



Henley Bank High School **Pupil Premium Strategy Statement**

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Pupil premium strategy statement

Report from *Faye Bradbury, Head of School, Henley Bank High School*, for Governing Body meeting on *DATE*

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	924
Proportion (%) of pupil premium eligible pupils	34%
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)	2025/26 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Faye Bradbury
Pupil premium lead	Faye Bradbury
Governor / Trustee lead	



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£335,466
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£335,466



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every student, irrespective of their background, makes excellent progress. Not only through achieving the highest academic outcomes as a result of the High-quality teaching across our curriculum, but also in terms “of their personal character, achieving colours through our co-curricular offer which together make up our Legacy.

The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals regardless of the challenges they face in their personal lives. We pride ourselves in knowing our families and community well. Within the school we triangulate information to ensure that our vulnerable children needs, including those who are young carers, have a social worker or were previously known to social care, who also have a SEND need or any other barriers, are taken into account and a personalised approach when necessary can be used to remove any potential barriers to our students achieving success.

High-quality teaching together with an excellent curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged students. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected. As well as providing all disadvantaged students with excellent resources and training so they are fully equipped and confident to prepare for, and succeed in their assessments, tutoring is carefully targeted to ensure maximum impact.

Our approach is responsive to common challenges as well as individual needs of our students and their families. Through regular analysis of diagnostic data, including attendance and behaviour as well as reading ages and academic progress across the curriculum we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- continue to develop our whole school approach in which all staff take responsibility for disadvantaged students’ outcomes and raise expectations of what they can achieve



