



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021



Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£4,810
Total amount allocated for 2022/23	£17,700
How much (if any) do you intend to carry over from this total fund into 2022/23?	
Total amount allocated for 2022/23	£22,510
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22.510 Actual Spend: £21,149.98 Carry forward- £1360.02 (This will be put towards developing active playtimes during 23-24)

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. Please see note above	85% (23/27)

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	41% (11/27)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	26% (7/27)
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: Total fund allocated: £17,700 + £4810(carry forward) <u>£22,510</u>	Date Updated: 17.07.23 Total Spent- £21,149.98 Carry forward- £1360.02 (This will be put towards developing active playtimes during 23-24)		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school		Percentage of total allocation: Proposed Spend: £14,680 65%		
		<i>Actual Spend</i> £8410 - curriculum £797.25 - playtime resources £6126.73 clubs- (inc. resources/transport)		
			Total spend: £15353.98 73%	
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Sustainability and suggested next steps:	
Children do at least 1 hour of National curriculum PE each week. Children to do at least 1.5 hours of physical activities and extra-curricular activities each week.	CURRICULUM: <ul style="list-style-type: none"> Using resources from the 'Get Set 4 PE' scheme, the class teacher will deliver a 1 hour structured PE session per week. A PSP coach will support the class teacher to deliver specific strands of PE, including gymnastics, dance and athletics.	£5000	CURRICULUM: Teaching staff/HTAs using 'Get Set 4 PE' planning to delivery sessions on fundamental skills and games units. Positive feedback received that the PE units are detailed and easy to follow. Delivery of specific areas of Gymnastics, Dance and Athletics using PSP coaches. Sessions used as CPD for teaching staff	In terms of curriculum PE, the key priority for next year is to continue to strengthen delivery of the PE curriculum through the use of the Get Set 4 PE as a resource to structure teaching of fundamentals skills and games and utilising the CPD opportunities in the specialised areas of PE (Gymnastics, Dance and Athletics) throughout the year.

