St. Wilfrid's Church of England Primary Academy

Interim Headteacher: Mrs. K. Newman

Enrichment Strategy 2026-2027

'I can do all things through Christ who strengthens me.'
Phillippians 4:13

Our Vision for Enrichment

At St Wilfrid's Church of England Primary Academy, we believe that education extends beyond academic learning. Rooted in our Christian vision, "I can do all things through Christ who strengthens me" (Philippians 4:13), we are committed to providing rich, ambitious and inclusive experiences that enable every child to flourish academically, socially, emotionally, spiritually and morally.

Through enrichment, we want children to discover their talents, broaden their horizons, develop confidence and resilience, and build lasting memories. Our Christian values, with love at the heart of all we do, guide our commitment to ensuring that every child feels valued, belongs to our school community and has opportunities to reach their potential.

Our ambition is for every child to leave St Wilfrid's as a confident, compassionate and articulate learner, equipped with the knowledge, skills, experiences and aspirations to succeed in the next stage of their education and make a positive difference to the wider world.

Purpose and Strategic Aims

This strategy sets out the aims and practical arrangements for planning, delivering, monitoring and evaluating enrichment at St Wilfrid's during 2026–2027 and beyond.

Through our enrichment offer, we aim to:

- Bring our curriculum to life by providing educational visits, inspirational visitors, workshops and practical experiences that deepen subject knowledge, develop vocabulary, strengthen connections across our curriculum focus themes and support learning through real-life experiences.
- Broaden cultural capital and horizons by exposing children to a wide range of people, places, cultures, artistic experiences, sporting opportunities and environments, including our planned cultural capital experiences from Nursery to Year 6.
- Develop the whole child by nurturing academic, social, emotional, moral and spiritual development and providing opportunities for children to grow in confidence, curiosity, independence, resilience and creativity.
- Live out our Christian vision and values by encouraging children to demonstrate kindness, peace, hope, trust, courage, fairness, forgiveness and joy, with love at the heart of our relationships, choices and actions.
- Raise aspirations and inspire future possibilities through experiences such as university visits, engagement with professionals and our St Wilfrid's Spotlights initiative, where former pupils share their educational journeys, achievements and careers, helping children recognise their potential and challenge perceived limitations.
- Develop leadership and active citizenship through opportunities such as our Pupil Leadership Team, enabling children to express their views, represent others, take responsibility and contribute to school improvement and community projects.
- Promote creativity, physical wellbeing and personal interests through clubs, performances, sporting events, specialist experiences and opportunities to explore activities beyond the taught curriculum, discover new interests and develop individual talents.

- Encourage environmental responsibility and enterprise through previous initiatives such as St Wilfrid's Sustainable Station, the ECO Refill Shop, which helped children explore sustainability, waste reduction and responsible consumption.
- Promote equality, diversity, inclusion and justice by providing experiences that develop empathy, challenge stereotypes, celebrate differences and help children understand and respect the diverse society in which they live.
- Ensure equitable access for every child by identifying and addressing barriers to participation, with consideration for disadvantaged children, children with SEND and other vulnerable learners, so that every child has meaningful opportunities to participate, succeed and feel a sense of belonging.
- Strengthen partnerships with families and the wider community by working with the Learning Together Trust, local churches, charities, cultural organisations, sporting providers, educational establishments and other external partners to enrich children's experiences.
- Celebrate achievement and personal growth by recognising children's talents, contributions, perseverance and successes across academic learning, the arts, sport, leadership and wider personal development, valuing participation, progress and individual effort as well as outcomes.
- Evaluate and improve our provision by monitoring participation, listening to pupil and parent voice, reviewing the impact of experiences and identifying opportunities to strengthen our enrichment offer, ensuring it continues to meet the needs and interests of our school community.

Definition of Enrichment

At St Wilfrid's CE Primary Academy, enrichment encompasses the wide range of planned experiences, activities and opportunities that extend and enhance children's learning beyond the taught curriculum. It complements classroom teaching by bringing learning to life, deepening subject knowledge and vocabulary, broadening cultural capital and enabling children to explore new interests, discover individual talents and develop skills for life.

Enrichment includes both co-curricular experiences, which deepen and enrich curriculum learning, and extra-curricular opportunities, which broaden children's experiences beyond the classroom. These may include educational visits, residential experiences, workshops, visiting speakers, arts and cultural activities, sport, outdoor learning, pupil leadership, community projects, enterprise and careers-related experiences.

Rooted in our Christian vision and values, our enrichment provision is intentionally planned to develop the whole child, nurture curiosity, confidence, resilience and independence, raise aspirations and promote equality, inclusion and a sense of belonging.

We are committed to ensuring that enrichment is meaningful, accessible and responsive to the needs and interests of our school community, enabling every child to experience opportunities that broaden their horizons and help them flourish academically, socially, emotionally, morally and spiritually.

Alignment with the Department for Education's Enrichment Framework

St Wilfrid's CE Primary Academy uses the Department for Education's Enrichment Framework for Schools and Colleges (June 2026) to guide planning, delivery and evaluation. The eight benchmarks help us review the breadth, accessibility, quality and impact of enrichment and ensure it remains aligned with our Christian vision, curriculum and community needs.

