Pupil premium strategy statement – Henley-in-Arden School

School overview

Detail	Data
Number of pupils in school	682
Proportion (%) of pupil premium eligible pupils	18.4 % 126 Pupils
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)**	2024 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	December 2027
Statement authorized by	Mr J Roper Associate Headteacher
Pupil premium lead	Mr C Brough Assistant Headteacher
Governor / Trustee lead	

Part A: Pupil premium strategy plan

Statement of intent

Our ambition for disadvantaged pupils is that they achieve outcomes in line with, or exceeding, their peers, while developing the knowledge, skills, and cultural capital needed for future success. This strategy is closely aligned with whole-school priorities, including improving attainment, strengthening literacy, and securing high standards of behaviour and engagement. At its core is a commitment to high-quality teaching, with a focus on evidence-informed practice, effective adaptation, and consistent classroom excellence to ensure all pupils can access an ambitious curriculum.

We recognise that some pupils are "doubly disadvantaged," facing additional challenges such as SEND, attendance concerns, or wider vulnerabilities, and therefore require a more integrated academic and pastoral response. Our approach avoids assumptions and is instead driven by robust diagnostic assessment, careful analysis of internal data, and ongoing progress monitoring. This enables us to provide personalised, targeted support that responds precisely to individual needs, ensuring every disadvantaged pupil can thrive.

Challenges

Challenge number	Detail of challenge
1	**<u>To reduce the PP attainment gap between PP and non-PP students.</u>** In 2025 as a school, we reduced the attainment 8 gap from -1.25 to -0.81. Although this is a huge improvement for our disadvantaged students, we are committed to reducing this even more significantly through our Quality Helps Target approach. Adapted teaching is utilized when needed as well as quality for all students through embedded teaching practices. PP students that attend 90% of the time achieve in line with non pp students with similar attendance (-0.1 of a gap). We were commended by the Secretary of Education in 2025 for our PP attainment and commitment towards our disadvantaged pupils.
2	**<u>To improve the literacy levels of PP students from years 7-9 through early identification of needs and removal of any barriers.</u>** A key challenge in Years 7–9 is that several pupils enter secondary school with literacy skills below age-related expectations. Weak reading, vocabulary, comprehension and writing skills can hinder access to the curriculum and limit pupils' ability to engage fully in lessons. This can affect confidence, progress and attainment across a range of subjects, particularly where subject-specific language and extended writing are required.

3	Pupil Premium receive 4-1 praise to sanction ratio pupils. To increase the ratio of praise to negative points for our disadvantaged pupils this year. Behaviour analysis shows that there is a direct correlation between this data, FTE and the impact on progress. 17/20 PP Students won our Gold PRIDE event which is exceptional and I want to build on this next year.
4	**<u>To reduce the attendance gap between disadvantaged pupil and non-disadvantaged pupils.</u>** In 2025/26, the attendance gap between disadvantaged (PP) pupils, at 82.18%, and their non-disadvantaged peers at 94.38%. This persistent gap reflects a complex range of barriers, including wider vulnerability factors such as social, emotional, and family circumstances, which can disproportionately impact PP pupils. As a school, refining our systems o for early identification, strengthening relationships with families, and implement targeted, personalised interventions are targeted through contact and CPD delivery. In year 9 (2025/26) attendance has for PP students (76.46%) has been a specific area of focus. There is a separate attendance improvement plan for PP which is discussed and reviewed at Senior Leadership level regularly and shared and discussed with Governors.
5	**<u>To ensure that PP students engage in enrichment opportunities and are supported to apply for aspiring future pathways.</u>** A key challenge within our secondary setting is ensuring that disadvantaged (PP) pupils fully engage in enrichment opportunities and are supported to access ambitious future pathways. While our NEET figure remains low at 0.7% (2025), indicating strong overall post-16 progression, disparities in participation and aspiration across year groups persist, this needs to be monitored and managed effectively. Some PP pupils face barriers such as limited cultural capital, financial constraints, or reduced confidence when pursuing enrichment and career opportunities. We intend to offer the best data available to help disadvantaged students make informed choices about their pathway after HIAS.

