SPARSHOLT COLLEGE GROUP

SPARSHOLT CAMPUS

ANDOVER CAMPUS

UNIVERSITY CENTRE SPARSHOLT

Equality, Diversity & Inclusion (EDI) Policy

Integrity • Valuing Others

Our Mission

Raising Aspirations, Unlocking Potential, Advancing Futures

Our Values

Excellence, Passion, Teamwork, Integrity, Innovation,

Sustainability, Valuing Others and Supportiveness

Sparsholt College Group

The Sparsholt College Group (the College Group) includes Sparsholt College, Andover College, University Centre Sparsholt, Sparsholt College Services, Westley Enterprises and Andover Town Football Club. College Group policies apply to each part of the group unless specified otherwise.

The *Equality, Diversity and Inclusion Policy* was approved by the Board of Governors in October 2024 and was updated in October 2026 with the latest staff and student data.

Originator:	Vice Principal Curriculum
Located:	College Group Websites
	College Group Intranet
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EQUALITY, DIVERSITY & INCLUSION (EDI) POLICY

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EQUALITY, DIVERSITY & INCLUSION (EDI) POLICY

1 Purpose

1.1 At Sparsholt College Group (the College), we are committed to fostering an inclusive environment where everyone feels respected, valued, and supported. Our commitment to equality, diversity, and inclusion (EDI) is integral to our ethos and values and guides all aspects of our work. We believe that diversity enriches our learning environment, enhances creativity, and prepares our students for success in a globalized world regardless of the career they pursue.

1.2 Our commitment to equality, diversity and inclusion is embedded throughout our vision statement and values:

- Excellence
- Passion
- Teamwork
- Integrity
- Innovation
- Sustainability
- Valuing others
- Supportiveness

1.3 Our EDI policy identifies our key objectives and an action plan detailing our journey to achieving these. This policy should be read with our strategic plan and underpins our obligations to our staff and student community.

1.4 As such, the overarching aims of this policy is:

- To embed equity and inclusion within the curriculum to help prepare our learners for the future workplace in a world that is diverse
- To promote an inclusive culture so that staff and learners can flourish. This will be achieved through:
  - robust employment policies and processes that have equality, diversity and inclusion at their core
  - ensuring that equality, diversity and inclusion is embedded into initiatives and activities across the College
  - removing any achievement gaps within our learner community
- To celebrate the diversity within our community so that others recognise the opportunities available at the College
- To embed our commitment to zero tolerance to all forms of harassment and discrimination
- To highlight our commitment to only work with organisations and contractors that share our values and commitment to equality, diversity and inclusion

2 Defining Equality, Diversity and Inclusion

2.1 Equality refers to ensuring that everyone has the same opportunities, rights, and treatment,

regardless of their background, characteristics, or circumstances. It involves the absence of discrimination and the promotion of fairness and justice for all individuals. The emergence of the term ‘equity’ is used to express the concept that each person has different circumstances and may need tailored adjustments or support to overcome barriers to achieve outcomes on a par with others. The College recognises that some groups and individuals have particular needs that must be met to allow them to fully engage at college. This may require some adaptation or flexibility on our behalf to ensure equality of access or opportunity.

2.2 Diversity encompasses the range of differences among individuals, including but not limited to race, ethnicity, gender, sexual orientation, age, disability, religion, socio-economic status, and cultural background. It acknowledges and values the unique perspectives, experiences, and identities that individuals bring to a community or organisation. We recognise that our community is enriched by this diversity and seek to celebrate this. We take seriously our commitment to ensuring all those that join our community are supported to have an understanding of the cultural, social and intellectual impact they each have on our College.

2.3 Inclusion involves creating an environment where all individuals feel welcomed, respected, and valued for who they are. It goes beyond simply acknowledging diversity and actively seeks to involve and empower individuals from diverse backgrounds, ensuring that they have equal access to opportunities, resources, and participation. Inclusion promotes a sense of belonging and fosters a culture of collaboration, equity, and mutual respect. This will be embedded throughout all our work.

3 Legal Framework

3.1 As well as the educational purpose, colleges have legal responsibilities to promote equality, diversity, and inclusion in accordance with legislation and regulations. The Equality Act 2010 prohibits discrimination, harassment, and victimization based on nine protected characteristics such as age, disability, gender reassignment, marriage or civil partnership, pregnancy or on maternity leave, race, religion or belief, sex, and sexual orientation. The Act imposes both general and specific duties upon the College. It applies to the Group as an organisation but also to anyone working or studying with us and any partners, contractors and stakeholders.

