

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brixham College
Number of pupils in school	1011
Proportion (%) of pupil premium eligible pupils	30% (310 students)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mark Eager, Principal
Pupil premium lead	Will Dowling, Assistant Principal
Governor / Trustee lead	Dave Richardson, Regional Board of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,450
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£307,450

Part A: Pupil premium strategy plan

Statement of intent

Brixham College recognises that all students, regardless of their background, should have equal access to a curriculum which will enable them to reach their potential. Pupil Premium is a government initiative where additional funding is given to schools to enable them to:

- support students who are either entitled to Free School Meals, are Looked After or who are children of armed services personnel, in an attempt to ensure that their progress is maximised and the attainment gap between them and their peers is closed.

Our priority is to ensure that all disadvantaged students, including those who are performing well and other groups of students in need of support, are supported and challenged by adopting a personalised approach to ensure that their progress and attainment is maximised. We therefore use regular tracking of where the money is spent, evaluating the effectiveness and the impact, enabling plans to evolve or be amended if they are not having the intended impact.

The Department of Education has emphasised that ‘the government is quite serious in its ambition not to micromanage schools’. Schools should be the decision makers, using evidence to inform professional judgements. They have no particular view on using Pupil Premium on whole College initiatives, as long as the progress and attainment gap is closing between the highest and lowest achieving students, within the context of generally improving attainment.

Ofsted also agree that schools should have the autonomy to decide how the Pupil Premium is spent and confirm that there are no specific evaluations or judgements to be made. The Department of Education and Ofsted unanimously agree that Pupil Premium funding can be spent ‘where school leaders feel it is most needed’, as long as every effort is taken to ensure that all students, regardless of their background or ability, are given the opportunity to excel academically.

Pupil Premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundations – The EEF Guide to Pupil Premium Funding

For further details visit: <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Strategy – A tiered approach

At Brixham College we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

1. Teaching

Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring that every pupil is receiving the best quality experience in the classroom that we can offer is essential to success, and it is therefore the top priority for our Pupil Premium spending. High quality teaching is at the heart of our approach, with a focus on areas which disadvantaged students need the most support.

2. Targeted academic support

Evidence consistently demonstrates the positive impact of well-planned and delivered targeted academic support. We use a variety of support mechanisms including 1:1 and small group support as a key part of our strategy, to supplement effective classroom teaching and learning.

3. Wider strategies

The final element of our approach is to provide support in tackling the most significant, non-academic barriers to success at school, including attendance, behaviour and social and emotional support.

Tiered approach to supporting all disadvantaged students

Tier	Description	Category
Universal – Available to All Students	Pastoral tutor support After school revision Literacy strategies (Sentence starters) Bedrock Breakfast club Guided reading Chromebooks Nurture Groups Burgee's Sparx Trips and rewards Right Start 32% trip rule High Quality adaptive curriculum	Universal Support

	Extra-Curricular clubs Priority + targeted (Cold calling, drop down beside, Live marking) Work Experience CPD – Department practice Values Evening Values curriculum/FLD	
Tier 1 – Pastoral and Emotional Support	Enhanced Pastoral support 1-2-1 group support Emotional support Parental engagement	Pastoral
Tier 2 – Academic Support and Nurture	Head of Year support Additional Literacy (Lexia/Phonics + Morphology) Additional Numeracy support Harbour/Nurture group	Academic
Tier 3 – Multi-Agency and Specialist Interventions	Team Around the Child (TAC) SWS VW (Sound community/Numeracy) External Agencies WAVE Outreach	Specialist
Tier 4 – KS4/KS5 Targeted Support	Year 11 intervention (English/Maths/Science) University visits Targeted intervention Additional mentoring support	Targeted Support
Tier 5 – Quality Assurance and Data-Led Monitoring	Quality assurance Work scrutiny Attendance/behaviour monitoring and support 1-2-1 data meetings Departmental targeting based on grade analysis	Monitoring
Tier 6 – Behaviour and Engagement Monitoring	Suspension and monitoring Hard to reach Pupil Premium Champion	Engagement
Tier 7 – Aspirational and Enrichment Programmes	Your Future Story LEAP	Enrichment