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 has been below national for multiple years at HBHS however it is significantly lower for our more vulnerable groups such as PP and SEND. Graph below shows the most recent attendance data.</p> <p>Attendance as of 5th of November ↑ ↓ ⇅ 🏠 📄 ☰ 🗺 ⋮</p> <p><i>The latest national data is from DfE school surveys for the academic year 2025-26</i></p> <p>Students ● All Students ● Pupil Premium ● SEN ● Boys ● Girls</p> <table border="1" style="margin-top: 10px;"> <caption>Attendance Data (Estimated from Graph)</caption> <thead> <tr> <th>Term</th> <th>All Students</th> <th>Pupil Premium</th> <th>SEN</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Autumn 2023-24</td> <td>91%</td> <td>87%</td> <td>86%</td> <td>92%</td> <td>90%</td> </tr> <tr> <td>Spring 2023-24</td> <td>90%</td> <td>85%</td> <td>84%</td> <td>91%</td> <td>89%</td> </tr> <tr> <td>Summer 2023-24</td> <td>88%</td> <td>81%</td> <td>80%</td> <td>89%</td> <td>87%</td> </tr> <tr> <td>Autumn 2024-25</td> <td>90%</td> <td>82%</td> <td>83%</td> <td>91%</td> <td>89%</td> </tr> <tr> <td>Spring 2024-25</td> <td>89%</td> <td>82%</td> <td>83%</td> <td>91%</td> <td>88%</td> </tr> <tr> <td>Summer 2024-25</td> <td>88%</td> <td>81%</td> <td>80%</td> <td>89%</td> <td>87%</td> </tr> <tr> <td>Autumn 2025-26</td> <td>90%</td> <td>83%</td> <td>84%</td> <td>91%</td> <td>88%</td> </tr> </tbody> </table> <p>The attendance gap widens as pupils progress through their time at school with the largest gaps in attendance between PP and whole school in years 9 and 10.</p>	Term	All Students	Pupil Premium	SEN	Boys	Girls	Autumn 2023-24	91%	87%	86%	92%	90%	Spring 2023-24	90%	85%	84%	91%	89%	Summer 2023-24	88%	81%	80%	89%	87%	Autumn 2024-25	90%	82%	83%	91%	89%	Spring 2024-25	89%	82%	83%	91%	88%	Summer 2024-25	88%	81%	80%	89%	87%	Autumn 2025-26	90%	83%	84%	91%	88%
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2	<p>Destinations</p> <p>Drop out rates for students after year 11 are significantly above national average suggesting that students are not accessing appropriate next steps</p> <p>Our most recent data from the DfE.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Pupils staying in education or employment</th> <th style="text-align: center;">School</th> <th style="text-align: center;">Local authority</th> <th style="text-align: center;">England</th> </tr> </thead> <tbody> <tr> <td>Pupils staying in education or employment for at least 2 terms after key stage 4</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">93%</td> <td style="text-align: center;">91%</td> </tr> <tr> <td>▶ More info</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total number of pupils included in destination measures</td> <td style="text-align: center;">78</td> <td style="text-align: center;">6,782</td> <td style="text-align: center;">607,348</td> </tr> <tr> <td>▶ More info</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The most recent deprivation index which was released in November 2025 places our school post code in the bottom third for employment, income and the bottom 25% for education and skills.</p>	Pupils staying in education or employment	School	Local authority	England	Pupils staying in education or employment for at least 2 terms after key stage 4	83%	93%	91%	▶ More info				Total number of pupils included in destination measures	78	6,782	607,348	▶ More info																															
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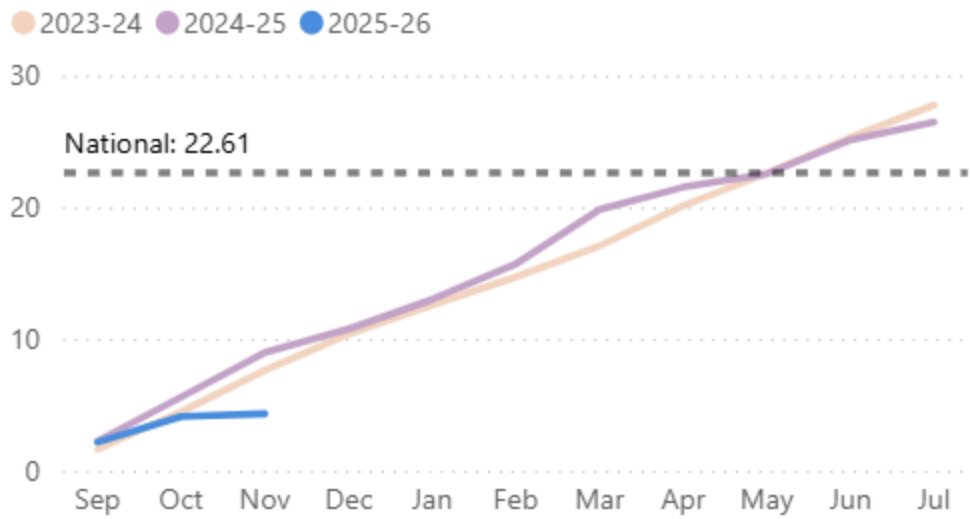


<p>3</p>	<p>Engagement in wider offer</p> <p>Attendance at our wider offer is lower for students who are part of our more vulnerable groups. This is especially true for clubs and trips that have financial implications such as Duke of Edinburgh.</p> <p>Our most recent student voice and PASS assessments suggest that students from more vulnerable groups attend less clubs and engage with the wider offer at less opportunities.</p> <p>It is widely accepted that a person’s level of cultural capital is a huge indicator of how well they can succeed academically and engage in wider society and that this is a primary barrier for many disadvantaged students achieving future success. Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to their ongoing successes.</p> <p>https://www.tes.com/news/what-does-ofsted-mean-cultural-capital</p>
<p>4</p>	<p>Achievement</p> <p>Attainment for PP students is lower at KS4 than their peers. GCSE data shows the average A8 score for disadvantaged pupils as 38.3 with 52.9% achieving a 4+ in both English and Maths. This is compared to the school outcomes of an A8 score of 49 and 71% achieving 4+ in both English and Maths.</p> <p>NGRTs taken throughout years 7-10 shows that our weakest readers have a larger proportion of PP students than the school average and that the gap for these students closes more slowly.</p>
<p>5</p>	<p>Behaviour</p>



