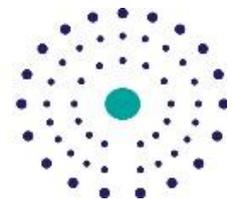


JOHN SMEATON
ACADEMY



'Secure the Gift of Choice'

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	John Smeaton Academy
Number of pupils in school	664
Proportion (%) of pupil premium eligible pupils	53.08% (353 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mrs L Griffiths Principal
Pupil premium lead	Mr M Cornfoot Partnership Director
Governor / Trustee lead	Mr R Stephenson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£337,115.00
Recovery premium funding allocation this academic year	£48,865.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£385,980.00

Part A: Pupil premium strategy plan

Statement of intent

Central to the mission of The GORSE Academies Trust and John Smeaton Academy, is to ensure that we play a significant role in removing the stubborn link between poverty and academic underperformance. The trust is in the vanguard of the national drive which seeks to prove that where teaching is excellent, leadership inspiring and behaviour standards exemplary all children excel regardless of background.

Ultimately, our aim is to ensure all our students are consistently being exposed to high quality teaching, which prioritises the learning and progress of students from disadvantaged backgrounds. Our strategic use of seating and interaction plans (SSIPs) and our personalised approach, ruthlessly prioritises students who are in receipt of pupil premium or who are further disadvantaged, including those who have refugee status, have social worker involvement and those young people who are SEND. The rapid improvement in teaching and learning will not only benefit students from disadvantaged backgrounds but will also ensure that their non-disadvantaged counterparts are also making sustained rates of progress too. High quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap.

Our academy mission statement is to help ensure all our students graduate from the academy with 'the gift of choice', meaning no matter what stage of life they are at, they are able to make positive life choices as a result of the qualifications and experiences they have accumulated whilst at John Smeaton Academy. Ensuring that students are fully engaging in a broad and balanced curriculum, which affords them the very best opportunity to secure the EBACC, will equip our students with the necessary knowledge, skills and understanding to allow them to graduate successfully. Moreover, our careers, advice, information, and guidance strategy, which transcends the curriculum, will focus our attention on achieving our target of '0% NEET'.

We are in the process of adopting and implementing the trust's Forensic Reading programme which strives to enhance students' ability to interpret, decipher and engage in forensic debate alongside challenging texts; this is crucial in our desire to bridge the cultural capital divide between disadvantaged and non-disadvantaged pupils. Our focus on reading and numeracy fluency is unrelenting.

Our Enrichment++ programme provides students with a wide variety of enrichment opportunities. Students from disadvantaged backgrounds now have access to peripatetic music lessons; our 2021 musical production of Grease will provide students with the experience of performing in front of a live audience; and our BIG 3 of Sport namely, karate, volleyball and rowing will continue to inspire students who would otherwise not have the opportunity to engage with such elite sporting activities. Our intention is that students from disadvantaged backgrounds are proportionately represented in all our Enrichment++ activities and extra-curricular trips and visits.

Central to our strategy is the drive to improve attendance throughout the academy. The priority is to see significant improvements in the overall attendance of the pupil premium cohort across all year groups, with the number of persistent absentees reducing considerably. The launch of our 100% attendance club will be significant in the long term, sustained improvement, in attendance. In addition to this, significant investment in our pastoral care structures will help to significantly enhance our pastoral provision.

Fundamentally, the key principles of the pupil premium strategy will:

- ensure that pupils from disadvantaged backgrounds are being taught an ambitious, broad and balanced curriculum by outstanding practitioners
- enact a personalised approach which prioritises students from disadvantaged backgrounds
- enhance the quality of pastoral care so that student well-being is being prioritised
- focus on a sustained improvement in the attendance of all students but specifically those who are in receipt of pupil premium
- provide frequent opportunities for students to participate in enrichment and extra-curricular activities ensuring disadvantaged students are being proportionately represented
- allow our students to graduate from John Smeaton Academy and secure their post-16 destination of choice

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Attendance data over recent years and prior to The GORSE Academies Trust's divestment of John Smeaton Academy, indicates that the attendance among disadvantaged students has been significantly below the national average. In 2018/19, the rates of overall absence and the persistent absence were in the highest 20% of schools with a similar level of deprivation. A significant minority of disadvantaged students are 'persistent absentees'.</p>
2	<p>Behaviour and Conduct</p> <p>Exclusion data shows that the majority of students who experience fixed term exclusions are from disadvantaged backgrounds. The rate of total suspensions was in the highest 20% nationally in 2019/20 (as well as in 2018/19 and 2017/18).</p>
3	<p>Reading, Writing and Communication</p> <p>On entry to Year 7, approximately 70% of disadvantaged students arrive with lower than expected reading ages compared to 30% of their non PP peers.</p>

