St Francis Primary School – Equality Objectives (October 2025)

Date Set	Type of Objective	Objective	Planned Actions and Rationale	Measure
October 2025	Disadvantaged	To continue narrowing the attainment and progress gap for disadvantaged pupils across the school.	St Francis recognises that closing the attainment gap requires sustained, evidence-based strategies. We will prioritise early intervention, high-quality teaching, and targeted academic and pastoral support. Strengthening parental engagement and ensuring equitable access to enrichment activities will remain central to our approach. The aim is to maintain and build on the strong outcomes already achieved for disadvantaged pupils.	Termly monitoring of attainment and progress data; review of interventions and pupil premium strategy impact.
October 2025	Gender	To close the attainment gap for girls, particularly in upper key stage 2, where outcomes are below those of boys.	Data analysis shows that girls' attainment is currently below that of boys, reversing the national trend. To address this, we will promote engagement and confidence among girls through varied teaching approaches, high-quality feedback, and increased opportunities for leadership and challenge. Staff training will focus on ensuring equitable participation and aspiration for all pupils.	Termly analysis of gender-based attainment and progress; pupil voice feedback and engagement monitoring.
October 2025	SEND	To narrow the attainment and progress gap for pupils with SEND, particularly those with EHCPs.	We will strengthen early identification and personalised provision, ensuring that teaching and interventions are tailored to individual needs. Collaboration with families and external professionals will continue to be a priority. The goal is not only to raise academic achievement but to ensure that pupils with SEND feel included, supported, and able to participate fully in school life.	Termly SEND data review; analysis of progress towards individual targets; evaluation of inclusion and well-being indicators.
October 2025	EAL (English as an Additional Language)	To improve language acquisition, access to the curriculum, and overall attainment for EAL pupils—particularly new arrivals with little or no English, many of whom are Spanish-speaking.	With a significant increase in EAL admissions, the school will implement a structured induction and language-support programme. This will include targeted small-group or one-to-one language sessions, visual and bilingual resources, peer-mentoring systems, and staff training on effective EAL strategies. We will also strengthen communication with families, including bilingual support where possible, to aid home–school engagement.	Termly assessment of EAL pupils' language proficiency and progress; monitoring of attainment and integration indicators (attendance, participation, pupil voice).