Tier 8 – Alternative Provision	AP Lodestar	Specialist Support
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Challenges

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

Challenge number	Detail of challenge
1	The Attainment Gap in Key Stage 4 Results – Brixham College identifies the academic underperformance of socially disadvantaged students at the end of Key Stage 4. In 2025, Pupil Premium students achieving 5+ GCSE results at Level 4+ stands at 52% in comparison to non-Pupil Premium students stands at 69% - This is a percentage gap of 17%. In relation to students achieving 5+ GCSE grades of 4+, including English and Maths there is a gap 17%, with Pupil Premium students achieving 44% and non-Pupil Premium 61%. The gap at 5+ grades at grade 5 and above, the gap stands at 20%, with 13% of Pupil Premium students achieving this target.
2	Reading: Brixham College recognises that KS3 disadvantaged pupils generally have lower levels of reading comprehension than peers. Observations and assessments suggest disadvantaged students have weaker literacy and numeracy skills than their peers. This impacts on their progress in all subjects. The gap on entry in 2024 for Year 7 was 12.5% lower than their peers however this narrowed by the end of the year to 6%. Year 8 on entry had a 7% gap and this remained consistent throughout the year and Year 9 on entry had a 19% gap and this narrowed to a 8% gap. In Year 7, out of the 53 Pupil Premium students tested for their reading age, 70% have achieved a minimum reading age of 11+..This is in comparison to 76% for the whole year group. In Year 8, out of the 67 Pupil Premium students tested for their reading age, 63% have achieved a minimum reading age of 12+. This is in comparison to 70% for the whole year group. In Year 9, out of the 57 Pupil Premium students tested for their reading age, 56% have achieved a minimum reading age of 13+. This is in comparison to 65% for the whole year group.
3	Behaviour – Brixham College recognises that Disadvantaged students are more likely to be sanctioned repeatedly and more likely to be identified as less engaged in lessons than their peers. Disadvantaged students

	are more likely to be at risk of suspensions than their peers. Behaviour records suggest this is the case. Throughout the 2024/2025 academic year, 45% of suspensions involved Pupil Premium students, this is down 9% on the whole of the previous academic year. Out of this 45%, this equated to 17% of Pupil Premium students gaining a suspension due to the number of individual students and repeat offenders.
4	Digital Deprivation – At Brixham College we recognise potential barriers for disadvantaged students with engagement in lesson and completion of Seminar Study. However, book samples indicate when a disadvantaged student is present there is little difference between their peers however where the knowledge gaps appear down to poor attendance. Location brings high levels of lack of cultural capital for many of our students
5	Well-being – At Brixham College our assessments, observations, student surveys, parental contacts have identified social and emotional issues for many pupils, such as anxiety, depression (some of which is diagnosed by medical professionals) low confidence, low self-esteem. This is partly driven by concern about catching up on lost learning and exams/future prospects, and the lack of wider College experiences due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. This academic year has seen two thirds of the tier two and above SEMH intervention support offered at Brixham College utilized by disadvantaged students. Over two thirds of the students taking part in Year 7 transition SEMH intervention are disadvantaged. In total, over half of all SEMH support is allocated to this group because of the presented need. In the period 2024/2025, Pupil Premium students accessing students support services was significantly higher than non-Pupil Premium, with 57% accessing small group work and 1-1 support. 100% of Pupil Premium students have access to at least 1 key adult for support, with 100% of KS4 having access to multiple key adults to further support them, academically, socially and emotionally or through different avenues.
6	Attendance – At Brixham College we recognise that our attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, but throughout the 2024/2025 academic year, we have seen positive trends and a closing of the attendance percentage gap between Pupil Premium students and those who are non-Pupil Premium. The attendance for Pupil Premium during the 2024/2025 academic year students remained consistent from the start of term 1 until the end of term 6. In comparison, the 2023/2024 academic year saw a decline in attendance over the course of the same period of time. The attendance of students who are Pupil Premium, whilst still lower than those who are not Pupil Premium, improved by 3.44% last academic year. In 2024-2025, 50% of Pupils Premium students have been 'persistently absent' (<90%) compared to 37% for all College students during that

