Enrichment strategy 2026 to 2027

St Luke's Church of England Primary School Lowton

Review: September 2026

Our purpose

We want every pupil to belong, discover interests, develop confidence and make a contribution. Enrichment is a planned part of personal development at St Luke's, rooted in Learning without limits and the Christian call to love one another in John 13:34–35. It supports wellbeing, communication, independence, teamwork and preparation for life beyond primary school.

Our existing programme spans all five enrichment categories. This strategy strengthens how we demonstrate equitable access, sustained engagement, pupil influence and impact. Access is an entitlement; participation must not depend on family income, confidence, disability, transport or being selected for a team.

Status and evidence

The school's confirmed 2025 to 2026 club analysis is the baseline for this strategy. The 211 pupils represent all pupils who attended at some point that year. This replaces the earlier provisional participation figures. The strategy retains the eight benchmarks in the DfE's non-statutory framework.

Cohort	One or more	Two or more	Three or more
Whole school (211)	211 (100%)	180 (85.3%)	119 (56.3%)
Pupil premium (14)	14 (100%)	13 (92.9%)	9 (64.3%)
FSM eligible during year (20)	20 (100%)	18 (90.0%)	14 (70.0%)
On SEND register during year (28)	28 (100%)	24 (85.7%)	16 (57.1%)

Groups may overlap. The figures show breadth of club participation, not progress in skills or access to all five categories for each pupil. Leaders are following up pupils who attended only one club, and pupils with one or two clubs in the priority groups, to understand interests and barriers.

Sources and evidence limits

School sources: confirmed 2025 to 2026 club analysis supplied by the headteacher; Personal Development Impact Presentation and school activity information for context; accompanying Club Participation and Impact Report for detailed findings.

National source: Department for Education, The enrichment framework for schools and colleges and Enrichment benchmarks, published 15 June 2026, accessed 22 October 2026. The framework is non-statutory.

The entitlement and the five categories

Proposed school commitment: every pupil will receive age appropriate enrichment across all five categories during the year, including experiences within the school day. Optional clubs extend this entitlement. Leaders will map provision by year group, ensuring increasing challenge and independence from Reception to Year 6.

Category	St Luke's reported provision	Intended development
Civic engagement	School Council, Eco Warriors, charitable activity, community and church events, Children and Young People's Summit, 275th anniversary heritage presentations.	Voice, service, democratic participation and responsibility.
Arts and culture	Choir, instrumental tuition, Year 4 Wider Opportunities, concerts, dance, cathedral performances, Music Alive and heritage celebrations.	Creative expression, cultural understanding and performance confidence.
Nature outdoors and adventure	Forest school, outdoor learning, residentials, Eco Warriors and Wigan Eco Schools Climate Conference.	Curiosity, environmental responsibility, resilience and independence.
Sport and physical activity	LLG Sports Events and Activities, Football, cricket, netball, rugby, swimming, hockey, dance, competitions and Sports Crew leadership.	Enjoyment of activity, teamwork, skill development and fair play.
Wider life and future skills	Chess, Scrabble, road safety, transition and careers experiences, science workshops, ambassadors, pupil tour guides and supported leadership.	Problem solving, communication, safety, aspiration and preparation for change.

Progression and purposeful planning

Each year group plan will identify the experience, skills and access arrangements. Reception has several options. Years 1 and 2 each have at least one extracurricular activity per term; leaders will test demand for more infant choices, including music, creative activities and supported lunchtime options.

Ordinary curriculum lessons and statutory collective worship will not be counted automatically as additional enrichment. Leaders will identify the added experience, such as a performance, community project, visitor workshop or leadership responsibility. Each activity can support several categories, but pupils are counted once in whole school reach figures.

Communication and celebration

Publish a termly calendar through the school website, Dojo and accessible paper information. Explain age ranges, times, costs, support, transport arrangements, booking and allocation. Offer a named contact and direct support for families who do not respond digitally. Celebrate

persistence, contribution, first participation and personal improvement alongside competitive success. Pupils reflect briefly on what they learned and would like to try next.

Removing barriers and tracking participation

The Personal Development Lead will maintain a single participation record, drawing on club, visit, event and leadership registers. Club leaders record attendance each session; class staff record school day experiences. The lead reviews patterns half termly with the SENCO and pastoral lead, with a termly summary to governors.

Barrier	Planned response
Cost and equipment	Identify confidentially; agree funded or subsidised places within the school budget, loan equipment and avoid public identification of recipients.
Transport and collection	Ask families about collection barriers; provide lunch time or school day alternatives and explore workable collection support.
SEND medical or sensory needs	Plan with the pupil, family and SENCO; adapt communication, equipment, venue, staffing and activity demands. Make individual health and access arrangements before attendance.
Anxiety confidence and belonging	Offer a taster, buddy, trusted adult introduction or smaller group. Review whether the pupil enjoys and wishes to continue.
Allocation and representation	Use transparent allocation and rotation. Proactively invite pupils who miss out; distinguish open participation from competitive selection.
Absence and changing circumstances	Follow up missed opportunities sensitively; offer another date or equivalent experience and review barriers with the family.

