



## The Cowplain School

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

# Annual Review of Progress Towards Equality Objectives

**Year 2 Review – (Reviewed and Updated December 2025)**

***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 2025 – Hampers again delivered as part of The Cowplain Appeal to vulnerable families.
- Breakfast club continues to be accessed by students across all year groups. It began slowly in September 25 but once the new year 7s became more confident the numbers increased. We currently serve anywhere between 20 to 35 students per day. We once again secured a £1,000 grant from Kellogg's in October 25 and continue to subsidise this with donations from parents, staff and supermarkets.
- September 2025 – Introduction of Learning Coaches for all K students on the SEN register.
- Connect4Communities/HAF programme promoted for every holiday period.
- 25% of disadvantaged students attended an after-school club during 24/25 approximately the same as non-disadvantaged; we will drive increased numbers for 25/26.
- 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.
- 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, alongside HOYS/AHOYS who visit approximately 6 families daily.

- Alternative provision has been further developed over the year, with further school-led alternative provision developed for vulnerable students. For example, an alternative curriculum has been created for a key group of boys in Year 10, offering core subjects as well Food Prep, Forest School, E-sport and support from our School Psychologist.
- 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 2025
- Pupil premium funding was further used in 24/25 to pay contributions towards disadvantaged students wishing to attend school trips.
- Disadvantaged attainment (A8) was 25.9; 38.3% of disadvantaged students achieved 4+ English and Maths compared to a national pass rate of 43.5%, for disadvantaged students. This is noted on IDSR to be narrowing compared to previous years. The 5+EM figure is 12.8% and again noted as narrowing by the DfE.
- Disadvantaged attainment is skewed by 20 male disadvantaged students, all of whom were low and mid prior attainers, of which 3 were educated off site, and 2 were medically persistently absent. (there were also 3 girls persistently absent). Removing those students from the data increases Attainment 8 to 26.2 for the males and 35.8 for the females – still leaving a gap to national and in school, but a far smaller one.

***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 continues to run and is effective. A Programme of Boys on board will start in Spring 26
- Assemblies on misogyny and inappropriate language are continuing in 2025/26. We have seen a reduction of 22% in reported incidents of prejudicial language during 24/25.
- The gender difference was minimal in the 2024/25 cohort. Overall Attainment 8 was 39.2, with the girls achieving 38.9 and boys achieving 39.4, boys achieved slightly better. Girls did however outperform boys in the 4+EM grade where girls achieved 67% and boys 58%. The 5+ figures for English and maths again shows little difference with girls achieving 39% and boys 38%.

***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;*’ this mantra has been continued in 24/25.
- A ‘Developing Character’ curriculum has been introduced for Years 7 and 8, delivered by tutors in daily reflection time sessions, supported by additional assemblies at the start of the Autumn 25 term.
- Developing character is integrated in all curriculum plans as one of the 3 key strands underpinning the curriculum
- Character values continue to be promoted in RSHE curriculum
- Flowchart developed and implemented which states actions taken to tackle initial and repeated use of prejudicial language
- 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.*' This continues to be the case.
- Reflection Time programme celebrated key national events in 2024/25 i.e. ADHD day / Women in Science / Black History Month / 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; data is positive compared to national results. This has been shared with all stakeholders, including parents.
- MH Ambassadors selected continued to work effectively in 2024/25
- MH assemblies and parent evenings continued in 2024/25
- ELSA appointed continues to develop her case load, working with more students during 24/25.

<b>Date Reviewed:</b>	December 2025	<b>Reviewed by:</b>	ACS/ IGS	<b>Next Review:</b>	December 2026
<b>Summary of changes made:</b>	New document				
<b>Approved by Academy Trustees on:</b>	27 <sup>th</sup> January 2026				