	same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. 2025 – 2026 Term 1 data indicates that there are still gaps in attendance and persistent absentees between Pupil Premium and non-Pupil Premium which will continue to be addressed and actions throughout the academic year.
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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
To narrow the attainment gap between disadvantaged students and their peers.	By the end of our current plan in 2025/26, student attainment at Key Stage 4 will be broadly in line with the school average. Introduce PP Champion at senior management level for whole school focusing the attainment and progress
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, a focus on Tier 2 and 3 vocabulary, being able to read challenging texts, Targeted questioning via Guided Reading, an improvement of academic writing and book scrutiny. Students will be supported with the range of adaptive teaching strategies in the classroom that include sentence starts and scaffolding. Reading development will continue through Bedrock Learning that will be rolled out and implemented across all subjects.
To achieve and sustain Improved attitude to learning with disadvantaged students.	Teacher reports, class observations and discussions with students would indicate that students are more able to monitor and regulate their own behaviour and attitude to learning. This is supported by a reduction in the number of disadvantaged students isolated or experiencing suspensions.
To improve disadvantaged	Teachers develop effective in class approaches to ensure the progress of disadvantaged students. Students demonstrate

engagement with Digital technology , including self-regulation of Seminar Study and coursework completion.	the equivalent progress in lessons as that of their peers. Students will be equipped with being able to answer challenging questioning and engagement in thinking tools. Disadvantaged students have high rates of completion with Seminar Study and coursework completion.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • Higher levels of engagement in lessons. Qualitative data from student voice, student and parent surveys and teacher observations. • Increased numbers of students achieving independence from and decreasing reliance on enhanced SEMH support. • Increased levels of participation in enrichment activities, particularly among disadvantaged pupils. • Destination (NEETs) through enhanced CEIAG for disadvantaged students • A reduction in lateness to lesson • Reduction in time out cards for those leaving the classroom
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Sustained high attendance from 2025/26 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%. • the percentage of all pupils who are persistently absent being below the national figure of 27% and the figure among disadvantaged pupils being no more than 20% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £103,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced focus on T&L on 'The Brixham Way' and 'Adaptive Teaching strategies' via Deliberate Practice and Coaching. The embedding of the 'Thinking Toolkit' and online Seminar Study.	This includes teaching a range of strategies to support students with approaches used in the classroom and independent seminar study, with the securing of knowledge and skills. It is suggested that teaching meta-cognitive strategies to students can help students become more independent learners. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF 'Developing Boys Literacy' from 'The Boy Question' by Mark Roberts 'The 6 Principles' by Andy Tharby 'Teaching for Mastery' by Mark McCourt TSAT 'Thinking ' Maps, Hats, habits of mind	1,4
Reading: Ensure the curriculum has a rigorous and sequential approach to developing students' fluency, confidence and enjoyment in reading. Reading in all year groups is regularly assessed and interventions are swift to address any gaps *	It is critical to develop student resilience and confidence to be able to deal with challenging texts which enables them to them from attempt and access assessments and examination questions. Students who read more widely will extend their vocabulary. Closing the Vocabulary' Gap by Alex Quigley 'Improving Literacy in Secondary Schools' EEF 'Developing Boys Literacy' from 'The Boy Question' by Mark Roberts 'Reading Reconsidered' by Doug Lemov	2