3.2 The College will publish information annually that demonstrates compliance with the Equality Act, 2010. This includes:

- Our EDI Policy which sets our general approach to eliminating discrimination, advancing equality of opportunity and fostering good relations across our diverse community, and replaces our previous Single Equality Scheme.
- Publishing specific equality objectives which provide a framework for actions and targets which will be reviewed regularly.
- An annual report about our progress and statistics on the representation of people with different protected characteristics among our staff and student communities, updated and republished annually.
- Annual reports on gender pay gap data and analysis which cover all employees.
- Related policies which support our commitments to equality, diversity and inclusion, including in relation to freedom of speech, bullying & harassment, sexual misconduct, and recruitment.
- Our University Centre Sparsholt Access and Participation Plan for supporting equality of opportunity in higher education.

Appendices A-B provide the latest data on the representation of people with different protected characteristics among our staff (as at July 2025) and students (for the year 2024-25).

3.3 It is unlawful to discriminate directly or indirectly in recruitment or employment because of any

of the nine protected characteristics set out in the Equality Act 2010. No member of staff, or prospective member of staff, should receive unfair or unlawful treatment due to their protected characteristic(s). The College will seek to identify and act upon any unfair or unlawful discrimination which denies individual opportunities due to the criteria mentioned above. In addition, it is unlawful not to make reasonable adjustments to assist an employee or student where there is a legal duty to do so.

3.4 This complies with the Equal Pay Act 1970 through its use of a structured pay system and fully complies with the Gender Pay Gap reporting obligations. Any inequalities in equal pay will be tackled through equal pay action plans.

3.5 All members of our College community are required to support and comply with equality and diversity legislative requirements, including the Equality Act 2020 (which brought together previous legislation), the Worker Protection Act 2023 (an amendment to the Equality Act 2010 which aims to protect against sexual harassment at work), and the Human Rights Act 1998.

4 Scope

4.1 This policy applies to all individuals working for or on behalf of the College including members of the Board of Governors, staff (including volunteers and interns), external contractors, agency workers, suppliers, customers and students.

4.2 The EDI policy outlines our commitment in fostering an inclusive College where people are respected, treated with dignity and allowed to unlock their potential. Governors play a significant role in creating and nurturing an inclusive organisation where all can flourish.

4.3 The College expects all managers to set an appropriate standard of behaviour, lead by example and ensure those that they manage adhere to this policy. Managers will be given appropriate training on equal opportunities awareness and best practice in recruitment and selection.

5 Responsibilities

5.1 All staff

- Read, understand and implement the actions set out to successfully implement this policy
- Undertake, complete and implement all relevant CPD in relation to EDI
- Work respectfully with all other members of the College community and support one another to uphold the highest standards of behaviour
- Through teaching, learning and assessment, staff will ensure that resources and activities avoid stereotyping and discrimination and fully embeds equality and diversity within the lesson
- Challenge and reports concerns, and feel able to do so, in a safe and supportive manner
- By implementing the policy will ensure that they, and the College, comply with the legal requirements set out in this policy

5.2 Governors

- The Board of Governors is responsible for ensuring that the College complies with its legal duties through approving an EDI policy and related policies, including our equality objectives, and through monitoring of delivery by management of an EDI action plan.

5.3 Cost Centre Managers

- Uphold the standards of behaviour expected by treating all members of staff respectfully and fully implementing actions set out in this policy
- Undertake, complete and implement all relevant CPD in relation to EDI
- Create and foster an inclusive values-based culture that challenges any discriminatory behaviour fairly, thoroughly and in full compliance with the College's appropriate procedures

5.4 Human Resources

- Identify and provide staff training on EDI matters
- Monitor the progress against the objectives outlined in this policy
- Monitor and report on employee protected characteristics data
- Ensure that policies and procedures related to recruitment and 'our people' promote best practice and meet legislative requirements

5.5 Learners

- Engage in all aspects of their study programme to ensure they develop a wider understanding and appreciation of EDI matters
- Understand and adhere to the College's code of conduct on behaviour, ensuring they treat each member of the college community with respect and dignity at all times
- Report unacceptable behaviour or any discrimination