The Eight Enrichment Benchmarks

1. A strategically aligned enrichment offer

Our enrichment provision is rooted in our Christian vision, "I can do all things through Christ who strengthens me" (Philippians 4:13), and supports our commitment to helping every child achieve, believe in themselves and others, and experience a culture of love, care and respect. Enrichment complements our curriculum intent and wider school priorities, supporting academic learning, personal development, wellbeing, leadership, aspiration and character development. We will ensure that enrichment is planned purposefully, with clear responsibilities for its coordination, monitoring and evaluation.

2. A broad and well-rounded enrichment offer

We are committed to providing a diverse programme of experiences across all five enrichment categories identified by the DfE:

- Civic engagement
- Arts and culture
- Nature, outdoors and adventure
- Sport and physical activity
- Wider life and future skills

Through curriculum-linked visits, workshops, residential experiences, performances, sporting opportunities, pupil leadership, community projects, enterprise and extracurricular clubs, we aim to broaden children's experiences and enable them to discover new interests, develop their talents and build skills for life. We will review the breadth of our provision to ensure that opportunities are available throughout the school year and across Nursery to Year 6.

3. A well-communicated enrichment offer that celebrates participation and achievement

We will ensure that children and families receive clear information about enrichment opportunities, including how to participate and any relevant arrangements or costs. We will celebrate children's involvement, achievements and personal growth through opportunities such as Celebration Worship, school communications and social media. We will also encourage children to reflect on their experiences, recognise the skills they have developed and take pride in their progress, effort and contributions.

4. An enrichment offer shaped by the school community

We recognise the importance of listening to the children and families who experience our enrichment provision. Pupil voice, including contributions from our Pupil Leadership Team (PLT), will help us understand children's interests, aspirations and ideas for future opportunities. We will also seek feedback from parents and carers, staff and relevant partners to inform our planning. Where appropriate, we will provide opportunities for children to take leadership and responsibility within enrichment activities, helping them understand that their views can influence school life and the wider community.

5. An accessible and engaging enrichment offer

Inclusion and equitable access underpin our strategy. We will identify and address barriers that may prevent children from participating, including financial circumstances, additional needs, accessibility, transport and confidence. We will consider the needs of disadvantaged children, children with SEND and other vulnerable learners, making appropriate adjustments and providing encouragement where needed. Participation data and feedback from children and families will help us identify children who may be missing out and evaluate how effectively our provision reaches the whole school community.

6. An enrichment offer that works in partnership

We will continue to work with the Learning Together Trust, local churches, charities, educational establishments, cultural organisations, sporting providers and other external partners to broaden the range and quality of experiences available to our children. These partnerships provide access to specialist expertise, facilities and opportunities that may extend beyond what we can offer independently. We will review the suitability and quality of external provision and seek feedback where appropriate to ensure that partnerships contribute positively to children's experiences and development.

7. An outcomes-focused enrichment offer

We want enrichment to make a meaningful contribution to children's learning and personal development. Depending on the experience, intended outcomes may include deeper curriculum understanding, improved confidence, resilience, independence, teamwork, communication, leadership, physical wellbeing, cultural awareness and raised aspirations. We will consider these intended outcomes when planning activities and use appropriate evidence, including participation information, pupil voice, staff observations and feedback, to understand what children gain from their experiences.

8. A continually improving enrichment offer

We are committed to reviewing and strengthening our enrichment provision over time. We will develop consistent systems for recording participation in clubs, educational visits, workshops and other experiences, using Arbor as these arrangements are established. We will analyse available information to identify patterns across year groups and pupil groups, consider whether opportunities are distributed equitably, and listen to feedback from children, families, staff and partners. The findings will inform future planning, help us address gaps and support the continued development of a broad, inclusive and engaging enrichment programme.

Putting the benchmarks into practice

The eight benchmarks will be used as a framework for ongoing self-evaluation and school improvement. Leaders will consider the breadth and quality of the enrichment offer, levels of participation, accessibility, child and family feedback, and the contribution experiences make to children's development. Findings will inform future enrichment planning and relevant school improvement priorities, helping to ensure that our provision remains purposeful, responsive and aligned with the needs of our school community.

Through this approach, St Wilfrid's aims to ensure that every child has meaningful opportunities to participate, discover new possibilities, develop their strengths and flourish as a confident, compassionate and well-rounded individual.

Enrichment and Our Curriculum Intent

At St Wilfrid's Church of England Primary Academy, our curriculum is designed to motivate and inspire children through a broad, balanced and ambitious programme of learning, with literacy at its heart. Rooted in our Christian vision, *"I can do all things through Christ who strengthens me"* (Philippians 4:13), we aim to provide strong academic and spiritual foundations that enable every child to flourish and succeed.

Enrichment brings our curriculum intent to life by providing meaningful experiences that deepen knowledge, develop vocabulary, encourage curiosity and enable children to apply their learning in real-life contexts. Our termly focus themes connect English with the wider curriculum, including History, Geography and Science, with enrichment opportunities such as educational visits, inspirational visitors and practical workshops helping children make meaningful connections between classroom learning and the wider world. Knowledge mats, Related Reads and Reflective Reads further support subject knowledge, reading, empathy and an understanding of different perspectives.

We are committed to broadening cultural capital through planned experiences from Nursery to Year 6, including outdoor exploration, contemporary circus, live music, art, water sports, winter sports and a university visit. Alongside our wider enrichment offer, these experiences introduce children to new interests, cultures and opportunities, helping them broaden their horizons and raise their aspirations.

