

Pupil premium strategy statement – Hartshill Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	986
Proportion (%) of pupil premium eligible pupils	39.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	April and July 2023
Statement authorised by	Lorraine Taylor
Pupil premium lead	Altaf Hussain
Governor / Trustee lead	Anne Melville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 376 270
Recovery premium funding allocation this academic year	£ 106 260
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 482 530

Part A: Pupil premium strategy plan

Statement of intent

At the Hartshill Academy, our vision is that through excellent daily practices, kindness, gratitude and our HART values we will improve pupil achievement, develop character and create an academic culture with high aspirations for all.

Our pupil premium strategy focusses on facilitating this goal for our disadvantaged pupils. We have high expectations of all pupils and the activities listed in this document will support every child at school, particularly vulnerable pupils, regardless of whether they are disadvantaged or not.

Pupils' access to high quality in class teaching, with regular live and whole class feedback, is at the heart of our approach. Research consistently shows this to have the most significant impact on improving pupil outcomes, especially those from disadvantaged backgrounds.

Our approach includes;

- Staff development and prioritising high quality teaching
- Developing pupils' metacognitive and self-regulation skills to help them become more independent and improve outcomes.
- Responsive, research-based approach to barriers to learning, including; attendance, and gaps in knowledge.
- Ensure access to a broad, rich and challenging curriculum and afford pupils with as many extra-curricular and enriching opportunities and experiences as possible.
- Continue to prioritise pupils' safety and well-being.
- Monitor and track pupils, academically and pastorally, and intervene and support when and where it is needed.
- Given the fundamental and foundational importance of reading to not only academic success, but also to quality (and even longevity) of life, continue the commitment to Reading
- Continue to improve and develop our transition and careers strategies, (both KS2 to 3 and post-16) to maximise the aspirations and potential of all pupils.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	<p>Attainment of disadvantaged pupils is below their peers in all year groups.</p> <p>Attainment of disadvantaged pupils has improved over the last three years in line with the improvement of their peers but this still leaves a significant gap to their peers.</p> <p>Mitigating circumstances from COVID-19. Although much was done to support pupils during this time, pupils lost in class learning time during 2019-2020 and 2020-2021.</p>
2 Literacy	<p>Year 7 baseline reading assessments show 56% of disadvantaged pupils arrive at the school with reading ages below their chronological age compared to 52% of their peers who are below their chronological age</p>
3 Homework	<p>Homework completion rates are lower for the majority of disadvantaged pupils compared to their peers, reducing their out of school learning. This means they are spending less time on knowledge recall and application than their peers. This means less opportunity to improve the storage strength and mastery of new learning.</p>
4 Metacognition	<p>Our observations suggest many disadvantaged pupils lack metacognitive and self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
5 Mental Well-Being	<p>Our logs on CPOMs, school counsellor referrals and an increase in mental health referrals for pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6 Attendance	<p>Attendance data for disadvantaged pupils is lower than non-disadvantaged pupils.</p>
7 Aspiration	<p>Access to wider experiences outside the learning environment to build the culture capital and pupil aspirations. This has been further reduced as a result of COVID-19</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 of disadvantaged pupils in line with FFT targets in external exams and in line with their peers in Years 7-10	2022 A8 – XXX, P8 - XXX 2023 A8 – XXX, P8 – XXX Years 7-10 Assessments show disadvantaged pupils are achieving in line with their peers
Disadvantaged pupils have a reading age at or above their chronological age and reading comprehension is in line with their peers	Reading age and comprehension data shows pupils are age at or above the expectation for their age. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Homework completion for disadvantaged pupils is in line with their peers	There are no barriers to accessing and completing homework. There is time and space in school outside of the normal school day for pupils to access and complete homework if needed. Pupils who do not complete homework attend catch ups to complete the missed work. There is targeted and timely intervention to support pupils who do not complete homework to help remove barriers
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing shown through a reduction in referrals for mental health and school counsellor referrals, improved attendance, improved engagement in extracurricular
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils being no more than National data, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being below National PA data and the figure among disadvantaged pupils being no lower than their peers.

