



SUMMER SCHOOL - 2021

The aim of the PRS summer school was to provide a space for well-being, both mental and physical and an opportunity to foster old and new relationships. The staff to pupil ratio was high to maintain safety but also to provide the relational aspect of a Nurturing environment. The plan was created with the following in mind:

A space in which to continue developing social skills such as negotiation, coping with failure and success, working with others and compromise, all which are essential for progression.

Fun activities which would encourage pupils to get out of the house. We felt this was imperative, not only to provide opportunities for fresh air, exercise and the development of new skills; but also, to reduce time in which pupils may become involved in risky or anti-social behaviour.

An opportunity for pupils from primary and secondary to work together and to also provide extra support for one pupil who was transitioning from mainstream. This would be a positive environment for the development of empathy, tolerance and being a role model in the established cohort.

To provide opportunity to explore some of our local and historical attractions, not only to build on pupils' cultural awareness but also to develop a sense of pride in their local area and foster a sense of belonging. These visits also provided observations on how to behave in different social situations.

Pupils should be provided opportunity to catch-up in maths and English if this is what they wanted. Falling behind has caused anxiety amongst some pupils and they may appreciate the time to get back on track. Revision books were available to those who wanted them.

Lunch would be provided every day, whether cooked on a BBQ or provided in a picnic. This meant we could be sure basic needs were met.

By providing the summer school two days per week over the entire summer meant we could keep in touch with the pupils throughout the six weeks, we could maintain contact and be there if any extra support were needed from the pupils or their families.

Twelve pupils were invited to Summer School; of those twelve, six pupils were regular attenders throughout the summer and each activity was usually attended by four pupils.

The activities consisted of:

Two art days in which all pupils worked together on one piece which can now be seen displayed in reception. This task generated the need for collaboration, resilience and perseverance.

Two historical visit days broadened horizons, built upon local historical knowledge and provided opportunity for following different rules and boundaries due to Covid restrictions.

Kayaking and surfing developed new skills, formed new friendships and developed resilience.

Construction and maintenance days also built on existing knowledge and skills, provided insights into different career routes and also developed skills of coping with failure.

Cooking covered aspects of science and maths, thinking of others, life skills and fine motor skills as well as an opportunity to try new things.

Sports and outdoor adventure days provided space to develop gross motor skills, have a go at new activities, build resilience and determination as well as following instructions. Pupils also learnt to cope with losing as well as winning and were more aware of what their bodies can do.