	<p>This aim is to upskill teachers and improve the quality of teaching and learning in PE.</p> <p>ACTIVE INITIATIVES:</p> <ul style="list-style-type: none"> pupils to engage in regularly high quality active breaks throughout the day as part of the timetable. continue to promote the use of active lessons, active breaks, brain breaks and mindfulness through the continuation of the 'Active Classrooms' which was successfully implemented during the Summer term 2022. <p>This initiative enables pupils to record the number of minutes they have been active in the school day. The play leaders collect the total of active classroom minutes from each class weekly and announce the winner in celebration worship. The winning class will receive a certificate.</p> <ul style="list-style-type: none"> pupils will be able to access resources/equipment at playtimes to encourage increased physical activity. Each key stage will have a box of resources that can be taken outside at playtime. New playleaders will be appointed from Y5 and 6, who will support physical activity at lunchtime across EYFS, KS1 and lower KS2. Pupils will make use of the playground markings and the rocktagon, New larger resources will be purchased that will further promote physical activity. This will include 'ball funnel shoots' and 'large games'. New bikes and scooters to be 	<p>No cost incurred</p> <p>£500 (top up playground resources, including play leader hats)</p> <p>£4980</p>	<p>allowing CPD to cover more specialised elements of PE.</p> <p>Actual Spend on PSP coaches- Aut- £2275 + £2720 (from 21-22)</p> <p>Spr- £1350</p> <p>Sum- £2065 (estimate as no invoice received to date 17-7-23)</p> <p>TOTAL: £8410</p> <ul style="list-style-type: none"> Impact: All pupils are receiving a high-quality PE session in line with NC expectations. <p>Progress in PE (achievement against NC objectives):</p> <p>EY: 87% (ELG physical development)</p> <p>Year 1: 72%</p> <p>Year 2: 93%</p> <p>Year 3: %</p> <p>Year 4: 76%</p> <p>Year 5: 64%</p> <p>Year 6: 70%</p> <p>ACTIVE INITIATIVES:</p> <p>Active Classroom initiative led by playleaders continued successfully. Year groups participating in more active breaktimes through purchasing of more equipment.</p> <p>Active brain breaks used effectively for individuals.</p> <p>Play Leader representatives (Year 5/6) monitor the impact of increased activity with weekly presentations in Celebration Worship. The winning class receive a certificate and their success is published on a whole school display board.</p> <p>Play Leaders from Y5 successfully appointed through application and interview process. They have been successful in their roles, supporting LKS2, KS1 and EY daily. Play Leaders supported an interschool Inclusion Event organised by PSP and hosted at CCA. 12-1-23</p> <p>Actual Spend on equipment: £797.25</p> <p>Following a change to leadership in Spring 2022, opportunities to enhance pupil opportunities in PE and physical activity were prioritised over purchasing larger resources to enhance playtimes. These included participation in workshops, visits to local activity centres</p>	<p>Teaching Staff have been provided with an overview of the year and a timetable.</p> <p>Proposed SP spending: COST of PSP coaches.</p> <p>Overall a key priority for next year is the development of Active playtimes and continuation of Active classrooms.</p> <p>To ensure that pupils are participating in at least 30 minutes of physical activity each day, there will be a drive towards encouraging active lessons, regular energy breaks and a more adult-led structured approach to break times.</p> <p>Evidence suggests that exercise has been shown to increase self-esteem, cognition and academic success, and decrease depression and anxiety in children. As a school, the number of pupils with a SEND primary need in SEMH is at 29% and our commitment to supporting the mental health and wellbeing of all our pupils will be further enhanced by ensuring that opportunities for high quality physical activity form a central part of our daily provision.</p> <p>To support this, we aim to allocate Sports Premium spending to the following areas:</p> <ul style="list-style-type: none"> Purchase equipment to enhance break time provision. Structure lunchtimes to create zones which incorporate active activities ensuring that pupils are engaged in purposeful play and high-quality physical activity. that provide a range of activities. Ongoing cycle of LTS training. Broaden the role of the pupil Play Leaders, ensuring that they are fulfilling their roles effectively. <p>Next year, we will continue to offer a range of clubs for all pupils, including externally organised activities</p> <p>Proposed SP Spending:</p> <ul style="list-style-type: none"> Club coaches and staffing access to external events.
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	<p>purchased to develop physical development in EYFS.</p> <p>CLUBS:</p> <ul style="list-style-type: none"> continue to run a range of clubs and use additional staff to open these up to a higher number of pupils, which will increase reduce the number of clubs being over-subscribed and avoiding the 'first-come, first served' method of allocating places. introduce a range of clubs that will promote fitness and stamina but will also enhance skill development. increase participation in inter-school festivals and competitions. one half day Forest School session per week (year R – 3) with termly swap weeks for pupils in Years 4,5,6. Continue with the successful family sessions as an after-school provision to encourage pupils to engage with their parents in outdoor activities that they can then continue at home. 	<p>£2000</p> <p>£2000 (transport to venues)</p> <p>No cost incurred</p> <p>£200 (for resources for club)</p>	<p>and links with local community groups that provide opportunities to participate in physical activities, such as boxing out of school.</p> <p>Playtimes to become a priority for 2023-24 as part of the SDP.</p> <p>Impact:</p> <ul style="list-style-type: none"> <u>More opportunity provided for structured physical activity throughout the day. Emphasis on Active Classroom led to greater pupil awareness of the need to be active as part of a whole school culture.</u> <u>This area will be further developed next year and will be the focus for Sports Premium spending in 2023-24.</u> <u>Access to regular physical activity supports regulation to enable pupils to focus on learning.</u> <u>Broadens opportunities to access experiences of physical activities beyond school environment through visits out and visitors in, including awareness and access to community activities.</u> <u>Enhance leadership skills and opportunities and support younger pupils to develop positive play skills.</u> <u>Develop confidence and skills of our young leaders.</u> <u>Opportunities created to develop this beyond school community through PSP Inclusion event.</u> <p>CLUBS</p> <p>Continued to offer a range of clubs throughout the year- at least 3 per week covering the age groups from Y1-6. Increased participation in inter-school competitions and festivals from Y1-6, including events such as Strictly Pennine at Lawrence Batley Theatre. Range of family sessions successfully implemented including cooking,</p>	
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			<p>gardening, board games, physical activities- regularly attended by 19 families.</p> <p>Total spend on clubs: £3998.13 Total spend on resources: £644.60 Total spend on transport: £1484</p> <p>Impact:</p> <ul style="list-style-type: none"> • <u>This allows all pupils to access extra-curricular provision and enhance their skills development and opportunity to access high quality physical activity.</u> • <u>Pupils and their families to acquire skills and ideas that can support positive family time outside the school day. This aims to strengthen relationships and support wellbeing.</u> 	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>			<p>Percentage of total allocation:</p> <p>Proposed spend: £3700 16%</p> <p>Actual Spend: £2688 13%</p>	
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Sustainability and suggested next steps:</p>	
<p>Pupils respond to incentives promoting the physical aspects of school life, mental health and well-being.</p> <p>Parents engage in activities relating to the PE and PSHCE curriculum are have a greater awareness of how PE and school sport supports their childs' development, health and wellbeing.</p>	<p>TRIPS:</p> <ul style="list-style-type: none"> • provide opportunities for visits out and family events in school to further enhance opportunities to develop physical activity and wellbeing, including a Y6 residential visit to an outdoor activity centre. • Proud Pupils' access an external indoor or outdoor physical activity as an incentive/reward for being good role models (relating to 	<p>£3700</p>	<p>TRIPS:</p> <p>In March 2023, the Y6 pupils visited Kings wood in Penistone for a 3 day Residential trip.</p> <p>In July 2023, all classes will visit Bradley Woods Activity Centre for an end of year trip.</p> <p>Total cost on trips: £388 (contribution to Y6 residential) £2300 (Bradley Wood trips)</p> <p>Impact:</p> <ul style="list-style-type: none"> • <u>All pupils able to access opportunities to experience and</u> 	<p>Next year, we will continue to provide opportunities for visits out and family events in school to further enhance opportunities to develop physical activity and wellbeing.</p> <p>All pupils, including 'Proud Pupils' access an external indoor or outdoor physical activity as an incentive/reward for being good role models (relating to behaviour, attendance, conduct, teaching and learning) at least once over the year.</p>