5.6 EDI Working Group

- The EDI Working Group will meet termly to review the progress against the implementation of the policy and monitor its effectiveness
- Identify opportunities for best practice that celebrates and promotes EDI matters

6 Implementation

6.1 The College will use its values as the template against which to evaluate all conduct matters, whether that be students, employers, governors, staff, visitors or contractors. The College will use its strategies to listen to its community, including student 'pulse' surveys, Student Councils/Association (FE and HE), TALO[1], staff surveys and feedback processes (including complaints). The College will make use of the Informing & Consulting Employees (ICE) Group, staff survey, staff briefings, and other means, to ensure members of staff have a platform to provide input so that opportunities for discrimination, harassment or bullying can be minimised.

6.2 The College has a range of processes and strategies that reflect our passion for continuous improvement. These include, but are not limited to:

- Strategic Plan
- FE Self-assessment Report
- FE Landex peer reviews and External Quality Reviews (EQR)
- FE Internal Quality Reviews (IQRs) and Curriculum Assessment Boards (CABs)
- University Centre Sparsholt Access and Participation Plan
- Other relevant policies and charters

[1] Teaching and Learning Observations

7 Equality Impact Analysis (EIA)

7.1 Equality impact analysis (EIA) is a means of considering the potential impact on different groups protected from discrimination by the Equality Act 2010. The College is committed to undertaking an EIA when policies, strategies or key processes are changed to determine whether it is putting someone with one or many of the protected characteristics at an unfair disadvantage. Additionally, socio-economic factors and health and wellbeing will be considered where relevant. Where potential negative impacts are identified, consideration needs to be given to mitigating those negative impacts and the actions documented.

8 Our People

8.1 The College has developed a range of relevant policies and procedures that promote best practice, is committed to promoting equal opportunities, and creates a workplace culture in which diversity and inclusion is valued and everyone is treated with dignity and respect. This also ensures that recruitment, promotion and other relevant exercises, such as redundancy, are undertaken with objective criteria which avoid discrimination. The College is committed to developing a diverse workforce through recruitment and its processes reflect this commitment. The range of policies that relate to this EDI policy are included in section 15.

8.2 The College takes seriously any breaches of this policy. If any member of the College community believes they have suffered harassment, bullying or discrimination, or been witness to any such incidents, they are able to raise the matter through the Grievance procedure or the Bullying and Harassment policy. Complaints will be treated in confidence and investigated appropriately. Serious cases of deliberate discrimination or victimisation may equate to gross misconduct leading in dismissal.

9 Student recruitment and admissions

9.1 Through its admissions and recruitment policies, the College will not treat any applicant less favourably because of any protected characteristic. Applicants will have opportunities to identify any learning or learner support they would benefit from accessing whilst at college.

9.2 During the student tutorial programme, the EDI Policy and expectations regarding behaviour will be promoted and reinforced.

10 Teaching, learning and assessment

10.1 Through integration within subject delivery and the tutorial programme, the College will promote equality, diversity and inclusion. It will seek to ensure that no artificial barriers exist that prevents learners from accessing support that is appropriate to their needs.

10.2 The college will invest in time and resources through CPD so that teaching and support staff embed equality and diversity into the curriculum.

10.3 Through the implementation of the University Centre Sparsholt's Access and Participation Plan (APP), the College will focus on ensuring its key targets deliver measurable outcomes that are monitored robustly to support learners accessing Higher Education during the application process as well as during their time studying so that outcomes and progression provide equality of opportunities for all.

11 Events and Activities

11.1 Each year, the College will deliver events throughout the academic year that promotes key issues within equality, diversity and inclusion. The purpose of these events will be to ensure learners (and staff) develop a greater awareness of key issues that relate to the protected characteristics and beyond, working with external organisations and people who embody and support the College's values and commitment to education.

12 Support Services

12.1 The College will enable all learners to participate fully in college life. For those learners who require additional support, the College will:

- Provide learning support through its ALS functions
- Deliver a wellbeing service that seeks to promote strategies that enhances a person's health and wellbeing including a counselling function
- Provide bursary and welfare advice
- Work closely with external agencies to ensure learners have access to long term support, where possible
- Provide catering facilities including for those learners accessing free school meals.
- Provide prayer facilities
- Actively promote the services available to all students and staff

13 Key Equality Objectives

13.1 The College will set and publish equality objectives at least every three years. The objectives will be delivered through an associated yearly action plan and monitored regularly to ensure progress is being made that is both impactful and sustained.

