Pupil premium strategy statement – Hartshill Academy

This statement details our school's use of pupil 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	997
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	April and July 2026
Statement authorised by	Lorraine Taylor
Pupil premium lead	Joshua Craig
Governor / Trustee lead	Dino Di Salvo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 405 275
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£ 0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
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*	£ 405 275

Part A: Pupil premium strategy plan

Statement of intent

At Hartshill Academy, our vision is that through w*e develop the Best in Everyone through Heart, Ambition, Respect and Tenacity to empower our pupils to explore and transform the world.*

Our pupil premium strategy focuses 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, 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. We do this through our HART programme and our intervention programmes.
- Responsive, research-based approach to removing 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 enrichment 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 Progress	Progress of disadvantaged pupils is below their peers. Progress and attainment of disadvantaged pupils has improved since 2019 but is not in line with the improvement of their peers and this still leaves a significant gap to their peers.
2 Reading and Phonics	Year 7 baseline reading assessments (NGRT) show disadvantaged pupils arrive at the school with reading ages below the expected for their age group.
3 Homework	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 results in less opportunity to improve the storage strength and mastery of new learning.
4 Metacognition	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.
5 Well-Being	Our logs on CPOMs 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. These challenges particularly affect disadvantaged pupils, including their attainment.
6 Attendance	Attendance data for disadvantaged pupils is lower than non-disadvantaged pupils. There was a significant increase in attendance in 2024-2025 but there is still a significant gap to peers.
7 Aspiration	Access to wider experiences outside the learning environment to build the culture capital and pupil aspirations. The area the school is located in falls into Quintile 2 indicated low rates of youth participation in Higher Education.

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 progress and attainment of disadvantaged pupils in line with FFT targets in external exams and in line with their peers across the trust in Years 7-10	Ensuring an increase in number of pupils achieving the 4+/5+ cross over in Ma/En 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. Pupils have moved from stanines 1, 2 and 3 to 4 and above on the NGRT. Teachers should also have recognised this improvement through engagement in lessons and book scrutinies.
Homework completion for disadvantaged pupils is in line with their peers	There are no barriers to 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 for 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 is supported by homework completion rates across all subjects. There is a reduction in the number of removals as pupils are able to self-regulate in lessons.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Pupils are able to access the right support for them when it is needed. 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 less 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: £ 140 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality 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:	4

	Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF	
Ensure that interventions are offered in all subjects to pupils in years 10 and 11. Extended school day with Period 7 to allow time for quality interventions Additional Year 10 and 11 Maths Intervention through Action Tutoring SLT to ensure that the pupils who need these interventions the most attend these sessions	Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time 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, 4
Overstaffing in core subjects to ensure that class sizes are smaller, particularly in year 11 to allow for a more targeted mastery approach to lessons and intervention	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 3, 4

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

Budgeted cost: £ 75 000

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 two Directors of Key Stage to have an overview of academic targets and pastoral support 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 DoKS will use their role to track pupil progress and 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 and online access to Pearson Revise	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. Maths Tutoring in Years 7, 10 and 11 will be run through Action Tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3

To develop our reading programme to ensure all pupils in Years 7-9 have weekly reading lessons	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. All pupils in Years 7-9 have a dedicate reading canon lesson each week. J and D Murphy, *Thinking Reading: What every secondary teacher needs to know about reading*, John Catt, 2018	2
Phonics programme for all pupils on NGRT Stanine 1. Reading Programme for all pupils on NGRT Stanines 2 and 3	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. There is a class in each year group that have four reading intervention lessons each week using Lexonik or small group reading depending on what their reading needs are. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2