4	<p>Teaching and Learning</p> <p>Prior to the divestment, it has been the case that all students have not been immersed in consistently high standards of teaching and learning. This impacts on students from disadvantaged backgrounds most significantly.</p>
5	<p>Limited enriching experiences outside of the academic curriculum</p> <p>Many students, especially those from disadvantaged backgrounds, do not have the opportunity outside of school to engage in extra-curricular or enrichment activities. The impact of this on students' mental and/or physical health and wellbeing is well documented nationally.</p>
6	<p>Low aspiration for progression to A Level study and subsequently University.</p> <p>Our most disadvantaged students often come from families with no history of university attendance or experience of high education. They often need tailored support through Key Stage 3 and 4 to ensure that they are confident to be successful in their next stage of education, employment or training.</p>
7	<p>Impact of Covid-19 Pandemic</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial COVID-19 school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, this has particularly effected students' ability to self-regulate and show resilience in part because they find engaging with the content of learning more challenging. This is fully supported by the work of our teaching professionals (through the implementation of the purple zone for example) and our pastoral teams; however, a proportion of disadvantaged students demonstrate that they are not yet able to self-regulate their behaviour and consequently, this could potentially have a detrimental effect on their academic progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment and progress for disadvantaged pupils	<ul style="list-style-type: none"> Internal assessment point data evidences that the gap between disadvantaged students and non-disadvantaged students is decreasing year on year. In 2018-19, the progress 8 score for disadvantaged students was -1.43. Only 23% of disadvantaged students secured a grade 4+ in English and mathematics. The GCSE results from 2021-22 to demonstrate an improved position. By the end of 2022-23 progress data to show a decreasing gap between disadvantaged students and their non disadvantaged peers whilst attainment and progress improves for all. By the end of 2023-24 the progress data for disadvantaged learners will, at least, be in line with the national average. The number of disadvantaged students who are at age related expectations in reading has increased since the start of Year 7.

<p>Improved attendance among disadvantaged students</p>	<ul style="list-style-type: none"> • By the end of 2022-23 the attendance data for disadvantaged students will be in line with the national average. • By 2023-24 the attendance data for disadvantaged students will exceed the national average. • The attendance of disadvantaged students to increase year on year. • The percentage of disadvantaged students eligible for the academy's 100% attendance club will increase year on year.
<p>A reduction in the number of disadvantaged students who are persistently absent</p>	<ul style="list-style-type: none"> • By the end of 2022-23 the percentage of students from disadvantaged backgrounds who are persistently absent will be in line with the national average. By 2023-24 the percentage of students from disadvantaged backgrounds who are persistently absent will be lower than the national average. • The percentage of students from disadvantaged backgrounds who are persistently absent will continue to decrease year on year.
<p>As a result of disadvantaged students being emotionally mature and exhibiting positive behaviours there will be a reduction in the number of students who are in receipt of a fixed term exclusion</p>	<ul style="list-style-type: none"> • The percentage of disadvantaged students receiving fixed term exclusions to reduce year on year. • High quality pastoral care supports students in exhibiting positive behaviours. • Be Smart lessons (RSHE) are taught to an excellent standard across all year groups. • SMSC/MBV delivered through Tutor Time and assemblies is delivered well and is impactful. • Continued investment in the pastoral structure including access to Place2Be and Place2Talk.
<p>Improvement in the quality of teaching and learning meaning all students, but especially those from disadvantaged backgrounds, are in receipt of teaching which is at least good all of the time.</p>	<ul style="list-style-type: none"> • By the end of 2022-23, the profile of teaching to be at least good with many outstanding features. • By 2023-24, the profile of teaching to be consistently strong and is further evidenced by improved student outcomes. • Lesson observations show students who are engaged and actively learning. • Student reviews and student questionnaires show improved attitudes towards learning.
<p>Improved participation rates in the number of disadvantaged students accessing enrichment++ programmes</p>	<ul style="list-style-type: none"> • Disadvantaged students to be proportionately represented in the academy's enrichment++, extra-curricular activities, trips and visits. • Disadvantaged students have the opportunity to take part in a variety of trips which are subsidised by the school. • The proportion of disadvantaged students are represented strongly across Student Leadership. • Number of disadvantaged students who have instrumental lessons increases.
<p>Reduction in the number of students who are NEET by significantly increasing the number of students who are in sustained education. This is</p>	<ul style="list-style-type: none"> • A member of the senior leadership team to have strategic responsibility for Careers, Information, Advice and Guidance (CIAG). • Personalised, 1:1 careers 'looking ahead interviews' with members of SLT. Those students who are identified as

