analysis of responses from 440 schools are included.

3.1 Schools' prior transition activity plans

When asked in the Department's School Recovery Strategies study survey in the summer 2021 term[26], three out of five (60%) secondary schools were planning to organise a summer school. In interviews, nearly all of the secondary school leaders were planning to provide summer school days to support the year 6 to year 7 transition in particular, sometimes planned in addition to other transition days delivered in the summer 2021 term or virtually. Most transition provision was targeted at a larger group of pupils identified as vulnerable. DfE summer school funding was not made available for primary schools, and plans for summer school provision were not common amongst primaries (6%).

Similarly, just over half (54%, n=237) of schools that responded to the summer school online survey said they were already planning on running summer transition activities before DfE announced the summer schools funding programme.

Given the proportion of schools that were not planning to deliver summer transition activities from the Schools' Recovery Strategies survey (40%) and the summer schools online survey (46%, n=203), these findings suggest that the summer school programme increased access to transition support for pupils significantly.

Amongst those schools which were planning on running transition activities prior to the summer schools programme announcement (54%, n=237), pupils transitioning into year 7 were the primary audience, followed by disadvantaged or vulnerable pupils and SEND pupils (Figure 11). Other mentions included Key Stage 3 pupils, pupils transitioning from primary to middle school (i.e., from year 4 into year 5), pupils identified as future young leaders, pupils in receipt of pupil premium support or free school meals (FSM), pupils with English as an additional language (EAL) and pupils who had been identified as

---

[26] Wave 1 survey fieldwork dates: 28th April – 29th June 2021.

needing to catch up on their learning. Overall, less than one-third (29%, n=128) of schools had planned to provide transition activities for pupils in year groups other than those transitioning into year 7.

Figure 11: Types of pupils that schools had planned transition activities for before the summer school programme announcement
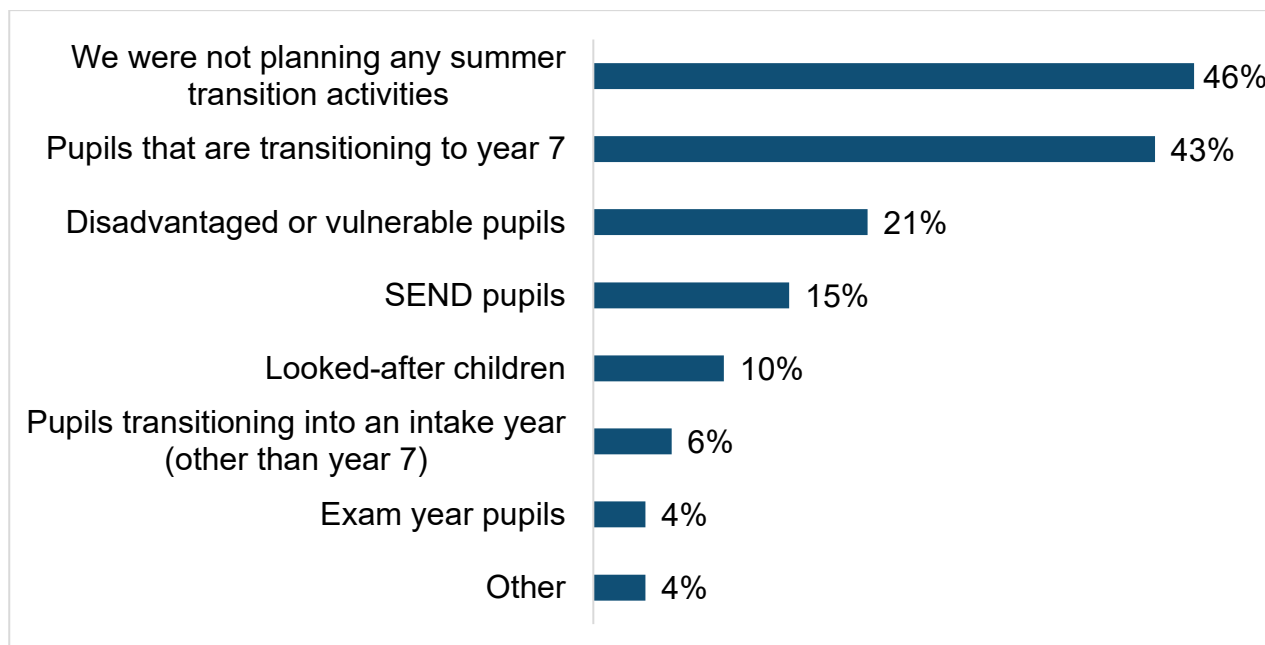
Source: School survey. Base: all respondents (440).Multi-response question.

Sports activities (82%, n=194) were the most common transition activities that schools had already planned to provide (Figure 12). Two-thirds of schools planned to provide arts and craft activities (68%. n=160) and around three-fifths planned to provide extra academic lessons (62%, n=147) or wellbeing activities (61%, n=145). Over half (54%, n=132) of schools had planned introduction sessions, such as school tours, classroom tours or meeting teachers. Introduction sessions to the school were significantly more likely to be planned for pupils transitioning into year 7 (67%, n=127), compared to other pupils (41%, n=52).

Figure 12: Types of transition activities schools had planned to run prior to the summer school programme announcement

Activity	Percentage
Sports activities	82%
Arts and crafts activities	68%
Extra academic lessons	62%
Wellbeing sessions	61%
Introduction sessions to the school (e.g. building tours, meeting teachers)	54%
School day trips	27%
Introduction sessions to new classroom or teachers	5%
Residentials	3%
Other	10%
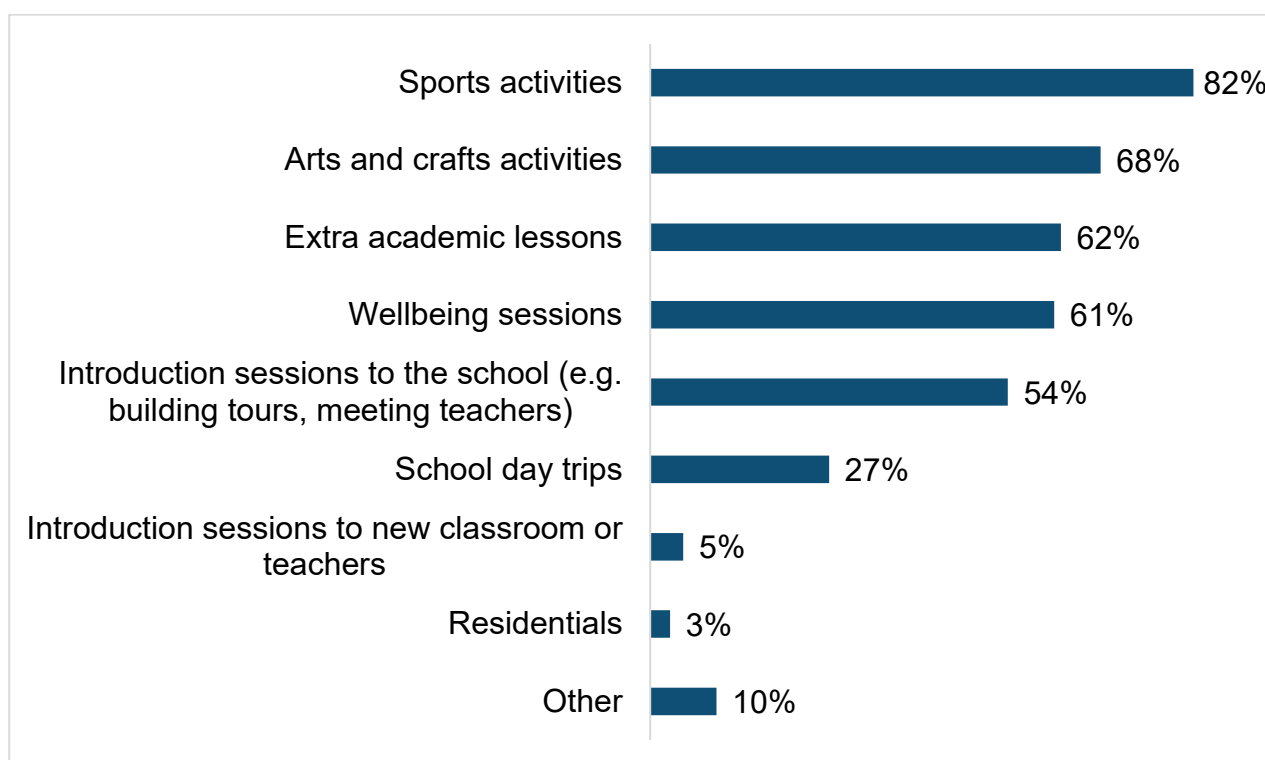
Source: School survey. Base: all planned to run transition activities prior to summer school announcement (237). Multi-response question.

3.2 Types of pupils that attended summer school

The vast majority (88%, n=389) of schools indicated that their summer school was attended by pupils transitioning into year 7 (Figure 13). Overall, half (51%, n=223)[27] of schools indicated that other pupils attended their summer school, primarily disadvantaged or vulnerable pupils and SEND pupils. Local authority maintained schools were significantly more likely than academies to say that their summer school was attended by:

- SEND pupils (38%, n=39 versus 23%, n=62 respectively)

- Looked-after children (26%, n=27 versus 15%, n=42 respectively).

Other types of pupils mentioned included Key Stage 3 pupils, pupils transitioning from primary to middle school or where they were the sole pupil transitioning from their

---

[27] Calculated by combining together all the schools that indicated their summer school had been attended by pupils other than those transitioning to year 7.

primary school, pupils identified as needing additional support with their learning, 'young leaders' and high ability pupils.

Figure 13: Types of pupils attending summer school

Type of pupil	Percentage
Pupils that are transitioning to year 7	88%
Disadvantaged or vulnerable pupils	36%
SEND pupils	30%
Looked-after children	20%
Pupils transitioning into an intake year (other than year 7)	13%
Exam year pupils	7%
Other	7%
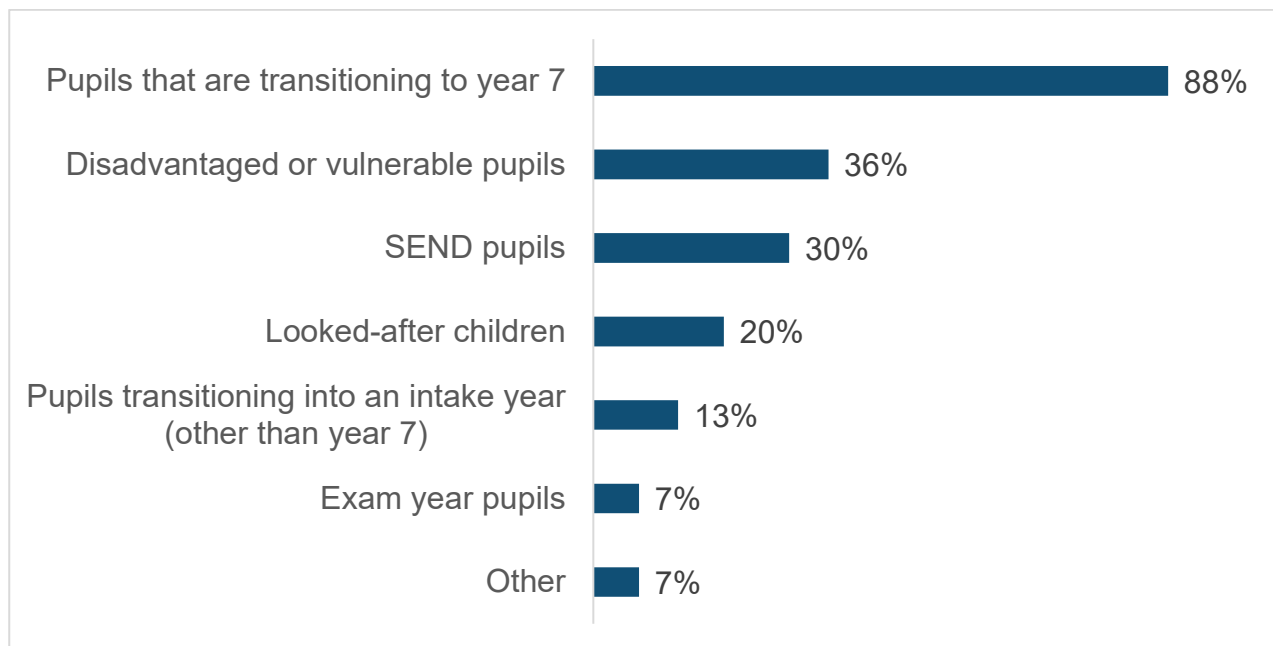
Source: School survey. Base: all respondents (440). Multi-response question.

Overall, almost half (49%, n=217) of schools indicated that their summer school was only attended by pupils transitioning into year 7 (Figure 14). Almost two-fifths (39%, n=172) of schools had a mix of pupils transitioning into year 7 and other pupils attending their summer school, whereas just over one-tenth (12%, n=51) of schools said that only other pupils (i.e., pupils other than those transitioning into year 7) attended.