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

Budgeted cost: £ 190 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance minibus is used to collect pupils and remove barriers for pupils who are not attending school.	We follow the advice of the DfE's guidance that has been informed by engagement with schools that have significantly reduced persistent absence levels. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6
Senior Mental Health Lead is employed to support our Pastoral and Safeguarding Teams to support the increased numbers of pupils needing access to these resources. Senior Mental Health Leader is working towards the Nurturing schools award and aligning the work in school to the learning from this training. This is being shared with all staff across school.	In recent years there has been a significant impact socially, mentally and financially on pupils and their families. https://www.childrenssociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf https://www.gov.uk/guidance/senior-mental-health-lead-training	5, 6, 7
Outreach intervention sessions focused on pupils who suffer from anxiety and are unable to enter the school site.	Pupils with severe school-based anxiety can be supported without the need to enter the school site. https://www.england.nhs.uk/mental-health/cyp/trailblazers/	6, 7

Supplying uniform, equipment and resources	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	1, 3, 5, 6
A coherent programme of extracurricular clubs, sports teams, trips (when this is appropriate) which is advertised to all pupils. 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.	Research around attendance to school shows pupils attend when they feel they have people they can relate in school and that they belong. Increasing the number of staff in the Creative and Performance faculty and in the Sports and PE faculty allows more opportunities to extra-curricular clubs before school, at break, at lunch and afterschool to support more pupils to get involved in new activites. https://www.childrenssociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf	5, 6, 7
Pupil Premium specific sporting events, both within school and externally.	All pupils have an opportunity to represent the school in a competitive fixture and developing teamwork and leadership skills. https://www.gov.uk/government/publications/pe-and-sport-premium-for-primary-schools/pe-and-sport-premium-guidance-for-primary-schools	5, 7
Warwickshire Music Hub lessons are subsidised for disadvantaged pupils	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 https://www.warwickshiremusichub.org/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5, 6, 7

Duke of Edinburgh Award is led and funded for pupils who would not be able to access this without financial support	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. https://www.dofe.org/do/	5, 7
School Counsellor sessions to support pupil well being	Recent years there has been an increase in referrals linked to mental health. The thrive panel meet weekly to ensure pupils are accessing the right support for them. The counsellor actions early support for pupils waiting on a RISE or MHST referral. https://cwrise.com/mhst/ https://mindfulnessinschools.org/breathe/ https://www.childrenssociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf	5, 6
Employ an Early Help Leader to build strength in the team and ensure all pupils are proactively supported	The Early Help Leader leads the focus on actioning all Early Helps with the support of Warwickshire and our on-site Social Worker and WCC. The allows us to be more proactive with the identification and action of support for more families. https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people	5, 6
Pastoral Leader- Attendance supports the reintegration of pupils after a prolonged absence through MHST produced work and intervention.	Pupils suffering with school-based anxiety can have a more personalised return to full time education with support tailored to them. https://www.england.nhs.uk/mental-health/cyp/trailblazers/	6, 7

Pastoral Leaders to ensure all pupils are proactively supported in school, barriers to learning are identified and removed	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 Arbor data allows this to happen more proactively. The additional Pastoral Leader provide early support in lessons, during the school day and through our interventions programmes https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/restorative-practice https://drrossgreene.com/lost-at-school.htm https://livesinthebalance.org/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 5, 6, 7
National Breakfast programme Costs	We pay the 25% contribution to the National Breakfast programme to ensure all pupils can access breakfast on site each day. https://www.gov.uk/guidance/national-school-breakfast-club-programme https://www.family-action.org.uk/what-we-do/children-families/breakfast/	1, 5, 6
Careers Leader to ensure all pupils have access to a quality careers programme with a focus on tracking the engagement of disadvantaged pupils in these opportunities.	We follow the advice of the DfE's guidance around careers education and we aim to achieve 100% engagement with the Gatsby benchmarks.	1, 7

	https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools https://www.gatsby.org.uk/education/focus-areas/good-career-guidance	
Travel costs are supported for pupils who need to access off-site provision when needed	We follow the advice of the DfE's guidance that has been informed by engagement with schools that have significantly reduced persistent absence levels. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Working with Parents to Support Children's Learning	6

Total budgeted cost: £ 361 200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

External assessments in 2025 showed that the performance of disadvantaged pupils is increased from 2019 and 2024 but it remains below their peers.