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	
1. To reduce the PP attainment gap between PP and non-PP students.	
This year's outcomes demonstrate strong progress in the attainment of disadvantaged pupils and indicate that our Pupil Premium strategy is having a positive impact. In 2025, 60.7% of disadvantaged students achieved a Grade 5+ in English, significantly above the national disadvantaged figure of 41.3% and placing the school in the "Above" national distribution band. This represents a substantial improvement from 29.0% in 2024 and has reduced the gap to national non-disadvantaged students from -38.4 percentage points to just -7.2 percentage points. Overall attainment also improved considerably. The disadvantaged cohort achieved an Attainment 8 score of 41.8, well above the national disadvantaged average of 34.9 and significantly higher than the school's 2024 score of 35.0. The attainment gap to national non-disadvantaged students narrowed from -15.0 to -8.7 points, demonstrating that disadvantaged students are making stronger progress and achieving outcomes increasingly comparable to their peers. Performance in Humanities further reflects the effectiveness of targeted intervention and support, with 75.0% of all students achieving Grade 4+, significantly above the national figure of 63.5%. These outcomes show that disadvantaged students are achieving outcomes in line with, and in some cases exceeding, national expectations for disadvantaged pupils. Moving forward, we will continue to focus on high-quality teaching, targeted academic intervention, attendance, literacy development and aspirations programmes to further narrow attainment gaps, secure strong Grade 4+ and Grade 5+ outcomes, raise Attainment 8 scores, and ensure all disadvantaged students progress to appropriate and ambitious post-16 destinations. PP students to achieve, or exceed, 4+ basics, in line with national average for all students. PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students. All PP students to get to suitable post 16 destination.	
2.To improve the literacy levels of PP students from years 7-9 through early identification of needs and removal of any barriers.	
To improve the literacy levels of Pupil Premium students in Years 7–9 through early identification of need and targeted intervention. By removing barriers to reading, vocabulary development and comprehension, the school aims to ensure that disadvantaged students can access the curriculum successfully and make strong progress across all subjects. **Star Reader** assessments will be used to identify literacy gaps, monitor reading ages and track progress throughout the year. Students requiring additional support will access the **Lexia** literacy programme, providing personalised intervention to develop reading fluency, comprehension and vocabulary. Success will be measured through: • Improvements in reading ages and Star Reader scores. • Demonstrable progress within the Lexia programme. • A reduction in the number of Pupil Premium students reading below their chronological age.	

- Improved attainment and engagement across the curriculum.
- A narrowing of the literacy gap between Pupil Premium and non-Pupil Premium students. This will be measured using nationally recognised Star Reader tests.

3.To reduce the behaviour gap between PP and Non pp Students.

To improve outcomes for Pupil Premium students by reducing internal truancy (3140 / 314 instances), improving homework completion (901) and punctuality (717), and decreasing incidents of low-level classroom disruption (1131) through consistent behaviour routines. Through targeted support and intervention, the school aims to narrow the behaviour gap between Pupil Premium and non-Pupil Premium students while maintaining a strong culture of recognition and reward that promotes participation, effort, engagement and positive learning behaviours.

4.To reduce the attendance gap between disadvantaged pupils and non-disadvantaged pupils.

In 2025/26, attendance for Pupil Premium (PP) pupils was 82.18%, compared with 94.38% for non-disadvantaged pupils, resulting in a significant attendance gap of 12.2 percentage points. Attendance among Year 9 PP pupils was particularly low at 76.46%, making this a key focus for intervention. The school's PP attendance is also below the national attendance rate for disadvantaged pupils, which is approximately 93% nationally (based on a national absence rate of around 7%), highlighting the need for continued improvement.

The intended outcome for 2026/27 is to achieve a 5-percentage point increase in PP attendance, raising overall PP attendance to 87.18% and Year 9 PP attendance to 81.46%. This will be achieved through earlier identification of attendance concerns, strengthened partnerships with families, targeted personalised support, and staff CPD focused on attendance barriers. Success will be measured by improved PP attendance, reduced persistent absence, and a narrowing of the attendance gap between disadvantaged and non-disadvantaged pupils Pro-active phone calls - more good news stories - through rewards and family involvement summer term pp attendance improved by 2%.