Figure 14: Types of pupils attending summer school (year 7 versus other pupils)

Pie chart:
- 49% Only pupils transitioning into year 7
- 39% Mix of pupils transitioning into year 7 and other pupils
- 12% Only other pupils (no pupils transitioning into year 7)
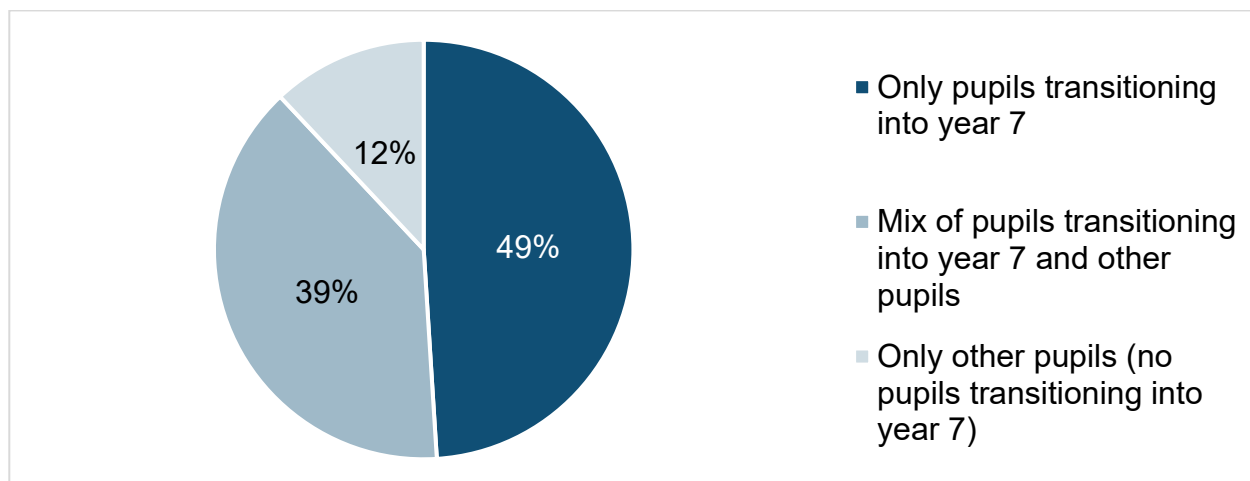
Source: School survey. Base: all respondents (440)

3.3 Perceptions of main benefit of summer schools

Overall, schools had hoped that the main benefit of their summer school would be to help pupils transition into the next academic year (73%, n=322).

A minority of schools felt the main benefit would be improved pupil wellbeing (16%, n=70) or support in education recovery (10%, n=43).[28]

However, there was a significant difference in the perceptions of the main benefit of summer schools depending on the types of pupils that attended (Figure 15). Schools where pupils transitioning into year 7 attended were significantly more likely to be focussed on supporting transition. Schools where other types of pupils (i.e., pupils transitioning into other years than year 7, exam year pupils, disadvantaged or vulnerable pupils, SEND pupils or looked after children) but no year 7 pupils attended, were more focussed on pupil wellbeing and education recovery.

---

[28] Other mentions included helping pupils who had limited transition due to Covid-19, supporting families, providing students with opportunities to go on a school trip and to develop positive relationships.

Figure 15: Perceived main benefit of summer school by type of pupil attending
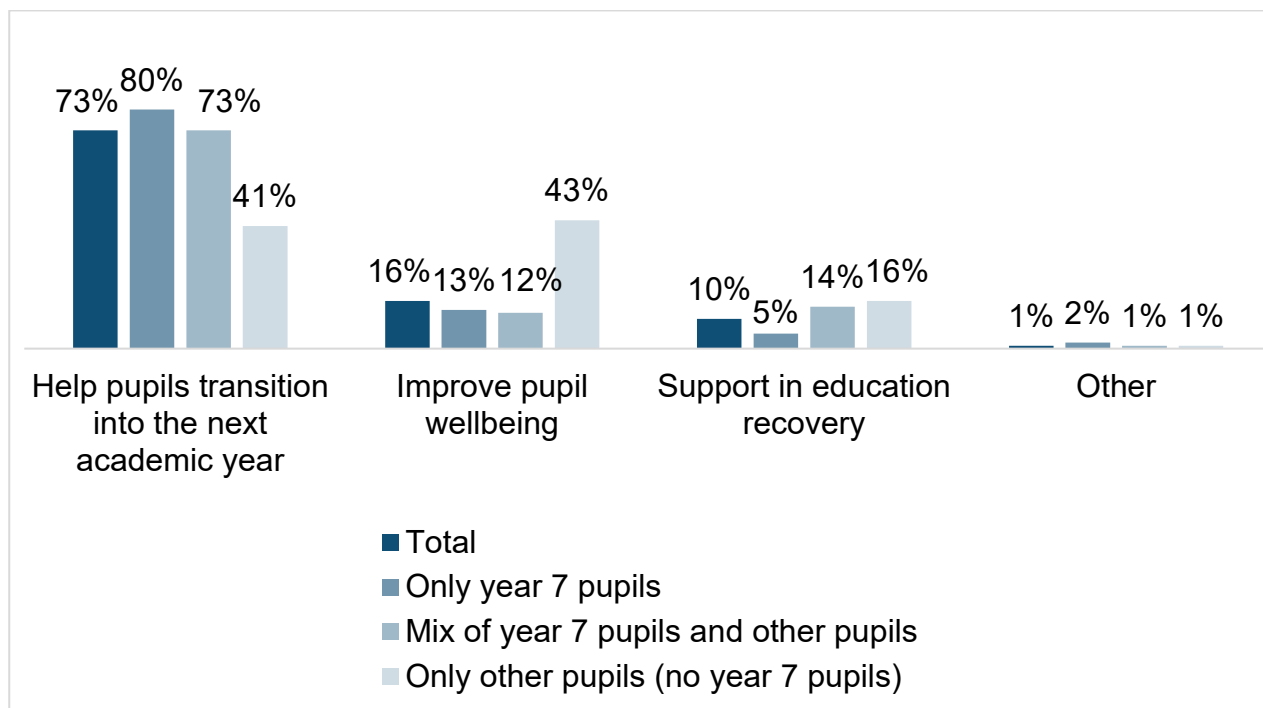
Source: School survey. Base: all respondents year 7 (388), other pupils (222)

3.4 Communication with parents and pupils

All but one school communicated with parents or carers of participating summer school pupils at some stage and the majority (71%, n=313) communicated with them at all stages of the process:

- 93% (n=410) communicated with parents or carers before the summer school.

- 87% (n=383) communicated with parents or carers during the invitation stage.

- 77% (n=338) communicated with parents or carers during the summer school itself.

The main channel for communicating with parents or carers about their summer school was via email (93%, n=405) (Figure 16). Almost three-fifths (58%, n=255) of schools communicated with parents or carers by telephone and one-quarter (25%, n=108) used school newsletters. Other mentions included letters (n=39), social media (n=28), face to face (n=16), texts (n=14), via the primary school (n=12) and via the school website (n=9).[29]

---

[29] A minority mentioned other channels: communications systems (n=6), feedback via surveys (n=6), information leaflets / packs (n=4), presentations (n=2) and online meetings (n=1).

Figure 16: Channels used to communicate with parents / carers
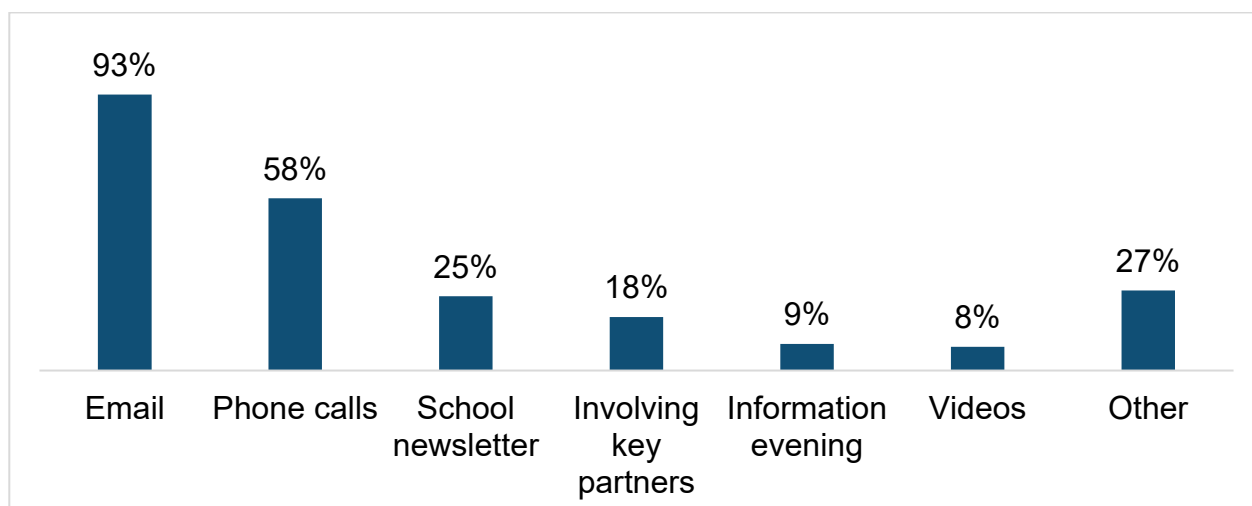
Source: School survey. Base: all respondents (437). Multi-response question.

Communication with parents or carers was mainly to share information (96%, n=419) or to encourage pupil attendance (92%, n=403). Just over one-tenth (12%, n=54) of schools consulted on ideas for the summer school with parents or carers. Over one-third (37%, n=161) contacted parents or carers to gather feedback on their summer school.[30] A minority of schools (3%, n=13) communicated with parents for other reasons, including discussing practicalities such as transport arrangements or notifying parents of positive Covid-19 tests, wellbeing or support calls, responding to enquiries, sharing information about what pupils were doing at summer school and celebrating pupil achievements.

The vast majority (91%, n=395) of schools invited pupils to attend summer school via an email or letter which they themselves sent directly (Figure 17).

Just over two-fifths (44%, n=190) of schools conducted telephone calls to invite pupils to attend and almost one-third (31%, n=134) said that invitation emails or letters were sent out from the participants' primary schools (Figure 17). The use of events, school newsletters or through the involvement of key partners was less common. A minority of schools mentioned other channels, most commonly the school's website (n=14), social media (n=13), induction or transition meetings or events (n=7), online meetings (n=6) or online surveys or forms (n=6).[31]

---

[30] Section 3.10 provides detail on whether schools measured the effectiveness of their summer school.
[31] Other mentions included via local primary schools, text messaging, presentations or assemblies, parent meetings and school visits.

Figure 17: Channels used to invite pupils to attend summer school

Channel	Percentage
Direct email / letters from our secondary school	91%
Phone calls	44%
Emails / letters from participants' primary schools	31%
Involving key partners e.g. outreach, Special Educational Needs Coordinator	20%
School newsletter	18%
Event (e.g. information evening)	11%
Other	14%
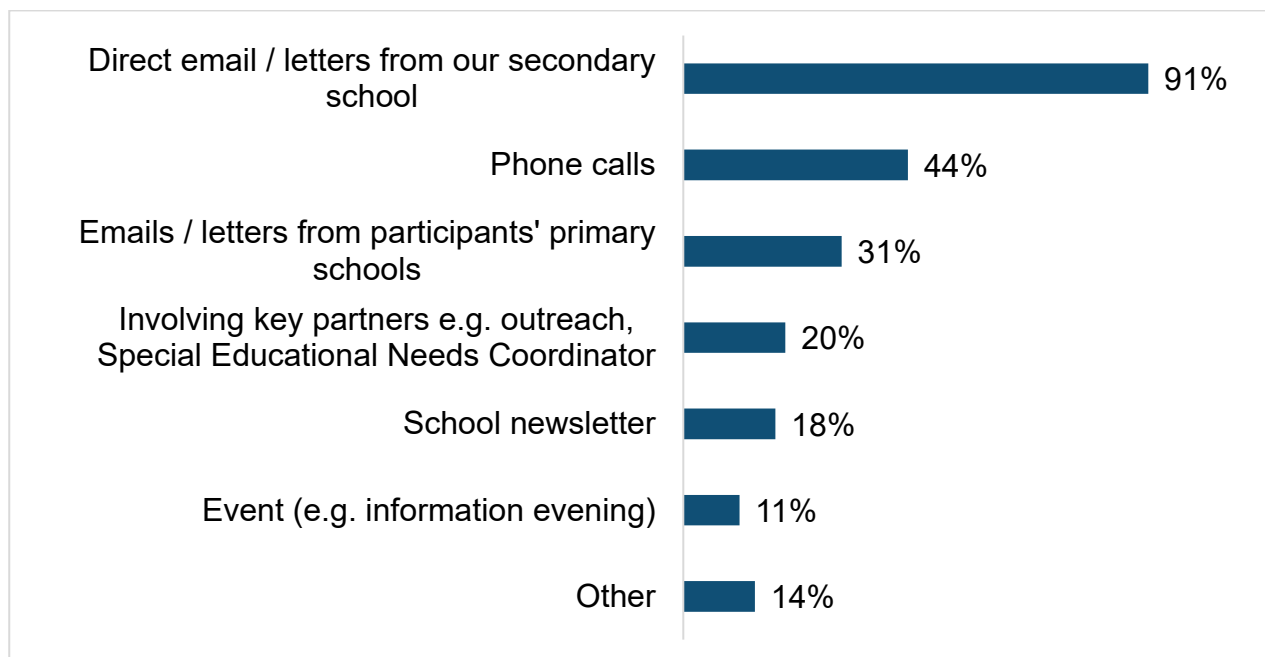
Source: School survey. Base: all respondents (435). Multi-response question.

3.5 Factors influencing summer school planning and delivery

Schools were asked about the factors that influenced the planning of their summer school, the selection of pupils to attend and the activities they offered.

3.5.1 Factors influencing summer school planning

The factors most likely to have influenced the planning of summer schools were staff availability (91%, n=398) and costs (65%, n=285).

Restrictions due to Covid-19 continued to be a factor for around half of schools (51%, n=224). Availability of space (49%, n=217) and pupil availability (47%, n=208) were also factors for almost half of schools.

