



GREAT LEIGHS PRIMARY SCHOOL

Enrichment Strategy

A whole-school entitlement for every pupil

2026–2029

STRATEGIC INTENT To ensure that every pupil participates in a broad, inclusive and purposeful range of experiences that builds belonging, confidence, character, knowledge and essential skills — and that no pupil misses out because of need, disadvantage or circumstance.

Aligned to the Department for Education Enrichment Framework (June 2026)

Final strategy for leadership and governor approval

Document control and approval

Field	Detail
Status	Final draft for approval
Strategy period	September 2026 to July 2029
Strategy owner	Headteacher / designated Enrichment Lead (Miss Plumb)
Governor oversight	Named governor for personal development / curriculum, reporting to the governing body
Review cycle	Termly monitoring; annual formal evaluation and refresh
Next full review	Summer term 2027
Related documents	School Development Plan; Master SEF and Evidence Index 2026–27; SEND Information Report; Pupil Premium Strategy; PE and Sport Premium report; curriculum and safeguarding policies

Purpose

This strategy sets out Great Leighs Primary School's enrichment entitlement, implementation arrangements and improvement priorities for 2026–2029. It translates the DfE's eight enrichment benchmarks into a practical whole-school plan and creates a clear line of sight from provision to participation, pupil experience and impact.

It should be used by leaders to plan and quality-assure the offer; by staff and partners to understand expectations; by governors to provide strategic challenge and assurance; and by pupils and families to understand the school's ambition.

Definition and scope

The DfE defines enrichment as activities and experiences beyond the curriculum: both co-curricular experiences linked directly to learning and extra-curricular opportunities that add skills, knowledge and activities. At Great Leighs this includes timetabled experiences, trips, visitors, themed events, lunchtime and after-school clubs, performance, competition, leadership, community action, outdoor learning and residential.

PRINCIPLE Enrichment is not an optional extra or a list of clubs. It is a planned entitlement, connected to curriculum intent and personal development, with access and impact monitored for all pupil groups.

1. Strategic context

Our school

Great Leighs is a one-form-entry village primary school with approximately 200 pupils. The school's rural context, high level and complexity of SEND, inclusive relational ethos, stable staff team, active governing body, strong parental engagement and flourishing PTA all shape the enrichment offer.

The school website describes an outward-looking curriculum designed to develop the whole child. Its three contextual curriculum drivers are understanding diversity, culture and faith; protecting the natural world and sustainability; and developing a balanced, healthy lifestyle and positive mental health. These drivers provide the strategic bridge between curriculum and enrichment.

Starting point from the 2026–27 SEF

- Personal development and wellbeing are evaluated as a strong standard, supported by sport, music, outdoor learning, leadership, cultural development and inclusive participation.
- Pupils with SEND access clubs, trips, residentials and leadership opportunities alongside peers; the SEND context requires systematic reasonable adjustments and careful monitoring of participation and impact.
- Most pupils participate, with sporting, musical and public-speaking success; Music Mark recognition and positive parent feedback support the evaluation.
- The central improvement priority is to maintain precise participation information by group and evaluate whether the offer reaches those who may benefit most.
- The school also needs stronger longitudinal evidence of outcomes for pupils with SEND and disadvantaged pupils, and clearer links between enrichment, belonging, attendance and engagement.

Vision

OUR AMBITION By July 2029, every pupil will be able to describe, evidence and reflect on a rich personal journey across the five DfE enrichment areas. Participation gaps will be identified early and reduced through practical, personalised support.

Strategic objectives

1. Guarantee breadth through a published minimum entitlement across all five DfE enrichment areas.
2. Make access equitable by identifying barriers, making reasonable adjustments and prioritising pupils at risk of missing out.
3. Strengthen agency through pupil voice, choice, leadership and reflection.
4. Use partners and community assets to extend expertise, opportunity and aspiration.
5. Track participation and agreed outcomes proportionately, then use evidence to improve provision.