13.2 Our key equality objectives are to:

1. Promote inclusion so that all members of the college community feel respected, supported and valued irrespective of their known protected characteristics

2. Eradicate achievement gaps so all learners are able to unlock their potential and advance their futures

3. Provide outstanding support for staff and learner wellbeing leading to year-on-year improvements in outcomes for the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) survey

14 Monitoring its Impact

14.1 The EDI Working Group meets termly to monitor the progress against its key objectives and wider EDI matters. The minutes from this group are taken forward, reviewed and discussed at the College's Wellbeing Committee, chaired by the Principal and Chief Executive, to determine the effectiveness of progress. The outcomes of this committee are reported to the Board of Governors each term. An annual progress report is reviewed by the Board of Governors.

14.2 In addition, the Director of HR presents an HR report to the Wellbeing Committee and the Resources Committee of the Board of Governors that includes measurable data outcomes

that relate to staff, including gender pay gap and staff recruitment data.

15 Related College Policies Include:

Bullying & Harassment (staff & learner policies)
e-Safety and Online Communications (staff & learner policies)
Complaints (and other feedback) Management (FE & UCS policies)
FE & Apprentices Admissions Policy
FE Student Charter & Code of Conduct
Freedom of Speech Code of Practice
Management of Unreasonable Contact & Customer Behaviour Policy
Preventing Sexual Harassment Policy
Safeguarding Learners
Sexual Misconduct (Learners)
Staff Charter & Code of Conduct
Staff Family Friendly Policies
Staff Recruitment, Redeployment and Redundancy policies
UCS Access & Participation Plan
UCS Student Conduct Policy
Whistleblowing (Duty to Act) Policy

APPENDIX A – STAFF

Gender

Equality data	Sparsholt (as at 31 July 2026)	Sparsholt (as at 31 July 2025)	Sparsholt (as at 31 July 2024)	Sparsholt (as at 31 July 2023)	Sparsholt (as at 31 July 2022)	Overall National FE workforce data 22/23 (published May 2024)	Overall FE Colleges National FE workforce data 22/23 (published May 2024)
Staff numbers (including casual)	769	771	653	652	682	n/a	n/a
Gender:	%	%	%	%	%	%	%
Female	64.5	64.2	64.8	65.0	64.7	65.2	64
Male	35.2	35.7	35.2	35.0	35.3	33.4	34.5
Identifies in a different way	0.3	0.1				0.1	0.1
Prefers not to say	0	0				1.3	1.5

Age

Equality data	Sparsholt (as at 31 July 2026)	Sparsholt (as at 31 July 2025)	Sparsholt (as at 31 July 2024)	Sparsholt (as at 31 July 2023)	Sparsholt (as at 31 July 2022)	Overall National FE workforce data 22/23 (published May 2024)	Overall FE Colleges National FE workforce data 22/23 (published May 2024)
Age profile:	%	%	%	%	%	%	%
Under 25	6.89	7.13	8.42	11.20	11.73	5.4	5.4
Under 30	9.62	11.03	7.96	8.28	8.21	8.7	8.1
Under 40	22.63	22.31	22.51	21.63	22.58	21.3	20.1
Under 50	19.38	20.88	20.98	20.40	20.82	23.8	23.3
Under 60	24.58	23.09	24.50	22.85	21.11	26.3	27.2
Over 60	16.9	15.56	15.62	15.64	15.54	14.6	15.8
Undefined	0	0.0	0.0	0.0	0.0	0.0	0.0

Race

Equality data	**Sparsholt (as at 31 July 2026)**	**Sparsholt (as at 31 July 2025)**	**Sparsholt (as at 31 July 2024)**	**Sparsholt (as at 31 July 2023)**	**Sparsholt (as at 31 July 2022)**	**Overall National FE workforce data 22/23 (published May 2024)**	**Overall FE Colleges National FE workforce data 22/23 (published May 2024)**
Ethnicity:	%	%	%	%	%	%	%
Asian	0.39	0.52	0.46	0.46	0.73	5.	5.8
Black	0.78	0.65	0.61	0.61	0.29	3.7	3.7
Chinese/ other	0.13	0.26	0.15	0.15	0.29	0.3	0.3
Mixed	1.17	1.17	1.23	1.07	1.17	2.7	3.0
White	97.01	96.75	96.93	96.94	96.49	86.1	86.1
Unknown / Prefer not to say	0.39	0.39	0.31	0.31	0.59	0.0	0.0
Other	0.13	0.26	0.31	0.46	0.44	1.5	1.1