because in 2018/19 only 79% of disadvantaged students were in sustained employment or education.	<p>requiring more intense/personalised support to be referred to the academy's specialist careers advisor.</p> <ul style="list-style-type: none"> • Percentage of disadvantaged students who go to Elliott Hudson College Boston Spa increases. • Upgrading of the academy's website to include a careers page. • The percentage of students who are NEET to reduce year on year.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £241,469.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Secondment of highly skilled and experienced members of the senior leadership team from high performing Trust partner schools</p> <p>Following the divestment, significant time has also been afforded to John Smeaton Academy from a range of partnership directors including the Director of Teaching, the Director of Modern Foreign Languages and Director of ECT, Literacy and Forensic Reading.</p> <p>Assistant Principal and Head of Rainbow Base at Richmond Hill Academy has been seconded to JSA (part time) to help and transform our specialist provision, Horizons.</p>	<p>The success of all TGAT schools is underpinned by its successful implementation of the positive discipline system. Since the divestment, the initial focus at John Smeaton Academy has been the enactment of Positive Discipline and the systems and processes which support this. Additionally, Trust-wide partnership directors have supported the academy in enacting and providing CPD on GORSE Trust teaching and learning initiatives such as Purple Zone, Iterative Assessment and the implementation of Forensic Reading, as well as supporting with the recruitment of additional teaching colleagues throughout term 1.</p> <p>The Assistant Principal at Richmond Hill Academy has a proven track record in developing the provision of the nationally renowned 'Rainbow Base' This colleagues' parttime deployment to JSA has been instrumental in the transformation currently taking place throughout our specialist provision, Horizons.</p> <p>Trust-wide support has also come from specialist science teaching to support with our transition programme and experienced science technicians who have also afforded time and resource to JSA.</p>	2, 4, 6, 7

<p>Enactment of Trust-wide teaching and learning strategies including:</p> <ul style="list-style-type: none"> purple zone, SSIPs, curriculum mapping, iterative assessment, marking and feedback and Forensic Reading. <p>Continuous Professional Development and Training</p> <ul style="list-style-type: none"> to help facilitate this we will host six CPD days over the course of the year Learning Walks and regular observations ensure that departmental areas for development are identified and addressed. Our appraisal structure holds staff to account on the quality of their teaching over time. ECT meet 1:1 with a dedicated mentor every week to prioritise and quality assure all elements of teaching and marking. Staff who wish to develop further as a professional receive funding to access NPQs. IPRA and First Aid training has been put in place for a range of senior leaders, pastoral colleagues and PE professionals. 	<p>We invest in our staff and train them to become effective classroom practitioners. We use the latest evidence-based research to inform our methods of teaching to ensure learning is maximised. Our work and methodologies are supported by the EEF and the Sutton Trust.</p> <p>EEF PP grid v1.docx (sharepoint.com)</p> <p>The academy’s appraisal policy prioritises the learning and progress of disadvantaged students:</p> <p><i>“For 2021-22 the Performance Target for all Teachers and Leaders will be to ensure that disadvantaged students and students with SEND are making outstanding rates of progress over time in relation to their starting points. Furthermore, it is expected that all members of staff will contribute to the academy’s target of 0% NEET”.</i></p>	<p>4</p>
<p>Support for Early Careers Teachers, Teach First participants and those who are new to teaching.</p> <ul style="list-style-type: none"> Training members of staff are observed twice a week and given targeted feedback to improve their teaching. This is tracked over time. ECTs complete the UCL programme of CPD through the course of their training. Trainees observe experienced members of staff teach at least once per 	<p>Research indicates that highly effective support for ECTs and those new to the profession is highly effective in promoting progress of pupils. We offer extensive and supportive training to all new teachers so that they can become excellent practitioners very quickly. This approach is supported by the EEF research.</p>	<p>2,3,4</p>