Our Christian vision and values underpin this provision. Through worship, reflection, leadership opportunities, charitable activities and community involvement, children are encouraged to demonstrate kindness, fairness, courage and respect, with love at the heart of all we do. Initiatives such as our Pupil Leadership Team and St Wilfrid's Spotlights also help children develop responsibility, confidence and an understanding of how they can contribute positively to society.

Through this integrated approach, enrichment strengthens our curriculum by developing knowledgeable, articulate and enthusiastic learners who are confident, resilient, creative and compassionate. We want every child to leave St Wilfrid's with broadened horizons, high aspirations and the knowledge, skills and experiences to flourish and become an agent of change in their local community and the wider world.

Enrichment Entitlement and Progression

We will review our enrichment provision across year groups to ensure that children experience all five DfE enrichment categories and that opportunities broaden and develop as they progress from Nursery to Year 6. Our offer will include curriculum-linked experiences during the school day, alongside additional opportunities such as clubs, competitions, performances and residential experiences. A central overview of planned and delivered activities will help us identify strengths, recognise gaps and inform future planning. This will be considered alongside participation data and pupil feedback to ensure that our provision is broad, inclusive and responsive to the needs of our school community.

The Five Enrichment Strands

At St Wilfrid's, our enrichment programme is organised around the five categories identified in the Department for Education's Enrichment Framework. These strands provide a structure for ensuring that children experience a broad and balanced range of opportunities that complement our literacy-rich curriculum, develop cultural capital and support our Christian vision.

Through these five strands, we aim to nurture the whole child, develop our children's knowledge and skills, broaden their horizons and prepare them to become confident, compassionate and responsible citizens.

- Civic engagement
- Arts and culture
- Nature, outdoors and adventure
- Sport and physical activity
- Wider life and future skills

Civic Engagement

We aim to develop responsible, compassionate and active citizens who understand their rights, respect others and contribute positively to their school, local community and wider society.

At St Wilfrid's, civic engagement reflects our Christian vision and our commitment to creating a culture of love, care and respect. We want children to understand that their voices matter, that they can influence decisions and that they have a responsibility to make a positive difference to the lives of others.

Children have opportunities to:

- Develop pupil voice. Children learn to express their views, listen to others, represent their peers and contribute to decisions that affect their school and community. *Through the Pupil Leadership Team (PLT), children share ideas, take responsibility and play an active role in school improvement initiatives.*
- Support charitable causes. Children develop compassion, generosity and an understanding of the importance of helping others. *Opportunities to support local, national and international causes may include collecting donations for The Brick food bank, supporting The Pearl of Africa Children's Choir and raising money for kidney research.*
- Participate in community projects. Children develop a sense of belonging, strengthen relationships and understand the value of contributing to their local community. *Experiences may include visiting local care homes, taking part in intergenerational activities, engaging with St Wilfrid's Parish Church and participating in wider community initiatives.*
- Celebrate local traditions. Children develop an appreciation of their local heritage, shared traditions and community identity, while contributing their talents to events that bring people together. *Opportunities may include performing with the school choir at events such as the Standish Christmas Markets and taking part in Christmas carol singing.*
- Understand rights, respect and fairness. Children develop an understanding of their rights and responsibilities, the importance of equality and the need to treat everyone with dignity and respect. *This is supported through our use of the Church of England's Difference for Primary programme, which develops three important habits: Be Curious, Be Present and Reimagine. Through these habits, children learn to listen to others, appreciate different perspectives, develop empathy and consider how they can build positive relationships and inclusive communities. These themes are further explored through British Values, children's rights, EDIJ, worship, PSHE and the wider curriculum, helping children to recognise and value individual differences.*
- Take responsibility and lead change. Children are encouraged to recognise that their actions and choices can make a positive difference, developing initiative, responsibility and the confidence to influence change. *Through previous initiatives such as St Wilfrid's Sustainable Station, children explored sustainability, responsible consumption and ways to make positive choices.* We want our children to become Agents of Change, empowered to take action, inspire others and make a positive difference to their school, local community and the wider world.
- School community events and fundraising (SWEET). Providing opportunities for children and families to come together through shared events, *including our Christmas Fayre, Summer Fayre, Springo Bingo and Discos.* These experiences strengthen our sense of community, encourage participation, develop a sense of belonging and enable children to contribute positively to school life and support wider fundraising initiatives.

- Raise awareness and celebrate diversity. Children develop empathy, understanding and respect for different experiences, individual circumstances and the needs of others. Through awareness worships and whole-school initiatives, we recognise conditions and experiences that reflect our school community, including Netherton Syndrome, Down syndrome and diabetes. *Events such as Odd Socks Day and Hello Yellow for World Mental Health Day, alongside work with community partners such as Happy Smiles and Millennium House on dementia awareness, help children develop greater understanding and respect for individual differences.* Our Global Spotlight Worships, supported by LYFTA, further broaden children's understanding of different cultures, communities and lived experiences around the world, encouraging them to appreciate diversity, challenge stereotypes and develop a sense of global citizenship. Together, these experiences promote inclusion and reflect our Christian values of love, kindness and fairness.

The examples above illustrate the range of opportunities available at St Wilfrid's and are not intended to represent a fixed annual programme. Specific projects, charitable activities, community events and awareness initiatives may vary according to the needs of the school community, year groups, partnerships and opportunities available each year. Our commitment is to develop compassionate, responsible and active citizens who understand that their voices matter, demonstrate our Christian values and recognise their ability to make a positive difference.













