



# Springhill Catholic Primary School

## Single Equality Policy Review 2025-26

Reviewed April 2026

### Objective 1:

To become an EAL (English as an additional language) friendly school:

**Why we have chosen this objective:** our school has a rich intake of children from a wide array of countries and backgrounds. Our school averages around 60% of pupils having English as an additional language where this increases to 75% in the younger year groups.

**To achieve this objective, we plan to:** ensure all languages are celebrated at Springhill. We will introduce more language clubs to our school. We will increase staff training to ensure staff are well trained in teaching pupils with EAL.

### Progress we are making towards this objective:

This year, alongside our Polish Clubs, we have added a Spanish club and are about to start a Malayalam club. Our EAL leader is proactive and has trained staff on how to support pupils with EAL.

### Objective 2:

To narrow any gaps in the performance and attainment of groups of pupils e.g. boys and girls, children with English as an additional language (EAL), children with special educational needs and disabilities (SEND) and disadvantaged children.

**Why we have chosen this objective:** we want all children, regardless of their background, to make the best progress possible for themselves. We want to remove any barriers that may prevent children from making good or better progress from their starting points.

**To achieve this objective, we plan to:** review the progress of these groups of pupils at least 3 times every academic year and to compare their progress with that of their peers. This data will be discussed with class teachers and SLT to identify any issues that may be preventing children from making the progress they are capable of. We will focus on quality first teaching and targeted interventions when necessary.

### Progress we are making towards this objective:

Pupil progress meetings continue to take place after the 3 assessment points during the year and data is recorded for these groups.

Named children in planning shows that teachers are responding to issues when identified.

Action plans for core subjects identifies specific strategies for closing gaps for individual children identified during pupil progress analysis.

Our data for Key Stage 2 SATs is published at the end of this document.



## Equal Opportunities Tracking for end of KS2 SATs 2025



	Total Pupils (for comparison)	Disadvantaged Pupils	Pupils with SEN Support	Pupils with EAL	Girls	Boys	Ethnic Minority background
Number of pupils at the end of Key Stage 2	95	18	16	51	58	37	44
% of pupils at ARE in reading writing and maths	93.68%	83.33%	62.5%	98.03%	93.1%	97.2%	90.9%
% of pupils at GDS in reading writing and maths	21.05%	5.56%	6.25%	13.72%	18.97%	21.62%	18.18%
Average score in reading	35	34	32	40	38	41	39
Average score in maths	90	78	69	92	86	96	89