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: £ 71 930

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality wave 1 in class teaching with regular live and whole class feedback	Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. External feedback is needed to help novices to develop skills. High quality regular feedback has very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 3
Pupils to receive support in all curriculum areas for trips, books, equipment	Pupils are not limited in what they can access in school due to finances. Barriers are removed and all pupils have equal access to opportunities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 3, 4, 7
Extra time for staff CPD to support high quality wave 1 teaching particularly in English, maths and science	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	4

Staff CPD from the Oakwood Team on recognizing, supporting and developing self regulation in pupils		
<p>Ensure that interventions are offered in all subjects to pupils in years 10 and 11.</p> <p>Extended school day to allow time for quality before school interventions</p> <p>RSLs to ensure that the pupils who need these interventions the most attend these sessions</p>	<p>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. The RSL will use their role to mentor pupils to support them to Do the Right Thing and attend the interventions relevant to them.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 3, 4
Employ a Teach First English and Science teacher to ensure that class sizes are smaller, particularly in year 11 to allow for a more targeted mastery approach to lessons and intervention.	<p>Reducing class sizes allows for teachers to respond quicker to the needs of each pupil as there are less pupils so the learning can be more focused on the needs of each pupils which allows for greater mastery in lessons. Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Pupils must demonstrate mastery before moving on to new material. Any pupils who do not achieve mastery are provided with extra support. Learners continue the cycle of studying and testing until the mastery criteria are met.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 3, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 115 714

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to receive additional support when required through Progress Coaches and Interventions.	Progress coaches are adults who support in the classroom, or provide targeted interventions, which are delivered out-of-class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4
Employ five Raising Standards Leaders (RSLs) to have an overview of academic targets for pupils in all years	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. The RSL will use their role to mentor pupils to support them to Do the Right Thing and attend the interventions relevant to them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 3
Revision Guides	Pupils are not limited in what they can access in school due to finances. Barriers are removed and all pupils have equal access to opportunities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 3, 4, 7
Small group tutoring	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners. This will be supported by the National Tutoring Programme. https://nationaltutoring.org.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3

<p>To develop our literacy strategy by ensuring that all pupils in years 7-10 are reading 3 times per week in Form Time;</p>	<p>The English team have identified the texts for our Reading Canon to ensure the text difficulty is appropriate to practice the skills, engage with the text and ensure enough challenge to improve reading comprehension. The class read the text together with the teacher leading the reading and the discussion</p> <p>J and D Murphy, <i>Thinking Reading: What every secondary teacher needs to know about reading</i>, John Catt, 2018</p>	<p>2</p>
<p>Learning Support team to ensure that all pupils in years 7-9 whose reading age is below their chronological age receive additional reading support</p>	<p>Extra reading intervention is provided to pupils with a reading age below their chronological age to ensure they have focused and appropriate support to catch up</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2</p>

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

Budgeted cost: £ 294 886

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer is employed to increase engagement between families and school and to support improved attendance	<p>We follow the advice of the DfEs guidance that has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Working with Parents to Support Children's Learning</p>	5, 6, 7
Attendance Minibus is used to collect pupils and remove barriers for pupils who are not attending school.	<p>We follow the advice of the DfEs guidance that has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	6
Social Worker is employed to support our Pastoral and Safeguarding Teams support the increased numbers of pupils needing access to these resources	<p>The pandemic has had an impact socially, mentally and financially on pupils and their families.</p> <p>https://www.childrenssociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf</p> <p>https://socialworkers.blog.gov.uk/2021/05/13/social-workers-in-schools-bringing-our-expertise-into-educational-settings/</p>	5, 6, 7
Uniform and Equipment	Pupils are not limited in what they can access in school due to finances. Barriers	1, 3, 5, 6

	are removed and all pupils have equal access to opportunities	
<p>A coherent programme of extracurricular clubs, sports teams, trips (when this is appropriate) which is advertised to all pupils.</p> <p>Increase the number of disadvantaged pupils participation in extra-curricular activities and sports teams by identifying and removing barriers to their participation through support, mentoring and rewards.</p>	<p>The pandemic has meant almost two years with limited access to extra curricular trips and clubs in school and limited access to clubs and sports for young people outside school. This has added to the social and mental impact of the pandemic on young people.</p> <p>https://www.childrenssociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf</p>	5, 6, 7
Warwickshire Music Hub lessons are subsidised for disadvantaged pupils	<p>Warwickshire Music Hub offer perpetetic lessons for pupils at a subsidised cost for disadvantaged pupils which is supported with a further subsidy to ensure all pupils can access these lessons. Hire of equipment is free for the first year for all pupils and for the duration of their lessons for disadvantaged pupils</p> <p>https://www.warwickshiremusichub.org/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5, 6, 7
Duke of Edinburgh Award is led and funded for pupils who would not be able to access this without financial support	<p>The Duke of Edinburgh Award can be a life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work. A recognised mark of achievement; respected by employers.</p> <p>https://www.dofe.org/do/</p>	5, 7
School Counsellor and Mindfulness sessions to support pupil well being	The pandemic has had to social and mental impact on young people. The counsellor	5, 6