Disability

Disability	%	%	%	%	%	%
Sparsholt (as at 31 July 2026)	**Sparsholt (as at 31 July 2025)**	**Sparsholt (as at 31 July 2024)**	**Sparsholt (as at 31 July 2023)**	**Sparsholt (as at 31 July 2022)**	**OVERALL National FE workforce data 2022/23** (published May 2024)	**OVERALL FE Colleges National workforce data 2022/23** (published May 2024)
10.3	10.1	8.9	7.4	7.0	7.3	7.8

APPENDIX B - STUDENT

Gender

Provision Type	Gender	2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26
FE Full-Time	Female	1408	1299	165	1510	51%	51%	49%	52%
	Male	1336	1332	264	1402	49%	49%	51%	48%
FE Part-Time	Female	641	772	1403	630	55%	55%	54%	48%
	Male	519	645	1405	687	45%	45%	46%	52%
Apprenticeships	Female	183	204	562	184	43%	43%	43%	39%
	Male	243	270	389	283	57%	57%	57%	61%
Higher Education	Female	370	339	306	318	76%	77%	76%	78%
	Male	113	105	95	90	24%	23%	24%	22%
TOTAL	Female	2602	2614	2436	2642	54%	54%	53%	52%
	Male	2211	2352	2153	2462	46%	46%	47%	48%
Andover	Female	753	768	739	816	52%	52%	52%	52%
	Male	688	713	720	760	48%	48%	48%	48%
Sparsholt	Female	1788	1753	1658	1806	54%	54%	52%	52%
	Male	1500	1613	1423	1693	46%	46%	48%	48%
Other	Female	61	93	39	20	73%	73%	78%	69%
	Male	23	26	10	9	27%	27%	22%	31%

Race

Provision Type	Ethnic Group	2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26
FE Full-Time	Asian	43	43	34	51	2%	2%	1%	2%
	Black	34	33	37	55	1%	1%	1%	2%
	Mixed	57	62	93	88	2%	2%	3%	3%
	Other	20	21	22	30	1%	1%	1%	1%
	Unknown	11	15	12	15	1%	1%	0%	1%
	White	2579	2457	2610	2673	94%	93%	93%	92%
FE Part-Time	Asian	26	39	31	41	2%	3%	3%	3%
	Black	8	15	18	27	1%	1%	2%	2%
	Mixed	14	13	12	14	1%	1%	1%	1%
	Other	6	14	19	13	1%	1%	2%	1%
	Unknown	128	180	104	139	11%	13%	11%	11%
	White	978	1156	767	1083	84%	82%	81%	82%
Apprenticeships	Asian		3	3	4	0%	1%	1%	1%
	Black					0%	0%	0%	0%
	Mixed	4	9	11	12	1%	2%	3%	3%
	Other	2	2	2	0	1%	0%	0%	0%
	Unknown	4	11	11	10	1%	2%	3%	2%
	White	416	449	402	441	98%	95%	94%	94%
Higher Education	Asian	4	6	2	2	1%	1%	0%	0%
	Black	1	2	1	1	0%	0%	0%	0%
	Mixed	12	8	7	8	2%	2%	2%	2%
	Other	2	1	2	4	0%	0%	0%	1%
	Unknown	6	7	76	9	1%	2%	19%	2%