	‘Reading for Meaning’ by Doug Lemov ‘Wigfield, Guthrie and McGough’ Measuring Motivation in Reading.	
Quality Assurance to have an increased focus on PP groups to ensure standards and educational experiences are in line with non-PP students. This will include a focus on the classroom, enrichment and CEIAG. Quality Assurance will also focus on CPD which will include Learning Walks, Students Voice, Book Sample, monitoring of data. professional dialogue and access to a breadth of online networking and resources to support teacher pedagogy. *	Continued professional development, understanding the specific needs of our disadvantaged students and developing pedagogy which supports high quality teaching and learning. ‘Teacher Quality: why it matters, and how to get more of it’ 2010 by Dylan William ‘Lesson Study Handbook’ by Pete Dudley ‘Closing the Vocabulary’ Gap by Alex Quigley ‘Improving Literacy in Secondary Schools’ EEF Teaching and Learning Toolkit – EEF EEF – Using your Pupil Premium funding effectively EEF – ‘Teacher Feedback to Improve Pupil Learning’ ‘Developing Boys Literacy’ from ‘The Boy Question’ by Mark Roberts ‘Reading Reconsidered’ by Doug Lemov ‘Teaching for Mastery’ by Mark McCourt ‘Reading for Meaning’ by Doug Lemov ‘Wigfield, Guthrie and McGough’ Measuring Motivation in Reading ‘The 6 Principles’ by Andy Tharby ‘Teaching for Mastery’ by Mark McCourt	1,2,3,4

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted reading intervention using KS3 Lexia, Bedrock Learning, Phonics and Fresh Start Training for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.*	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
Targeted KS3 Maths intervention for disadvantaged pupils who need additional help to support numeracy gaps *	Numeracy intervention strategies can have a positive impact on students' ability to access and understand mathematics. EEF – 'Improving Mathematics in Key Stage 2 and 3'	1
Targeted KS4 English, Maths and Science Intervention	Targeted Core Intervention can have a positive effect in addressing knowledge gaps in smaller groups during morning registration and on a regular basis.	
Introduce KS4 PP Champions across the school focusing the attainment and progress *	A focus on small groups of disadvantaged students	1

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

Budgeted cost: £103,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of student support services to provide students with strategies to support	Evidence suggests effective mental health strategies can support young people with improved resilience and engagement in the classroom. Attachment Theory - Louise Bomber	5

mental health and increased levels of engagement in the classroom.*	Boys don't try - Matt Pinkett and Mark Roberts Cognitive Behavioural Therapy - Youth Endowment Fund Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) Safeguarding Team to support the understanding of ACE on a child's development	
Behaviour: Embedding 'The Behaviour Hub', CPD to ensure a consistent approach through pastoral and academic intervention. Use the approach of Tom Bennet to ensure consistency and transparency in the implementation of behaviour expectations for both students and staff.	There is evidence to suggest that Tom Bennet's approach to behaviour management is effective and can have a high impact on reducing low level disruption and reducing isolations, Fixed term suspensions and permanent exclusions. EEF –Effective Behaviour Management Tom Bennett summary.pdf (tombennetttraining.co.uk) - Training for beginner teachers Resources for School Leaders - Tom Bennett Training Attachment Theory - Louise Bomber Boys don't try - Matt Pinkett and Mark Roberts Cognitive Behavioural Therapy - Youth Endowment Fund Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) Safeguarding Team to support the understanding of ACE on a child's development	3
Key Pastoral staffing to support disadvantaged students	We have identified the need for an enhanced layer of support for disadvantaged students with emerging social and emotional issues, academic underperformance as identified through our monitoring systems. These students	5

	benefit from additional monitoring and pastoral support.	
Attendance: Embedding principles of good practice set out in DfE's Improving School Attendance advice *	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Attendance Matters - publication School attendance: guidance for schools - GOV.UK (www.gov.uk) Leaders Personal, social, health and economic (PSHE) education - GOV.UK (www.gov.uk) The Key - Online support tool for Senior KSIE 2021	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

NB: * indicates those activities approved in the PP Guidance document “Menu of Approaches”

Total budgeted cost: £307,450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

GCSE Headline Data

- **English and Maths 4+:** A 6% increase in Pupil Premium match students compared to last year, aligning with predicted outcomes.
- **PP Girls:** Attainment 8 rose from 31.71 to 34.33. Pupil Premium girls demonstrated progress across English, Ebacc, and Open Bucket subjects.
- **Overall PP Achievement:** Pupil Premium students underperformed compared to last year and fell short of predicted outcomes, with an Attainment 8 gap of -13.7.
- **Widening Gap:** The gap between PP and non-PP students has widened, particularly in Ebacc and Open Bucket subjects. Notably, PP boys saw a decline in Attainment 8 from 31.01 to 22.07.
- **Subject Strengths:** Pupil Premium students performed well in Art, Biology, Child Development, English Language, Health & Social Care, Photography, Sport, and Textiles.
- **5 Grades 9–4:** 29.79% of Pupil Premium students achieved 5 GCSEs at grades 9–4 (Boys: 20%, Girls: 41%).