Minimum participation record

Record pupil identifier and year group; activity and category; eligible cohort; offer and booking; actual attendance and sessions available; continuation or withdrawal; pupil preference; barrier and agreed adjustment; responsible adult; review date and outcome. Record dates so annual, termly and historical figures are not mixed.

Analyse all pupils and relevant groups: disadvantaged or pupil premium, SEND including EHCP where useful, pupils receiving pastoral support, care experienced pupils, young carers, persistently absent pupils, EAL and other locally under-represented groups. Consider sex and year group patterns and overlapping needs. Do not assume every group has a barrier or that EAL itself indicates vulnerability.

Evaluating impact with proportionate evidence

Initial evaluation: all 211 pupils attended at least one club in 2025 to 2026, with strong participation across pupil premium, FSM and SEND cohorts. Staff report high weekly attendance and few withdrawals; session counts are needed to quantify retention. Leaders will review category breadth, pupil experience and skills alongside participation.

Provision and current evaluation	Evidence to collect	Decision the evidence will inform
Sport: a broad offer, including cricket across the year. Leaders will check access to beginner, recreational and competitive opportunities.	Unique attendance by group; beginner and non-competitive places; simple skill rubric at start and end; pupil enjoyment.	Continue effective provision; adjust rotation, timing or entry routes for pupils missing out.
Music and arts: Music Mark and performance opportunities support a positive judgement on breadth. Individual confidence gains are not yet quantified.	Access to tuition and performances by group; rehearsal retention; teacher observation and pupil reflection before and after.	Review cost, instrument loans and opportunities for less confident performers.
Outdoor and residential experiences offer opportunities for independence; equal access and progression require verification.	Participation and adaptations; observable independence goals; pupil and parent feedback; non-attendance reasons.	Adapt future visits and support; ensure an equivalent meaningful opportunity where needed.
Leadership and community work create authentic audiences and responsibility, including anniversary presentations. Impact is plausible but requires recorded examples.	Meeting minutes; decisions pupils influenced; observation of speaking, teamwork and follow-through.	Broaden recruitment and rotate supported responsibilities.
Wellbeing enrichment and pastoral support may strengthen belonging. They should be evaluated separately where possible.	Short age appropriate belonging check; pupil reflection; agreed personal goals; attendance context and pastoral review.	Retain, adapt or stop activities according to benefit, enjoyment and access.

How leaders reach a judgement

For each selected activity, agree one or two intended outcomes before it begins. Capture a brief baseline, review after approximately six to eight weeks or at completion, and use at least two sources where practical. A simple observation scale can distinguish needs support, participates with prompts and acts independently. Record what changed, for whom, what did not improve and the next decision.

Use pupil feedback and observation for enrichment evaluation; use the school's wellbeing recording tools only where appropriate and with consistent scoring. Do not label an adapted school scale as a validated clinical measure. Attendance trends may be contextual evidence but do not establish that an activity caused improvement.

Pupil voice that changes the offer

The following are proposed examples for the five existing pupil leadership groups. They are not records of decisions already made. Each group will consult classmates, including non-participants and pupils needing supported communication, and report a response through a simple You said We did We reviewed record.

Pupil group	Example consultation and response	Evidence of influence and review
School Council	Ask which experiences pupils want and what prevents access. If collection is a barrier, trial a lunch time chess or Scrabble session.	Keep class feedback and council minutes; compare attendance of previous non-participants and review enjoyment after six weeks.
Sports Crew	Ask pupils who do not join teams what would help. Trial beginner or non-competitive multi-sport sessions and equipment rotation.	Compare new participants and group reach; check enjoyment and whether pupils continue.
Eco Warriors	Invite classes to choose an environmental priority following outdoor learning or the climate conference. Plan a supervised biodiversity or waste project.	Record the choice, pupil actions and observable project outcomes; assess whether pupils can explain their contribution.
Worship Wonders	Ask how pupils prefer to contribute to worship and community events. Offer speaking, music, welcome, artwork or supported roles.	Record whose suggestions shaped planning, participation across groups and reflections on confidence and belonging.
Mental Health Team	Gather age appropriate views about belonging and play. Propose a quiet creative lunch time option or buddy introduction to clubs.	Staff review safeguarding and feasibility; evaluate uptake and pupil feedback, including those who previously felt excluded.

Hearing pupils beyond the committees

Leaders have targeted pupils who attended only one club and will use an accessible questionnaire to ask what they enjoy, what gets in the way and what they would try. A pupil with a strong interest in music has been encouraged to join musical clubs. The school has introduced a faith club in response to interest in faith, debate and spiritual and philosophical discussion. Pupil groups will consult beyond their members and review take-up.