Arts and Culture

We develop creativity, imagination, cultural awareness and appreciation of the arts, ensuring that children experience a rich range of artistic and cultural opportunities.

Our literacy-rich curriculum provides a strong foundation for storytelling, language development, creative expression and engagement with different cultures and perspectives. Enrichment extends these opportunities allowing children to experience first-hand, meet creative professionals and discover interests beyond the classroom.

Children have opportunities to:

- Participate in performances. Children are encouraged to develop creativity, confidence and performance skills by participating in musical, dramatic and dance performances, both individually and as part of a group. *Opportunities may include our biennial whole-school Dance Festival, EYFS and KS1 Nativity performances, Year 6 productions, Wider Opportunities concerts and other performances linked to curriculum learning or school events.*
- Access music provision. Children develop their musical knowledge, skills and appreciation through curriculum teaching, singing, instrumental tuition and opportunities to perform together. *This may include specialist music teaching, Year 4 Wider Opportunities through Wigan Music Service, peripatetic music lessons where available, and singing as part of the school choir.*
- Attend theatre visits. Children experience live performance to broaden their cultural horizons, stimulate their imagination and explore different themes, ideas and perspectives. *Examples have included Reception visits to Bolton pantomime and performances from visiting companies such as B Tales, Forefront Theatre and Onatti Theatre Company's French-language play Ticket pour l'espace. Through the Learning Together Trust Experiences programme, children will also enjoy live music performances and contemporary circus.*
- Meet authors and artists. Children engage with creative professionals to inspire their imagination, develop their skills and nurture a love of reading, writing and the arts. *Opportunities may include author visits, workshops and creative sessions with writers such as Frank Cottrell Boyce, Ray Douglas and Sean Perkins.*
- Take part in creative projects. Children explore and express their ideas through a range of artistic and creative experiences, including art, music, drama and practical workshops linked to curriculum themes. *These may include specialist workshops, visits to cultural venues and Trust Experiences, such as the planned Year 3 visit to an art gallery.*
- Participate in local and national celebrations. Children are encouraged to engage with cultural events, shared traditions and community celebrations, developing a sense of belonging and opportunities to contribute their talents. *Examples include performing with the school choir at the Standish Christmas Markets, participating in events such as Wigan Youth Songfest and taking part in school-wide Christmas celebrations.*

- Explore diverse cultures and perspectives. Children learn about different cultures, faiths, traditions and viewpoints through the curriculum, high-quality texts, worship, visitors and educational visits. *This includes Reflective Reads and RE lessons, opportunities to hear from people of different faiths, such as Prags Birkett sharing Sikh beliefs, visits to Vajravarahi Kadampa Buddhist Centre in Preston and mosque visits. Our Global Spotlight Worships, supported by LYFTA, further broaden children's understanding of different cultures, beliefs and ways of life around the world.* Together, these experiences develop respect, curiosity and understanding, helping children appreciate diversity and become informed, compassionate global citizens.
- Join creative extracurricular clubs. Children can pursue personal interests, discover new talents and develop creative skills beyond the classroom through optional extracurricular activities. *Depending on the programme offered, these may include after-school drama, art, craft and cooking clubs, providing opportunities for creativity, self-expression and collaboration.*

The examples above illustrate the range of opportunities available at St Wilfrid's and are not intended to represent a fixed annual programme. Specific activities, visits and performances may vary according to year group, curriculum themes, partnerships and the opportunities available each year. Our commitment is to provide a broad and varied arts and culture offer through both the taught curriculum and wider enrichment experiences.









Nature, Outdoors and Adventure

We develop children's curiosity about the natural world, environmental responsibility, resilience and an appreciation of the importance of caring for our planet.

At St Wilfrid's, outdoor learning and adventurous experiences complement our science, geography and wider curriculum, providing opportunities for children to explore, investigate, embrace new challenges, develop independence and teamwork, and build confidence through meaningful, first-hand experiences.

Children have opportunities to:

- Participate in environmental projects. Children develop environmental awareness and learn how they can take practical action to protect the planet and contribute to positive change. Through pupil leadership and wider community initiatives, they explore issues such as climate change, sustainability and environmental responsibility. *Examples include opportunities for members of the Pupil Leadership Team to attend the Wigan Youth Climate Summit and Greater Manchester Green Summit, developing their understanding of how individuals and communities can make a difference.*
- Visit natural environments. Children explore a variety of outdoor settings to deepen their understanding of the natural world and bring their curriculum learning to life. *Educational visits may include Mere Sands Wood to investigate minibeasts in Year 1, Martin Mere to study habitats in Year 2 and Cuerden Valley to explore rivers in Year 5. Our school garden provides further opportunities to connect with nature, observe plants and wildlife, and understand the importance of caring for the environment. Learning Together Trust Experiences also provide opportunities for outdoor exploration, such as the Nursery den-making activity and Reception country walk with outdoor entertainment.*
- Learn outdoors. Children are encouraged to learn beyond the classroom through practical investigations, fieldwork and outdoor learning experiences that develop curiosity, observation and problem-solving skills. *These opportunities may be linked to curriculum themes and include activities such as Alfresco Learning's Year 1 workshop on the Great Fire of London and practical science investigations.*
- Care for nature. Children develop an understanding of their responsibility for the natural environment through practical activities that encourage them to nurture and protect living things. *This includes opportunities to help maintain our school sensory garden, with groups of children taking responsibility for gardening and developing an appreciation of plants, wildlife and the benefits of green spaces.*
- Care for animals and develop responsibility. Children learn about the needs and welfare of animals and develop empathy, compassion and a sense of responsibility for living things. *Opportunities include caring for our school guinea pigs and fish, helping children understand the importance of meeting animals' needs and treating them with kindness and respect.*
- Develop sustainability awareness. Children learn about environmental responsibility and how everyday choices can help reduce waste, conserve resources and protect the planet. *Through previous initiatives, including St Wilfrid's Sustainable Station ECO Refill Shop, children explored waste reduction, responsible consumption and sustainable choices. These experiences help children recognise how individual actions can contribute to a more sustainable future.*
- Experience outdoor challenge and adventure. Children have opportunities to take part in outdoor activities that build confidence, perseverance, teamwork, independence and problem-solving skills. These experiences encourage children to step outside their comfort zones, support one another and develop resilience. *Year 5 and Year 6 PGL residentials provide examples of this provision and are described in greater detail in the Sport and Physical Activity strand.*