<p>behaviour, attendance, conduct, teaching and learning) at least once over the year.</p> <p>WHOLE SCHOOL EVENTS:</p> <ul style="list-style-type: none"> activities that promote, encourage and engage pupils <ul style="list-style-type: none"> festivals and intra/inter school competitions and encourage parental participation: <ul style="list-style-type: none"> sports day Invite parents to support their children at inter-school competitions. Weekly family club 	<p><u>participate in a range of physical activities.</u></p> <p>WHOLE SCHOOL EVENTS:</p> <p>School hosted a successful Sports Day event on 14-7-23, attended by pupils and staff from Y1-6 and a high number of parents. The event was organised into houses providing opportunity for pupils from KS1 and KS2 to work together. This is the first sports day that has been hosted since 2019.</p> <p>Impact:</p> <ul style="list-style-type: none"> <u>Cohesion across the whole school and parent community.</u> <u>Opportunity for all pupils to participate.</u> <p>This year, a member of staff has held the responsibility of Club and Competitions co-ordinator. This has ensured a consistent commitment to accessing wider opportunities. School have continued to strive to attend as many externally organised events as possible. For 2023-24, the Club and Competitions Co-ordinator has secured free use of the minibus owned by the local secondary school. This will significantly reduce transport costs.</p> <p>Total spend on attending interschool festivals/competitions, including transport: -see costs incurred in KI:1</p> <p>Impact: School strive to attend as many external events as possible to provide wider opportunities for all pupils to participate in competition and to enhance their experiences.</p>	<p>Next year, emphasis will be placed on activities that promote, encourage and engage pupils and encourage parental participation:</p> <ul style="list-style-type: none"> Invite parents to support their children at inter-school competitions. Invite parents in to watch performances linked to physical activity and school Sports Day. Provide opportunity for parents to engage with pupils in extra-curricular activities that promote well-being and healthy lifestyles. Continue 'Family Club'. <p>Proposed SP spend:</p> <ul style="list-style-type: none"> COST of visits out to external settings that provide opportunity for wider physical activity and skill development.
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p> <p>Proposed spend- £1500 7%</p>
<p>Intent</p>	<p>Actual Spend: £1264 6%</p>
<p>Implementation</p>	<p>Impact</p>