Other mentions included staff expertise, DfE guidance on the mix of academic and creative activities, pupil wellbeing and supporting pupils' transition, and schools' consideration of what they wanted pupils to experience at their summer school, such as the balance of fun and learning and mirroring the school experience.[32]

---

[32] Other factors mentioned by individual schools were: site improvements, availability of external provider, staff willingness, awareness of pupils that would benefit from additional support and of areas where pupils needed to catch up academically.

Figure 18: Factors influencing summer school planning

Factor	Percentage
Staff availability	91%
Costs	65%
Covid-19 restrictions	51%
Availability of outdoor and indoor space	49%
Pupil availability	47%
Timescales	44%
Equipment	35%
Other	1%
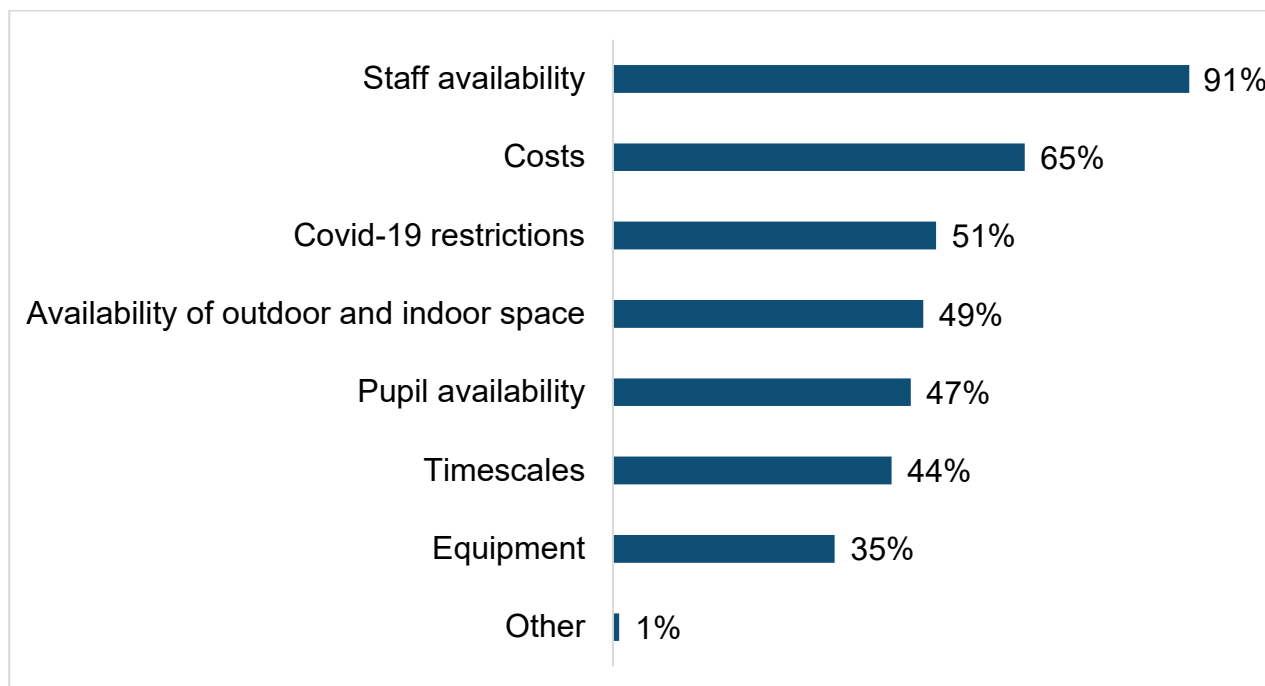
Source: School survey. Base: all respondents (439). Multi-response question.

3.5.2 Factors influencing pupil selection

The factors which influenced the pupils that schools selected to attend summer school were primarily based around pupil need and educational priority (Figure 19). Pupils' needs were significantly more likely to be a consideration for schools where pupils other than those transitioning into year 7 attended:

- Pupils' academic needs (other pupils 45%, n=99 versus year 7 28%, n=109 respectively)

- Pupils' wellbeing needs (63%, n=139 versus 44%, n=170 respectively)

- Disadvantaged pupils needs (58%, n=128 versus 37%, n=142 respectively).

More practical factors such as equipment, timescales, Covid-19 restrictions and availability of space were much less likely to be mentioned (Figure 19). Costs were much less likely to be a factor in pupil selection compared to summer school planning (Figure 18). Several schools mentioned other factors, the main one being ensuring that all pupils

who were transitioning into year 7 were invited to attend (n=27). A small number of schools considered staffing (n=5).[33]

Figure 19: Factors influencing pupil selection

Pupils' wellbeing needs — 47%
Disadvantaged pupil needs — 40%
Priority stage of education — 40%
Pupils' academic needs — 31%
Likelihood of pupil attendance — 17%
Costs — 13%
Availability of outdoor and indoor space — 11%
Covid-19 rules & restrictions — 11%
Timescales — 9%
Equipment — 6%
Other — 9%
None of the above — 21%
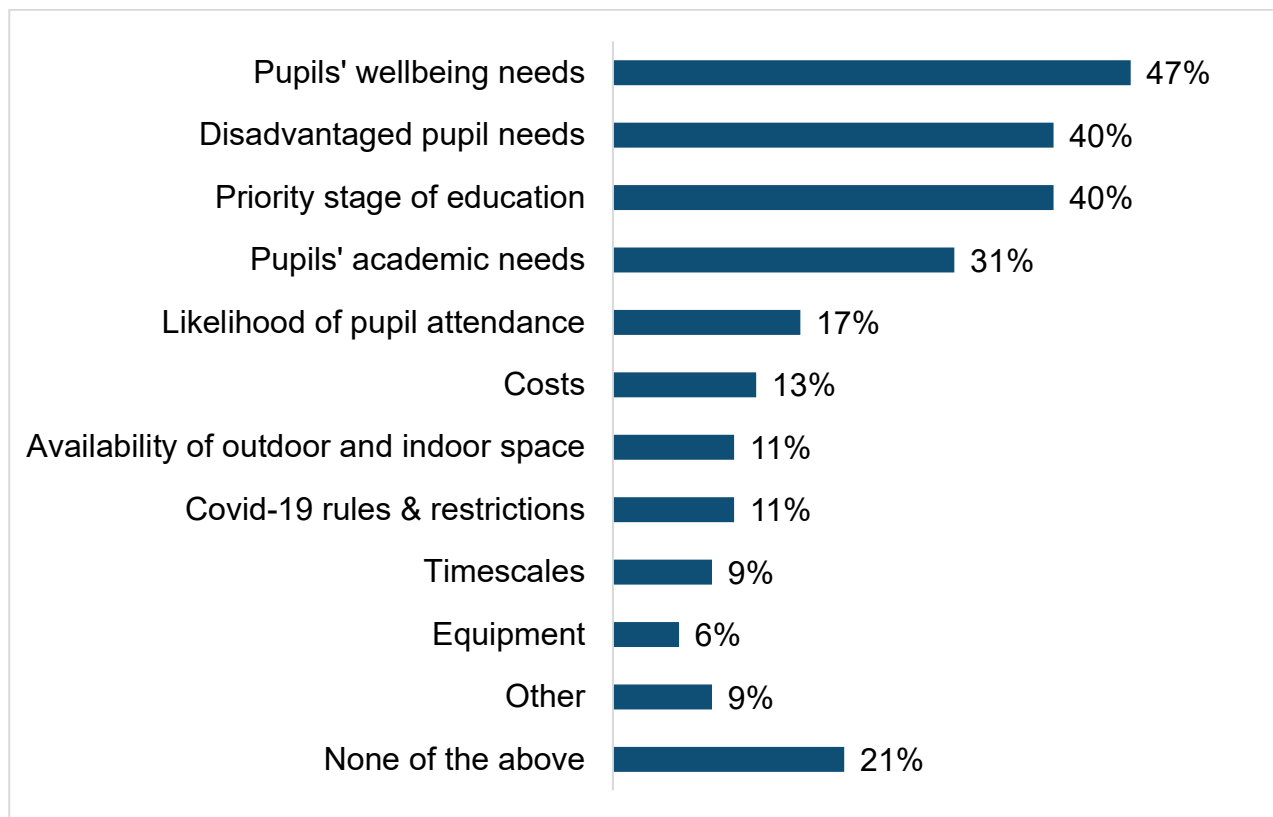
Source: School survey. Base: all respondents (435). Multi-response question.

3.5.3 Factors influencing the activities offered

The main factor that influenced the activities offered by schools was staff skills or specialisms, which was cited by three-quarters (76%, n=331) of schools (Figure 20).

Many schools also considered the needs of attending pupils when making decisions about the activities offered. Pupils' wellbeing needs were a key consideration for two-thirds of schools (66%, n=288). A similar proportion said that inclusivity (63%, n=273) or the appeal of activities for pupils (62%, n=269) were factors in their decisions. Half (50%, n=216) of schools considered pupils' academic needs.

Practical factors, such as costs, the availability of space, disadvantaged pupil needs, and Covid-19 restrictions influenced decision making on activities offered for many schools.

---

[33] Other mentions included: consideration of different types of pupils who would benefit from summer school (e.g. most able, disadvantaged pupils, pupils in receipt of pupil premium, young carers, SEND pupils, pupils requiring additional transition support), ensuring accessibility for all who wished to attend, and DfE guidance.

Figure 20: Factors influencing activities offered

Factor	Percentage
Staff skills / specialisms	76%
Pupils' wellbeing needs	66%
Inclusivity of activities	63%
Appeal to pupils	62%
Pupils' academic needs	50%
Costs	41%
Availability of outdoor and indoor space	41%
Disadvantaged pupil needs	32%
Covid-19 rules & restrictions	30%
Equipment	28%
Timescales	22%
Information from feeder primary schools	19%
Other	5%
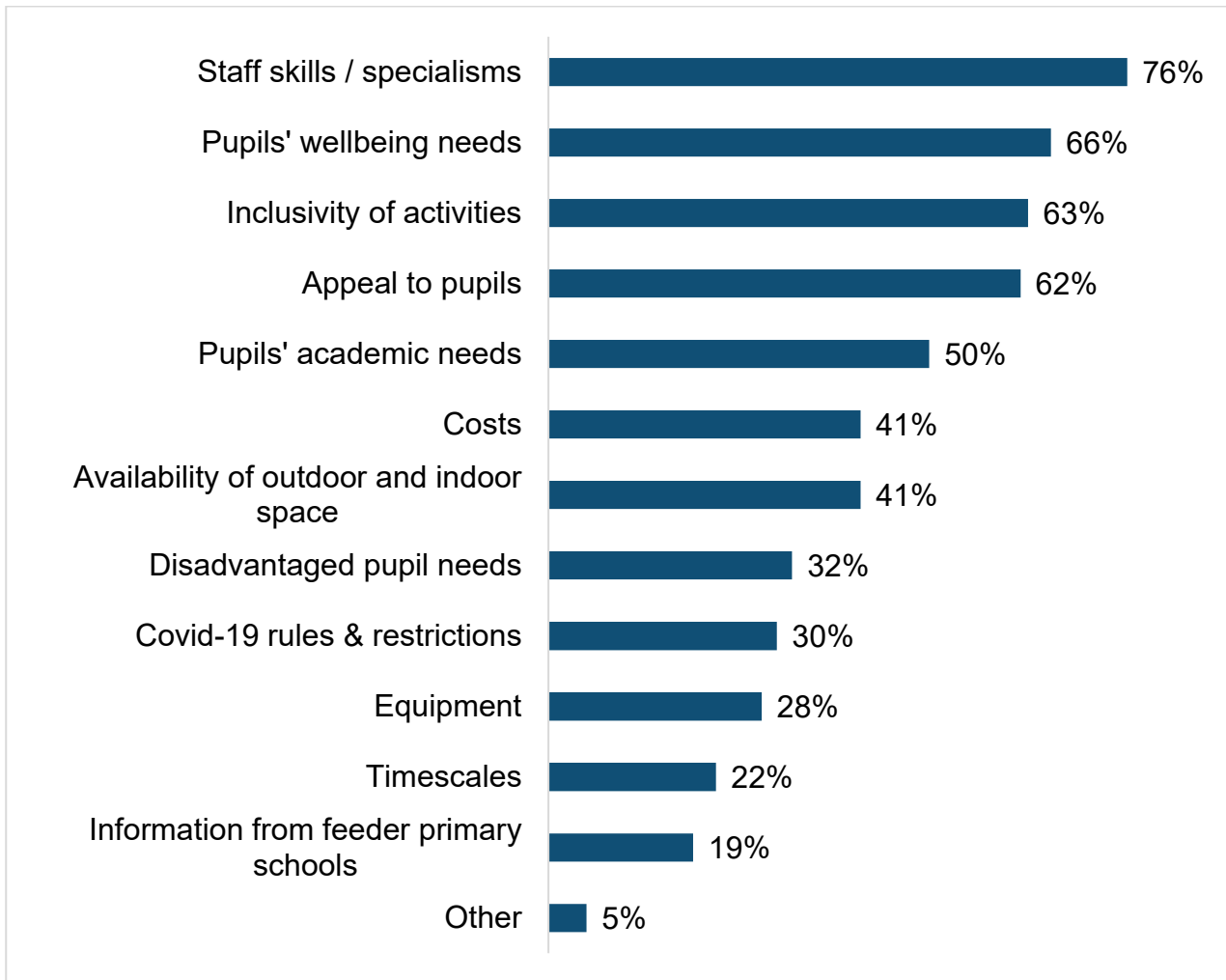
Source: School survey. Base: all respondents (435). Multi-response question.

