



## The Cowplain School

**Work hard. Enjoy learning. Achieve highly.**

# Annual Review of Progress Towards Equality Objectives

**Year 1 Review – (Reviewed and Updated December 2024)**

***Objective 1: To ensure that disadvantaged students are supported following the Coronavirus (COVID-19) pandemic and the rise in the cost of living and that measures are in place to close any potential gap that has been amplified by the pandemic between their outcomes and the outcomes of other students.***

- Christmas 2024 – 50+ hampers will again be delivered as part of The Cowplain Appeal to vulnerable families.
- Breakfast Club is very active and is increasing in popularity/need every year. Kellogg's breakfast grant obtained September 2024. Donations provided by staff and other outside agencies, such as food banks and supermarkets. In year 23/24 Breakfast Club had an average of 120 students attending on a weekly basis, up from 105 in the previous year. They are fed with hot toast, crumpets, cereal, fruit, yoghurts and drinks.
- Connect4Communities programme promoted for every holiday period.
- 25% of disadvantaged students attended an after-school club during 2023/24, approximately the same as non-disadvantaged.
- Accessibility plan supports the ability to provide a curriculum that is free from limitations.
- Careers programme targets disadvantaged students, ensuring that they and SEND students have equal access to careers advice and guidance.
- Additional arrangements ensure our most disadvantaged students (those in the Resilience Centre) have a careers advisor supporting this provision.
- Through our partnerships with further, higher and training providers we provide additional opportunities for our disadvantaged students allowing access to a wide range of careers programs and opportunities.
- T&L continues to focus on Rosenshine's principles, focussing on order and structure, especially relevant for disadvantaged learners.
- Alternative provision has been further developed over the year. EBSA provision has been developed to support vulnerable children to improve their attendance and the key worker for EBSA has also assumed a family support worker role, visiting parents and students in

their home; The Rose Building has been developed from 1/9/2023 to provide further school-led alternative provision for vulnerable students.

- A greater curriculum offer has been made during 23/24 i.e. SERT (new green technologies); Forest School; Football coaching; gardening; music fusion etc..
- The SEND Resource provision continues to grow and is being supported by Hampshire LA, with 6 new students starting in the ASC Resource in September 2024
- Approximately £5000 of pupil premium funding was used in 23/24 to pay contributions towards disadvantaged students wishing to attend school camps.
- A £10 voucher was issued to every family who wanted it to subsidise the cost of introducing a new skirt in September 2024, to ease the cost pressure on families.
- Assertive/academic mentoring has been introduced in 23/24 for disadvantaged Y7 students
- PP achievement in 2024 improved slightly from 2023 figures (-0.77 from -0.85), although non-disadvantaged improved at a faster rate. The P8 score for non-disadvantaged students was 0, whilst for disadvantaged it was -0.77.

**Objective 2: To implement strategies focusing on empowering and educating girls and boys which make the reducing gaps in performance between them at GCSE increasingly sustainable.**

- Girls on Board programme has successfully run in 24/25
- Assemblies on misogyny and inappropriate language are continuing in 2024/25
- Achievement of both boys and girls improved, although girls outperformed boys (P8 score for girls was -0.43, for boys -0.1.)

**Objective 3: To promote value-based learning and 'diversity' as a core component of the curriculum, challenging prejudicial language and behaviour.**

- OFSTED (March 23) commented; *'Pupils understand the importance of respecting differences between people and celebrating diversity. Should any bullying or discrimination occur, pupils rightly trust that staff will listen and deal with it effectively.'*
- Developing character is integrated in all curriculum plans as one of the 3 key strands underpinning the curriculum
- Character values are promoted in RSHE curriculum
- Flowchart developed and implemented which states actions taken to tackle initial and repeated use of prejudicial language
- Pack continues to be used effectively to be worked through by students using repeat of prejudicial language

**Objective 4: To educate students so they are accepting of diversity and difference and understand the mental health issues that many of their peers face. Students in need have equal access to the best mental health provision the school can provide.**

- OFSTED (March 24) commented; *'The school considers pupils' personal development carefully. Pupils value learning about different religions and cultures. They learn to take care of their mental health and well-being, including age-appropriate relationships and consent.'*
- Reflection Time programme celebrated key national events in 2023/24 i.e. ADHD day / Women in Science / Black History Month /
- The Pride Group has grown in number and have influenced policy, assemblies etc.
- Books chosen for the reading programme have been specially selected to focus on diversity
- Senior Mental Health Lead/School Psychologist has expanded provision to tackle greater number of MH issues

- Engagement with MHST has expanded
- School has continued to engage with BEEWELL programme
- MH Ambassadors selected continue to work effectively in 2024/25
- MH assemblies and parent evenings continue in 2024/25
- New ELSA appointed September 2024 to increase capacity within our SEND/ mental health provision

<b>Date Reviewed and approved:</b>	December 2024	<b>Reviewed by:</b>	IGS	<b>Next Review:</b>	Sept/Oct 2024
<b>Summary of changes made:</b>	New document				