Parents will be asked about communication, cost, timing, adjustments and their child's experience each term. Staff and providers will report what was workable and what needs to change. Leaders will respond to suggestions, explain decisions where a request cannot be met, and publish a brief update each term.

Leadership with adult support

Older pupils already help run some clubs and teach younger pupils. Staff will support them to model skills, explain instructions and encourage beginners, and use observation to check how confidence and leadership develop. Adults retain responsibility for supervision, safeguarding and inclusion. The Mental Health Team signposts pupils to trusted adults.

Governance and the eight benchmarks

The headteacher will secure leadership oversight, staffing and a costed plan. The Personal Development Lead coordinates the calendar, participation record and evaluation. Activity leaders record attendance and progress; the SENCO and pastoral lead advise on inclusion. Governors scrutinise equity, outcomes and sustainability rather than manage individual club allocation.

Benchmark	How this strategy responds	Governor evidence
1 Strategic alignment	Connect enrichment to belonging, confidence, inclusion and school improvement priorities.	Approved strategy, named leads, costed actions and review schedule.
2 Breadth	Map all five categories by year group and check pupils' actual experiences.	Annual map and pupil-level category coverage.
3 Communication and celebration	Publish accessible information and recognise contribution and progress.	Termly communication sample and pupil reflections.
4 Community voice	Use pupil groups, class consultation and parent and staff feedback.	You said We did We reviewed records.
5 Access and engagement	Identify barriers, provide adjustments and track participation by group.	Reach, retention, gaps, non-participant follow-up and actions.
6 Partnerships	Build on church, sports providers, secondary schools, community and environmental links.	Partner contribution, access arrangements, quality and value review.
7 Outcomes	Agree intended outcomes and compare baseline with review evidence.	Selected activity evaluations and anonymised case examples.
8 Improvement	Review half termly, report termly and revise the annual offer.	Action log, governor challenge and next-year decisions.

Partnerships and resources

The reported offer draws on St Luke's Church, LLG (Leigh, Lowton and Golborne Sports Partnership (the Headteacher leads this for 25 schools), School Games Organiser, sports providers (Sportively and Uk Sports Coaching), Wigan Music Sevice, Golborne and Lowton high schools, community contributors and Wigan environmental activity. Leaders will identify what each partner adds, the pupils reached and whether the arrangement reduces barriers. Confirm suitability, supervision, accessibility and value before extending provision.

Allocate resources first to protecting the universal offer and removing identified barriers. Consider staffing capacity, equipment, transport and provider costs. Record funding sources and permitted use of any targeted funding; no new spending commitments are assumed by this draft.

Termly questions for governors

Who has not participated and what have we done about it? Which groups are less likely to sustain attendance? Does every year group experience all five categories? What changed for pupils? Which pupil suggestions changed provision? What will we retain, adapt or stop, and why?

Implementation and review for 2026 to 2027

These are proposed school milestones and targets, not national requirements or completed actions. Governors should confirm feasibility and resources at approval.

When and owner	Action	Success check
November 2026 Headteacher and PD Lead	Use the confirmed 2025 to 2026 baseline; audit infant choice and year group provision; confirm leads and budget.	Named leads, five-category map and verified counts with reporting periods.
December 2026 PD Lead SENCO and pastoral lead	Survey pupils who attended one club; follow up priority pupils with one or two. Check barriers and trial suitable opportunities.	Responses, adjustments and follow-up recorded; pupil choice respected.
December 2026 Pupil group staff leads	Complete consultation through the five groups and classes; agree practical changes.	At least one documented proposal and adult response per group, including consultation beyond members.
Spring term 2027 Activity leaders and PD Lead	Trial access improvements and evaluate selected sport, arts, outdoor and leadership activity.	Baseline and review evidence; group reach and retention checked; decisions recorded.
Each term Headteacher and governor link	Report participation, access, pupil influence, impact and spending to governors.	Challenge and follow-up actions minuted; any participation gap has an explanation and response.
July 2027 SLT and governing body	Evaluate the year and agree the 2027 to 2028 programme.	All pupils' five-category entitlement checked; missed experiences followed up; priorities and resources agreed.

Proposed annual success criteria

Every pupil is offered meaningful, accessible experiences in all five categories; leaders check actual participation and follow up missed experiences. Every pupil without optional participation receives a sensitive review. Every identified access barrier has a named response and review date. Each relevant group's participation is checked termly, with counts and explanations for any gaps. Each pupil leadership group has a documented influence on planning. Selected activities have evidence of outcomes and a clear decision about next steps.

Termly reporting template

Reporting period and eligible cohort: ____

Unique club participants n/N: ____

Pupils experiencing all planned categories n/N: ____

Disadvantaged reach n/N: ____

SEND reach n/N: ____

Other relevant group findings: ____

Sustained attendance and withdrawal: ____

Main access barriers and response: ____

Pupil and parent influence: ____

Evidence of skill confidence or belonging change: ____

Cost and value judgement: ____

Decisions owners and review dates: ____