A Level Headline Data

- **Applied Subjects:** Pupil Premium students outperformed non-PP peers in Value Added (VA) for Applied subjects.
- **High Achievement:** All Pupil students achieved A*-A grades, exceeding their targets.
- **Widening Gaps:** A VA gap of 0.18 between Pupil Premium and non-Pupil Premium students was recorded.
- **Academic Decline:** Despite strong vocational performance, academic grades among Pupil Premium students declined compared to last year's positive VA.
- **Targeted Support:** Intervention time is being timetabled for underachieving Pupil Premium students, especially those at risk of E3 or U grades.

KS3 Literacy and Curriculum Support

- **Reading Age Progress:** KS3 data shows a closing gap in reading progress, though PP students remain behind non-PP peers. Increasing numbers of students are entering with reading ages below 8.
- **Bedrock Vocabulary Programme:** Funded through Pupil Premium, Bedrock has been introduced in Years 8 and 9, starting with English and expanding across subjects to improve vocabulary acquisition.

Targeted Intervention and Monitoring

- **Pupil Premium Champion:** Actively supports hard-to-reach Year 11 students, focusing on coursework completion and provision mapping across all year groups, with Year 11 as the priority.
- **SLT Oversight:** A spreadsheet tracks Pupil Premium students in Year 11 at risk of not completing GCSEs. These students are reviewed every three weeks with action plans and SLT mentoring.
- **Middle Leader QA:** Students targeted at 4+, 5+, and 7+ are identified for in-class support. Progress is monitored through subject leads and class teachers.
- **Adaptive Teaching:** Pupil Premium students are flagged in Arbor and on seating plans. Staff have received CPD on adaptive strategies that benefit learners.

Pastoral and Enrichment Initiatives

- **Pupil Premium Strategy Meetings:** held fortnightly to review provision. A large number of senior and support staff also attends weekly Team Around the Child meetings to coordinate support.
- **Breakfast Club Relaunch:** Scheduled for the first week after October half-term. Pupil Premium students will have access to free breakfast daily (8:00–8:30am).
- **LEAP Programme:** Continues to support HPA students with events focused on future aspirations and life choices.
- **Your Future Story:** In partnership with Colyton Grammar School, 7 HPA Pupil Premium students have been selected for a long-term enrichment programme (10 Years) involving university visits, employer engagement, and collaborative projects across Devon.
- **Trip Equity:** Faculty Leaders have agreed that all school trips must include a minimum of 30% Pupil Premium students to ensure equal access to enrichment opportunities.

KS5 Summary

- **Vocational Success:** Pupil Premium students, particularly boys, showed marked improvement in vocational subjects, indicating that targeted strategies are beginning to close long-standing gaps.
- **Academic Challenges:** Despite vocational gains, academic performance among Pupil Premium students declined, highlighting the need for differentiated support and sustained intervention.

The strategies implemented to support disadvantaged students in overcoming barriers to achievement are now becoming embedded and showing positive outcomes at A Level. While the impact of the pandemic has been felt most acutely by our disadvantaged and vulnerable learners, we have worked resolutely to mitigate these effects.

Our unwavering commitment to keeping students engaged in education—through the delivery of a high-quality curriculum, excellent teaching and learning, and robust pastoral care has helped address the complex social and emotional challenges many have faced. This holistic approach is beginning to yield tangible progress and improved outcomes for those most affected.

Each year we assess Reading Ages and measure the progress as well as a subject formative assessment. Reading Ages can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive literacy support through interventions or teacher instruction. In 2024, the attainment gap on entry for Year 7 Pupil Premium students was 12.5% below their peers. By the end of the academic year, this gap had narrowed to 6%. Year 8 students entered with a 7% gap, which remained consistent throughout the year. Year 9 students began with a 19% gap, which reduced significantly to 8% by year-end.