3.6 Resources used to plan and deliver summer schools

The vast majority (90%, n=394) of schools used DfE guidance to support their summer school planning (Figure 21). Schools' use of other resources for planning was much lower, the most commonly mentioned being support from their Multi-Academy Trust (MAT) (17%, n=76), or best practice guides (16%, n=69). Local authority maintained schools were significantly more likely to have used best practice guides (23%, n=24) compared to academies (12%, n=33).

Other mentions included schools' own prior experience of running summer schools or transition activities, information available from other schools such as Oak Academy, feedback or input from pupils, parents and staff, and information from a range of other

organisations, most commonly the National College, the Education Endowment Foundation (EEF) and Partners in Excellence (PiXL).[34]

Figure 21: Resources used to support summer school planning
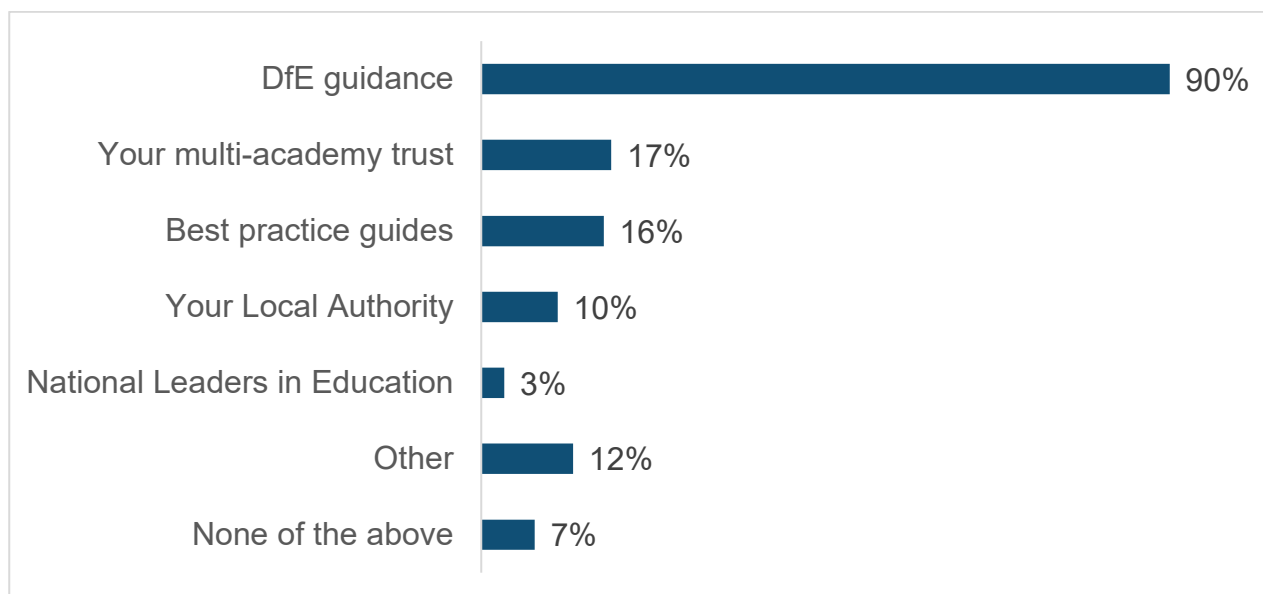
Schools primarily used their own internal resources for delivery of their summer school (89%, n=384). A minority of schools mentioned using any other resources:

- MAT resources, 7% (n=32)

- EEF resources, 6% (n=27)

- Oak Academy resources, 6% (n=24)

- Dr. Alex George's mental health toolkit, <1% (n=2)

- Other resources, 9% (n=37), including educational resources, third-party organisation resources and resources available from other organisations.

Less than ten per cent (8%, n=36) of schools indicated that they had not used any of these resources during their summer school.

---

[34] Other sources mentioned included: the National Trust, Hemraj Goyal Foundation, Youth Sport Trust, Sense, Headstart, Future Foundations, Literacy Intervention Toolkit (LIT) programme, Evolve, Holiday Activities and Food (HAF) programme, Plymouth Commission Strategy and Teachus Campus.

3.7 Use of third-party organisations

Use of third-party organisations was fairly common, with three-fifths (61%, n=267) of schools indicating they used them in the delivery of their summer school:

- 29% (n=127) used one third-party organisation.

- 32% (n=140) used more than one third-party organisation.

Overall, schools that used third-party organisations felt that it was relatively easy to engage with them (Figure 22). The vast majority of schools felt that it was extremely or somewhat easy to find the right third-party organisation (84%, n=219) and agree the activities to deliver (91%, n=325). Similarly, the vast majority felt that engaging with third-party organisations for the delivery of the summer school had been extremely or somewhat easy (87%, n=220).[35]

Figure 22: Ease of engaging with third-party organisations
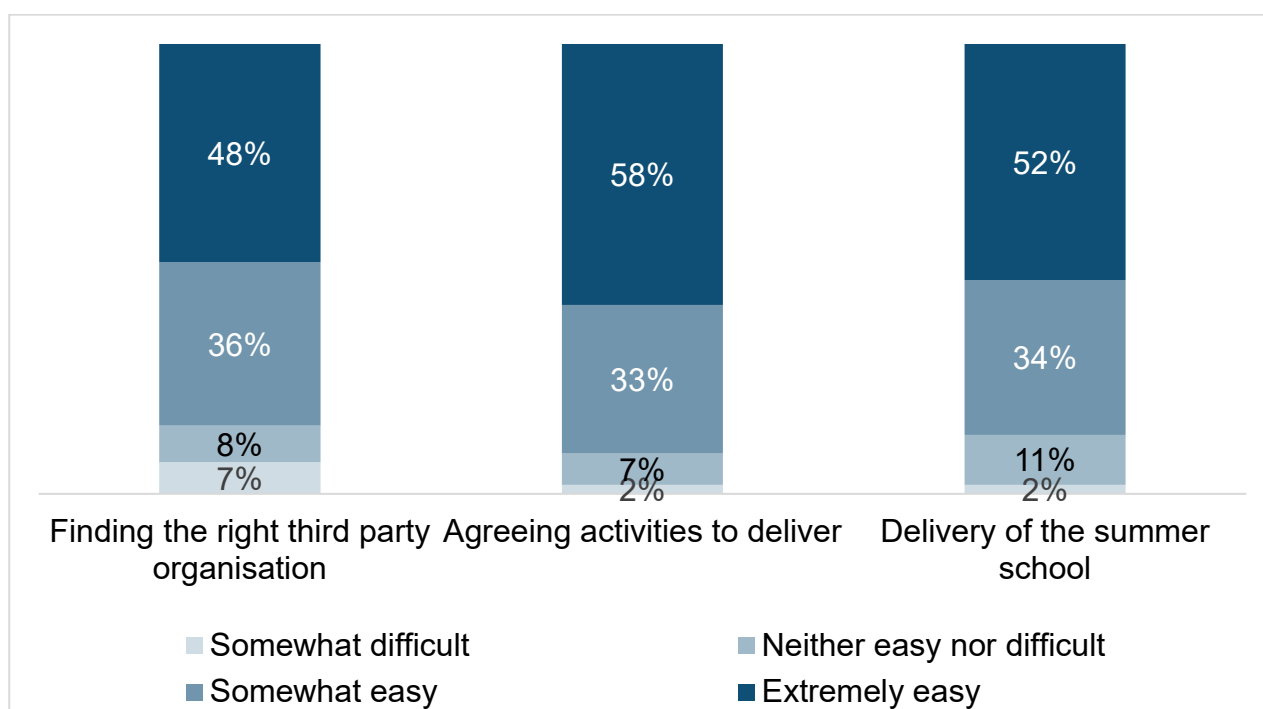
Source: School survey. Base: all who used third-party organisations (261/258/254)

Schools which engaged with one third-party organisation were significantly more likely to have found it extremely easy to deal with them compared to those which engaged with more than one:

---

[35] The sum of the separate percentages is not equal to the combined percentage for net easy or difficult due to data rounding.

- Finding the right third-party organisation (extremely easy 56%, n=70 versus 41%, n=56 respectively).

- Agreeing the activities to deliver (extremely easy 67%, n=82 versus 50%, n=68 respectively).

A small minority of schools indicated that engaging with third-party organisations had been somewhat difficult for these aspects (Figure 22). Only one school felt that finding the right third-party organisation had been extremely difficult. Another school indicated that engaging with third-party organisations for the delivery of the summer school had been extremely difficult.

3.8 Helpful support when delivering summer schools

The area most likely to be identified by schools as being helpful when delivering their summer school was the engagement of school staff (81%, n=344) (Figure 23). Funding (71%, n=301) and DfE guidance (57%, n=243) were also mentioned by many schools, which suggests that this support put in place by the DfE was welcomed.

In interviews conducted for the Schools' Recovery Strategies study, several schools reported that the additional transition funding from the DfE was welcome to support the summer provision and that it would either be used to cover their usual transition costs or enable them to scale up more than previous years to meet increased needs.

Other helpful support was much less likely to be mentioned by schools responding to the online survey (Figure 23).[36]

---

[36] A minority mentioned other support, such as from parents, pupils from other year groups, the senior leadership team or other organisations.

Figure 23: Aspects schools found helpful when delivering their summer school

Aspect	Percentage
Engagement of school staff	81%
Funding	71%
DfE guidance	57%
Third parties	24%
MAT assistance	7%
External resources (e.g. Oak academy)	5%
Local authority assistance	2%
National leaders in education	1%
Other	3%
None of the above	2%
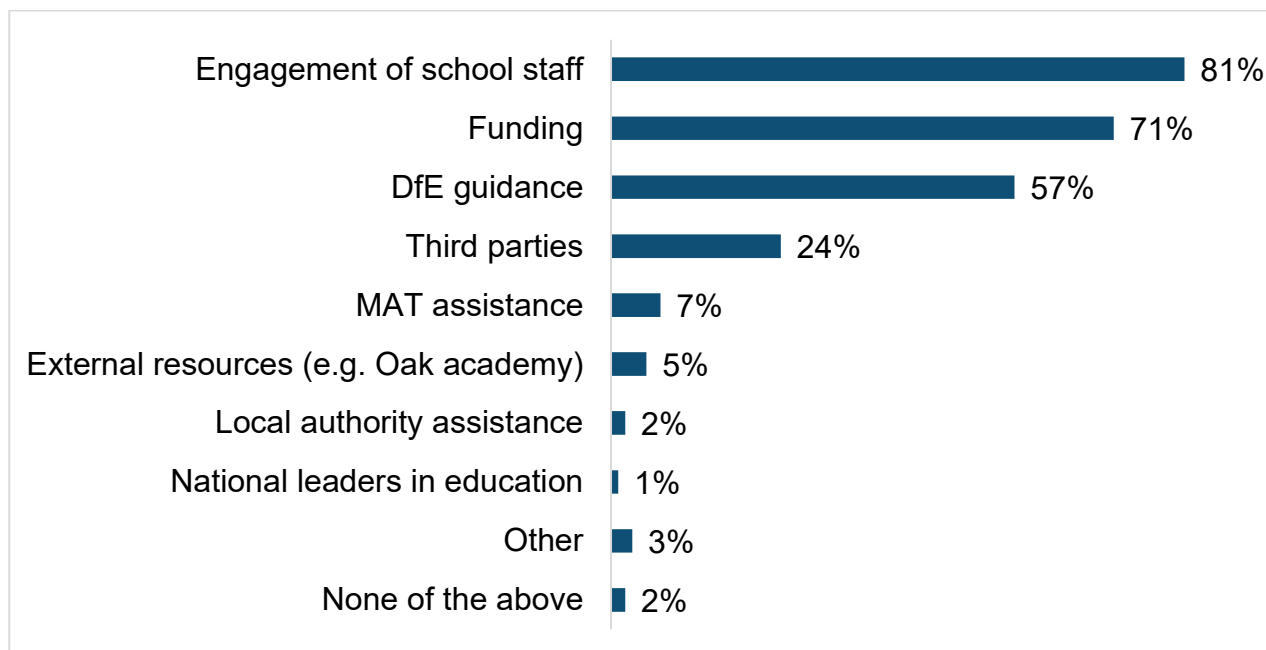
Source: School survey. Base: all respondents (425). Multi-response question.

3.9 Challenges

Overall, just over half of schools indicated that they had experienced some challenges when delivering their summer school (Figure 24). The most commonly cited challenge was lack of staff availability, which affected almost one-quarter (24%, n=100) of schools that responded to the online survey. Restrictions due to Covid-19 also continued to impact upon some schools (17%, n=73), particularly local authority maintained schools (25%, n=25 compared to academies 14%, n=38).

Lack of engagement or interest from pupils or parents was significantly more likely to be mentioned by schools where pupils other than those transitioning into year 7 attended summer school:

- Lack of pupil interest / attendance (other pupils 21%, n=46 versus year 7 pupils 13%, n=47 respectively)

- Lack of parental engagement (16%, n=34 versus 9%, n=34 respectively).

It is positive to note that only a small minority (4%, n=18) of schools cited that funding was a challenge when delivering their summer school.[37] Furthermore, over two-fifths

---

[37] Other challenges mentioned by schools included last minute changes in attendees (n=8), buildings or maintenance works being carried out on site (n=5), issues caused by staff or pupils having to isolate due to Covid-19 (n=4), staff management (n=3) and lack of clarity on costs criteria (n=3).

(43%, n=181) of schools indicated that they had not experienced any challenges in delivering their summer school.