<p>week to share best practice.</p> <ul style="list-style-type: none"> • Regular student briefings provide a specific focus on disadvantaged students and how they best learn. • The SENCO trains staff on the specific needs of SEND students throughout the course of the year. 		
<p>Hiring of spaces at the John Smeaton Leisure Centre</p> <ul style="list-style-type: none"> • This is vital in ensuring that our disadvantaged students have access to first class sports facilities <p>Integration of an Erg suite into the fabric of the academy</p> <ul style="list-style-type: none"> • Ensuring that all our students, especially those from disadvantaged backgrounds have access to sporting opportunities which may otherwise be seen as opportunities reserved for students from privileged backgrounds. <p>Gymnastics</p> <ul style="list-style-type: none"> • As part of the Enrichment++ programme, we are offering gymnastics tuition which is being delivered by two specialist coaches for one session per week. Over the course of the academic year, we are able to offer thirty-six fully subsidised gymnastics sessions to our students. 	<p>The academy does not have access to a sports hall. As a result of this we need to hire space at the local leisure centre in order to enact our PE curriculum.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>We believe that sport plays an integral role in the development of all young people. It leads to improved fitness, health and well-being, concentration span, attitude and academic achievement. Most importantly, however, we believe sport can give our young people experiences they would not otherwise have.</p> <p>In order to enable our young people to experience the most wide-ranging opportunities possible, we run the “BIG 3” programme. The BIG 3 centres around three sports – Rowing, Volleyball and Karate – which we believe contribute to this trust-wide focus on improving the lives of the students in our care. As a result of our proximity to the local leisure centre, we are also able to offer gymnastics tuition too. These sports offer students with different skills and natural abilities, the opportunity to try something completely different and to rise to the very top of their sport as young athletes.</p>	2,4,5
<p>Peripatetic Music Lessons</p> <ul style="list-style-type: none"> • We are proud to offer instrumental music lessons free of charge to all students entitled to free school meals. These lessons take place during the school day, every week for 20-minutes with an expert peripatetic 	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	1, 5

<p>music teacher. Every child is entitled to explore the language of music.</p> <ul style="list-style-type: none"> • There are currently ninety-one students having peripatetic music lessons. Forty-two students are PP and thirty-six of these are current FSM students 	<p>Learning to play a musical instrument provides children with the opportunity to develop a skill that will stay with them for a lifetime. Instrumental music lessons are more than just learning to play an instrument; they teach our children self-discipline, resilience, and focus. They are a vehicle for self-expression, they develop confidence and improve our student's emotional intelligence. A child's socio-economic background should not limit their opportunity to discover the joy of music.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £64,946.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 7 reading and intervention programme</p> <p>Enactment of the GORSE Academies Trust Forensic Reading programme</p> <ul style="list-style-type: none"> • Dedicated Forensic Reading lessons to be integrated into the curriculum for Years 7-9 from January 2022 • this includes the purchasing of forensic reading texts for all students throughout the academy • the academy has installed forensic reading display boards throughout the academy <p>Library Provision</p> <ul style="list-style-type: none"> • the academy has a vibrant library and a librarian who has been nominated for the SLA School Librarian of the Year Award. Our librarian promotes the love of reading amongst our student population and also works intensively, in small intervention groups, with many of our most 	<p>V3 Y7 Reading Intervention Programme 261121.docx (sharepoint.com)</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>The Educational Endowment Fund's Teaching and Learning Toolkit describes: <i>Evidence indicates that one to one tuition or small group interventions can be effective, providing approximately five additional months' progress on average.</i></p> <p><i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks)</i></p>	<p>3</p>

<p>disadvantaged students who have low reading ages.</p> <p>New Group Reading Test (NGRT)</p> <ul style="list-style-type: none"> used to determine the reading ages of all children at John Smeaton Academy. The data collected is incredibly powerful in identifying the children in need of additional intervention throughout Year 7. <p>The York Assessment of Reading Comprehension (YARC)</p> <ul style="list-style-type: none"> The YARC tool is administered 1:1 to all students in Year 7 whose reading age is significantly below their chronological age. The data collected allows Intervention Leaders to identify the specific reading deficits of each child so the intervention that follows is targeted and bespoke to the needs of the child. 	<p><i>appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</i></p> <p>New Group Reading Test - GL Assessment (gl-assessment.co.uk)</p> <p>York Assessment of Reading for Comprehension (YARC) - GL Assessment (gl-assessment.co.uk)</p>	
<p>Purchase of standardised diagnostic assessments (CAT4)</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF.</p>	3,4
<p>Academic Mentor</p> <p>The role of the Academic Mentor is invaluable in ensuring our most vulnerable and disadvantaged children catch up to age-related expectations, particularly as they have been most impacted by the loss of Education, as a result of the pandemic. The Academic Mentor, for 90% of his allocated time, works in small groups or 1:1 to provide tailored and targeted support to our disadvantaged young people so they can better access the learning taking place in the mainstream classroom. Furthermore, our academic mentor is playing a pivotal role in the</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers</p>	2,3