The examples above illustrate the range of opportunities available at St Wilfrid's and are not intended to represent a fixed annual programme. Specific activities, visits and projects may vary according to year group, curriculum themes, partnerships and the opportunities available each year. Our commitment is to provide meaningful opportunities for children to connect with nature, learn outdoors, care for the environment and develop confidence through practical experiences and outdoor challenges.









Sport and Physical Activity

We promote teamwork, resilience, confidence and healthy lifestyles through a broad range of sporting opportunities that encourage every child to participate, develop their skills, enjoy being physically active and celebrate their achievements.

At St Wilfrid's, sport and physical activity contribute to our commitment to developing the whole child. We want children to discover activities they enjoy, challenge themselves, develop positive relationships and understand the importance of physical and emotional wellbeing.

Children have opportunities to:

- **Participate in competitive sport.** Children develop physical skills, teamwork, determination and sportsmanship by representing the school and challenging themselves to achieve their personal best. *Opportunities to compete against other schools and within the school may include the Wigan Athletic Girls' Cup, Kids Cup football competition, netball tournaments, Sportshall Athletics, Greater Manchester School Games swimming events, Wigan Schools Swimming Gala, Aquathlon, Town Sports athletics and our half-termly Intra-Sports competitions.*

- **Attend festivals and tournaments.** Children experience the excitement of taking part in sporting events that celebrate participation, effort, progress and achievement. These opportunities encourage children to perform, support their peers and enjoy being physically active. *Examples include our biennial whole-school Dance Festival and annual whole-school Sports Days, alongside other festivals and tournaments available throughout the year.*
- **Access specialist coaching.** Children develop their physical abilities, confidence and understanding of different sports through high-quality teaching and opportunities to learn from specialist coaches. *Provision includes specialist PE and swimming teachers, visiting tennis and rugby coaches, and specialist dance teaching to help prepare children for our whole-school Dance Festival.*
- **Join clubs.** Children can explore their interests, develop talents and enjoy being active beyond the taught curriculum through a range of optional extracurricular activities. *Depending on the programme offered, these may include football, multisports clubs led by Skillwise, and yoga and Pilates sessions delivered by external providers.*
- **Develop swimming proficiency.** Children build water confidence and develop essential swimming and water-safety skills through curriculum swimming provision and specialist swimming teachers. These experiences support children to become safer and more confident in the water and help them work towards the expected swimming outcomes.
- **Develop fundamental movement skills.** Children develop coordination, balance, agility and physical confidence through age-appropriate activities that build the foundations for an active lifestyle. *Opportunities include Balanceability for Reception children, helping them develop early balance and cycling-readiness skills through fun, practical activities.*
- **Experience outdoor adventure activities.** Children take on new physical challenges that develop resilience, independence, teamwork and confidence, encouraging them to persevere and discover what they can achieve. *Opportunities may include the Learning Together Trust sporting event at Rock and River and Trust Experiences such as Year 4 water sports and Year 5 winter sports. Year 5 and Year 6 PGL residentials are described in greater detail in the Nature, Outdoors and Adventure strand.*
- **Participate in inclusive sporting opportunities.** Children are encouraged to access and enjoy physical activity in ways that recognise their individual strengths, interests and needs. *Inclusive opportunities may include cheerleading, Boccia, Panathlon Ten-Pin Bowling and aquathlon, helping to remove barriers to participation so that all children can experience success, develop confidence and enjoy being active*.
- **Demonstrate Christian values through sport.** Children are encouraged to demonstrate our school's Christian values of kindness, peace, hope, trust, courage, fairness, forgiveness and joy, with love at the heart of all we do. Through PE lessons, team activities and sporting competitions, children learn the importance of respect, perseverance, honesty and supporting others. Our Spirit of the Games awards recognise children who demonstrate honesty, passion, determination, respect, self-belief and teamwork, celebrating positive attitudes as well as sporting achievement.

The examples above illustrate the range of opportunities available at St Wilfrid's and are not intended to represent a fixed annual programme. Specific competitions, festivals, clubs and coaching opportunities may vary according to year group, staffing, partnerships and the opportunities available each year. Our commitment is to provide a broad, inclusive programme of physical activity that enables children to develop skills, confidence and resilience, experience the enjoyment of sport and learn to work collaboratively with others.