Figure 24: Challenges faced by schools when delivering their summer school
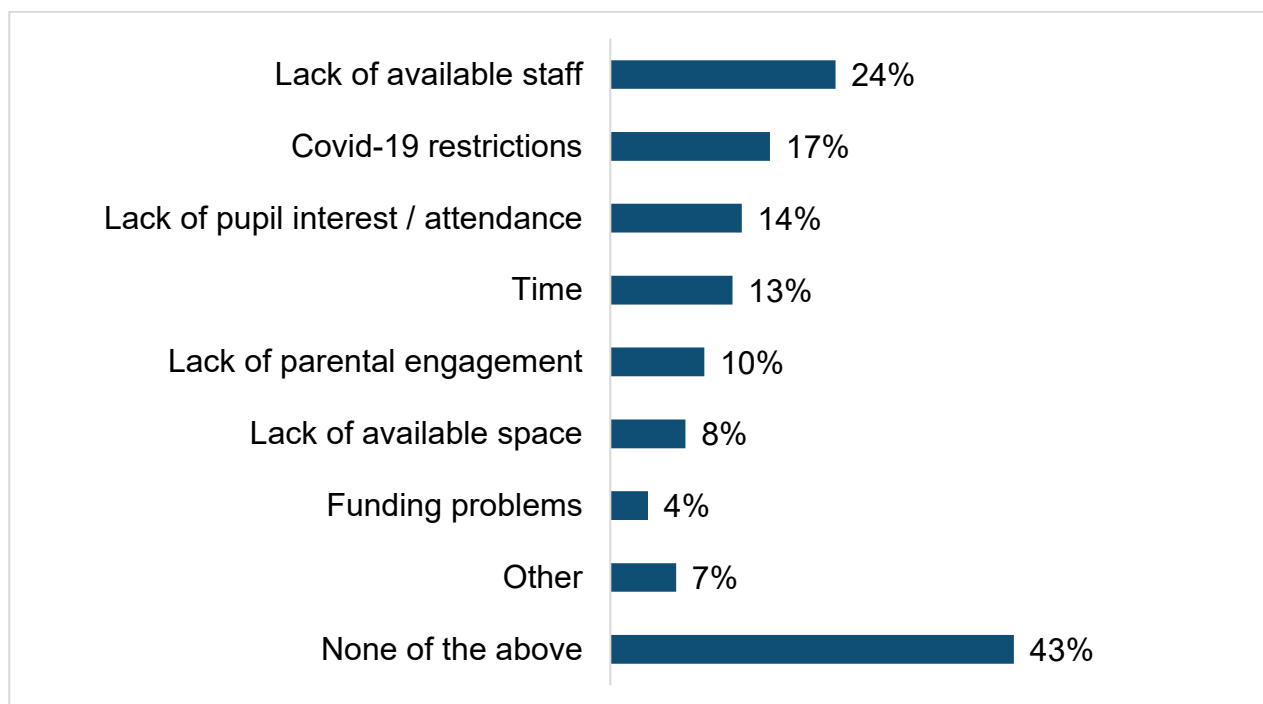
Source: School survey. Base: all respondents (425). Multi-response question.

However, some difficulties in terms of planning were reported during interviews conducted for the Schools' Recovery Strategies research. As the funding was retrospective and based on the numbers attending, concerns were raised about recruitment and attendance. For example, one school offered transition pupils a Chromebook laptop as an incentive for attending.

There was also a sense of reluctance to run holiday 'recovery' clubs and/or interventions from some school leaders because both pupils and staff were exhausted and needed a break.

> Staff were deprived of a proper break at Christmas and Easter due to government u-turns and last-minute changes. – *Primary, June/July 2021, Schools' Recovery Strategies study*

> We think that it's contrary to what we as professionals feel that the children need […] families need to return to being a family unit beyond their doorstep and that is a priority […] Our staff are mentally tired and they need a little fire break from that to be able to really bring themselves in to that very positive mode of thinking and look back. – *Primary, June/July 2021, Schools' Recovery Strategies study*

Instead, some schools provided additional enrichment activities before the end of term (e.g. combining academic and social interaction, or focused on building resilience, team work, problem solving), or suggested additional summer work or activities (e.g. reading lists, online first aid courses, bridging work for A level starters, life skills projects).

3.10 Measuring effectiveness of summer schools

Three-fifths of schools said that they had attempted to measure the effectiveness of their summer school (61%, n=269). However, the proportion may in reality be somewhat higher, as a further one-fifth of schools either said they were not sure or did not answer the question (20%, n=89).

Almost half (47%, n=205) of all schools attempted to collect feedback from pupils (Figure 25). Just over one-quarter of schools collected feedback from staff (29%, n=126) or from parents (27%, n=119).[38] Teacher assessment of pupil progress was less common. A minority of schools mentioned other approaches, including assessing how pupils transition into the new academic year and analysing pupil attendance, behaviour and engagement levels.

Figure 25: Methods used for measuring effectiveness of summer schools
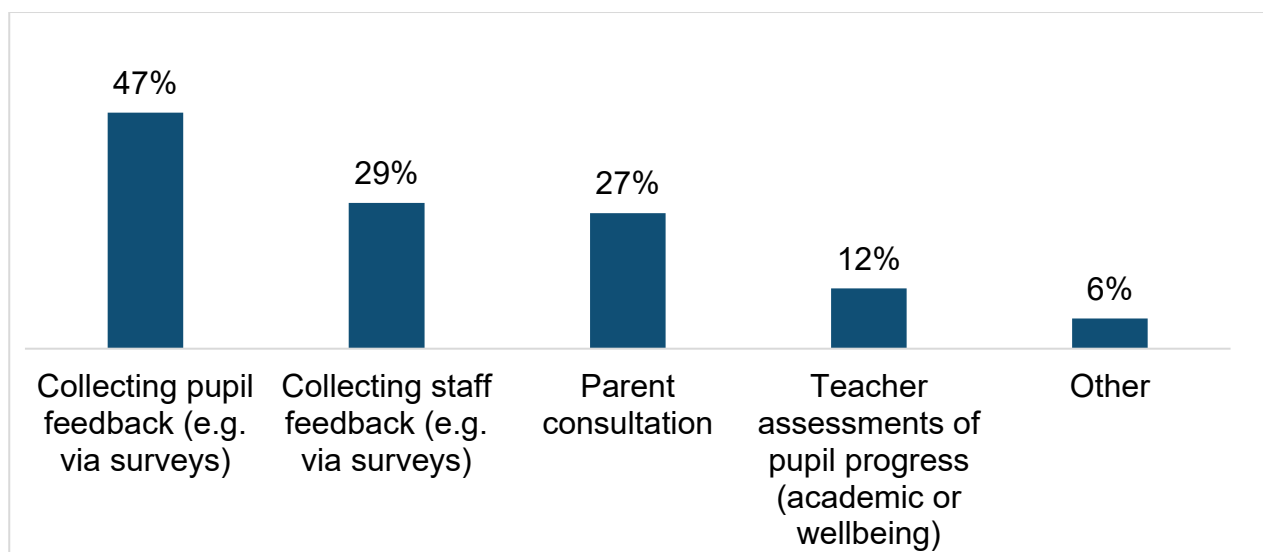
Source: School survey. Base: all respondents (440). Multi-response question.

3.11 Perceptions of effectiveness of summer schools

Schools were asked how effective they felt summer schools are at influencing pupil academic attainment, transition between academic years and pupil wellbeing (Figure 26).

---

[38] Additionally, 37% of schools (n=161) said they communicated with parents or carers to gather feedback on their summer school, see Section 3.4.

Overall, schools were significantly more likely to believe that summer schools are effective at influencing transition and wellbeing compared to academic attainment.

- Over half (53%, n=220) of schools indicated that they believed summer schools were 'extremely effective' at improving pupil wellbeing and over two-thirds (68%, n=285) indicated they were 'extremely effective' for improving transition.

- However, just over one-tenth (11%, n=44) of schools believed that summer schools were 'extremely effective' at improving academic attainment.

Schools where year 7 pupils attended were significantly more likely to say that they felt that summer schools were extremely effective at improving transition between academic years compared to those where other types of pupils attended (71%, n=264 versus 61%, n=134 respectively). Positively, very few schools felt that summer schools were 'not at all effective' at influencing any of these aspects.

These findings suggest that schools were perhaps more focussed on pupil transition (particularly into year 7) and wellbeing than academic attainment, which aligns with what schools hoped the main benefits of their summer school would be (Section 3.3). It also compares well with pupils' expectations and experiences of attending summer school (Section 2). However, future summer school programmes may need to consider the extent to which academic improvements should, or can, be an aim.

Figure 26: Perceptions of the effectiveness of summer schools in influencing attainment, transition and wellbeing
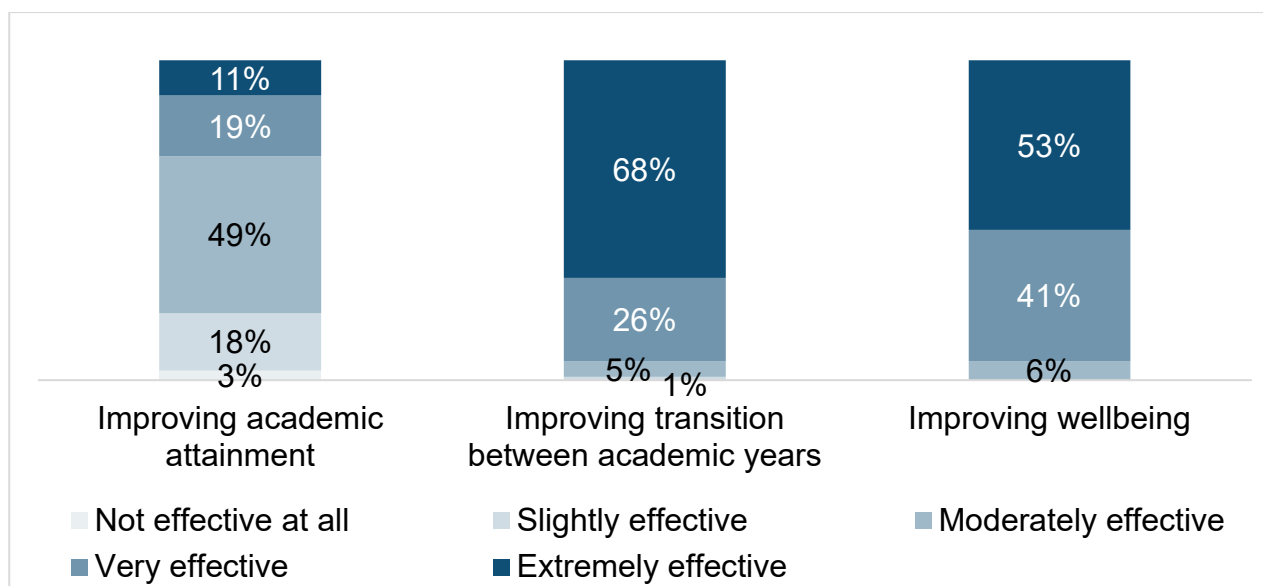
Source: School survey. Base: all respondents (418/419/419)

3.12 Improvements

Schools were asked if there was anything they would do differently if they were to deliver a summer school again in the future (Figure 27). The main change schools suggested was allowing more time to prepare for their summer school (34%, n=145).

Figure 27: Improvements for future summer school delivery
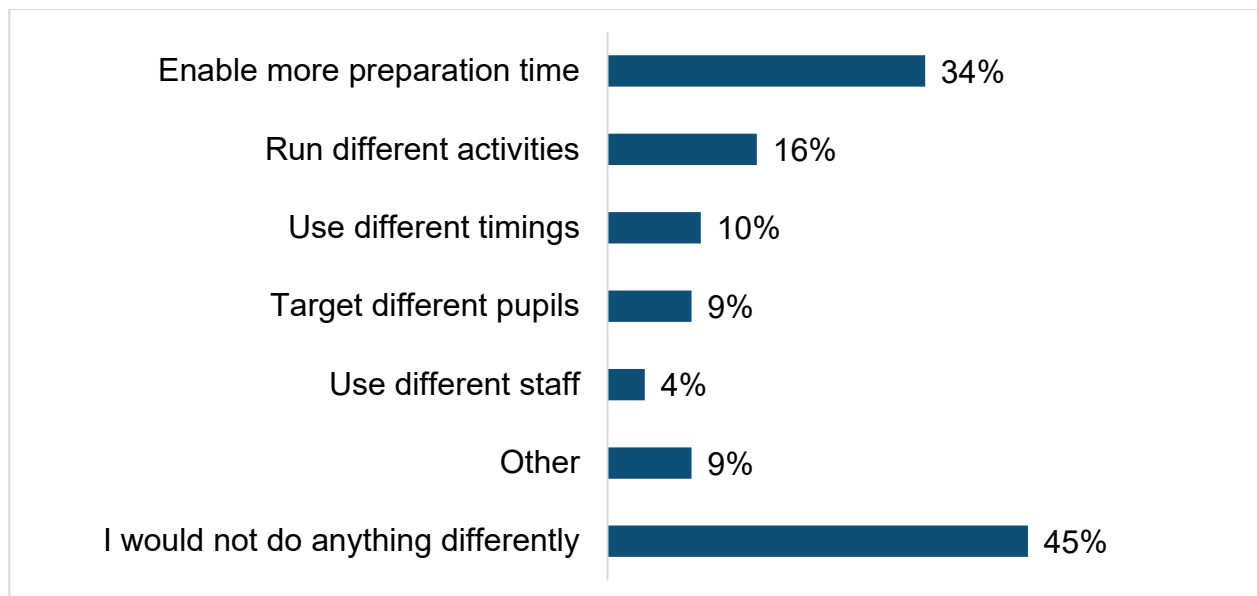
Source: School survey. Base: all respondents (425). Multi-response question.