<p>integration of our eleven Afghan refugees into the academy £23,349.00</p>	<p>to learning and increase their access to the curriculum. Small group tuition EEF (educationendowmentfoundation.org.uk) Academic mentors - GOV.UK (www.gov.uk)</p>	
<p>Careers support</p> <ul style="list-style-type: none"> • 1:1 SLT looking ahead interviews to take place with all of our Year 11 students over a three-week period • 1:1 SLT looking ahead interviews to take place with aour Year 9 students in preparation for them choosing their GCSE options • Prioritisation of disadvantaged students in terms of their access to our specialist careers advisor provided by Shine Careers service • Integration of careers into the form time, PSHCEE curricular 	<p><i>“Having the right careers education is key to ensuring young people know all the options available to them and are able to make informed decisions regarding subject choices, apprenticeships and college or university courses. International research suggests that careers education can also have a positive effect on attainment by engaging and motivating students with their school-work”</i> Education Endowment Fund.</p> <p>We know from research and experience that disadvantaged pupils are more likely to be NEET and do not always have the support networks at home to ensure that students are thinking about their future as well as raising their ambitions about their future.</p> <p>Therefore, we make it a priority that our disadvantaged pupils are able to take part in a wide range of enrichment activities and are prioritised by our Careers team.</p>	<p>1,2, 5, 6, 7</p>
<p>Purchasing of GCSE Pod</p> <ul style="list-style-type: none"> • Students throughout key stage 4 will have access to a GCSE pod account • This will mean that students will be able to access downloads and streams on their mobile and computer devices 	<p>Evidence suggests that:</p> <ul style="list-style-type: none"> • On average, regular users of GCSE Pod achieved 0.7 more progress 8 points than non-users. • On average, the highest users achieved 20 attainment 8 points more than non-users. • Regular users of GCSE Pod achieve, on average 1 grade higher per subject than non-users. 	<p>3,4</p>
<p>Parental Engagement evenings These evenings support families in their understanding of the examination rubric and how best to support their child.</p> <ul style="list-style-type: none"> • Year 11 engagement evening in preparation for the mock examinations 1. Year 11 Engage Evening Proposal final.docx (sharepoint.com) 	<p>The educational endowment fund teaching and learning toolkit describes how parental engagement has a positive impact on average of 4 months’ additional progress. Providing practical strategies, tips, support and resources to assist learning at home is beneficial to pupil outcomes.</p>	<p>3,4</p>

<ul style="list-style-type: none"> Year 7 Reading Group Intervention Engage Evening 291121 Proposal for Engage Evening for Reading Intervention Group.docx (sharepoint.com) 		
National Tutoring Programme	To support students who are disadvantaged and who through internal assessment are identified as requiring additional academic support, John Smeaton Academy has signed up to the National Tutoring Programme. Students will be provided with 1 to 1 or 1 to 3 mentoring either face to face or online depending on need within subjects identified during the assessment process.	1,3,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £74,559.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
100% Attendance Club Students with 100% attendance will receive regular rewards, prizes and exclusive access to events linked to the rewarding of attendance	The impact of the 100% attendance club throughout other Trust schools has been instrumental in their improved attendance rates.	1, 7
Year 11 Prom Strategy	Incentivising students in terms of attendance, behaviour and participation at revision/intervention sessions has yielded significant return in other Trust schools. The incentivisation includes discounted prom tickets.	1, 2, 5, 7
Breakfast Bagel Providing every student with a bagel as they enter the academy every day, to ensure that all students have had the opportunity to eat breakfast prior to the start of the school day	The education endowment fund describes how, evidence suggests that the Magic Breakfast project “ <i>found that its model of a free, universal, before school breakfast club delivered an average of +2 months’ additional progress for pupils in reading, writing and maths</i> ”. Although this is not a replication of the ‘Magic Breakfast’ it is still apparent that students who do not eat breakfast are more likely to be disadvantaged and this has a direct impact on their behaviour and ultimately their attainment,	2, 3

