



Henley Bank High School

Pupil Premium Strategy

Statement

Henley Bank High School is part of the Greenshaw Learning Trust.

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Henley Bank High School – Part of the Greenshaw Learning Trust

Pupil Premium Strategy Statement 2026–2027

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.

This strategy directly complements the school's Raising Achievement Plan priorities around improving literacy, attendance, and the effective use of assessment data to close progress gaps.

School Overview

Detail	Data
Number of pupils in school	969
Proportion (%) of pupil premium eligible pupils	30.86% (299)
Academic year/years covered	2026–2027
Date published	September 2026
Date to be reviewed	September 2027
Statement authorised by	Stephen Derry (Headteacher)
Pupil premium lead	Faye Bradbury (Head of School)
Governor / Trustee lead	[To be confirmed]

Funding Overview

Detail	Amount
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Pupil premium funding allocation this academic year	£352,366
Pupil premium funding carried forward	£0
Total budget for this academic year	£352,366

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Henley Bank High School, we are committed to ensuring that every pupil - regardless of background or circumstance - achieves academic success, develops resilience, and has access to enriching experiences that build character and confidence.

Our strategy prioritises high-quality teaching, targeted academic support, and wider strategies that remove barriers related to attendance, wellbeing, and financial hardship.

Through high expectations, pastoral care, and access to cultural and extracurricular opportunities, we aim to close attainment gaps and prepare all students for future success.

Challenges

Challenge number	Detail of challenge
1	Low attendance and persistent absence among disadvantaged pupils.
2	Barriers to accessing cultural capital, enrichment, and extracurricular opportunities.
3	Emotional wellbeing and mental-health concerns affecting engagement and progress.
4	Financial hardship limiting access to uniform, equipment, and nutrition.
5	Lower academic outcomes, particularly in English, Maths, and EBacc subjects.

Intended Outcomes

Intended outcome	Success criteria
Progress 8 for disadvantaged pupils improves.	Gap with non-disadvantaged pupils narrows year on year.
Attainment 8 increases for disadvantaged pupils.	Basics 4+/5+ improves year on year.

Attendance for disadvantaged pupils improves, with persistent absence declining.	Attendance gap with peers lowers year on year.
Improved wellbeing and engagement.	Reduction in external referrals and improved student-voice outcomes.
All disadvantaged pupils access enrichment opportunities.	Participation tracked and reviewed termly.

Activity in this Academic Year

Teaching (CPD, recruitment and retention)

Budgeted cost: £45,450

Activity	Evidence base	Challenge(s) addressed
Curriculum and CPD development to strengthen adaptive teaching.	EEF Effective Professional Development	All / 5
KS5 curriculum expansion to include vocational and alternative pathways supporting engagement and progression.	EEF Collaborative Learning	5

Targeted Academic Support

Budgeted cost: £30,000

Activity	Evidence base	Challenge(s) addressed
Small group interventions for Year 11 pupils.	EEF Small Group Tuition	5
In-class mentoring for targeted students at risk of underachievement.	EEF Teaching Assistant Interventions	5

Wider Strategies

Budgeted cost: £245,500

Activity	Evidence base	Challenge(s) addressed
Counselling and wellbeing support in-school.	EEF Social and Emotional Learning	3
EWO support and attendance mentoring.	EEF Attendance Interventions	1
Uniform, equipment and food support.	EEF School Uniform	4
Peripatetic music tuition, DofE and enrichment trips.	EEF Arts Participation	2

Total budgeted cost: £320,904

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils (Validated 2025 - Provisional 2026)

Measure	2024–25 Outcome	2025–26 Outcome
Attainment 8 (PP)	34.9	37.37
Attainment 8 (Non-PP)	49	53.79
EBacc Entry (PP)	Low	Improving
Basics 4+/5+ (PP)	Above national average (Sig +)	48.98% / 32.65%
Basics 4+/5+ (Non-PP)	Above similar schools (Sig+)	78.76% / 58.41%

Narrative summary

Participation in the wider offer at HBHS has been getting smaller year on year with all year 7 and 8 students having a universal enrichment and a robust Legacy strategy has ensured that all students receive a culturally rich experience. A new role that supports our disadvantaged pupils has been created to continue to support getting students into our wider offer. This reflects the continued investment in both time, money and resources into ensuring this offer for all pupils at HBHS.

Since January 2026 attendance across the school, including disadvantaged students, has been improving month on month comparative to the year before with this trend continuing into this academic year. This reflects the impact of greater investment in our attendance teams and systems

Attainment 8 for disadvantaged pupils has been above national average both nationally and compared to similar schools and has been for multiple years across all attainment metrics. This reflects the continued investment in teaching staff, CPD and wider pastoral support that is invested heavily in.

Fixed-term suspensions have reduced significantly in the last year, notably among disadvantaged pupils. This reflects the continued investment in staffing, CPD and pastoral support.

Externally provided programmes

- National Tutoring Programme - *MyTutor*: one-to-one tuition in English and Science.
- Counselling and mentoring - *Chance is Change / Teens in Crisis*: external counselling complementing school provision.
- National School Breakfast Programme - *Family Action* (continuing 2025-26): DfE-funded breakfast support.
- Duke of Edinburgh Award - *DofE Foundation*: accredited enrichment opportunities.
- Structured conversations (attendance) - School-led / EWO model
- *All other interventions are delivered in-house by Barnwood Park staff.*

Further information

This strategy is informed by the Education Endowment Foundation (EEF) Toolkit and aligns with Greenshaw Learning Trust priorities. Progress, attendance, and wellbeing are reviewed termly to ensure funding removes barriers and enables sustained academic and personal development. Monitoring reports on progress, attendance, and wellbeing are presented termly to the Senior Leadership Team and to the Governing Body via the Inclusion and Standards Committee.

This statement will be reviewed annually and updated in line with DfE guidance.