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Specialised teaching in specific strands of PE such as gymnastics, dance and athletics will support class teachers in developing their own skill knowledge and expertise to deliver the breadth of the PE curriculum.</p> <p>Collaborative work with experienced coaches raises attainment and accelerates progress.</p> <p>The progress of pupils in PE will be effectively tracked by teaching staff who are confident in identifying skills and measuring progress.</p> <p>Pupils will benefit from teaching staff who are up to date with new initiatives and able to implement these.</p> <p>Children will be taught and supported by staff, who are able to access a high-quality wellbeing offer that includes regular team building activities.</p>	<ul style="list-style-type: none"> • Pennine Sports Partnership (PSP) coaching staff to train, mentor, support and share good practice with teaching staff. • Class teachers to use the new assessment system (part of ACE curriculum) to track attainment and progress of pupils. • Robust assessment procedures in place. • PLT to attend the Pennine Sports Partnership Day and network updates • SSCO to deliver regular team building activities to all staff. 	<p>See KI: 1</p> <p>PSP membership annual fee: £1500</p>	<p>As identified in KI 1, all pupils received 1 hour high quality PE with fundamental skills/games units delivered by Class Teachers/HTAS, using Get Set 4 PE scheme and the specialised areas of Gymnastics, Dance and Gymnastics delivered by a qualified coach from the Pennine Sports Partnership (PSP) and supported by the class teacher.</p> <p>ACTUAL SPEND: Costs incurred in KI 1- alongside £1264 PSP membership</p> <p>Impact: <u>All children receiving the full breadth of the PE curriculum.</u></p> <p>Class teachers made effective use of the Get Set 4 PE scheme to strengthen their confidence in teaching PE.</p> <p>Class teachers use assessment tool to measure progress in PE.</p> <p>Measure of progress and provide understanding of gaps in skill acquisition and support future planning.</p> <p>EY: 87% (ELG physical development)</p> <p>Year 1: 72%</p> <p>Year 2: 93%</p> <p>Year 3: %</p> <p>Year 4: 76%</p> <p>Year 5: 64%</p> <p>Year 6: 70%</p> <p>PE lead and Club/competition co-ordinator attended Pennine Sports Partnership Day in 21st September 2022</p> <p>Impact:</p> <ul style="list-style-type: none"> • <u>Updates regarding PE and participation in partnership events.</u> <p>Link SSCO/PSP staff delivered play leader and lunchtime supervisor training.</p> <p>Impact:</p> <ul style="list-style-type: none"> • <u>All children participated in Active lunchtimes supported by lunchtime supervisors and Play Leaders. Continue to develop this moving in to next</u> 	<p>Robust assessment procedures will be followed by teaching staff (both formative and summative) with baseline assessments conducted by PSP (TBC)</p> <p>Staff meetings will be delivered by the Link SSCO focusing on creating opportunities for physical activity throughout the school day, with regularly team building activities and inter-school staff competitions throughout the year.</p> <p>Link SSCO to deliver Lunchtime Supervisor training on 16-9-22.</p> <p>Further opportunities for training around Active playtimes and Active Classroom activities to be provided throughout the year.</p> <p>PE lead to attend PSP partnership day and network meetings, alongside member of staff allocated to the role of Club and Competitions co-ordinator will also attend updates and receive communication and support from Link SSCO.</p> <p>Proposed Sports Premium Spending:</p> <ul style="list-style-type: none"> • membership of PSP