	White	458	420	313	384	95%	95%	78%	94%
TOTAL	Asian	73	91	70	98	2%	2%	2%	2%
	Black	43	50	56	83	1%	1%	1%	2%
	Mixed	87	92	123	122	2%	2%	3%	2%
	Other	30	38	45	47	1%	1%	1%	1%
	Unknown	149	213	203	173	3%	4%	4%	3%
	White	4431	4482	4092	4581	92%	90%	89%	90%
Andover	Asian	54	66	61	77	4%	4%	4%	5%
	Black	33	39	48	65	2%	3%	3%	4%
	Mixed	30	31	54	51	2%	2%	4%	3%
	Other	22	28	38	32	2%	2%	3%	2%
	Unknown	21	76	24	32	1%	5%	2%	2%
	White	1281	1241	1234	1319	89%	84%	85%	84%
Sparsholt	Asian	19	22	9	21	1%	1%	0%	1%
	Black	10	11	7	18	0%	0%	0%	1%
	Mixed	56	61	69	71	2%	2%	2%	2%
	Other	8	9	6	15	0%	0%	0%	0%
	Unknown	95	112	165	125	3%	3%	5%	4%
	White	3100	3151	2825	3249	94%	94%	92%	93%
Other	Asian		3			0%	3%	0%	0%
	Black			1		0%	0%	2%	0%
	Mixed	1				1%	0%	0%	0%
	Other		1	1		0%	1%	2%	0%
	Unknown	33	25	14	16	39%	21%	29%	55%
	White	50	90	33	13	60%	76%	67%	45%

Learning Difficulties and Disabilities

Provision Type	**LDD**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**
FE Full-Time	Yes	1134	1051	1106	1426	41%	40%	39%	49%
	No	1610	1580	1702	1486	59%	60%	61%	51%
FE Part-Time	Yes	240	281	201	966	21%	20%	21%	73%
	No	920	1136	750	351	79%	80%	79%	27%
Apprenticeships	Yes	114	134	116	318	27%	28%	27%	68%
	No	312	340	313	149	73%	72%	73%	32%
Higher Education	Yes	166	175	164	219	34%	39%	41%	54%
	No	317	269	237	189	66%	61%	59%	46%
TOTAL	Yes	1654	1641	1587	2929	34%	33%	35%	57%
	No	3159	3325	3002	2175	66%	67%	65%	43%
Andover	Yes	531	438	443	931	37%	30%	30%	59%
	No	910	1043	1016	645	63%	70%	70%	41%
Sparsholt	Yes	1105	1182	1133	1976	34%	35%	37%	56%
	No	2183	2184	1948	1523	66%	65%	63%	44%
Other	Yes	18	21	11	22	21%	18%	22%	76%
	No	66	98	38	7	79%	82%	78%	24%

Socio Economic Factors									
Provision Type	**POLAR 4 Quintile**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**
FE Full-Time	1	602	567	649	697	22%	22%	23%	24%
	2	461	441	440	470	17%	17%	16%	16%
	3	541	522	524	532	20%	20%	19%	18%
	4	545	525	528	531	20%	20%	19%	18%
	5	582	567	656	669	21%	22%	23%	23%
	unassigned	13	9	11	13	0%	0%	0%	0%
FE Part-Time	1	177	217	148	210	15%	15%	16%	16%
	2	152	193	130	187	13%	14%	14%	14%
	3	203	295	200	238	18%	21%	21%	18%
	4	245	257	172	253	21%	18%	18%	19%
	5	324	354	250	387	28%	25%	26%	29%
	unassigned	59	101	51	42	5%	7%	5%	3%
Apprenticeships	1	76	75	63	76	18%	16%	15%	16%
	2	65	83	80	83	15%	18%	19%	18%
	3	78	95	97	99	18%	20%	23%	21%
	4	98	105	93	98	23%	22%	22%	21%
	5	109	115	95	111	26%	24%	22%	24%
	unassigned		1	1		0%	0%	0%	0%
Higher Education	1	96	85	68	71	20%	19%	17%	17%
	2	88	77	57	54	18%	17%	14%	13%
	3	75	67	63	83	16%	15%	16%	20%
	4	89	74	85	85	18%	17%	21%	21%
	5	119	126	114	100	25%	28%	28%	25%
	unassigned	16	15	14	15	3%	3%	3%	4%
TOTAL	1	951	944	928	1054	20%	19%	20%	21%
	2	766	794	707	794	16%	16%	15%	16%
	3	897	979	884	952	19%	20%	19%	19%
	4	977	961	878	967	20%	19%	19%	19%
	5	1134	1162	1115	1267	24%	23%	24%	25%
	unassigned	88	126	77	70	2%	3%	2%	1%
Andover	1	412	388	408	479	29%	26%	28%	30%
	2	232	219	193	238	16%	15%	13%	15%
	3	397	443	415	414	28%	30%	28%	26%
	4	283	304	303	277	20%	21%	21%	18%
	5	115	118	133	162	8%	8%	9%	10%
	unassigned	2	9	7	6	0%	1%	0%	0%
Sparsholt	1	524	531	506	568	16%	16%	16%	16%
	2	521	565	509	552	16%	17%	17%	16%
	3	479	507	458	534	15%	15%	15%	15%
	4	680	635	569	681	21%	19%	18%	19%
	5	998	1013	969	1100	30%	30%	31%	31%
	unassigned	86	115	70	64		3%	2%	2%
Other	1	15	25	14	7	18%	21%	29%	24%
	2	13	10	5	4	15%	8%	10%	14%

