Bevington Primary School

Enrichment and Wider Opportunities Action Plan 2026–27

Context

Bevington is a one-form entry primary school in North Kensington. Pupils come from over 30 language backgrounds, 39% are eligible for Pupil Premium funding and 24.1% have SEND. Wider opportunities are already an integral part of school life: a broad extra-curricular offer across sport, the arts, technology, performance and academic enrichment; curriculum-mapped visits to venues including Westminster Abbey, the British Museum, the Science Museum, Kew Gardens, St Paul's Cathedral, the Imperial War Museum and the Ragged School Museum; and a strong pupil leadership structure (Smart Council, Head Boy/Girl Team, Eco Committee, Wellbeing Committee) through which pupil voice has already shaped the club offer, lunchtime provision and fundraising priorities.

This action plan uses the DfE Enrichment Benchmarks self-assessment framework to identify the priority areas for development, building on this existing strength rather than starting from scratch. Each action below is specific, has a named lead, a monitoring point and a timeframe, in line with the planning tool's guidance.

Benchmark area of focus	**5. An accessible and engaging enrichment offer**		
Action headline	***Closing the participation gap for disadvantaged pupils in extra-curricular clubs***		
Target	**By whom and how it will be monitored**	**Success criteria**	**RAG**
Increase Pupil Premium pupils' participation in extra-curricular clubs from the current 20% (17 pupils) towards the levels seen among SEND Support (60%) and EHCP (69%) pupils, so that no group is left behind.	Head of School to monitor termly, cross-referencing club registers against the Pupil Premium list, reported to Leadership Team each half-term.	• Club registers show rising PP participation each half-term • PP participation reaches at least 35–40% by summer term 2027 • No pupil is prevented from attending a club due to cost	
Actions			**When**
• Cross-reference current club registers against the Pupil Premium list each half-term to identify non-participating pupils • Class teachers and pastoral staff to personally invite identified PP pupils to a club matching their interests, drawing on Smart Council pupil voice data • Use Pupil Premium funding to remove cost barriers to clubs, as is already done for curriculum visits • Communicate the club offer directly to PP families (e.g. phone call, translated materials) rather than relying on general newsletters			Baseline autumn 2026; reviewed spring and summer 2027
Resource needed			
• Pupil Premium funding allocated for subsidised club places • Staff time for register analysis and family contact • Sign-up materials translated for the school's 30+ language communities			

Benchmark area of focus	**2. A broad and well-rounded enrichment offer**

Action headline	*Introducing a Nature, Outdoors and Adventure strand*		
Target	**By whom and how it will be monitored**	**Success criteria**	**RAG**
Every pupil to access at least one nature, outdoors or adventure activity a year, addressing the one gap in an otherwise strong offer across the other four enrichment categories (civic engagement, arts and culture, sport, and wider life skills).	Leadership Team, monitored through the curriculum trip map and club audit, reviewed at the termly wider opportunities review.	● A gardening, eco or outdoor-adventure club is timetabled and running ● The existing Kew Gardens visit is embedded as an annual, curriculum-mapped fixture rather than a one-off ● Pupil voice (Smart Council) confirms awareness of, and interest in, the new outdoor offer	
Actions			**When**
● Audit the current offer against the five enrichment categories to confirm this as the priority gap ● Launch a gardening or eco-themed after-school club, linked to the existing Eco Committee ● Timetable Kew Gardens (and similar) as a recurring, curriculum-linked visit for the relevant year group each year			Audit and planning autumn 2026;
Resource needed			
● Leadership Team time to coordinate with the Eco Committee ● Funding for a residential or outdoor-adventure provider ● Access to outdoor space or an allotment			

Benchmark area of focus	**7. An outcomes-focused enrichment offer**		
Action headline	***Tracking the link between enrichment participation and pupil outcomes***		
Target	**By whom and how it will be monitored**	**Success criteria**	**RAG**
Establish a consistent way of recording enrichment participation and linking it to outcomes such as confidence, wellbeing and belonging, building on the school's existing (currently anecdotal) impact narrative.	Leadership Team, reviewed termly and reported as part of the SIP review.	● Enrichment participation is recorded within the school's MIS ● A simple wellbeing/confidence measure is linked to participation data at least once a year ● Leadership Team can evidence the outcomes case for enrichment, not just describe the offer	
Actions			**When**

• Set up an enrichment participation register within the school's MIS • Agree two to three outcome measures to track (e.g. wellbeing survey score, attendance, pupil voice confidence rating) • Cross-reference participation data against these outcomes at the end of the year • Report findings to Leadership Team and governors as part of the SIP review cycle	System set up autumn 2026; first outcomes report summer 2027
Resource needed	
• MIS administrator time to build the register • Staff time for wellbeing check-ins • Leadership Team time for the annual report	

Benchmark area of focus	**3. A well-communicated enrichment offer that celebrates participation and achievement**		
Action headline	***Formalising recognition of enrichment participation and achievement***		
Target	**By whom and how it will be monitored**	**Success criteria**	**RAG**
Every pupil's enrichment participation is recognised and recorded, extending the school's existing assembly culture into a consistent, whole-school system.	Leadership Team, monitored via assembly records and end-of-year report templates.	• Enrichment participation appears on end-of-year pupil reports • A termly celebration assembly slot recognises enrichment achievements alongside academic ones • Pupils can describe what they have gained from their enrichment activities when asked	
Actions			**When**
• Add an enrichment and wider opportunities section to the end-of-year report template • Timetable a termly assembly slot dedicated to enrichment achievements • Introduce a short pupil reflection slip (“what I learned”) at the end of each club term			Assembly slot from autumn 2026; report template updated by spring 2027
Resource needed			
• Admin time to amend the report template • Staff time to collate club participation ahead of reports			