A small number of schools said they would run different activities (16%, n=67), change the timings (10%, n=43), target different pupils (9%, n=38) or use different staff (4%, n=15). Other mentions were mainly around inviting more pupils (n=9) or enlisting more staff (n=6)

Over two-fifths (45%, n=190) of schools indicated that they would not do anything differently, which suggests they were satisfied with the delivery of their summer school.

Other suggestions for improvements were provided by schools in the monitoring claim form submissions (see Section 4.8).

4. Summer school management information

All data presented in this section describes the management information collected by the DfE through their monitoring claims form required from schools as part of the summer school programme. Data were collated on the following areas:[39]

- Profile of schools involved in the summer school programme.

- Length of summer school programme.

- Target group invited.

- Target group engaged.

- Summer school activities delivered.

- Staffing.

- Awareness of summer school.

- Improvements to summer school policy.

- Summer school delivery without DfE funding.

- Plans for future delivery with existing funding sources.

4.1 Profile of schools involved in the summer school programme

In total, 2,755 schools completed a monitoring claim form about their summer school. Over four out of five (84%, n=2312) of these were secondary schools, 4% (n=121) were all through schools and 2% (n=51) were middle deemed secondary schools. One out of ten schools (10%, n=271) which completed a claim form were categorised as 'not applicable'[40] in terms of their phase (see Appendix Table 28).

Most schools that provided their management information on the summer school programme were academies (69%, n=1907). Around one out of five (19%, n=528) were local authority maintained schools and less than one out of ten were free schools (7%, n=183). There were 132 special schools involved in the programme and five independent schools (see Table 6 below).

---

[39] See Section 1.3 for methodological considerations regarding the monitoring information.
[40] The data collected on the claim forms suggests that these tended to be alternative provision and special schools.

Table 6: School type

	Number	Per cent
Academies	1907	69%
Local authority maintained schools	528	19%
Free schools	183	7%
Special schools	132	5%
Independent schools[41]	5	<1%

Source: DfE Summer school management information. Base (2755)

There was a fairly even spread of school sizes involved in the summer school programme (see Table 7). The number of small secondary schools involved in the programme (37%, n=997) was significantly higher than the number of large (31%, n=826) or medium sized (32%, n=847) secondary schools.

Table 7: School size[42]

	Number	Per cent
Small secondary (1-813)	997	37%
Medium secondary (814-1155)	847	32%
Large secondary (1156-3012)	826	31%

Source: DfE Summer school management information. Base (2670)[43]

Nearly two-thirds (63%, n=1399) of schools providing summer school monitoring claim forms had received a 'Good' Ofsted judgement (Table 8). Around one-fifth had an 'Outstanding' judgement (18%, n=393) or a 'Requires improvement' judgement (18%, n=395).

---

[41] Providers with alternative provision pupils and other independent schools with secondary age pupils were able to deliver a summer school. The MI claim form data suggests that this included three 'other independent school' and two 'city technology colleges'.

[42] The school size bands have been calculated using national profile data from 'Get information about schools' (https://www.get-information-schools.service.gov.uk/).

Table 8: Ofsted rating

	Number	Per cent
Outstanding	393	18%
Good	1399	63%
Requires improvement	395	18%
Serious weaknesses	19	1%
Special measures	21	1%
Inadequate	1	<1%

Source: DfE Summer school management information. Base (2228)[44]

There was a good spread of involvement in the summer school programme across all eight RSC regions. The largest number of schools involved in the programme were in the South-East England and South London (17%, n=462) and Lancashire and West Yorkshire (17%, n=455) followed by North-West London and South-Central England (15%, n=409) and the West Midlands (14%, n=372). The lowest number of schools were in the North of England (7%, n=193) and South-West England (9%, n=244) (see Table 9 below).

Table 9: Regional School Commissioner (RSC) region

	Number	Per cent
South-East England and South London	462	17%
Lancashire and West Yorkshire	455	17%
North-West London and South-Central England	409	15%
West Midlands	372	14%
East of England and North-East London	318	12%
East Midlands and the Humber	302	11%
South-West England	244	9%
North of England	193	7%

Source: DfE Summer school management information. Base (2755)

---

[44] Ofsted judgement data was not available for 527 schools.

The distribution of schools involved in the summer school programme by pupil premium decile is shown in Table 10 below. Overall, there was a relatively even distribution across the deciles, although fewer schools fell into the bottom and top deciles.

Table 10: Pupil premium deciles[45]

	Number	**Per cent**
1 (0-11.1)	208	8%
2 (11.2-15.4)	252	10%
3 (15.5-18.9)	266	10%
4 (19.0-23.4)	275	10%
5 (23.5-27.9)	298	11%
6 (28.0-32.6)	271	10%
7 (32.7-38.5)	281	11%
8 (38.6-46.3)	320	12%
9 (46.4-56.5)	273	10%
10 (56.6-100)	197	7%

Source: DfE Summer school management information. Base (2641)[46]

To aid analysis, the pupil premium percentage by school was also split into quartiles. As shown in Table 11 below 24% (n=621) of schools had a pupil premium percentage of 42.2% or more. Similarly, 22% of schools that participated (n=589) had a pupil premium percentage of 17.1% or below. The remaining schools were evenly split across the middle two quartiles. This again suggests that a broad range of schools were involved in the summer school programme, including those with a high pupil premium percentage.

---

[45] Pupil premium deciles have been calculated from the pupil premium school level allocation 2020-21 (2021-22_Pupil_premium_School_level_allocations-Sept_21_.xlsx (live.com)
[46] Pupil premium data was not available for 114 schools.

Table 11: Pupil premium quartiles[47]

	Number	Per cent
Quartile 1 (0-17.1)	589	22%
Quartile 2 (17.2-27.9)	710	27%
Quartile 3 (28.0-42.1)	721	27%
Quartile 4 (42.2-100)	621	24%

Source: DfE Summer school management information. Base (2641)

4.2 Length of summer school programme

Across the 2,755 schools that completed the claim form, 18,263 days of summer school activity were delivered, an average of 6.6 days of delivery per school. The range of days that the summer school programme was delivered for varied greatly, ranging from one day to 28 days across schools. However, both the median and mode number of delivery days was five.

As shown in Table 12 below, most schools had delivered their summer school for up to five days (67%, n=1858), followed by between six and ten days (28%, n=775). Less than one out of twenty schools (4%, n=122) had delivered their summer school for over ten days.

Table 12: Number of delivery days (banded)

	Number	per cent
Up to 5 days	1858	67%
6-10 days	775	28%
Over 10 days	122	4%

Source: DfE Summer school management information. Base (2755)

---

[47] Pupil premium quartiles have been calculated from the pupil premium school level allocation 2020-21 (2021-22_Pupil_premium_School_level_allocations-Sept_21_.xlsx (live.com). Pupil premium data was not available for 114 schools.

Analysis by phase and school type (Table 30 and Table 31 in the Appendix) identified that:

- Schools across phase[48] had broadly delivered the summer school programme for up to five days. All through schools were more likely to have delivered for longer - one-third of schools (34%, n=41) had delivered for between six and ten days.

- Across types of school the majority had delivered their summer school programme for up to five days. Special schools were the most likely of the different school types to have delivered the programme for six days or more (49%, n=65).

There were minimal differences between regions in terms of delivery length (see Table 32 in the Appendix). Across regions, between 61% (Lancashire and West Yorkshire) and 75% (East Midlands and the Humber) of schools had delivered for up to five days. Similarly, school size and Ofsted rating did not appear to affect length of summer school delivery and minimal differences were observed (see Table 33 and Table 34 in Appendix).

Analysis by pupil premium deciles (Table 13) showed that those schools with a higher pupil premium percentage tended to deliver for a longer period.

Table 13: Delivery days (banded) by pupil premium deciles[49]

	Up to 5 days	6-10 days	Over 10 days
1 (0-11.1)	80%	16%	4%
2 (11.2-15.4)	78%	21%	1%
3 (15.5-18.9)	77%	21%	3%
4 (19.0-23.4)	69%	29%	3%
5 (23.5-27.9)	68%	28%	4%
6 (28.0-32.6)	66%	29%	6%
7 (32.7-38.5)	68%	30%	3%
8 (38.6-46.3)	63%	31%	6%
9 (46.4-56.5)	62%	30%	8%
10 (56.6-100)	48%	46%	7%

Source: DfE Summer school management information. Base (2641)

---

[48] Including all-through, secondary and middle-deemed secondary schools.
[49] Pupil premium deciles have been calculated from the pupil premium school level allocation 2020-21 (2021-22_Pupil_premium_School_level_allocations-Sept_21_.xlsx (live.com)

Schools in the tenth decile were significantly more likely to have delivered for six days or more (53%, n=103) compared to schools in decile one (20%, n=42). Furthermore, four out of five of schools in decile one (80%, n=166) had delivered their programme for up to five days, significantly higher than schools in decile ten (48%, n=94).

4.3   Target group invited

According to the monitoring claim forms, across the age groups, 589,882 pupils were invited by their schools to take part in the summer school programme (Table 14). Over half of those invited (58%, n=341,589) were year 7 pupils; around two in five (42%, n=248,293) were from other year groups.

On average, more year 7 pupils were invited per school (124 per school on average), compared to the other year groups (90 per school on average). However, the range of pupils invited was greatest for other year groups, ranging from 0-1920 (compared to 0-1105 for year 7 pupils).[50]

Table 14: Target group invited by year group[51]

	Year 7 pupils	Other year groups
Total pupils invited	341,589	248,293
Average number of pupils invited per school	124	90
Range of pupils invited across schools	0-1105	0-1920
Median number of pupils invited	129	14

Source: DfE Summer school management information. Base (2755)

4.4   Target group engaged

In total, 336,195 pupils attended the summer school programme, just over half (57%) of the total number of pupils that were invited[52] (Table 15). On average, 122 pupils attended per school, although the number of pupils who attended varied considerably across schools (ranging from 2-1227).

---

[50] See Section 1.3 for methodological considerations regarding the monitoring information.
[51] Schools were able to complete claim forms for summer school places that they delivered on behalf of other schools (for example, multiple schools within a Trust). As such, the data presented will for some schools, include pupils invited from other schools.
[52] According to the monitoring claim forms, 589,882 pupils were invited to participate.

Table 15: Total number of pupils attended[53]

	Number
Total pupils attending	336,195
Average number of pupils attending per school	122
Range of pupils attending per school[54]	2-1227
Median number of pupils attending	111

Source: DfE Summer school management information. Base (2755)

Information was collected in the claim form on the cumulative total of mainstream and SEN pupils who had attended over the course of the summer school (Table 16). On average, across schools 83 mainstream pupils attended per day of the summer school, ranging from 1 pupil to 466 pupils each day across schools.[55]

Only 13 schools gave details of SEN pupils who attended. Across these schools five pupils attended per day on average, ranging from 1 pupil to 21 pupils.

Table 16: Number of pupils attended per delivery day[56]

	Mainstream pupils	**SEN pupils**
Average number of pupils attending per delivery day	83	5
Range of pupils attending per delivery day	1-466	1-21
Median number of pupils attending per delivery day	77	3

Source: DfE Summer school management information. Base: mainstream pupils (2755), SEN pupils (13)

---

[53] Schools were able to complete claim forms for summer school places that they delivered on behalf of other schools (for example, multiple schools within a Trust). As such, the data presented will for some schools, include pupils invited from other schools.

[54] There were two schools where there was an anomaly in the management information and zero attendance was reported for this field. These schools have been excluded from this calculation.

[55] See Section 1.3 for methodological considerations regarding the monitoring information.

[56] These figures have been calculated using the cumulative total of mainstream and SEN pupils who attended in each school over the length of the programme.

When looking at attendance by phase (Table 17):

- All-through and middle-deemed secondary schools were significantly more likely to have had up to 60 pupils attending (25% and 45% respectively).

- Secondary and all through schools were significantly more likely to have had more pupils attending (164 or more) compared to middle-deemed secondary schools (28% and 21% vs. 8%).

Table 17: Number of pupils attended (banded) by phase

	Up to 60 pupils	61-111 pupils	112-163 pupils	164-1227 pupils
Secondary	16%	28%	28%	28%
All through	25%	30%	24%	21%
Middle deemed secondary	45%	31%	16%	8%
Not applicable	94%	4%	1%	1%

Source: DfE Summer school management information. Base (2755)

Analysis by school type and the number of pupils attended found that (Table 18):

- There were limited differences between academies and local authority maintained schools in terms of number of pupils attending.

- Free schools had significantly fewer pupils who attended (primarily 60 or less), compared to academies and local authority maintained schools.

- Special schools had significantly fewer pupils who attended compared to the other school types with nearly all reporting attendance of up to 60 pupils (98%, n=129) likely reflecting the smaller pupil cohorts at special schools.

Table 18: Number of pupils attended (banded) by school type[57]

	Up to -60 pupils	61-111 pupils	112-163 pupils	164-1227 pupils
Academies	20%	26%	27%	28%
Local authority maintained schools	22%	28%	24%	25%
Free schools	33%	32%	21%	14%
Special schools	98%	2%	1%	-

Source: DfE Summer school management information. Base (2755)

The number of pupils that attended the summer school in each school was affected by the size of the school as perhaps would be expected (Table 19). Small secondary schools had significantly lower number of pupils who had attended compared to medium and larger schools (44% vs. 15% and 11%). By contrast large secondary schools had engaged significantly more pupils than small and medium secondary schools (49% vs. 7% and 23%).