	3	21	29	11	4	25%	24%	22%	14%
	4	14	22	6	9	17%	18%	12%	31%
	5	21	31	13	5	25%	26%	27%	17%
	unassigned		2			0%	2%	0%	0%
Andover	White Male POLAR 1	164	156	188	207	46%	42%	50%	49%
Sparsholt	White Male POLAR 1	189	209	185	216	53%	56%	49%	51%
Other	White Male POLAR 1	3	8	4	1	1%	2%	1%	0%
TOTAL	White Male POLAR 1	356	373	377	424				
Provision Type	**IMD Quintile**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**
FE Full- Time	1	127	139	136	120	5%	5%	5%	4%
	2	385	353	387	423	14%	13%	14%	15%
	3	643	647	715	738	23%	25%	25%	25%
	4	782	703	714	701	28%	27%	25%	24%
	5	787	783	836	892	29%	30%	30%	31%
	unassigned	20	6	20	38	1%	0%	1%	1%
FE Part- Time	1	45	63	52	67	4%	4%	5%	5%
	2	132	172	118	161	11%	12%	12%	12%
	3	226	307	218	281	19%	22%	23%	21%
	4	300	353	246	339	26%	25%	26%	26%
	5	383	432	249	390	33%	30%	26%	30%
	unassigned	74	90	68	79	6%	6%	7%	6%
Apprenticeships	1	18	21	19	22	4%	4%	4%	5%
	2	52	56	53	48	12%	12%	12%	10%
	3	84	98	100	113	20%	21%	23%	24%
	4	123	145	137	155	29%	31%	32%	33%
	5	149	154	118	128	35%	32%	28%	27%
	unassigned			2	1	0%	0%	0%	0%
Higher Education	1	38	36	29	32	8%	8%	7%	8%
	2	67	59	43	51	14%	13%	11%	13%
	3	104	86	80	80	22%	19%	20%	20%
	4	104	106	96	91	22%	24%	24%	22%
	5	148	143	132	129	31%	32%	33%	32%
	unassigned	22	14	21	25	5%	3%	5%	6%
TOTAL	1	228	259	236	241	5%	5%	5%	5%
	2	636	640	601	683	13%	13%	13%	13%
	3	1057	1138	1113	1212	22%	23%	24%	24%
	4	1309	1307	1193	1286	27%	26%	26%	25%
	5	1467	1512	1335	1539	30%	30%	29%	30%
	unassigned	116	110	111	143	3%	2%	2%	3%
Andover	1	48	48	41	52	15%	3%	3%	3%
	2	215	235	233	259	27%	16%	16%	16%
	3	396	424	443	470	30%	29%	30%	30%

	4	427	410	394	396	24%	28%	27%	25%
	5	353	361	338	378	0%	24%	23%	24%
	unassigned	2	3	10	21	3%	0%	1%	1%
Sparsholt	1	173	201	188	188	5%	6%	6%	5%
	2	408	393	362	419	12%	12%	12%	12%
	3	644	686	657	737	20%	20%	21%	21%
	4	856	861	791	883	26%	26%	26%	25%
	5	1093	1119	982	1150	33%	33%	32%	33%
	unassigned	114	106	101	122	3%	3%	3%	3%
Other	1	7	10	7	1	8%	8%	14%	3%
	2	13	12	6	5	15%	10%	12%	17%
	3	17	28	13	5	20%	24%	27%	17%
	4	26	36	8	7	31%	30%	16%	24%
	5	21	32	15	11	25%	27%	31%	38%
	unassigned		1			0%	1%	0%	0%