2. The Great Leighs enrichment entitlement

Every pupil will encounter all five DfE enrichment areas during their time at Great Leighs. The annual provision map will show where each entitlement is delivered, by year group and term, and whether it is universal, targeted or optional.

DfE area	Current and developing Great Leighs provision	Intended contribution
Civic engagement	School democracy and pupil voice; School Council; Family Captains; Sports Leaders; Reading Buddies; Digital Leaders; community and charitable action; opportunities to present, debate and contribute.	Citizenship, responsibility, communication, agency and service.
Arts and culture	Curriculum-linked visits and visitors; music tuition; choir and performance; drama and public speaking; visual and expressive arts; faith and cultural experiences; Diversity Week.	Creativity, expression, cultural knowledge, confidence and respect.
Nature, outdoors and adventure	Forest School and gardening; sustainability projects; outdoor learning; local environment work; educational visits; residential experiences.	Curiosity, resilience, teamwork, environmental stewardship and managed risk.
Sport and physical activity	Curriculum PE; clubs and teams; competition and representation; dance; multi-sports; physical activity within wraparound provision; pupil sports leadership.	Health, teamwork, discipline, confidence and lifelong activity.
Wider life and future skills	STEM and digital literacy; online safety; cooking and healthy lifestyles; enterprise and financial awareness; communication, leadership and problem-solving; transition and aspiration activities.	Independence, essential skills, safety, aspiration and readiness for the next stage.

Minimum pupil journey

- A planned curriculum-linked visit, visitor or authentic experience each year.
- Regular access to in-day enrichment, alongside a communicated menu of optional clubs and activities.
- Opportunities to perform, represent, lead, volunteer or contribute as pupils grow through the school.
- Progressive outdoor learning, including Forest School in EYFS and purposeful nature/sustainability experiences thereafter.
- A structured opportunity at least annually to reflect on experiences, interests and skills.
- A cumulative enrichment record or passport from Reception to Year 6, introduced during this strategy period.

The precise annual offer may change in response to pupil voice, staffing, partnerships, cost and safeguarding considerations. Any change must preserve breadth, inclusion and the minimum entitlement.

3. DfE benchmark alignment and improvement priorities

Benchmark	Established evidence	Priority action	Timescale
1. Strategically aligned	Vision, curriculum drivers, SEF and personal-development strengths provide a strong foundation.	Name accountable lead; include milestones in the SDP; approve annual provision map and dashboard.	Autumn 2026
2. Broad and well-rounded	Evidence spans all five areas, with sport, music, culture, leadership, outdoors, clubs, trips and residential.	Audit by year group, term and DfE area; address repetition or gaps; protect in-day access.	Annual
3. Communicated and celebrated	Website, ParentMail, newsletters, assemblies, weekly/annual awards and reports provide established channels.	Create one accessible enrichment page/menu; publish costs, access, adjustments and signposting; add pupil reflection.	Spring 2027
4. Community shaped	School Council and pupil leadership are established; staff, parents and FOGLS contribute.	Introduce annual pupil/parent/staff needs analysis and publish “you said, we did”.	Termly / annual
5. Accessible and engaging	SEF confirms inclusive access, including for pupils with SEND and vulnerable pupils. Pupil premium supports up to two in-school clubs per term and trip costs.	Track participation by group; record barriers and adjustments; proactively invite non-participants.	From Autumn 2026
6. Partnership working	External sport and music providers, FOGLS and community links extend capacity.	Maintain partner register, safeguarding/due-diligence checks, review feedback and community signposting.	From Spring 2027
7. Outcomes focused	SEF identifies confidence, resilience, leadership, belonging, wellbeing and engagement as intended benefits.	Agree a small outcome set; establish baselines; triangulate pupil reflection, participation and relevant school data.	Baseline 2026–27
8. Continually improving	Termly SEF review and governor monitoring are established.	Complete annual DfE self-assessment; report strengths, gaps, actions and impact to governors.	Summer annually

MATURITY STATEMENT The school’s evidence indicates embedded and strong practice in breadth, inclusion and personal development. Formal benchmark scores will be agreed only after the Autumn 2026 baseline audit; the strategy therefore avoids claiming a blanket “4” where participation and outcome systems still require development.