Suspension rate trend

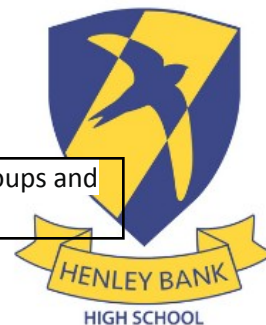
National: secondary 2023-24



Group	Students	% Removals	% Over/Under	Removal rate
Pupil Premium	316	34%	16%	79.4
SEN	264	29%	14%	81.4
Boys	502	54%	18%	72.1
Girls	422	46%	-18%	32.7
LAC	26	3%	3%	107.7
EAL	68	7%	-5%	20.6
All students	924	100%	0%	54.1

Group	Students	% Suspensions	Suspension rate	Over/Under
Pupil Premium	316	34%	7.91	83%
SEN	264	29%	10.98	154%
Boys	502	54%	3.78	-13%
Girls	422	46%	4.98	15%
LAC	26	3%	19.23	344%
EAL	68	7%	-	-100%
All students	924	100%	4.33	0%

We have made progress in bringing down the number of referrals to our APC to being more in line with our non disadvantaged students. This has been through a multi agency approach, looking at early help strategies to support students. Such strategies have included Head of Year reports that encourage staff and students to catch students 'getting it right' as well as holding the student to account for their behaviour.



	However, as the data shows there is still a gap between our vulnerable groups and the rest of the student population
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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
1 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	A reduction in the amount of students that are persistently absent and overall attendance for disadvantaged students to be in line with that of whole school.
2 Improved data destinations for all pupils, particularly our disadvantaged pupils	All vulnerable groups for year 11s to have secure next steps which are known to the school by April of the academic year and destinations data for all groups but especially vulnerable groups to be inline with national.
3 Improved participation and experiences for all pupils, particularly our disadvantaged pupils	All vulnerable groups to have experiences across all key phases which are planned in line with PSHE, Careers and our character offer including experiences of the world of work, culturally enriching experiences and character building experiences.
4 Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4	All vulnerable groups to see continued improvement in outcomes at GCSE to be inline nationally and with the rest of the school.
5 Improved and sustained behaviour	Data for removals and suspensions to show a reduction in repeat offenders following a programme of support for these students.

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: £ 355,466

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff CPD focus on curriculum and deeper thinking</i></p>	<p>In Ofsted's research on curriculum, Prof Daniel Mujs highlights that a poorly sequenced and structured curriculum can lead to knowledge and skills gaps in students. He also highlights that this is particularly acute for disadvantaged students. We have therefore ensured that we have put a lot of CPD time and focus into having a well sequenced curriculum, with carefully selected knowledge. We have also ensured that departmental CPD time is focussed on the improvement of subject knowledge. Research for education inspection framework (publishing.service.gov.uk)</p> <p>To ensure our student outcomes continue to improve strategies to support students thinking deeply in all subject is vital. Research from the EEF suggests supporting students to make connections between knowledge as well as reduce distractions supports all students, particularly vulnerable groups, in the acquisition and enhancement of knowledge. (https://educationendowmentfoundation.org.uk/news/eeef-blog-cognitive-strategies-lets-have-a-think)</p>	<p>2, 3, 4 and 5</p>
<p><i>Increased staffing, to ensure broadening curriculum. offering a wider suite of subjects at</i></p>	<p>Ofsted's research on curriculum is clear that having a narrow curriculum disproportionately affects disadvantaged students.</p> <p>Research for education inspection framework</p>	<p>2, 3, 4</p>