Table 19: Number of pupils attended (banded) by school size banded[58]

	Up to 60 pupils	61-111 pupils	112-163 pupils	164-1227 pupils
Small secondary (1-813)	44%	32%	16%	7%
Medium secondary (814-1155)	15%	26%	36%	23%
Large secondary (1156-3012)	11%	16%	24%	49%

Source: DfE Summer school management information. Base (2670)

Schools with lower pupil premium percentages had more pupils attend their summer school (see Table 20). Over two out of five (43%, n=89) of schools in decile one had 164 pupils or more attend, significantly higher than schools in decile 10 (10%, n=20). By contrast nearly three out of five (58%, n=114) schools in decile one had up to 60 pupils attend significantly higher than schools in decile one (10%, n=21).

---

[57] Data for independent schools not included due to low base (n=5).
[58] Small secondary schools are defined as those with 1-813 pupils, medium-sized secondary schools are those with 814-1155 pupils and large secondary schools are those with 1156-3012 pupils.

Table 20: Number of pupils attended (banded) by pupil premium deciles[59]

	Up to 60 pupils	61-111 pupils	112-163 pupils	164-1227 pupils
1 (0-11.1)	10%	13%	34%	43%
2 (11.2-15.4)	18%	23%	29%	30%
3 (15.5-18.9)	18%	24%	24%	34%
4 (19.0-23.4)	20%	25%	26%	29%
5 (23.5-27.9)	15%	29%	29%	28%
6 (28.0-32.6)	17%	31%	25%	27%
7 (32.7-38.5)	24%	24%	27%	25%
8 (38.6-46.3)	28%	28%	26%	18%
9 (46.4-56.5)	36%	31%	20%	14%
10 (56.6-100)	58%	23%	9%	10%

Source: DfE Summer school management information. Base (2641)

Further analysis by school size (Table 35 in the Appendix) suggests that the schools with a higher pupil premium percentage tended to be smaller secondary schools. Over two-thirds (69%, n=136), of schools in decile ten were small secondary schools as were 58% (n=157) of schools in decile nine and 44% (n=142) of schools in decile eight. In contrast, 56% (n=117) of schools in decile one, 46% (n=116) in decile two and 45% (n=119) in decile three were large secondary schools. As such, the schools with higher pupil premium percentages had fewer pupils to invite to their summer school, which may explain the lower attendance seen in those schools.

There were minimal differences between regions in terms of number of pupils who attended (Table 21):

- The lowest attendance was seen in South-West England, where 31% (n=76) of schools had up to 60 pupils who had attended.

- The highest attendance was seen in South-East England and London with 32% (n=146) of schools having engaged 164 pupils or more.

---

[59] Pupil premium deciles have been calculated from the pupil premium school level allocation 2020-21 (2021-22_Pupil_premium_School_level_allocations-Sept_21_.xlsx (live.com). Pupil premium data was not available for 114 schools.

Table 21: Number of pupils attended (banded) by region

	Up to 60 pupils	61-111 pupils	112-163 pupils	164-1227 pupils
East Midlands and the Humber	29%	30%	21%	19%
East of England and North East London	28%	21%	23%	28%
Lancashire and West Yorkshire	24%	24%	27%	25%
North of England	28%	30%	21%	21%
North-West London and South-Central England	26%	22%	28%	24%
South-East England and South London	19%	25%	25%	32%
South-West England	31%	27%	22%	20%
West Midlands	22%	28%	25%	26%

Source: DfE Summer school management information. Base (2755)

Analysis by Ofsted rating (Table 22) showed that outstanding and good schools were significantly more likely to have had 164 or more pupils who attended (30% and 26%).

Table 22: Number of pupils attended (banded) by Ofsted rating

	Up to 60 pupils	61-111 pupils	112-163 pupils	164-1227 pupils
Outstanding	29%	18%	24%	30%
Good	24%	25%	25%	26%
Requires improvement	26%	30%	24%	21%
Serious weaknesses[60]/special measures[61]/inadequate[62]	27%	29%	32%	12%

Source: DfE Summer school management information. Base (2755)

---

[60] Low base number (n=19).
[61] Low base number (n=21).
[62] Low base number (n=1).

4.5   Summer school activities delivered

Schools had delivered a range of activities for their summer school (Table 23). Nearly all had provided sports-based activities (97%, n=2670) and well-being activities (93%, n=2575) and around nine out of ten had provided additional subject support (91%, n=2497). Over four out of five schools had delivered transitional activities (87%, n=2408) and art-based activities (85%, n=2341). It was less common for schools to have run trips as part of their summer school (30%, n=834).

Table 23: Activities delivered at summer school

	No	Per cent
Sports-based activities (such as team games)	2670	97%
Wellbeing-based activities (such as team building or 'getting-to-know-you' exercises)	2575	93%
Additional subject support (such as English and maths)	2497	91%
Transitional activities (such as meeting teachers or a tour of the school)	2408	87%
Art-based activities (such as drama and visiting the theatre)	2341	85%
Trips	834	30%

Source: DfE Summer school management information. Base (2755)

4.6   Staffing

The majority of schools had staffed their summer school using qualified teaching staff from their own school (96%, n=2658). It was also common for schools to have used teaching assistants from their own school (82%, n=2247) and wider support staff (81%, n=2239). Nearly half of schools (47%, n=1293) stated in their monitoring claim forms that they had used external providers to staff their summer schools and 15% (n=425) had used other volunteers.

It was less common for schools to have used staff from elsewhere; 12% (n=343) had used qualified teaching staff and 7% (n=203) had used teaching assistants from elsewhere.

Other mentions[63] of how summer schools were staffed included:

- Other pupils, including those from their own school or other schools, for example, sixth-form students, peer mentors (63 mentions).

- Wider school staff, including science technicians, IT support, HR and finance staff, cleaning staff (15 mentions).

- Teachers, such as those from other schools, agency teachers, NQTs, trainees, NTP tutors (14 mentions).

- Health and well-being staff, such as counsellors, speech therapists, mental health workers, NHS staff (11 mentions).

- Community and external organisations such as Prince's Trust, faith groups, universities (9 mentions).

- Headteachers or other senior leaders (6 mentions).

Table 24: How did you staff your summer school?

	Number	**Per cent**
Qualified teaching staff from your school	2658	96%
Teaching assistants from your school	2247	82%
Support staff, for example pastoral or SEND support staff	2239	81%
Administrative, site or catering staff	2115	77%
External providers	1293	47%
Other volunteers, such as mature students	425	15%
Qualified teaching staff from elsewhere, such as an agency or another school	343	12%
Teaching assistants from elsewhere, such as an agency or another school	203	7%
Parents and carers of pupils	21	1%
Other	539	20%

Source: DfE Summer school management information. Base (2755)

---

[63] Although 539 schools specified that they had staffed the school in an 'other' way, only 130 schools provided more details.

4.7 Awareness of summer schools

The Government website (gov.uk) had been the main source for schools finding out about the summer school programme (58%, n=1606), followed by the ESFA bulletin (38%, n=1048) and the daily Coronavirus update (32%, n=875). Schools were least likely to have found out about the programme through unions (2%, n=68), social media (5%, n=146) or the teacher bulletin (6%, n=153)[64].

Table 25: How did you hear about the 2021 summer schools programme?

	Number	**Per cent**
Gov.uk	1606	58%
ESFA bulletin	1048	38%
Daily Coronavirus update	870	32%
Local authority or trust	735	27%
National press	432	16%
Other teaching professionals	218	8%
Teacher bulletin	153	6%
Social media	146	5%
Unions	68	2%
Other	253	9%

Source: DfE Summer school management information. Base (2755)

4.8 Improvements to summer school policy

There were 1,396 schools which gave responses to an open question in the monitoring claim form, offering suggested improvements to the summer school policy. For the purposes of this report, half of these (n=698) were coded and analysed and the key themes from these responses are outlined below.

4.8.1 Support for the summer school policy

Around one-quarter (183 mentions) of the schools where their responses were analysed offered positive comments on the summer school policy. Schools mentioned the value of having the dedicated funding to develop a comprehensive programme and the benefits for their pupils' academic skills and also, for supporting transition. A few schools

---

[64] Other sources of finding out about the programme included: headteacher/senior leader (23 mentions), colleagues (8 mentions), an education organisation (14 mentions), and another school (4 mentions).

mentioned that communication about the programme (including through the webinars) and the arrangements and guidance around setting up the programme were clear and useful. Many schools mentioned that they would like to see an annual summer school programme with the associated funding allowance.

> It has really supported students in maths and English catch up and importantly the social and emotional engagement needed to start secondary school successfully. I am really grateful for this program. Our year 7s have had the best start. – *Academy, South-West England*

> We feel we delivered a really good programme which has helped the year 6 pupils get ready for their new school and surroundings. This scheme has meant a much quicker settling in period and set them up to start KS3 [Key Stage 3]. – *Academy, Lancashire and West Yorkshire*

4.8.2 Longer lead-in time for development and planning

Around one-fifth (138 mentions) of schools where their responses were analysed thought that they would have benefitted from longer notification from the DfE about the intention to fund a summer school programme. Schools felt that a longer-lead in time would have allowed them to organise and plan their programme more effectively, with some saying they struggled with planning and staffing their summer school programme within the timescales. Earlier notification of the available funding allocation would also have been helpful in shaping schools' planning and approach.

4.8.3 Funding

Schools suggested improvements to the funding arrangements for the programme. A number of schools felt it would have been helpful to have been able to claim some of the funding in advance, rather than fully on completion of the programme (32 mentions). It has been difficult for some schools to pay upfront for their programme costs from the school budget. Others mentioned that changes to the funding guidance and how funding would be calculated had been confusing and unhelpful (36 mentions), and that more clarity on how funding could be spent would have been useful (such as, knowing which costs were not recoverable).

> The summer school guidance was good however the funding guidance seemed to change from claiming £59.70 per eligible pupil to only being able to claim your costs. We budgeted well so this was not an issue for us but may be for other schools. – *Academy, North of England*

> More defined information on funding. Initially the funding was sold as a set cost per pupil - now it appears that it is just funding on actual costs some which are hidden and difficult to claim i.e., utilities. – *Academy, West Midlands*

Other suggested improvements related to funding included an increase in funding per pupil, more clarity about the available funding per pupil, and the types of pupils that could be funded. Increasing the funding allocation to cover resources and pupils that signed up but did not attend, was also mentioned by a few schools.

4.8.4 Reporting requirements

Schools gave suggestions for improvements to the reporting and claim requirements for the programme. They thought it would be helpful to have known the requirements for the claim forms[65] in advance as it would have allowed them to collate this information in the same format as required in the claim form from the outset, which would have been more efficient and saved time (28 mentions).

> I think it could be made clearer how the funding works. If you released the claim form at the same time the programme is launched that would have made it easier to capture information needed and understand the financial basis of the claim. – *Academy, North-West London and South-Central England*

Other schools found it challenging to complete the claim form online (29 mentions), either due to functionality (issues with saving the form, re-entering the form once started), or knowing how to enter information about certain aspects of their summer school delivery (such as, when delivery started in June, or including details of EHCP and SEN pupils who attended).

There were a number of mentions (17) about the timescales for completing and returning the form. Some schools felt that there needed to be more time to complete the form as it was challenging to complete at the start of term. A few schools also mentioned that it would have been helpful to have the student surveys sent out earlier.

4.8.5 Other improvements

Other suggested improvements to the summer school policy included:

---

[65] Schools were asked to complete the claim form which asked them to provide details on type of pupils, attendance, length of delivery etc., which has been presented in this section of the report. Schools had to complete the form in order to receive payment for their summer school.

- More publicity and marketing of the summer school programme to raise awareness amongst parents and pupils to help with engagement (20 mentions).

- DfE providing a list of accredited/approved providers who could undertake summer school activities (15 mentions).

- Examples of potential summer school itineraries, or timetables that schools could adopt to help them with shaping their programme (11 mentions).

- Opportunity to widen the summer school to other pupil groups or cohorts within the school (11 mentions).

- More flexible delivery options, suggestions included both lengthening and shortening delivery and moving delivery to the start of the summer holidays (12 mentions).

4.9   Summer school delivery without DfE funding

When asked about whether they would have delivered the summer school without DfE funding[66]:

- Most schools (60%, n=1651) would not have delivered.

- A further one-fifth (20%, n=536) were not sure.

- One-fifth (20%, n=555) stated that they would have delivered without DfE funding.

There were 1,312 schools which gave more details about funding (or not) summer school delivery without DfE support. Half of these free-text responses (n=656) were selected at random, coded and analysed and the key themes from these responses are outlined below.

Around one-fifth of schools indicated that they already usually delivered a summer school (144 mentions). For most this appeared to be on a smaller scale than delivered through the DfE programme and schools mentioned targeting specific pupil cohorts (such as year 6 pupils, pupil premium pupils, year 11 pupils who need extra support). Most indicated that the summer schools they usually ran were for a shorter period and for fewer pupils in order for them to be financially viable.

---

[66] This is based on 2742 schools which answered this question on the claim form. There were 58 schools that did not provide an answer to this question. This base number is higher than the management information analysis presented earlier in this section due to the timing of when this data was received from the DfE.

There were other schools which indicated that they would have considered delivering a summer school (58 mentions) although with caveats that it would depend on funding (either provided externally, or through the school budget, if feasible). Most of these schools were positive about the benefits of the summer school programme but were less sure about their ability to replicate it without dedicated funding.

4.9.1 Concerns about funding

Over one-third of schools (230 mentions) mentioned that they lacked the school budget to be able to finance a summer school themselves, mentioning being in a budget deficit and not being able to afford additional staffing costs or resources within their existing budget.

> Schools are struggling with the funding that they currently have to allocate for all spend. To have the additional cost of summer school included in the school budget would amount to a significant overspend. – *Academy, West Midlands*

There were a number of schools (37 mentions) which mentioned not being able to meet the staff costs needed to run the summer school without the additional funding. Schools felt that it was important that the programme was being run by high-quality staff and therefore, the remuneration for their time needed to reflect that. Schools commented that it was difficult to meet this requirement from the school budget.