			<u>academic year.</u>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	Proposed spend- £2630 12%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Actual spend- £1844 9% Sustainability and suggested next steps:
Additional achievements: Pupils experience a broad range of sports and physical activities that enhance the PE curriculum, promote positive social interaction, healthy lifestyles and wellbeing that may not be available to them. Forest School to access different Forest Locations to enhance the pupils' learning experiences in the outdoors.	<p>PUPIL WELLBEING:</p> <ul style="list-style-type: none"> implement wellbeing ambassadors to promote the use of mindfulness strategies throughout school. appoint pupil Befrienders to support pupil wellbeing at lunchtime. Little Seeds Yoga and Mindfulness Intervention to be delivered to all EY and Y1 pupils during the spring term with an after-school club for Years 2 and 3 <p>SPECIALISED ACTIVITIES:</p> <ul style="list-style-type: none"> Specialised coaches in school to enhance the curriculum by promoting cross-curricular links and physical development eg: Bollywood Dance, bikeability. <p>CLUBS:</p> <ul style="list-style-type: none"> continue to run a range of clubs and use additional staff to open these up to a higher number of pupils, which will reduce the number of clubs being over-subscribed and avoiding the 'first-come, first served' method of allocating places. introduce a range of clubs that will 	<p>PUPIL WELLBEING: An ETA identified to deliver wellbeing interventions across school. Mindfulness/calm zones continued to be used in classroom. Wellbeing Ambassadors identified from Y4/5 and training delivered through MHST offer. Pupils in Years EY, 1 accessed children's yoga sessions delivered by Little seeds during the Spring term including a club for Y1 and 2.</p> <p>ACTUAL SPEND: £630</p> <p>Impact: Pupils developed strategies that they could use to enhance mindfulness strategies and support mental health and wellbeing.</p> <p>These will be further reinforced next academic year.</p> <p>SPECIALISED ACTIVITIES: Opportunities for visitors to school to deliver workshops to broaden pupil experiences and opportunities.</p> <p>All pupils participated in a Bollywood Dance workshop (part of Diwali celebration) in October 2022.</p> <p>Pupils in nursery and Reception participated in a Little Bikers Workshop.</p> <p>Pupils in KS1 participated in a Scootering workshop.</p> <p>ACTUAL SPEND: £1214</p> <p>Impact:</p> <ul style="list-style-type: none"> All pupils able to access opportunities to 	<p>Pupil wellbeing continues to remain a priority and we aim to implement wellbeing ambassadors to promote the use of mindfulness strategies throughout school.</p> <p>Role of wellbeing ambassadors to be established for 2023-24 as part of our commitment to supporting pupil mental health and wellbeing.</p> <p>Proposed SP spending:</p> <ul style="list-style-type: none"> COST of lanyards/caps to identify role. <p>As outlined in KI 1, we aim to continue to run a range of clubs and use additional staff to open these up to a higher number of pupils, which will increase reduce the number of clubs being over-subscribed and avoiding the 'first-come, first served' method of allocating places.</p> <p>We aim to introduce a range of clubs that will promote fitness and stamina but will also enhance skill development.</p> <p>We will continue links with community clubs (Empower) to broaden opportunities for pupils in the wider community.</p> <p>We aim to increase participation in inter-school festivals and competitions.</p> <p>Proposed SP spending:</p>	

	<p>promote fitness and stamina but will also enhance skill development.</p>		<p><u>experience and participate in a range of physical activities.</u></p> <p>Clubs are well established and well managed and participation in a range of festivals and inter-school competitions has increased. See KI 1 for costs incurred.</p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • <u>This allows all pupils to access extra-curricular provision and enhance their skills development.</u> 	<ul style="list-style-type: none"> • Club Coaches • Staff to oversee club provision • Transport to competitions.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Pupils will access opportunities for physical activities and sporting events outside of school so that pupils experience facilities available outside of the primary setting.	<ul style="list-style-type: none"> increase participation in inter-school festivals and competitions. Pupils from Y1-6 to attend various inter-school activities and competitions at external venues. Transport to take pupils to venues. 	Costs incurred in KI:1	<p>Increased attendance at external events. The allocation of a Clubs and Competitions co-ordinator has allowed a more consistent commitment to accessing wider opportunities.</p> <p>Next year, school are able to use the minibus from the local secondary school which will reduce costs further.</p> <p>Total Spend: Costs incurred in KI 1</p> <p>Impact:</p> <ul style="list-style-type: none"> <u>School strive to attend as many external events as possible to provide wider opportunities for pupils to participate in completion and to enhance their experiences. Pupils give positive feedback and these experiences not only enhance their opportunities but also promote wellbeing.</u> 	Continue to build on participation in external events next academic year.