<p><i>KS4 and widening our offer at KS5 for September 2026</i></p>	<p>(publishing.service.gov.uk). For example, disadvantaged students are less likely to study the a breadth of creative, humanities and MFL.</p> <p>The school is now in a position to continue to expand our offer at key stage 5 to include some vocational subjects. This will ensure that there is a post 16 pathway available for our students and will support our disadvantaged students with their options at post 16.</p>	
<p><i>On-going review of staff deployment and workload to ensure that High Quality first teaching continues to improve, ensuring that the curriculum embeds knowledge and skills across all subject areas.</i></p> <p><i>All teachers and support staff engage with the school's Developmental Drop-ins (DDI's). The quality and effectiveness of in-class support is monitored through the MITA DDI process.</i></p>	<p>The EEF's Pupil Premium guidance states that students experiencing high quality teaching is vital for ensuring that all students achieve well and can participate in society when they leave school.</p> <p>As a school we have therefore minimised work that detracts from teachers focussing on the quality of teaching, for example:</p> <ul style="list-style-type: none"> ● Centralised behaviour system ● No written reports ● Subject specific feedback policies ● Tutor Time Reading Programme <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p> <p>Due to a successful recruitment drive in 2024-25, we now have an additional member of the safeguarding team who has a focus on attendance of our persistently absent pupils allowing for issues to be picked up quickly and constant messaging to our more vulnerable students and families around attendance and creating those important links between our community and the school.</p>	<p>1, 2, 3, 4, 5</p>



	<p>We have also restructured to allow for two additional pastoral support members of staff who both started in September 2025. Their role is to support students in school as well as with attendance. We now have a daily minibus which started in September 2025, attendance support in the morning and one to one support with vulnerable students throughout the day. This is already showing a positive impact on reduction in repeat behaviour issues and there are some green shoots in attendance</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £335,466

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>EEF Attendance Interventions</p>	<p>1, 2</p>
<p>Sustained weekly provision of school speech therapy, including two days a week speech therapist, alongside the purchasing of Speech link to ensure that all new students in year 7 and through the in year</p>	<p>Narrowing the language gap between disadvantaged and non-disadvantaged students was a key message of the original Bercow report and its review '10 years on'.</p> <p>https://www.bercow10yearson.com/</p> <p>The further impact of two periods of Lockdowns has already been an identified consequence of Covid-19.</p>	<p>2, 3</p>



<p>admission process have their language skills assessed so that early intervention can be put into place.</p>	<p>https://cdn.literacytrust.org.uk/media/documents/Updated_COVID-19_Literature_Review.pdf</p>	
<p><i>Continued embedding of a graduated behaviour pathway which identifies clear processes and systems to ensure early, Reducing behaviour incidents to the school's APC room and external suspensions will keep children in the classroom, raise their attendance and ultimately their academic and wider</i></p>	<p>EEF Social and Emotional Learning</p>	

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

Budgeted cost: £ 111,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>New pastoral team appointed with focus on attendance and emotional wellbeing, supported through training by the</i></p>	<p>Keeping Children Safe in Education paragraph 41-45 clearly indicates the importance of schools having a clear understanding and robust procedure for identification and referral to professional</p>	<p>1, 2, 3</p>



<p><i>Mental Health Lead and Trailblazer staff.</i></p> <p><i>Development and embedding of a shared whole school SEMH pathway.</i></p> <p><i>PSHE and Character assemblies develop a whole school approach.</i></p> <p><i>Development of a more cohesive and whole school approach of PSHE, Citizenship and Character across the whole school.</i></p> <p><i>This will include work on the PSHE Curriculum, Assembly Programme, Roll Call Messages and DEAL programme.</i></p> <p><i>Continued involvement with the Trailblazer and GHLL programme; staff to run training and group sessions with identified</i></p>	<p>support and advice.</p> <p>Offering consistent routines and a calm environment because of a clear behaviour policy supports the well-being for most students. At times it is important to recognise the signs that students need additional support by triangulating attendance, behaviour and progress data.</p> <p>As a school our CPD is focusing on developing a ‘Oracy’ which aims to increase student participation ratios in their classroom learning and thereby raising their self esteem as learners (monitored through PASS data).</p> <p>Through the introduction of Class Charts, we are able to bring together our Legacy and Character Education through the introduction of positive reward points, awarded specifically to develop our student’s Confidence, Ambition, Creativity, Determination and Respect.</p>	
<p><i>Support for the Legacy offer form years 7-13</i></p>	<p>EEF Social and Emotional Learning</p> <p>EEF Social and Emotional Learning</p>	<p>1, 2, 3, 4, 5</p>
<p><i>Contingency fund for acute issues.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an increased amount of funding aside to respond</p>	

GB-24-2 Pupil premium strategy statement



	quickly to needs that have not yet been identified, particularly in these times of cost of living crisis.	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

As can be seen from the data below the performance of our disadvantaged cohort has been above national every year since 2022. The data shows that students have an A8 significantly above national achieving nearly a grade higher every year. Students who are disadvantaged however do not perform as well as their peers at HBHS who achieve significantly above.