<p>Uniform Support</p> <p>A significant number of students have required support in the purchase of school uniform. In addition to this, we have provided all of our thirteen Afghan refugee students with the required uniform including shirts, trousers, blazers, jumpers, ties, shoes and full PE kit.</p>	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation.</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p>	<p>2,4</p>
<p>Appointment of an additional attendance officer</p> <ul style="list-style-type: none"> • Attendance is tracked centrally by a dedicated attendance team, however this team needing bolstering hence the appointment of an additional officer • Daily and weekly attendance reports are analysed for different groups of students. • A dedicated Year Leader for each cohort of students organises parental meetings if attendance for a specific student falls. These meetings allow support plans for students to be created and for our high expectations to be communicated. • Key messages regarding attendance and punctuality expectations are repeated in assemblies, Tutor Time and lessons. 	<p>Government research indicates that Good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop: friendships; social skills; team values; life skills; cultural awareness; and career pathways.</p>	<p>1</p>
<p>Leasing, fuelling and maintenance of 1 x Pool Cars</p> <p>Leasing, fuelling and maintenance of a branded JSA Mini Bus</p>	<p>This provides colleagues with an opportunity to carry out home visits to parents/carers who may find it difficult to attend school for meetings. Many of these are families from our most deprived backgrounds.</p> <p>The purchase of a branded school minibus now means that we can transport students to and from external sporting fixtures and other extra-curricular trips and visits.</p>	<p>1, 5</p>

<p>Living Wall</p> <p>Our living wall project will enhance our commitment to climate change and sustainability. Providing students with opportunities to help build the living wall and then supporting with the maintenance of the flora and fauna will help to educate students about some of the small-scale adaptations that we can make to building design to improve its sustainability.</p> <p>£5,000.00</p>	<p>The GORSE Academies Trust have partnered with Biotecture (the people that build the amazing living wall on the RERF in Leeds) and Living Walls UK. Each TGAT academy will be building their own living wall out of 'Plantbox' trays.</p> <p>The plants in our wall will help to offset our carbon footprint (how much carbon dioxide we produce) by absorbing CO₂ from the atmosphere and absorb atmospheric pollutants like sulphur dioxide.</p> <p>We know that providing our students with the opportunity to engage with this project will mean that they become more conscious about their environments and are more likely to become active citizens who aim to make positive contributions to the climate change emergency.</p>	5
<p>Positive Discipline rewards trip</p> <p>As a result of the covid-19 pandemic, students from across the Trust had not experienced a rewards trip for two years. As a result of this we ensured that the vast majority of students were given a fully subsidised place on the rewards trip.</p>	<p>We know that rewarding students for their outstanding levels of behaviour and effort has a significant impact on their motivation and behaviour. As a result of the pandemic and following the divestment, John Smeaton Academy paid for all eligible students to attend Alton Towers or Chester Zoo free of charge.</p>	2
<p>Social and emotional support</p> <ul style="list-style-type: none"> • The Designated Safeguarding Leads work with students with specific concerns. • Place2Be work with students to provide 1:1 counselling and support for students experiencing a variety of mental health concerns. • A programme of Spiritual, Moral, Social and Cultural content is delivered pastorally through Tutors and assemblies to ensure that students are emotionally literate and supported. • PSHCE is delivered effectively to complement the SMSC programme 	<p>Offering social and emotional support to those that need it the most will ensure all our most disadvantaged pupils are able to access the full curriculum and maximise their potential.</p>	1,2, 7
<p>Integration of eleven Afghan refugees into the academy</p> <p>This has resulted in two colleagues dedicating the majority of their time</p>	<p>We are proud of the fact that we are one of only a few schools within Leeds who have welcomed thirteen Afghan refugees into the academy. We have witnessed first-hand the impact that</p>	4,5

<p>to integrate these students into the school and curriculum</p>	<p>this forced migration has had on their social and emotional well-being and therefore we know that offering them a safe, caring and bespoke education provision is having a positive impact on their lives. Additionally, the educational and social benefits for our white British students, in terms of them gaining a far greater understanding of the perilous journeys that these students have been subject to, has been palpable. Students working as buddies have harnessed empathy and leadership skills in our young people.</p>	
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Total budgeted cost: £380,974.72