4. Inclusion, equity and participation

Great Leighs will apply an “identify, understand, adjust, invite, review” approach so pupils do not miss out because of SEND, disadvantage, care experience, caring responsibilities, attendance, anxiety, transport, cost, confidence or previous non-participation.

Stage	Expected practice
Identify	Use the enrichment register to identify non-participation and patterns by year group, SEND, EHCP, disadvantaged status and other relevant vulnerability indicators.
Understand	Speak with the pupil and, where helpful, family and staff to understand interest and barriers without making assumptions.
Adjust	Consider timing, sensory and communication needs, adult support, equipment, transport, cost, transition, group size, provider briefing and accessible information.
Invite	Offer a suitable choice and proactive encouragement. Reserve or prioritise places where this is a proportionate response to under-representation.
Review	Check attendance, experience and benefit; record what changed and whether the adjustment worked.

Access commitments

- Reasonable adjustments are planned early with the pupil, family, SENCo and provider where appropriate.
- No pupil is excluded from a universal entitlement solely because of cost; leaders use available school, pupil-premium, PE/sport-premium or charitable support lawfully and transparently.
- The existing pupil-premium support published on the school website — up to two in-school clubs per term and up to £10 towards a class trip — is communicated sensitively to eligible families and reviewed for sufficiency.
- Information is clear about age range, timing, cost, equipment, expectations, accessibility and how to ask for help.
- Selection for teams, performance or limited-capacity activities is fair and transparent; alternative development opportunities are considered.
- Safeguarding, medical, off-site and provider requirements remain fully in force; inclusion is achieved through planning, not reduced safety expectations.

Participation register: minimum fields

Pupil identifier; year group; activity and DfE area; universal/targeted/optional; dates or frequency; attendance; cost/subsidy where relevant; leadership/representation; relevant group flags drawn securely from existing systems; barrier or adjustment code; pupil feedback; follow-up action. Access is restricted to staff with a legitimate role and reporting to governors is anonymised and aggregated.

5. Pupil voice, leadership and reflection

Pupil voice

Pupil voice will influence both the menu of activities and how activities are delivered. Leaders will seek views from participants and non-participants, deliberately including pupils with SEND and those at risk of missing out. Feedback will be gathered through School Council, short surveys, focus groups, class discussion and activity reviews.

Leadership

Existing roles — including School Council, Sports Leaders, Family Captains, Reading Buddies and Digital Leaders — will be mapped to the civic engagement entitlement. Staff will define the purpose, training, supervision and intended impact of each role, and widen access so leadership is not limited to the most confident pupils.

Reflection

At least annually, pupils will reflect on what they tried, enjoyed, learned and contributed. Reflection should be age-appropriate and light-touch: discussion, a short passport entry, photograph with pupil commentary, certificate commentary or transition record. It is not intended to generate unnecessary marking or paperwork.

KEY QUESTION FOR PUPILS What have you tried beyond your usual lessons, what did it help you learn about yourself or the world, and what would you like to try next?

Celebration

- Celebrate participation, perseverance, contribution and growth — not only winning or elite performance.
- Use established weekly and annual awards, assemblies, newsletters, reports and the website.
- Ensure recognition reflects all five DfE areas and a diverse range of pupils.
- Seek consent and follow safeguarding/data-protection expectations for photographs and public recognition.

6. Partnership and quality assurance

Partnerships should add expertise, facilities, cultural capital, aspiration or capacity that the school cannot provide alone. Current and potential partners include sport and dance organisations, music tutors, FOGLS, local community and voluntary groups, libraries, museums, environmental organisations, employers, STEM ambassadors and other education settings.