	<p>actions early support for pupils waiting on a RISE referral.</p> <p>https://cwrise.com/mhst/</p> <p>https://mindfulnessinschools.org/breathe/</p> <p>https://www.childrenssociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf</p>	
Employ a second safeguarding officer to build strength in the team and ensure all pupils are proactively supported	<p>The safeguarding officer leads the focus on actioning all safeguarding concerns with the support of Warwickshire and our on site Social Worker. The addition of a second safeguarding officer allows us to be more proactive with the identification and action of support for more families.</p> <p>https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people</p>	5, 6
Pastoral Leaders employed to grow the team from 5 to 10 Pastoral Leaders to ensure all pupils are proactively supported in school, barriers to learning are identified and removed	<p>The Pastoral Leaders work to remove barriers and support pupil behaviour so pupils are in lessons learning. Increasing the number of Pastoral Leaders along with the addition of Class Charts data allows this to happen more proactively.</p> <p>They lead on the restorative practice work we are developing with Warwickshire with the Lost at School Project</p> <p>https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/restorative-practice</p> <p>https://drrossgreene.com/lost-at-school.htm</p> <p>https://livesinthebalance.org/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1, 5, 6, 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
National Breakfast programme Costs	<p>We pay the 25% contribution to the National Breakfast programme to ensure all pupils can access breakfast on site each day.</p> <p>https://www.gov.uk/guidance/national-school-breakfast-club-programme</p> <p>https://www.family-action.org.uk/what-we-do/children-families/breakfast/</p>	1, 5, 6
Careers Leader to build on the work of the Trust Careers Team	<p>We follow the advice fo the DfEs guidance around careers education and we aim to achieve 100% engagement with the Gatsby benchmarks.</p> <p>https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p>	1, 7
Travel costs are supported for pupils who need to access off-site provision when needed	<p>We follow the advice of the DfEs guidance that has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Working with Parents to Support Children's Learning</p>	6

Total budgeted cost: £ 485 485

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

External assessments in 2021-2022 showed that the performance of disadvantaged pupils is increasing but it remains below their peers. The gap between their attainment and the FFT Targets is also decreasing.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of Teams to deliver remote learning.

The robust nature of our support given during remote learning both academically and pastorally has supported disadvantaged pupils to access remote learning. Many have more barriers than their peers to accessing work outside school and despite the robust support this impacted both their attendance in school and with remote learning.

During 2021-2022 there were a lot of changes to the staffing and leadership at the school. We have worked to stabilise the school and build on our positive links. We have begun work with Warwickshire County Council on the Lost at School Projects and restorative practice. This has led to group coaching for all pupils in Years 7-9 to support them to speak and to ensure they have an adult in school they speak to regularly. We work with the Warwickshire Ethical inclusion panel to support pupils to stay in school and succeed whether that is with pupils in our own school or us supporting other schools. We have increased our Pastoral capacity over the last year to ensure we have a proactive approach to identifying and removing barriers to pupils being in lessons learning.

Although overall attendance in 2021-2022 was tracking around 1% higher than the national average over the school year.

Pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Pastoral support has been increased over the last year to ensure all pupils needs can be supported.</p> <p>A dedicated member of staff is available to support service pupils with anything they need including anxiety and loss when a family member is deployed.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Attendance of service pupils is above the school average for last year.</p> <p>Number of behaviour logs is well below the average for their peers.</p> <p>Pupils have access to the support they need through their pastoral leader when they need it.</p>

Further information (optional)

This year, the school has introduced 'Family Lunch' for all Year 7 and Year 8 pupils. We recognise the importance of sitting down together, discussing a topic and developing soft skills such as empathy, responsibility, kindness and gratitude.

Leaders are committed to improving the mental health of pupils and staff. The school has a designated counsellor who works with pupils on mental health issues. The school has invested in training the counsellor in Mindfulness to support pupils with anxiety and breathing techniques. The Trust also supports the wellbeing of staff and offers support services with mental health.