5. To ensure that PP students engage in enrichment opportunities and are supported to apply for aspiring future pathways.

Pupil Premium funding will be used to remove financial barriers to participation by fully or partially funding curriculum visits, educational trips, residential experiences and co-curricular activities. This will ensure that disadvantaged students can access the same enrichment opportunities as their peers, broadening their experiences, developing confidence and supporting their personal development.

Alongside this, students will benefit from a stable and progressive careers programme that raises aspirations, develops employability skills and supports informed decision-making about future education, employment and training pathways. Through targeted careers guidance, mentoring and personalised support, the school aims to ensure that all Pupil Premium students are well prepared for their next steps and can access ambitious post-16 destinations. Success will be demonstrated through increased participation in enrichment activities, curriculum and residential trips, sustained engagement with careers education, positive post-16 destinations and the maintenance of a NEET figure of **0.7% or below**, remaining below both local and national averages.

Part B: Review of the previous academic year

Section A: Summary Judgement.

Henley-in-Arden School remains committed to ensuring that disadvantaged students achieve highly and are fully supported both academically and pastorally. Throughout the year, disadvantaged students have been robustly tracked and monitored through termly reviews of attainment, progress, attendance, behaviour, and wellbeing. In 2025 as a school, we reduced the attainment 8 gap from -1.25 in 2024 to -0.81 in 2025. Each student has received individual monitoring, including dedicated telephone calls home each term, enabling strong communication with families and timely intervention where required. Analysis of school data highlights attendance as a key priority for continued improvement. Current evidence demonstrates that when disadvantaged students attend school at 90% or above, the attainment gap is effectively removed, with outcomes comparable to those of their non-disadvantaged peers. As a result, increasing attendance levels through enhanced monitoring, parental engagement, and targeted support will remain a central focus of the strategy.

The school has also identified the importance of strengthening students' sense of belonging, confidence, and engagement. A specific objective for the coming year is to increase the amount of praise and positive recognition received by disadvantaged students, ensuring it matches that received by non-disadvantaged peers. This will promote higher levels of motivation, self-belief, and participation, further supporting improved academic outcomes and personal development. Overall, the strategy reflects a proactive and evidence-informed approach to reducing barriers and securing equity of opportunity for all disadvantaged learners.

Section B: Academic Outcomes

Disadvantaged achievement at KS4 is strong. In 2025 achievement was above in nearly every category and significantly above in several categories including English and Math's Grade 5+. This is compared to disadvantaged students nationally. Our disadvantaged students EBACC Improvement is now above national average and the gap narrowing between non disadvantaged pupils.

Disadvantaged pupils - EBacc A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	28	11.7	9.9	Above (non-sig)	14.8	-3.2	Narrowing
2024	31	9.6	9.8	Close to average (non-sig)	14.7	-5.1	No meaningful change
2023	20	10.4	9.8	Close to average (non-sig)	14.7	-4.3	Not available