Wider Life and Future Skills

We aim to equip children with the knowledge, skills, confidence and aspirations they need to navigate everyday life, embrace future learning and make the most of the opportunities available to them.

At St Wilfrid's, we encourage every child to recognise their unique strengths, develop their independence, believe in their potential and understand that there are many different pathways to success. We want our children to leave us feeling confident, prepared and inspired to embrace the possibilities that lie ahead.

Children develop:

- **Develop leadership skills.** Children learn to take responsibility, make decisions, work with others and contribute positively to their school and wider community. *Through pupil leadership opportunities, including the Pupil Leadership Team (PLT), children help shape school life, contribute ideas and take an active role in leading initiatives.*
- **Develop financial awareness.** Children build an understanding of money, responsible spending, resource management and making informed choices through practical learning and enterprise activities. These experiences help them recognise the value of money, consider different needs and priorities, and understand how financial decisions can affect individuals and communities.
- **Develop digital responsibility.** Children develop digital confidence, creativity and the knowledge needed to use technology safely, responsibly and respectfully. *This is supported through specialist Computing teaching, wider curriculum experiences and our annual Online Safety Week, which may include workshops delivered by external providers such as One Day Creative.*

- **Build emotional resilience.** Children develop self-awareness, confidence, positive relationships and strategies for managing challenges and change. *These skills are nurtured through PSHE, wellbeing activities, supportive relationships with adults and opportunities to reflect, persevere and learn from experiences.*
- **Develop careers awareness.** Children discover a range of occupations, interests and future pathways, helping them understand how their learning can connect to the wider world. *Through St Wilfrid's Spotlights, former pupils share their educational journeys and careers, providing relatable role models and encouraging children to consider the possibilities available to them.*
- **Develop enterprise skills.** Children are encouraged to show initiative, solve problems, work collaboratively and take responsibility for developing and sharing ideas. *Opportunities may include our Year 6 Enterprise Day, when children create Christmas-themed games and stalls for the rest of the school to visit and enjoy. Previous initiatives, such as St Wilfrid's Sustainable Station ECO Refill Shop, have also provided opportunities to explore enterprise alongside sustainability and responsible consumption.*
- **Develop communication and teamwork.** Children learn to express their ideas clearly, listen to others, collaborate effectively and contribute positively to shared goals. *These skills are developed through group work, class discussions, presentations, pupil leadership, collaborative projects and activities across the curriculum, as well as opportunities to work with others in the wider community. Year 6 children may also take part in the Junior Speaks Public Speaking Competition, developing confidence, presentation skills and the ability to communicate their views to an audience.*
- **Educational workshops and experiences.** Providing opportunities for children to extend their learning beyond the classroom through engaging, interactive workshops, visits and experiences, *such as heart dissections, planetarium visit, creepy science and STEM workshops, history experiences, visits to Chester Zoo and Blue Planet Aquarium, and workshops led by specialist providers.* These experiences spark curiosity, deepen subject knowledge and inspire children to explore new interests.
- **Develop spiritual understanding and personal faith.** Children are encouraged to explore their faith, reflect on their beliefs and develop an understanding of their Christian identity and spirituality. *Opportunities include our Year 6 Confirmation programme, which enables children who wish to take part to explore Christian faith in greater depth, attend preparation sessions and make a personal commitment through the sacrament of Confirmation.*
- **Broaden horizons and raise aspirations.** Children are encouraged to recognise their potential, explore new opportunities and develop positive aspirations for their future. *Through the Learning Together Trust Experiences programme, Year 6 children have the opportunity to visit a university, helping them become familiar with higher education and consider a range of future pathways. St Wilfrid's Spotlights also support this by sharing the experiences and achievements of former pupils.*
- **Develop independence and prepare for transition.** Children build the organisation, confidence, resilience and personal responsibility needed to manage new situations and increasing expectations. *This is particularly important as children prepare for secondary school, with opportunities including transition events organised with our feeder high schools and attendance at taster days. Year 6 children also have the opportunity to take part in Bikeability, developing cycling proficiency, road awareness and the knowledge and confidence to make safe and responsible choices when travelling independently.*
- **Celebrate individual talents and achievements.** Children are encouraged to recognise their strengths, take pride in their progress and appreciate the achievements of others. *Our weekly Celebration Worship celebrates success across academic learning, creativity, sport, leadership and personal development. Children are also encouraged to share achievements beyond school, with successes celebrated through our school social media where appropriate, helping to strengthen their sense of pride and belonging.*

The examples above illustrate the range of opportunities available at St Wilfrid's and are not intended to represent a fixed annual programme. Specific activities, projects and events may vary according to year group, curriculum themes, partnerships and the opportunities available each year. Our commitment is to equip children with the knowledge, confidence, practical skills and values they need to become responsible, independent and resilient individuals who can contribute positively to their school, community and future lives.










Inclusion and Access

Our commitment to inclusion underpins every aspect of our enrichment strategy. At St Wilfrid's CE Primary Academy, we believe that every child should have the opportunity to participate in enriching experiences that broaden their horizons, develop their interests and talents, build confidence and enable them to flourish. Rooted in our Christian vision and values, we are committed to ensuring that all children feel valued, included and able to contribute, regardless of their background, circumstances, abilities or individual needs.

