BARKSTON ASH CATHOLIC 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)

Document process

Field	Detail
Strategy period	September 2026 to July 2029
Strategy owner	Headteacher / designated Enrichment Lead (Mrs Vaughan)
Governor oversight	Named governor for personal development, reporting to the governing body
Review cycle	Termly monitoring; annual formal evaluation and update
Next full review	Summer term 2027
Related documents	School Development Plan 2026-27; SEF 2026–27; SEND Information Report; Pupil Premium Strategy; Inclusion Strategy; curriculum and safeguarding policies

Purpose

This strategy sets out Barkston Ash Catholic 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 Barkston Ash Catholic this includes timetabled experiences, trips, visitors, themed events, lunchtime and after-school clubs, performance, competition, leadership, community action, outdoor learning and residentials.

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

Barkston Ash Catholic Primary School has 137 pupils on roll (PAN 140). The school's rural context, high level and complexity of SEND, inclusive relational ethos, nurturing staff team, active governing body, strong parental engagement and flourishing PTA (Helping Hands) all shape the enrichment offer.

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 performance success; Healthy Schools Gold award, Children's University and positive parent feedback support the evaluation.
- The central improvement priority is to maintain precise participation information and evaluate whether the offer reaches those who may benefit most.

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 Barkston Ash enrichment entitlement

Every pupil will encounter all five DfE enrichment areas during their time at Barkston Ash Catholic Primary School. Our current and developing provision, along with intended contributions, are shown in the table below. A separate annual provision tracker demonstrates when each entitlement is delivered, whether it is universal, targeted or optional and which children access the opportunities.

				
Civic Engagement • Pupil voice • School council • Class charity votes • Peer mentors • Reading buddies and librarians • Prefects- open day tours for prospective parents • Wellbeing ambassadors • Mini Vinnies including selling poppies and visiting Barchester home • Faith in Action • Charitable action • Opportunities to debate, contribute and present • Work with parish, including Altar serving • Food bank collections- Harvest festival • Fundraising Fridays, child-led initiative • Anti-bullying week • Rotary Club shoebox appeal • Litter picking • Y6s writing and leading weekly celebration assemblies	**Arts and Culture** • Curriculum-linked visits and visitors into school, at least termly • Music tuition • Young Voices choir and concert • Singing lessons through Diocese partnership • Drama club • Termly performances • Music Recital and Live Lunch instrumental performances • Barkston Art Museum experience • Diversity theme days • Faith and other culture visits and workshops • Parliament visit • Multicultural week • Themed Drama workshops • Pantomime visit • Advent travelling bags • Participation in National Art and Creative Writing competitions • Christmas Card designs	**Nature, Outdoors and Adventure** • Gardening club • Forest School days • Climate Ambassador plan and project • Robinwood residential • Gulliver's residential • Locality environment studies • Classroom visits to Ledsham nature reserve • Linking Schools partnership work with school in diverse context • Retreats- staff and pupils • Orienteering- inter and intra school	**Sport and Physical Activity** • Curriculum PE sessions • Swimming sessions including top-up • Loose parts play enhancement • Sports clubs • Sports taster days • Small schools inter-school competition partnership • Sport tournaments • Secondary school sports taster days • Lunchtime dance club, pupil-led • Pitch Perfect Stars workshops • Sports leaders • Healthy schools Gold award achieved	**Wider Life and Future Skills** • Children's University including workshops • STEM competitions • Cookery club • Digital literacy, Coding club, online safety theme week • Young Apprentice • Enterprise stalls at Christmas Fair • Prefects- job application and interviews • Problem solving day • Crucial Crew • Transition events • Developing Experts in science • Weekly Picture News • Allergy awareness assemblies • Speak out, Stay safe NCPCC workshops • Red Cross- First Aid champions • PCSO visits- road and rail safety, and locality issues • Return visits by former pupils, including work experience placements
We demonstrate citizenship, responsibility, communication, agency and service.	**We demonstrate creativity, expression, cultural knowledge, confidence and respect.**	**We demonstrate curiosity, resilience, teamwork, environmental stewardship and managed risk.**	**We demonstrate good physical and mental health, fitness, teamwork, discipline, confidence and lifelong activity.**	**We demonstrate independence, essential skills, safety, aspiration and readiness for the next stage.**

Universal programme

- A planned curriculum-linked visit, visitor or authentic experience every term.
- Regular access to enrichment opportunities, alongside a communicated selection of optional clubs and activities.
- Opportunities to perform, represent, lead, volunteer or contribute as pupils grow through the school.
- Opportunities to fundraise collectively and for personally chosen charities.
- Outdoor learning, including Forest School and residentials, then purposeful nature/sustainability experiences thereafter.
- A structured opportunity at least annually to reflect on experiences, interests and skills.
- A cumulative enrichment record 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

2.) Inclusion, equity and participation

Barkston Ash Catholic 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 record 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

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

3.) Pupil voice, leadership and reflection

Pupil voice

Pupil voice will be collated and used to inform the activities that are delivered each year. 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.

Reflection

At least annually, pupils will reflect on what they tried, enjoyed, learned and contributed, at an age-appropriate level, through activities such as; discussion, a short passport entry, photograph with pupil commentary, certificate commentary or transition record. It is not intended to generate unnecessary marking or paperwork.

Celebration

- Celebrate participation, perseverance, contribution and growth.
- 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.

4.) Outcomes and evaluation framework

Evaluation will remain proportionate. Participation data shows reach, not impact; pupil voice shows experience. Leaders will triangulate participation, pupil reflection, stakeholder feedback and relevant existing school information when evaluating the enrichment offer.

Measure	2026–29 success criterion	Evidence
Breadth	All five DfE areas represented in the annual whole-school map, including all classes across school.	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.	Enrichment record of participation
Equity	Participation gaps for SEND, EHCP, disadvantaged and other identified groups reduce; every non-participant is reviewed.	Enrichment record of participation- 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 in classes

Leadership and contribution	Increasing number and range of pupils undertaking meaningful leadership, service, performance or representation.	Enrichment record of participation
Belonging and confidence	Positive trend from baseline; qualitative examples show how participation supported confidence, agency or belonging.	Pupil voice
Quality and improvement	Partnership reviews, leaders evaluating provision carefully across all classes and working with children and staff to identify and address gaps.	Leadership review of enrichment provision

Annual evaluation questions

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

5.) Three-year implementation plan

Phase	Key actions	End-of-year outcome
2026–27: establish and align	Appoint lead and governor; complete self-assessment; create provision map; create and launch participation record; assess participation termly; establish pupil reflection.	Reliable baseline, clear entitlement, 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 partnership reviews; broaden under-represented DfE areas/year groups; implement cumulative personal record ; plan-do-review approach embedded.	Participation and Communication systems are routine, actions are targeted an respond to evidence.
2028–29: sustain and stretch	Evaluate three-year trends; test impact with studies, pupil stories and group data; benchmark provision; develop sustainable partnerships; consult on next strategy.	Improvement in range of opportunities, equitable reach, pupil agency, breadth and quality of opportunity; next cycle based on evidence.