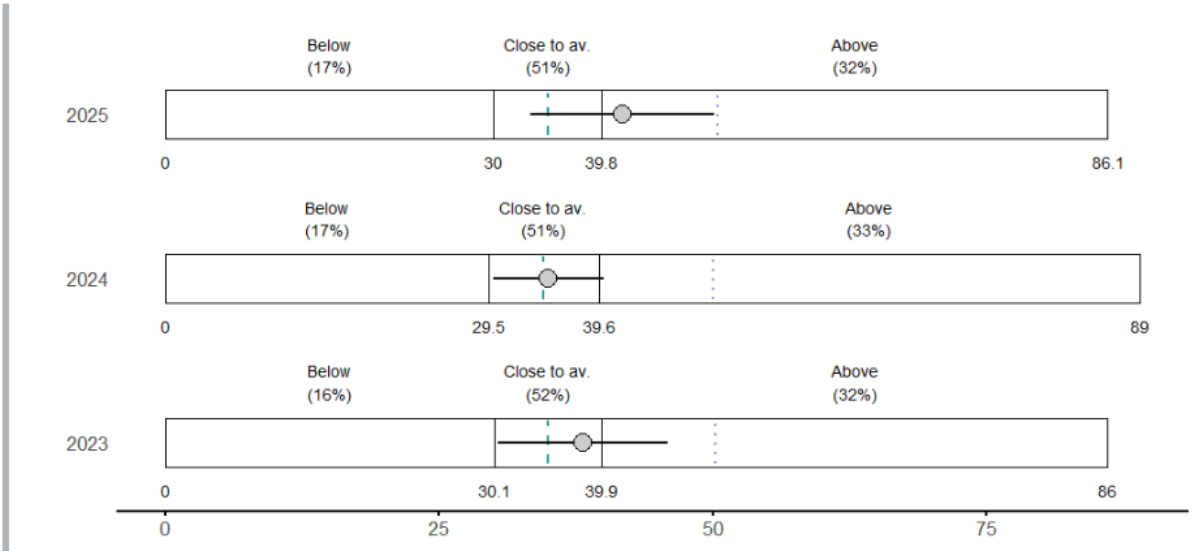
	2023	2024	2025
Overall A8	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)
English and maths grade 4 plus	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)
English and maths grade 5 plus	Close to av. (non-sig)	Close to av. (non-sig)	Above (sig+)
English A8	Above (non-sig)	Close to av. (non-sig)	Above (non-sig)
English grade 4 plus	Above (non-sig)	Close to av. (non-sig)	Above (non-sig)
English grade 5 plus	Close to av. (non-sig)	Below (non-sig)	Above (sig+)
Maths A8	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Maths grade 4 plus	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)
Maths grade 5 plus	Below (non-sig)	Close to av. (non-sig)	Above (non-sig)
Science grade 4 plus	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)
Science grade 5 plus	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Languages grade 4 plus	Above (non-sig)	Small cohort	Above (sig+)
Languages grade 5 plus	Above (sig+)	Small cohort	Above (sig+)
Humanities grade 4 plus	Close to av. (non-sig)	Below (non-sig)	Above (non-sig)
Humanities grade 5 plus	Close to av. (non-sig)	Below (non-sig)	Close to av. (non-sig)
EBacc A8	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)
Open A8	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)

The overall A8 gap is narrowing between disadvantaged and non-disadvantaged students nationally.

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	
2025	28	41.8	34.9	Above (non-sig)	50.4	-8.7	Narrowing	-
2024	31	35.0	34.6	Close to average (non-sig)	50.0	-15.0	No meaningful change	-
2023	20	38.2	35.0	Close to average (non-sig)	50.3	-12.2	Not available	-

▼ Chart



A positive trend is emerging where disadvantaged students are narrowing the gap in English and Math's as seen in the tables below.

Disadvantaged pupils - English grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	28	60.7%	41.3%	Above (sig+)	67.9%	-7.2	Narrowing
2024	31	29.0%	40.6%	Below (non-sig)	67.4%	-38.4	Widening
2023	20	50.0%	40.4%	Close to average (non-sig)	67.7%	-17.7	Not available

Disadvantaged pupils - Maths A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	28	7.8	6.9	Close to average (non-sig)	10.0	-2.2	Narrowing
2024	31	7.1	6.9	Close to average (non-sig)	9.9	-2.8	No meaningful change
2023	20	6.8	6.9	Close to average (non-sig)	9.9	-3.1	Not available

Section C: Wider Outcomes

The wider outcomes for disadvantaged students at Henley in Arden School show several strengths alongside clear priorities for further improvement. Attendance for disadvantaged (PP) students stood at 82% this academic year. While a range of targeted interventions and pastoral support have been implemented, attendance remains significantly below school expectations and will continue to be a key focus in 2026–27. In addition, 40% of disadvantaged students are recorded as persistently absent, making the reduction of persistent absence a priority target for next year through enhanced monitoring, family engagement and early intervention strategies.

Behaviour and engagement outcomes remain positive overall. Work continues to strengthen students' sense of belonging and participation in school life. A key

objective for the coming year is to improve the ratio of reward points awarded to disadvantaged students. Current data shows a 4:1 reward point ratio for PP students compared to 12:1 for non-PP students. Increasing recognition and celebration of positive behaviours will support engagement, attendance and achievement, helping to close this gap.