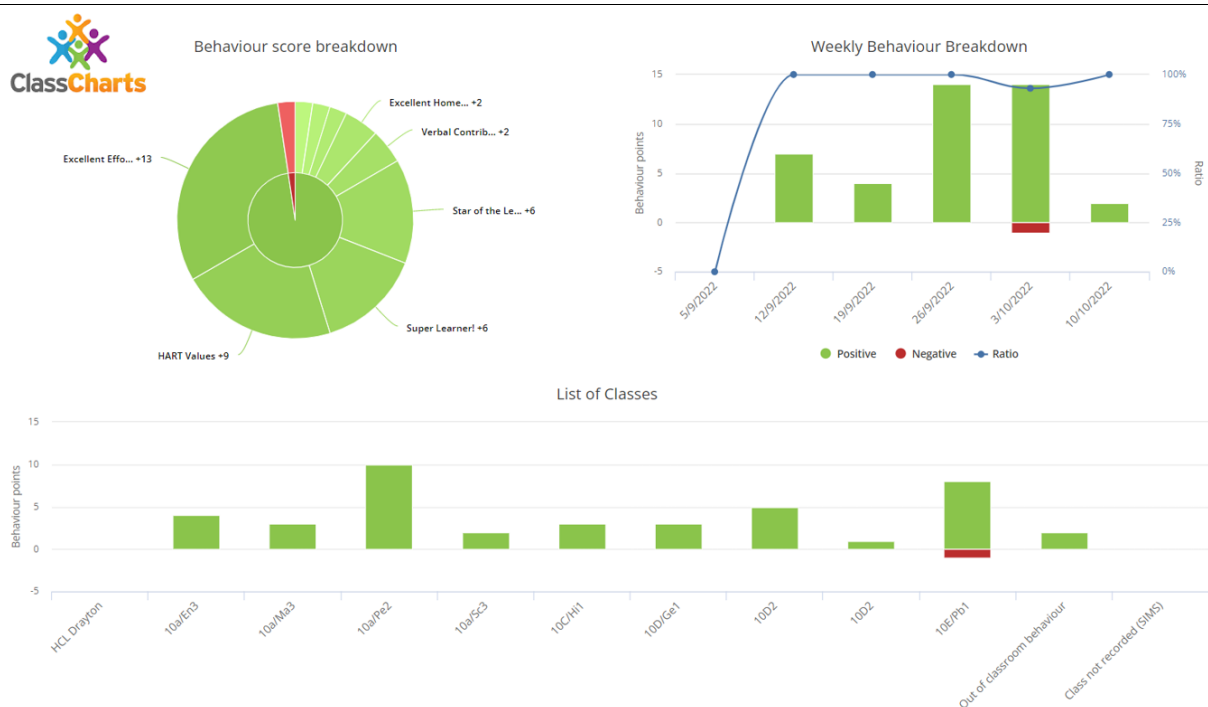
This year the school has secured 1 day a week support from the Trust Chaplain, to provide specific support for a targeted group of pupils.

The school uses research based strategies (EEF), to develop stronger culture of positive behaviour at school, specifically for a small minority of pupils who have particular needs to improve their behaviour and reduce suspensions.

In September 2022 we introduced coaching circles three times each week for pupils in years 7-9. They have Monday Check In, Wednesday Check Up and Friday Check Out. The aim of this programme is to support positive staff and pupil relationships and ensure all pupils have someone who they can speak to in school if they have any concerns. This was supported with staff Restorative Practice training from Warwickshire County Council. There will be staff and pupil feedback on coaching circles in early November.

Our Behaviour Manager's role has changed this year to focus on pupils at alternative provision, those on guest placements from other schools, pupils on flexi learning and pupils with high behaviour needs through Individual behaviour plans.

We have introduced Class Charts as the focus of our behaviour system. All pupils on the SEND register have a pupil passport on Class Charts that was written with them during the Summer Term. All staff have had training from our Behaviour and Attitudes VP on the use of Class Charts and our Behaviour System. Parents also have access to Class Charts so they can see the rewards and demerits for their child live throughout the school day. It also updates parents on any detentions for their child. Class Charts allows us to see for each pupil their ratio of positive to negative points and which subjects they are getting points for. The pastoral team now have iPads so they can access Class Charts around the school. They can see the activity feed for their year group throughout the day and can respond to what is happening in lessons as it happens to support the pupils in their year groups before they are removed from a lesson or receive a detention.



In October 2022 we completed a Mental Health Audit with the support of the Mental Health in Schools team. This include feedback from staff, pupils and parents. The feedback from this and the action plan is due in November 2022 and will give us more details about our strengths and area for development around mental health. This will be supported by the MHST who are delivering workshops and assemblies in schools for staff and pupils.

Our Pastoral Team are continuing their work with Warwickshire County Council on the Lost at School project which is due to complete phase 1 in December 2022. We have recently had four staff completing the GRIT training to deliver this programme in school. The pupils who completed this course in the summer are now on phase 3 which is their six month coaching programme.