In 2024-2025 there was a decrease of over 7% in the gap between disadvantaged pupil's attendance and their peers. This is a significant increase but is still below the national averages so further progress is still needed.

During the previous year there were a lot of changes to the staffing and leadership at the school. 2024-2025 was the first year in our new school building and in our new trust. This has created a lot more stability in the school. We have adapted the support structures in response to the changing needs in the school. This has included the introduction of two new roles in June 2025 and September 2025 with the Directors of Key Stage 3 and 4. This role line manages the Pastoral Leaders and Head of Year 7 tracking academic progress and pastoral support to ensure all pupils are supported to make good progress.

Pupil behaviour, wellbeing and mental health were significantly impacted in the last few years, 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. This has shown in the 50% reduction in suspensions and permanent exclusions in 2024-2025 as well as the increase in attendance. We are building on that approach in our new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Pastoral support has been increased over the last year to ensure all pupils needs can be supported. 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.

The impact of that spending on service pupil premium eligible pupils

There are currently four Service Pupils on roll Attendance of service pupils is above the school average for three of the four pupils. Number of behaviour logs on average are below their peers but there are significant differences across the four pupils. Pupils have access to the support they need through their pastoral leader and Director of Key Stage when they need it.

Further information (optional)

We have 'Family Lunch' for all Year 7 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. Our Senior Mental Health leader and Vice Principal have received training that they have shared with all staff to develop a Nurturing School approach to support all pupils.

We use 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.

We use our HART programme to ensure coherence between our PSHE curriculum, careers curriculum, behaviour curriculum and safeguarding curriculum. All strands are linked to our HART values of Heart, Ambition, Respect and Tenacity. We use Votes for Schools to support our pupils to develop their ability to talk about topical issues.

We use Class Charts and Arbor as the focus of our information systems. All pupils on the SEND register have a pupil passport on Arbor that was written with them or updated during the previous term. All staff have had training from our VP on the use of Arbor 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 have iPads so they can access Class Charts and Arbor around the site this allows them to see when any pupil needs support during lessons and they can get to them quickly to provide that support and regulation.

We work with the Mental Health in School Teams MHST who are deliver workshops and assemblies in schools for staff and pupils.

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 three-year groups.

Our Safeguarding Officer, Early Help Leader, Senior Mental Health Leader and School Counsellor all work collaboratively with WCC staff to ensure our most vulnerable pupils have access to the support they need in school and at home.

We work with the Diana Award to train our Anti-Bullying Lead and our lead pupils. Pupils have applied for the roles of Anti-bullying Ambassadors and complete annual

training with the Diana Award Anti-bullying programme. They then provide support and increase awareness to pupils with events throughout the year.

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 pupils who ride a bike to school sign up for a bike permit and must be riding safely and with a helmet.

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 are enrolled on a range of social action programmes such as First Give, which helps pupils develop projects to benefit the local community.

The HART and Assembly programmes 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 education programme is designed and delivered to 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 the HART Programme. Pupils learn about differences in cultural, religious and ethnic groups and respect other beliefs and views.

In December 2022 we received the National Quality in Careers Standard and the Ixion Gold award for our Careers Programme. This was reassess in December 2023 and showed our continued commitment to a strong careers education for our pupils. 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 an Assistant Principal at school in collaboration with our Careers Leader. 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.

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

We promote confidence and ambition 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 meet in year group teams and the year group representatives meet with the Principal every term.

The curriculum promotes British Values through HART and assemblies. British Values and SMSC are mapped across the curriculum and Form time activities and assemblies reinforces these values. Our comprehensive HART programme covers PSHE, Careers, RSE and Character. The HART Programme and the RE Curriculum enhance pupils' spiritual, social, moral and cultural development.