We recognise that barriers such as financial circumstances, additional needs, accessibility, transport, confidence, emotional regulation, relationships and family circumstances may affect a child's ability or willingness to participate. Simply offering an activity does not always ensure that every child can access or benefit from it. We therefore aim to identify and address barriers proactively, providing appropriate support and encouragement so that enrichment opportunities are genuinely accessible, meaningful and engaging for all children, particularly disadvantaged children, children with SEND and other vulnerable learners.

Our approach is aligned with the Department for Education's Enrichment Framework for Schools and Colleges (June 2026), particularly the Accessible and Engaging benchmark. We will use this benchmark to review how effectively our enrichment offer reaches all children, identify and address barriers to participation, and ensure that opportunities are inclusive and responsive to the needs and interests of our school community. Through participation data, child and family feedback, and ongoing evaluation, we will identify where improvements are needed and strengthen access to enrichment for every child.

To support equitable access, we will:

- Monitor participation across clubs, educational visits, residential experiences, workshops and other enrichment opportunities, using available data to identify patterns and groups of children who may be missing out.
- Support disadvantaged pupils by providing eligible children with access to funding for one extracurricular club per term through Pupil Premium Grant provision, and by considering affordability when planning enrichment activities.
- Make appropriate adjustments to support children with SEND and other individual needs, considering accessibility, communication, sensory needs, emotional regulation and appropriate levels of adult support.
- Listen to children and family voice to understand interests, preferences and potential barriers, using feedback to shape and improve our enrichment offer.
- Encourage participation and build confidence by actively promoting opportunities to children who may be less likely to volunteer, try unfamiliar activities or feel confident joining in.
- Promote equality and belonging by ensuring that enrichment reflects the diversity of our school community, celebrates individual differences and challenges stereotypes.
- Work in partnership with families, the Learning Together Trust and external providers to identify practical solutions that enable more children to participate.
- Review and improve provision by evaluating participation data and feedback to identify gaps, measure progress towards equitable access and inform future planning.

Our ambition is not simply to make enrichment opportunities available, but to ensure that every child is supported to participate, feel a sense of belonging and benefit from the experiences on offer. We will continually review our provision to promote equality of opportunity, raise aspirations and enable every child to discover their potential, develop their strengths and make a positive contribution to the school and wider community.

Leadership, Accountability and Governance

The Senior Leadership Team (SLT) will oversee the strategic development and implementation of our enrichment strategy, ensuring that provision reflects our Christian vision, curriculum intent, School Development Plan and the needs of our children.

Responsibilities for coordinating activities, recording participation, communicating opportunities and evaluating impact will be agreed with relevant staff. Subject leaders and class teachers will contribute to curriculum-linked planning, while external providers and Learning Together Trust partners will support the delivery of specialist experiences.

Governors will review enrichment priorities, participation and impact through the school's established governor monitoring and reporting arrangements. This will include considering the breadth of provision across the five DfE categories, participation and equitable access, pupil and family feedback, and evidence of the contribution enrichment makes to children's learning and personal development. Governors will use these discussions to challenge and support leaders, agree any actions within their remit and review progress at subsequent meetings.

Findings from monitoring and evaluation will inform future planning, resource allocation and school improvement priorities.

Implementation, Monitoring and Evaluation

Implementation: Putting Our Strategy into Practice

At St Wilfrid's CE Primary Academy, enrichment will be planned and delivered as an integral part of our wider curriculum and school improvement priorities. Our provision will reflect our Christian vision, curriculum intent and commitment to ensuring that every child has access to a broad range of meaningful experiences. The Department for Education's Enrichment Framework for Schools and Colleges (June 2026) will guide our approach, ensuring that provision is purposeful, inclusive and continually improving.

Implementation will involve:

- Strategic planning: Ensuring that enrichment supports our curriculum intent, Christian vision, school development priorities and the needs of our children.
- Coordinated delivery: Working collaboratively across the Senior Leadership Team, subject leaders, class teachers, support staff and external providers to plan and deliver high-quality experiences.
- A broad and balanced offer: Providing opportunities across all five enrichment categories, including curriculum-linked visits, workshops, performances, sporting activities, pupil leadership and community projects during the school day, alongside optional extracurricular clubs and residential experiences.
- Effective use of partnerships and resources: Working with the Learning Together Trust and external organisations to broaden opportunities, access specialist expertise and enhance children's experiences.
- Clear communication: Ensuring that children and families receive timely information about enrichment opportunities, arrangements, costs and participation, while celebrating children's involvement and achievements.
- Safe and inclusive provision: Ensuring that activities are appropriately planned, risk-assessed and staffed, with suitable adjustments and support to enable children with different needs to participate.
- Ongoing review: Using feedback and participation information to identify strengths, address gaps and inform future enrichment planning.

The Senior Leadership Team will oversee the implementation and review of the strategy, ensuring that enrichment remains a purposeful and valued part of school life.

Quality Assurance and External Partnerships

Our partnerships with the Learning Together Trust, local churches, charities, educational establishments, cultural organisations and sporting providers help broaden the experiences available to our children. When planning activities with external providers, we will consider their suitability, the intended learning or personal development outcomes, accessibility and the needs of participating children.

Appropriate safeguarding checks, risk assessments, staffing arrangements and other relevant school procedures will be followed. Following activities, feedback from children, staff and providers, where appropriate, will help us evaluate quality, identify improvements and inform decisions about future opportunities.