Reading interventions have continued to support identified students in developing literacy and confidence, while participation in enrichment activities remains a significant focus to ensure disadvantaged students access the full breadth of opportunities available. Early identification of low literacy levels will put students on a sensory tech pathway to accelerate their progress.

The school continues to demonstrate strong outcomes in careers education and post-16 destinations. The proportion of students classified as NEET remains exceptionally low at 0.7%, below the local average, reflecting the effectiveness of careers guidance and transition support. Maintaining these excellent destination outcomes will remain a priority as the school continues to raise aspirations and broaden opportunities for disadvantaged learners

Section D: Evaluation of Key Activities

This year, the school invested significantly in removing barriers to learning for disadvantaged students. Staff were provided with dedicated time to make regular phone calls home, enabling early identification of issues affecting attendance, engagement and academic progress. Disadvantaged students were also provided with revision guides and workbooks at the start of their GCSE courses to ensure they had the resources needed to be successful. Alongside this, ongoing CPD focused on strengthening quality first teaching and supporting staff to adapt learning effectively for all students, particularly those who are disadvantaged. The school also continued to provide financial support for educational visits and enrichment activities, including covering costs where activities were directly linked to the curriculum.

Evidence suggests these approaches have had a positive impact. Attendance initiatives, including attendance drives and incentivised rewards, contributed to a 2% improvement in attendance for disadvantaged students and helped to narrow the gap between disadvantaged and non-disadvantaged learners. Increased access to curriculum resources and targeted classroom support improved engagement and ensured disadvantaged students could participate fully in learning opportunities. Financial support for trips and visits also enabled students to access experiences that may otherwise have been unavailable to them.

Overall, these strategies have largely achieved their intended outcomes and will continue next year. The school will adapt attendance drives to ensure they take place at key points in the academic year where they can have the greatest impact. We will continue to prioritise disadvantaged students for careers guidance and support, maintain financial assistance for enrichment opportunities, and further develop quality first teaching so that disadvantaged learners continue to receive the targeted support needed to thrive both academically and personally. Quality First Teaching strategies like ‘silence is golden’, ‘retrieval practice’ or B/S/G tasks are utilised regularly to challenge all learners.

Section E: Changes for the Current Year.

Our evaluation of the previous year's strategy has reinforced the importance of ensuring that disadvantaged students have the resources and support needed to achieve their potential from the very start of the academic year. As a result, all GCSE and vocational subjects will be expected to provide disadvantaged learners with the appropriate revision guides, workbooks and learning materials at the beginning of their courses. By removing financial barriers and ensuring consistent access to high-quality resources, we aim to strengthen independent learning, improve student confidence and support improved academic outcomes across all subject areas.

Attendance will remain a key priority within the current strategy. Building on the success of attendance drives and incentivised reward programmes, we will introduce more strategically timed interventions at key points throughout the year to maximise impact. Evidence from the previous year demonstrated that targeted incentives can positively influence attendance and engagement, whilst also creating a positive culture for disadvantaged students. We will continue to use focused attendance campaigns, personalised support and regular communication with families to reduce persistent absence and further narrow the attendance gap.

The evaluation also highlighted the importance of high-quality classroom teaching and strong pastoral support. Therefore, we will continue to invest in CPD that strengthens adaptive teaching and ensures that intervention is closely linked to classroom practice. Quality assurance processes will be enhanced to monitor the effectiveness of teaching strategies for disadvantaged learners, while careers guidance, enrichment opportunities and mentoring will continue to be prioritised. By combining high-quality teaching, targeted intervention and wider support, we aim to improve both academic outcomes and personal development opportunities for disadvantaged students throughout the coming year.

Externally provided programmes

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

Programme	Provider
Attendance Support	Malachai
Mental Health	Life Space
Mental Health	Young Minds Matter
Decision Making	Right Path
Drugs Awareness	Youth Justice Service
Informative	Loudmouth
Well Being / Self Harm	Compass
E-Safety	Safe line