We are continuing our work with Warwickshire County Council and the Police around knife crime and gangs in the local community. The Choices and Consequences programme has been delivered to one year group and is due to be delivered to all year groups later this year. We have 1 to 1 mentoring, a small group Identity programme, the Mentors in Violence programme all starting this half term with support from Warwickshire County Council. Our PCSO has also arranged a weekly drop in session for pupils in school and we have mentoring support for vulnerable pupils provided by WCC.

Our safeguarding officer and social worker have been working collaboratively with WCC staff to ensure our most vulnerable pupils have access to the support their need in school and at home.

In school, the School Counsellor has seen an increase in appointments with mental health amongst our young people being the main reason for this. Our Pastoral Leaders

and SEND are working hard and offering daily check-ins for pupils who need some additional support.

Our Behaviour Manager has taken on the role of Anti-Bullying Lead. Pupils have applied for the roles of Anti-bullying Ambassadors and are due to complete their training with the Diana Award Anti-bullying programme at Myton School in early November. Following this there are several events planned in school throughout November to promote Anti-bullying

At the heart of the school is a focus on kindness and gratitude. We say thank you, we hold the doors open, and we respect ourselves and others. Our curriculum extends beyond the expected content of the courses and promotes extensive personal development of our pupils. We offer a wide range of experiences through our curriculum and extra-curricular enrichment programme, to build confidence and resilience and to extend our pupils' horizon, as well as nurturing their talents and interests. The uptake of these activities are good and we monitor and encourage our disadvantaged pupils' engagement.

A clear programme of enrichment updated each term with opportunities for all, through programmes such as Duke of Edinburgh Award, National Citizenship Service and Eco club. The PE extracurricular programme promotes a healthy active lifestyle. This is complemented by the knowledge pupils learn in Food lessons about healthy living and food preparation.

To raise pupils' awareness of road safety, all Year 7 pupils have the opportunity to take part in a level 3 Bikeability course

Our House system is supporting the development of our school culture through lessons, form groups, assemblies, subject competitions and awards and promotes community, competition and most importantly, a sense of belonging. Pupils are involved with charities to develop their sense of responsibility and service to community. Pupils made Christmas food parcels for those families who needed them most and have raised money for their charities.

The PSHE and assembly programme actively engage guest speakers from Compass, Warwickshire Police and Driving Ambitions, Ambulance Services, Loud Mouth and Fire Services, looking at drug and alcohol awareness, hate crime and knife crime, road safety, CPR to restart a heart, relationships and mental health, and fire safety. As well as visits about careers and university from employers and university staff. The sex and relationships programme is designed and delivered by the PSHE team for pupils across all years as age appropriate. Pupils learn about how to keep themselves safe on-line through assemblies delivered to all year groups on cyber safety by the head of computing.

The school promotes equality of opportunities through discrete lessons, assemblies and Diversity days. Pupils learn about differences in cultural, religious and ethnic groups and respect other beliefs and views. Our school is well represented at our Trust Equality and Diversity group and it supports some of the work we do in school.

The school, with support from the Trust Career Adviser and the Trust lead, is fully compliant with Gatsby Benchmarks and puts significant time, resources and expertise into Career development. All pupils have career interviews in Year 11 and SEND pupils and vulnerable pupils in Year 10 and 11 have more contact with the Career advisor. The careers education, information and guidance programme has been led by a senior teacher at school with support from the CEIAG lead across the Trust. Pupils in all years have access to a range of opportunities to support them to understand their options and make informed choices about their future. The careers programme develops over the five years to support pupils at each stage and includes mock interviews, individual careers interviews and joint interviews with parents as needed. As a result, our NEET is less than 1%.

All pupils with EHCPs, from Year 9 onwards, have support from our career advisor in annual reviews to ensure their smooth transition to adulthood.

The school also promotes confidence and ambition (part of our HART values) through Pupil Leadership which is embedded in the Pupil Leadership Team programme. Pupil Voice is active in all years through pupil leadership and the school council. School council meets in year group teams and the year group representatives meet with the Principal every term.

The curriculum promotes British Values through PSHE and assemblies. British Values and SMSC are mapped across the curriculum and Form time activities and assemblies reinforces these values. Our comprehensive PSHE programme covers five main themes; Health and wellbeing, Relationships, Living in the wider world, Citizenship and Careers. The PSHE and RE curriculum together, enhance pupils' spiritual, social, moral and cultural development. The school provides effective CEIAG and has access to the MAT Careers Advisor 2 days per week, with CEIAG mapped across the curriculum.