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2024	50	44.3	34.6	Above (sig+)	50.0	-5.7	Narrowing	High - SEN, High - low prior attainers
2023	25	43.9	35.0	Above (sig+)	50.3	-6.4	Not applicable	High - SEN, Low - Stability, High - low prior attainers
2022	22	50.3	37.6	Above (sig+)	52.8	-2.4	Not available	High - SEN, Low - Stability

Disadvantaged pupils - English A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2024	50	9.5	7.7	Above (sig+)	10.6	-1.1	Narrowing	High - SEN, High - low prior attainers
2023	25	9.0	7.7	Above (non-sig)	10.6	-1.6	Not applicable	High - SEN, Low - Stability, High - low prior attainers
2022	22	10.0	8.3	Above (sig+)	11.1	-1.1	Not available	High - SEN, Low - Stability



Disadvantaged pupils - Mathematics A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2024	50	8.7	6.9	Above (sig+)	9.9	-1.2	Narrowing	High - SEN, High - low prior attainers
2023	25	8.0	6.9	Above (non-sig)	9.9	-1.9	Not applicable	High - SEN, Low - Stability, High - low prior attainers
2022	22	10.4	7.2	Above (sig+)	10.2	0.1	Not available	High - SEN, Low - Stability

Information from summative and formative assessments the school has undertaken.

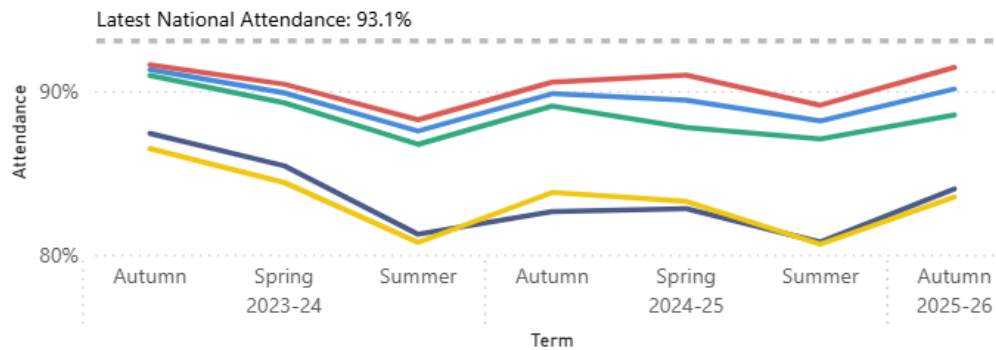
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

Attendance of our disadvantaged pupils is significantly below national. This is in line with all students at HBHS and the gap to date has not widened. A lot of staffing and development has been put into the attendance strategy at HBHS including employing an EWO, redirecting some of Safeguarding time to focus on attendance and developing some of our pastoral team.

Attendance as of 5th of November

The latest national data is from DfE school surveys for the academic year 2025-26

Students ● All Students ● Pupil Premium ● SEN ● Boys ● Girls



Removal from lessons has reduced year on year as can be seen from the data below. Our more disadvantaged pupils do have more removals these are also reducing in line with school trends. Our behaviour support team has gone from 1 to 3 staff members this academic year which is allowing us to put in further interventions for pupils to reduce the amount of repeat offenders and early evidence suggests that this strategy is working.



Group	Students	% Removals	% Over/Under	Removal rate		
Pupil Premium	316	34%	251	50%	16%	79.4
SEN	264	29%	215	43%	14%	81.4
Boys	502	54%	362	72%	18%	72.1
Girls	422	46%	138	28%	-18%	32.7
LAC	26	3%	28	6%	3%	107.7
EAL	68	7%	14	3%	-5%	20.6
All students	924	100%	500	100%	0%	54.1

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.