



**Holy  
Family  
Catholic** Multi  
Academy  
Trust

## St Augustine's Catholic Primary School

### A Voluntary Academy

### Equalities Objectives

Name of School	St Augustine's Catholic Primary School		
Address and Postcode	Conwy Court, Castlefields, Runcorn WA7 2JJ		
Phone Number	01928 568936		
Email address for this policy	schooloffice@staugustines-runcorn.com		
Weblink for this policy	<a href="https://www.st-augustines.halton.sch.uk/policies/">https://www.st-augustines.halton.sch.uk/policies/</a>		
Name of Policy	Equalities Objectives		
Policy version number	1		
Date policy formally approved by the governing body	September 2024	Date policy becomes effective	September 2024
Review date	September 2025		
Signed - Headteacher			
Signed – Chair of governing body			

In line with the Equalities Act, 2010 and the school's Equality Policy and Public Sector Equality Duty commitment statement, the following objectives demonstrate the school's focus on providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community.

These objectives have been arrived at following discussions with members of the school community, an analysis of pupil progress and a review of the school's developing population over recent years.

Progress against these objectives will be monitored termly by reports to Governors and will be formally reviewed annually over the next four years. The timescale and procedures for monitoring the objectives may be amended in the light of new guidance or changes to relevant legislation.

Objective	Success Criteria	Actions and Persons responsible	Timescale and monitoring
<p><b>1. To ensure that all traveller children achieve the high levels of progress achieved by non-traveller children in reference to reading, writing and Maths</b></p>	<p>(a) That traveller children make the same high levels of progress in reading and writing as measured by National Performance tables.</p> <p>(b) That they become fluent readers and confident writers and at transition to secondary school they achieve appropriate levels of progress and achievement.</p> <p>(c) The gap in terms of progress and achievement in literacy skills between traveller and non-traveller children is no longer apparent</p>	<p>(a) There is an increased awareness amongst staff and parents of the need to raise literacy skills in traveller children to achieve progress in line with others.</p> <p>(b) Appropriate resources are provided to further engage children and families in the development of reading skills – to include digital learning opportunities and specific catch up opportunities to ensure they are reading more at home</p> <p>(c) Increased opportunities for parents to improve their skills in encouraging reading at home.</p> <p>(d) When traveller children come to use they are given an intense 121 phonics catch up programme to make up for lost learning time</p>	<p>In line with whole school planning, pupil premium strategy and identified areas for improvement. The progress of traveller children will be <b>monitored termly by means of NFER and other national standardized tests</b> and by <b>close analysis of teacher assessments.</b></p> <p>Formal monitoring points in the first instance will be: <b>April – July</b></p> <p>Thereafter monitoring will take place at the end of each term and be included in reports to the governing body.</p>

<p><b>2. Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.</b></p>	<p>(a) That EAL child make the same high levels of progress in reading and writing as measured by National Performance tables.</p> <p>(b) That they become fluent readers and confident writers and at transition to secondary school they achieve appropriate levels of progress and achievement.</p> <p>(c) The gap in terms of progress and achievement in literacy skills between EAL and non-EAL children is no longer apparent</p>	<p>(a) There is an increased awareness amongst staff and parents of the need to raise literacy skills in EAL children to achieve progress in line with others.</p> <p>(b) Appropriate resources are provided to further engage children and families in the development of reading skills – to include digital learning opportunities and specific catch up opportunities to ensure they are reading more at home</p> <p>(c) Increased opportunities for parents to improve their skills in encouraging reading and writing at home.</p> <p>(d) Seek sources of specialist support to provide better communication between home and school when needed</p>	<p>In line with whole school planning, pupil premium strategy and identified areas for improvement. The progress of EAL children will be <b>monitored termly by means of NFER and other national standardized tests</b> and by <b>close analysis of teacher assessments.</b></p> <p>Formal monitoring points in the first instance will be: <b>April – July</b></p> <p>Thereafter monitoring will take place at the end of each term and be included in reports to the governing body.</p>
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