Benchmark area of focus	**1. A strategically aligned enrichment offer**		
Action headline	***Embedding enrichment explicitly within the 2026–27 School Improvement Plan***		
Target	**By whom and how it will be monitored**	**Success criteria**	**RAG**
Enrichment and wider opportunities is named as an explicit action within the 2026–27 SIP, with a clear lead, success criteria and monitoring point, rather than sitting alongside the plan informally.	Head of School, monitored through the SIP's termly review cycle.	• Enrichment appears as a named action within the 2026-27 SIP, with a lead and monitoring point • Staff can articulate who leads on enrichment and	

		how it links to school priorities such as attendance, wellbeing and inclusion	

Actions	**When**
● Add an explicit enrichment/wider opportunities action to the 2026-27 SIP, with a named lead and success criteria ● Confirm which staff have responsibility for leading and monitoring enrichment work, and document this clearly for all staff ● Share the finalised enrichment action with staff as part of SIP training	Completed before the SIP is finalised, autumn 2026

Resource needed
● Head of School time to finalise SIP wording ● Staff meeting/INSET time for sharing

Benchmark area of focus	**6. An enrichment offer that works in partnership**		
Action headline	***Introducing a structured feedback and review process for external enrichment partners***		
Target	**By whom and how it will be monitored**	**Success criteria**	**RAG**
Every external partner or venue used for enrichment (e.g. British Museum, Science Museum, Imperial War Museum, and any outdoor-adventure provider) is reviewed annually for quality and value.	Leadership Team, monitored via a partner review log reviewed each summer term.	● A short partner/venue feedback form is completed by staff after each major visit or partnership ● Underperforming or poor-value partnerships are identified and replaced ● New partnership routes are actively explored (e.g. Arts Council England, Bikeability, local sports clubs)	

Actions	**When**
● Create a one-page partner/venue feedback form for staff to complete after visits ● Review the year's partnerships each summer term against curriculum fit, pupil enjoyment and value for money ● Explore additional partnership routes signposted in the national enrichment framework's resource list	Feedback form introduced autumn 2026; first annual review summer 2027

Resource needed
● Staff time to complete feedback forms ● Leadership Team time for the annual review

Benchmark area of focus	**5. An accessible and engaging enrichment offer (SEND)**
Action headline	***Person-centred enrichment for pupils with SEND: building independence and decision-making***

Target	By whom and how it will be monitored	Success criteria	RAG
Beyond ensuring SEND and EHCP pupils can access the same clubs as their peers (already strong, at 60% and 69% participation), enrichment for these pupils is also used deliberately to build independence, confidence and decision-making skills, in line with the SEND code of practice's person-centred approach.	Leadership Team, monitored through pupil-level enrichment notes within EHCP/SEND support plan reviews.	● Enrichment goals (e.g. independence, choice-making, self-advocacy) appear within relevant pupils' SEND support plans or EHCP annual reviews ● Pupils with SEND can describe a choice they made about their own enrichment activities ● Staff leading clubs are aware of relevant pupils' individual targets, not just their access needs	

Actions	When
● Review EHCP annual reviews and SEND support plans to identify where enrichment could be linked to an existing independence or communication target ● Involve pupils with SEND directly in choosing their enrichment activities, using accessible formats (visual choice boards, key adults, Smart Council links) rather than defaulting to what's convenient ● Brief club and activity leads on the individual targets of SEND pupils in their group, not only any access adjustments needed ● Share examples of this person-centred approach with staff as part of SEND CPD	Reviewed as part of each pupil's existing EHCP/SEND support plan cycle, from autumn 2026

Resource needed
● Leadership Team time to review plans and brief staff ● Accessible choice-making resources (visual supports, communication aids) ● SEND CPD slot

Benchmark area of focus	2. A broad and well-rounded enrichment offer (careers-related)		
Action headline	***Introducing light-touch, age-appropriate careers-related enrichment***		
Target	**By whom and how it will be monitored**	**Success criteria**	**RAG**
Pupils begin building career awareness and aspiration appropriate to primary age, as a foundation for the statutory careers guidance and Gatsby Benchmarks that apply from secondary age, without treating Bevington as subject to those secondary/FE requirements.	Leadership Team, monitored through the curriculum and assembly calendar.	● Each year group has at least one careers-related input a year (e.g. a visiting speaker, a “jobs people do” assembly, or a workplace-linked trip) ● Pupils can name a range of jobs and the skills or subjects connected to them ● Input is age-appropriate and does not attempt to replicate the secondary/FE careers programme	

Actions	When
● Invite parent, alumni or community volunteers to talk to classes about their jobs, linked where possible to curriculum topics ● Build a simple “jobs and futures” thread into existing assemblies or PSHE, rather than creating a new statutory-style programme ● Use existing curriculum trips (e.g. museums, Science Museum) to highlight related careers where relevant ● Keep this light-touch and proportionate to primary age; do not adopt Gatsby Benchmarks or work-experience requirements, which apply from secondary age	First inputs from spring 2027
Resource needed	
● Leadership Team time to source speakers ● PSHE/assembly planning time	