Pupil Voice, Reflection and Celebration

Children's views will help shape and improve our enrichment offer. Through our Pupil Leadership Team, discussions with children and age-appropriate feedback activities, we will seek to understand which experiences children value, what they would like to explore and whether they feel able to participate fully.

We will encourage children to reflect on their experiences and recognise what they have learned, the skills they have developed and the challenges they have overcome. We will continue to celebrate participation, effort, perseverance and achievement through Celebration Worship and appropriate school communications.

Feedback from children and reflections will be considered alongside participation information and staff observations to inform future planning and ensure that our enrichment programme remains engaging, relevant and responsive to children's needs and interests.

Monitoring: Recording Participation and Access

We will develop consistent systems for recording participation across our enrichment offer so that we can understand who is accessing opportunities, identify patterns and ensure that provision reaches children across the school. As our use of Arbor for clubs and educational visits becomes established, we will use the available information to support a more systematic approach to monitoring and evaluation.

We will monitor participation in:

- Before- and after-school clubs and other extracurricular activities.
- Educational visits, residential experiences and curriculum-linked workshops.
- Sporting competitions, performances and cultural experiences.
- Pupil leadership, enterprise and community projects.
- Other enrichment opportunities provided through the school and Learning Together Trust.

Where appropriate and supported by available data, participation will be reviewed by year group and pupil group, including:

- Children eligible for Pupil Premium.
- Children with SEND.
- Children in care and other children known to social care services.
- Young carers and children experiencing persistent absence.
- Other children who may face barriers to participation.

This analysis will help us identify groups who may be underrepresented, consider the reasons for lower participation and take appropriate action. We will also review the breadth of experiences available to children as they progress from Nursery to Year 6, ensuring that our offer reflects all five DfE enrichment categories.

Monitoring will be proportionate and make use of existing school systems wherever possible, with information handled appropriately and in line with school data protection procedures.

Evaluation: Measuring Impact and Improving Provision

We recognise that the success of enrichment cannot be measured by the number of activities offered or the number of children attending alone. We need to understand whether experiences are meaningful, whether children benefit from them and how effectively our provision supports our strategic aims.

Our evaluation will focus on five key areas.

1. Reach and participation

Are children accessing a broad range of enrichment opportunities? Are particular year groups or pupil groups underrepresented? Are barriers to participation being identified and addressed?

2. Breadth and progression

Does our provision reflect all five DfE enrichment categories? Do children experience a varied and increasingly ambitious range of opportunities as they progress through school?

3. Pupil experience and voice

Do children enjoy their experiences, feel included and valued, discover new interests and have opportunities to influence future provision? We will use pupil voice, including feedback through our Pupil Leadership Team, to inform planning.

4. Personal development and learning

What evidence is there that enrichment contributes to children's subject knowledge, vocabulary, confidence, independence, resilience, communication, teamwork, creativity, leadership and understanding of the wider world? We will draw on staff observations, pupil reflections and feedback following individual activities where appropriate.

5. Quality and continuous improvement

What do feedback from children, parents and carers, staff and external partners tell us about the quality and value of our provision? Are resources being used effectively, and what changes would make our offer more accessible, engaging and beneficial?

Measuring Impact

We will use a range of proportionate methods to evaluate our enrichment provision, including:

- Participation and attendance records.
- Analysis of participation by year group and pupil group.
- Pupil voice and feedback.
- Parent and carer feedback.
- Feedback from activity leaders.
- Reviews of individual visits, workshops, clubs and events.
- Relevant behaviour, attendance and wellbeing information, where appropriate.
- Examples of children's achievements, personal development and experiences.
- Governor monitoring and discussion of enrichment priorities and outcomes.

The Senior Leadership Team will review findings to identify strengths, emerging needs and areas for improvement. Relevant findings will inform school improvement planning, future enrichment opportunities and discussions with staff, governors and the Learning Together Trust.

Success Criteria

We will evaluate the success of our enrichment strategy against the following intended outcomes:

- A broad and balanced offer across all five DfE enrichment categories.
- Opportunities that build progressively as children move from Nursery to Year 6.
- Reliable participation information that helps identify gaps and underrepresented groups.
- Evidence that barriers to participation are being identified and addressed.
- Pupil and family feedback that informs future provision.
- Evidence that enrichment contributes to children's confidence, resilience, independence, teamwork, creativity and wider learning.
- Effective partnerships that enhance children's experiences.
- An annual review that identifies strengths, actions and priorities for improvement.

We will establish a reliable participation baseline as our recording systems develop, then agree realistic improvement targets informed by the evidence.

Commitment to Continuous Improvement

We will use the eight DfE enrichment benchmarks to review our provision annually, identifying strengths, gaps and priorities for development. Participation data, pupil and family feedback, staff observations and evaluations of individual experiences will inform decisions about future opportunities and improvements.

Our aim is to move beyond recording what we offer to understanding who benefits, how children benefit and what we can do better. This ongoing review will help ensure that enrichment at St Wilfrid's remains broad, inclusive, purposeful and responsive to our school community.

ST WILFRID'S ENRICHMENT OFFER

Broadening horizons • Building confidence • Becoming Agents of Change



OUR CHRISTIAN VALUES

Kindness Trust Courage
Peace Hope **Love** Forgiveness
Fairness Joy

WHEN	During the School Day	⟷	Beyond the School Day
WHERE	On Site	⟷	Off Site
WHO	Teacher Led	⟷	Community & Provider Led

With God, all things are possible.