Partner standard

Area	Minimum expectation
Purpose and fit	Clear link to the entitlement, pupil need and intended outcomes.
Safeguarding	Appropriate checks, agreements, supervision, risk assessment, reporting routes and data protection.
Inclusion	Provider understands needs, adjustments and Great Leighs expectations.
Quality	Suitable expertise, planning, resources, pupil engagement and value for money.
Review	Pupil/staff feedback, participation, incidents/concerns, outcomes and decision to continue, adapt or stop.
Signposting	Where appropriate, families receive accessible information about safe opportunities beyond school.

Communication standard

The school will maintain a single, easy-to-find website location for the current enrichment offer, with links from ParentMail/newsletters. Information will include what is available, who it is for, when and where it runs, cost, how places are allocated, what support is available and who to contact. Provision and achievements will be communicated throughout the year, not only at launch.

7. Outcomes and evaluation framework

Evaluation will remain proportionate. Participation data shows reach, not impact; pupil voice shows experience, not causation. Leaders will triangulate participation, pupil reflection, stakeholder feedback and relevant existing school information, avoiding claims that enrichment alone caused changes in attainment or attendance.

Measure	2026–29 success criterion	Evidence
Breadth	All five DfE areas represented in each annual whole-school map; no unexplained year-group gap.	Annual provision audit
Universal reach	100% of pupils offered the planned universal entitlement.	Provision and trip registers
Participation	Baseline established in 2026–27; year-on-year increase in pupils completing at least one sustained optional or targeted activity.	Termly enrichment register
Equity	Participation gaps for SEND, EHCP, disadvantaged and other identified groups reduce from the 2026–27 baseline; every non-participant is reviewed.	Disaggregated dashboard and case review
Pupil experience	At least 90% of surveyed pupils say they can access activities that interest them and identify something gained; responses analysed by group.	Annual pupil survey/focus groups
Leadership and contribution	Increasing number and range of pupils undertaking meaningful leadership, service, performance or representation.	Leadership/achievement record
Belonging and confidence	Positive trend from baseline in selected pupil items; qualitative examples show how participation supported confidence, agency or belonging.	Pupil reflection, wellbeing/pupil voice
Quality and improvement	100% of major activities/partners reviewed proportionately; actions and “you said, we did” changes recorded.	Activity reviews; annual self-assessment

Termly dashboard

The dashboard will show: total and sustained participation; participation across the five areas; non-participants; participation by relevant pupil group; leadership/representation; cost and subsidy where useful; pupil experience; emerging barriers; actions taken; and status of strategic milestones. Small numbers will be suppressed or described carefully to protect confidentiality.

Annual evaluation questions

6. Is the offer strategically aligned and broad across the five areas?
7. Who participates, who does not, and what barriers explain the pattern?
8. What do pupils value and what do they want changed?
9. What evidence suggests growth in skills, confidence, belonging, wellbeing or engagement?
10. Which partners and activities provide sufficient quality and value?
11. What will we continue, adapt, introduce or stop next year?

8. Roles, governance and assurance

Role	Core responsibility
Governing body	Approve strategy; receive annual evaluation; challenge equity, impact, safeguarding and value for money; ensure alignment with school priorities.
Named governor	Termly link visit/review; triangulate dashboard, pupil voice and evidence; report assurance and challenge without operational management.
Headteacher	Strategic sponsor; appoint lead; secure resources; align with SDP/SEF; report to governors.
Enrichment Lead	Maintain provision map and register; coordinate voice, communication, partner reviews, dashboard and annual self-assessment.
SENCo / Inclusion Lead	Advise on accessibility and reasonable adjustments; monitor participation and experience of pupils with SEND and vulnerable pupils.
Subject / phase leaders	Plan purposeful co-curricular experiences; evaluate curriculum connections and progression; avoid unnecessary duplication.
Activity leaders / providers	Plan safely; register attendance; make adjustments; gather concise feedback; report concerns and review quality.
Class teachers	Promote opportunities; identify pupils at risk of missing out; support reflection and transition information.
Pupils and families	Shape the offer, communicate needs and barriers, take part in review and celebrate contribution.