> We would need to attract the correct number of quality staff with an offer of a daily rate comparable to their current salary (teachers) or significantly above (support staff). Summer school was hugely successful but we couldn't do that from our own funds annually – *Local authority maintained, East of England and North-East London.*

4.9.2 Delivery on a smaller scale

Over one out of seven schools suggested that they would have considered delivering the summer school on a smaller scale (99 mentions). Schools mentioned providing a summer school over a shorter period (for fewer days), with fewer pupils, or with a less intensive or comprehensive programme of activities. A number of schools indicated that they would have delivered with fewer qualified staff (i.e., non-teaching staff), because of the cost of teachers' time. There were a few schools (18 mentions) which mentioned that they would have delivered for only certain pupils. Examples included pupil premium, vulnerable, disadvantaged, and pupils transitioning into secondary school.

A few schools raised concerns that there was a lack of staff interest in being involved and that it would be difficult to staff without financial incentive (25 mentions).

4.9.2.1 Parents' contribution

There were mixed views as to whether parents could be asked to subsidise summer school delivery. Several schools mentioned that they had delivered summer schools previously and had asked parents to contribute to the cost (24 mentions). Other schools stated that if they were considering delivering a summer school without DfE funding, then they would have to charge parents to make it viable (36 mentions in total). Although some felt that it would not be appropriate to ask parents to contribute because of the affordability for their cohort due to the demographics of the area in which their families lived.

4.10 Plans for future delivery with existing funding sources

When asked whether they would deliver a summer school in the future using existing funding sources[67]:

- 16% (n=451) of schools stated that they would deliver a summer school in the future.

- Over two out of five schools (45%, n=1242) stated that they would 'maybe' deliver a summer school.

- 11% (n=309) were unsure.

- One-quarter of schools (27%, n=741) stated that they would not deliver a summer school in the future using existing funding sources.

There were 1,204 schools which gave more details about funding summer schools with existing funding sources. Half of these free-text responses (n=602) were coded and analysed and the key themes from these responses are outlined below.

4.10.1 Funding constraints

A lack of funding was reported as the biggest challenge to schools being able to deliver a summer school in the future as many schools felt that it was not affordable within their existing school budget (94 mentions). Schools mentioned being in a budget deficit, or a summer school not being a priority, as reasons for not being able meet the cost within their existing school budget.

---

[67] This is based on 2743 schools which answered this question on the claim form. There were 57 schools that did not provide an answer to this question. This base number is higher than the management information analysis presented earlier in this section due to the timing of when this data was received from the DfE.

Many schools (83 mentions) did not think it was possible to fund a summer school in future using pupil premium funding because their allocation was already committed within the academic year and could not be redirected to fund a summer school.

> We have a significantly above number of students who are pupil premium and SEND and we use every bit of their funding for supporting them during the academic year. We will not be able to redirect already stretched funds towards a summer school. – *Academy, North of England*

Other schools commented that the pupil premium allocation they received would not cover costs of delivering a summer school, or that there were insufficient pupil premium pupils to make a summer school viable.

4.10.2 Schools considering future delivery

Where schools were considering delivering a summer school using existing funding sources in the future, it was clear that they lacked clarity at this stage as to how they would fund it. It was common for schools to comment that they felt they would need additional funding to support delivery but were less specific on where they felt this needed to come from. However, there were several schools which stated they would need Government funding to be able to deliver (66 mentions). Other considerations that schools would take into account when deciding whether to run a summer school in the future included:

- School priorities going forwards for catch-up and wider school interventions.

- Staff willingness to be involved and availability, and how the costs for their time would be covered.

- Viability and cost of only delivering for certain pupil groups, or for reduced numbers over a shorter time period.

- Whether it was possible to ask parents to subsidise costs, with schools only providing pupil premium places for free.

- Whether there would be the demand or need for it in a 'normal' school year, i.e., without the issues (lack of or constrained transition time, catch-up) caused by the Covid-19 pandemic.

5. Conclusions

5.1 Reach

The Management Information collected by the DfE, at the time of reporting, indicated that around 2,755 schools took part in the summer school programme. Across these schools 18,263 days of summer school activity were delivered with 336,195 pupils attending in total. The majority of schools delivered their summer school for up to five days (67%, n=1858) and over one-quarter (28%, n=775) had delivered for between six and ten days.

The evidence from all the school data sources suggests that the programme successfully increased the number of schools that were able to deliver transition activities and support to help pupils prepare for their next academic year. Whilst the focus was clearly on pupils transitioning into year 7, schools responding to the online survey indicated that half (51%) of summer schools were attended by other pupils, such as those transitioning into other year groups, vulnerable children, those identified as requiring additional educational or wellbeing support and high ability pupils, further highlighting the widened reach enabled by the programme.

5.2 Planning and delivery

A number of factors emerged as important for schools' delivery of the summer school programme;

- School staff were important to the successful planning and delivery of summer schools, with their availability, skills and engagement being key factors.

- DfE funding was also critical for maximising the transition support schools could offer to pupils and the majority of schools (60%) indicated in their monitoring claim forms that they would not have delivered a summer school without it. Although costs influenced the planning of summer schools and the activities that schools could offer, it is positive to note that funding was cited as a challenge by only a small minority of schools, again suggesting the funding was an important and useful support.

- Restrictions due to Covid-19 continued to be a factor for many schools, therefore any Covid-19 guidelines should be an important consideration for future summer schools.

- Use of third-party organisations to deliver summer schools was fairly common and overall schools found them easy to find and engage with, although challenges

appeared to be greater where schools engaged with more than one third-party organisation.

5.3 Expectations and experiences

Pupils' expectations of summer school were generally matched by their experiences and pupils most enjoyed the opportunity to take part in activities and make new friends. For schools, although the monitoring claim form data indicated that majority provided additional academic support, the online survey findings suggest that schools were perhaps more focussed on pupil transition and wellbeing than academic attainment. This aligned well with what schools and pupils expected the main benefits of summer school would be, however there are indications that there could be an even greater focus on school familiarisation for year 7 pupils.

5.4 Impact on pupils' confidence and wellbeing

Positively, pupils' confidence about starting the new academic year after attending summer school appeared to be significantly higher compared to the responses of pupils before attending. Conversely, the proportion of pupils who felt anxious on the previous day was significantly lower after attending summer school compared to those who responded before attending. Small increases were also seen in the proportion of pupils who were satisfied with their life, the extent to which they felt that things in their life are worthwhile and their happiness on the previous day. Furthermore, pupils who rated themselves more positively on the wellbeing measures were significantly more likely to say they felt confident about starting their next academic year, suggesting there is a potential link between wellbeing and transition confidence.

There are indications that there may have been an improvement in the wellbeing of pupils transitioning into year 7 after attending summer school compared to before attending, whereas the impact on pupils transitioning into other school years was more minimal. However, this should be interpreted with some caution due to the large differences in the base sizes of the pupil groups and lack of matched pre and post survey samples.

Whilst it is difficult to attribute a causal relationship to these differences, these findings indicate that summer schools may have a positive impact on pupil wellbeing and support their readiness for the next academic year, particularly for pupils transitioning into year 7. Direct impact on pupil attainment, however, was not explored within this research.

5.5 Areas for future development

- Schools would welcome earlier notification of funding, which would allow more time for them to plan and prepare for the delivery of their summer school around staff availability and site maintenance or improvements. Increased timescales may also provide an opportunity to consult with parents or carers on summer school activities.

- Greater clarity around funding arrangements for the programme would also be helpful and schools would appreciate the opportunity to claim some of the funding in advance to assist with budgeting.

- Advance notice of the reporting and claim requirements for the programme would increase efficiency and enable schools to collate the information in the required format.

- There is potential to include more activities focussed on school familiarisation, for pupils transitioning into year 7 in particular, as this was the area which did not meet pupils' expectations.

- Schools may benefit from guidance on the third-party organisations that could be engaged with, to support the delivery of future summer schools.

- Schools may also benefit from DfE guidance on measuring the effectiveness of their summer school, in particular the impact on pupil progress as this was unlikely to have been measured.

- However, given the expectations of schools and pupils were more focussed on pupil transition and wellbeing, consideration should be given to the extent to which academic improvements should, or can, be an aim of the summer schools programme.

6. Appendix: Additional data tables

Table 26: Pupils' feelings about aspects of their life (pre)

	Satisfaction with life	Extent to which life is worthwhile	Happiness yesterday	Anxiousness yesterday
1 – Not at all	1%	1%	2%	26%
2	1%	1%	1%	14%
3	1%	2%	2%	10%
4	2%	3%	3%	7%
5	7%	8%	7%	9%
6	8%	9%	7%	7%
7	16%	15%	12%	7%
8	21%	20%	15%	7%
9	20%	20%	21%	5%
10 - Completely	22%	21%	30%	7%

Source: Pupil pre survey. Base: all respondents (5536)

Table 27: Pupils' feelings about aspects of their life (post)[68]

	Satisfaction with life	Extent to which things in life are worthwhile	Happiness yesterday	Anxiousness yesterday
1 – Not at all	1%	1%	1%	34%
2	1%	1%	1%	17%
3	1%	2%	2%	11%
4	2%	3%	3%	7%
5	7%	8%	6%	7%
6	7%	8%	6%	5%
7	14%	14%	11%	6%
8	22%	19%	17%	5%
9	21%	21%	22%	4%
10 - Completely	24%	24%	30%	4%

Source: Pupil post survey. Base: all respondents (6410/6339/6360/6327)

Table 28: School phase

	Number	Per cent
Secondary	2312	84%
All-through	121	4%
Middle deemed secondary	51	2%
Not applicable	271	10%

Source: DfE summer school management information. Base (2755)

---

[68] Note: percentages for combined wellbeing scores (Section 2.5, Table 6) may not equal the sum of the individual percentages due to rounding of the data.

Table 29: Delivery days

	Number
Days in total delivered	18,263
Average number of days delivered	6.6
Mode	5
Median	5
Range	1-28

Source: DfE summer school management information. Base (2755)

Table 30: Delivery days (banded) by school phase

	Up to 5 days	6-10 days	Over 10 days
Secondary	70%	26%	4%
All through	64%	34%	2%
Middle deemed secondary	76%	24%	-
Not applicable	49%	41%	10%

Source: DfE Summer school management information. Base (2755)

Table 31: Delivery days (banded) by school type[69]

	Up to 5 days	6-10 days	Over 10 days
Academies (1907)	70%	26%	4%
Local authority maintained schools (528)	64%	32%	4%
Free schools (183)	66%	30%	4%
Special schools (132)	51%	40%	9%

Source: DfE Summer school management information. Base (2755)

---

[69] Data for independent schools not included due to low base (n=5).

Table 32: Delivery days (banded) by region

	Up to 5 days No.	Up to 5 days Per cent	6-10 days No.	6-10 days Per cent	Over 10 days No.	Over 10 days Per cent
East Midlands and the Humber	225	75%	66	22%	11	4%
East of England and North East London	198	62%	105	33%	15	5%
Lancashire and West Yorkshire	277	61%	154	34%	24	5%
North of England	119	62%	63	33%	11	6%
North-West London and South-Central England	277	68%	118	29%	14	3%
South-East England and South London	323	70%	120	26%	19	4%
South-West England	177	73%	54	22%	13	5%
West Midlands	262	70%	95	26%	15	4%

Source: DfE summer school management information. Base (2755)

Table 33: Delivery days (banded) by school size (banded)

	Up to 5 days No.	Up to 5 days Per cent	6-10 days No.	6-10 days Per cent	Over 10 days No.	Over 10 days Per cent
Small secondary (1-813)	670	67%	272	27%	55	6%
Medium secondary (814-1155)	579	68%	242	29%	26	3%
Large secondary (1156-3012)	553	67%	234	28%	39	5%

Source: DfE summer school management information. Base (2755)

Table 34: Delivery days (banded) by Ofsted rating

	Up to 5 days No.	Up to 5 days Per cent	6-10 days No.	6-10 days Per cent	Over 10 days No.	Over 10 days Per cent
Outstanding	252	64%	119	30%	22	6%
Good	923	66%	414	30%	62	4%
Requires improvement	270	68%	109	28%	16	4%
Serious weaknesses/ special measures/ inadequate[70]	26	63%	13	32%*	2	5%

Source: DfE summer school management information. Base (2755)

---

[70] Combined categories due to low base number (41).

Table 35: Pupil premium deciles

	Small secondary (1-813)	Medium secondary (814-1155)	Large secondary (1156-3012)
1 (0-11.1)	11%	33%	56%
2 (11.2-15.4)	22%	32%	46%
3 (15.5-18.9)	24%	31%	45%
4 (19.0-23.4)	30%	30%	40%
5 (23.5-27.9)	34%	36%	31%
6 (28.0-32.6)	33%	36%	31%
7 (32.7-38.5)	41%	35%	24%
8 (38.6-46.3)	44%	37%	19%
9 (46.4-56.5)	58%	26%	17%
10 (56.6-100)	69%	23%	8%

Source: DfE summer school management information. Base=2755

Table 36: Final DfE claim form data on participation (extracted 17 December 2021)

	Number
Number of schools that ran summer schools	2,774
Number of pupils that participated	338,703
Number of pupils in Year 7	225,241
Number of pupils in other years	113,462
Number of disadvantaged pupils	98,706
Number of pupils identified as having special educational needs and disabilities	625

Department
for Education

For any enquiries regarding this publication, contact us at:
www.education.gov.uk/contactus

This document is available for download at www.gov.uk/government/publications