Reading age assessments show encouraging progress across all year groups:

- **Year 7:** Of the 53 Pupil Premium students tested, 70% achieved a minimum reading age of 11+, compared to 76% across the whole cohort.
- **Year 8:** Among the 67 Pupil Premium students tested, 63% reached a minimum reading age of 12+, versus 70% for the full year group.
- **Year 9:** Out of 57 Pupil Premium students tested, 56% attained a minimum reading age of 13+, compared to 65% of their peers.

With the introduction and investment in the **Bedrock Literacy programme**, we are now better equipped to assess students' literacy levels and deliver more targeted interventions. This strategic approach will support continued progress and help close the attainment gap further.

Last year, we introduced and embedded a comprehensive CPD programme to support high-quality Teaching & Learning and reinforce 'The Brixham Way'. Quality Assurance processes indicate that 'The Brixham Way' is becoming firmly embedded, with students actively engaging in seminar-style study and academic routines.

All teaching staff received targeted CPD on key pedagogical strategies, including:

- **Closing the Vocabulary Gap**
- **Disciplinary Literacy**
- **Adaptive Teaching Strategies**

This year, we have introduced a new weekly system of **Deliberate Practice**, designed to reinforce 'The Brixham Way' and deepen staff understanding of **metacognition**. In addition, teachers have received CPD focused on supporting **Pupil Premium** students in the classroom, with practical strategies such as:

- Developing a clear rationale for seating plans
- Prioritising marking of Pupil Premium students' work
- Providing in-the-moment support by checking understanding through proximity

Our **Pupil Premium Champion** plays a vital role in offering a forensic view of individual student needs, enabling precise targeting of interventions and support where most needed.

Work Scrutiny is conducted three times a year, with a specific focus on comparing the output of Pupil Premium students' books against those of their non-Pupil Premium peers. This process enables us to monitor consistency, quality, and progress across cohorts.

We continue to strengthen our **maths teaching and curriculum planning** in alignment with DfE KS3 and EEF guidance, embedding a **mastery curriculum** to ensure consistency in methods and procedures. Teachers have been released for dedicated meeting time to embed key elements, including **Teaching for Mastery** training. All teaching staff have received CPD on calculator use, and calculators—alongside electronic versions—have been made available on all teaching desktops. Teachers actively support Pupil Premium students in lessons by auditing calculator access and ensuring confident usage.

To remove barriers to learning, we provide each **Pupil Premium student** with essential equipment, including calculators from Year 7, regularly replenished green pens for self-assessment, and **Chromebooks** to support Seminar Study. In addition, all Pupil Premium students receive **GCSE Revision Guides** to facilitate extended learning at home.

Attendance remains a key priority. We continue to improve attendance across all student groups through targeted interventions and strengthened parental engagement. Despite national challenges following the pandemic, our attendance figures remained broadly in line with the national average. Brixham College has placed particular emphasis on **attachment and emotional support**, ensuring students feel safe, supported, and ready to learn.

Last year, we deepened our commitment to **behaviour, mental health, and well-being** by significantly increasing staffing in these areas. We introduced targeted interventions, including **boys' project groups** for students with challenging behaviour. As a result, all participating students have remained engaged in education.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support with enrichment activities.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our Pupil Premium Strategy has been supplemented by the College's investment in technology. Access to technology will ensure our students organise, communicate, learn and study at home and in the College. The provision of Chromebook to all of our students will narrow the gap with the digital divide and compensate for the negative impact of college closure or periods of isolation which impact on student progress. This wider school strategy has been implemented to support all students, most importantly ensuring disadvantaged students are not marked out from their peers.

We have continued to move to a digital world in our 'normal way of working taking a blended approach to teaching and learning, continuing to develop digital literacy with both our students and staff. Our focus will be ensuring all disadvantaged students are accessing digital technology fully, using this to support all aspects of their studies both in the classroom and beyond.