Governor monitoring prompts

- How do leaders know every pupil encounters all five areas?
- Which groups participate least, why, and what has changed as a result?
- How are pupils with SEND involved in planning adjustments and reviewing experience?
- What does pupil voice say — including the voice of non-participants?
- How does the offer support curriculum intent, personal development and current improvement priorities?
- What evidence of outcome is credible, and where are leaders appropriately cautious?
- Which provision or partnership has been adapted or stopped following review?

9. Three-year implementation plan

Phase	Key actions	End-of-year outcome
2026–27: establish and align	Appoint lead and governor; complete DfE self-assessment; create provision map; launch participation register; agree definitions and baseline; audit access/communication; establish pupil reflection; include milestones in SDP.	Reliable baseline, clear entitlement, accountable leadership and early identification of gaps.
2027–28: embed and improve	Use first full-year data to target gaps; strengthen “you said, we did”; refine partner reviews; broaden under-represented DfE areas/year groups; implement cumulative passport/record; share dashboard termly.	Participation and communication systems become routine; targeted actions respond to evidence.
2028–29: sustain and stretch	Evaluate three-year trends; test impact with longitudinal pupil stories and group data; benchmark provision; develop sustainable partnerships; consult on next strategy.	Demonstrable improvement in equitable reach, pupil agency, breadth and quality; next cycle based on evidence.

2026–27 action milestones

When	Milestone
Autumn 1	Confirm roles; approve strategy; define activities and sustained participation; map existing provision.
Autumn 2	Complete baseline self-assessment; configure secure register; gather pupil/parent/staff views; identify initial non-participants.
Spring 1	Publish accessible offer; implement adjustments/invitations; review partner register and safeguarding documentation.
Spring 2	First governor dashboard and pupil voice triangulation; adapt provision and communication.
Summer 1	Pupil reflection and transition record; review reach across five areas.
Summer 2	Annual self-assessment and report; approve 2027–28 priorities, budget and provision map.

Appendix A — Evidence framework

Benchmark evidence theme	Normal working evidence
Strategic alignment	Strategy and approval; SDP milestones; annual map; role descriptions; governor minutes.
Breadth	Year-group/term provision map across five areas; timetables; club, trip, visitor and residential records.
Communication/celebration	Website offer; ParentMail/newsletters; awards; assemblies; report/reflection examples.
Community shaping	Pupil/parent/staff voice; School Council minutes; “you said, we did”; staff/provider contributions.
Access/engagement	Participation dashboard; adjustments; targeted invitations; subsidy records; pupil/family feedback.
Partnership	Partner register; agreements/checks; risk assessments; reviews; external signposting.
Outcomes	Pupil reflection; leadership records; belonging/confidence voice; relevant attendance/behaviour context; case studies.
Improvement	Annual DfE self-assessment; activity reviews; action plan; governor challenge; changes and follow-up impact.

Evidence should be representative, current and readily retrievable through normal school business. This strategy does not require a separate inspection file or disproportionate paperwork.

Appendix B — Sources and alignment

Source	Reference
Department for Education	The enrichment framework for schools and colleges (published 15 June 2026): https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges
Department for Education	Enrichment benchmarks: https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges/enrichment-benchmarks
Department for Education	Background supporting the enrichment framework: https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges/background-supporting-the-enrichment-framework-for-schools-and-colleges
Great Leighs Primary School	School website, including Home, Vision and Values, Guide to the Curriculum, External Clubs and Music Lessons, FOGLS, awards and parent information: https://greateighs.essex.sch.uk/
Great Leighs Primary School	Master Self-Evaluation with Framework Evidence Matrices and Evidence Index 2026–27 (working strategic document supplied by the school).
Department for Education	Enrichment provision self-assessment tool (supplied by the school; Crown copyright 2026).

Interpretation note: DfE guidance is non-statutory. This strategy uses its benchmarks as an improvement and assurance framework while retaining Great Leighs’ context, values, statutory duties and safeguarding requirements.