



Fly high. Soar!

Whole-School Enrichment Policy

2026 - 2027

School Motto: *"Fly high. Soar!"*

Policy Vision: To cultivate an inclusive, high-aspiring environment where unique talents, creativity, and community connections are fostered beyond the national curriculum, enabling all pupils to become responsible, resilient, and tolerant young citizens.

1. Introduction & Statutory Context

This policy outlines Carleton Green Community Primary School's commitment to providing a rich, structured, and equitable enrichment program. It directly aligns with the DfE Enrichment Framework (June 2026) and supports the Ofsted Personal Development inspection toolkit requirements. At Carleton Green, enrichment is not a series of isolated add-on clubs; it is an intrinsic part of our curriculum intent, designed to build cultural capital, emotional wellbeing, and future readiness.

2. The Five Core Enrichment Pillars

In line with National Benchmark 2 (Broad and Well-Rounded Offer), our enrichment activities are intentionally balanced across five statutory categories to ensure every child explores diverse talents:

Pillar	Focus Areas at Carleton Green	Example Activities
1. Civic Engagement	Community connection, youth voice, and active citizenship.	School Council, Eco-Council, charity fundraisers, and local community care visits.
2. Arts & Culture	Creative expression, live performances, and cultural capital.	School plays, choir, instrumental tuition, and visits to regional theatres, museums, or galleries.
3. Nature, Outdoors & Adventure	Building independence, courage, and environmental stewardship.	Outdoor learning sessions, eco-gardening, and high-quality residential trips.
4. Sport & Physical Activity	Teamwork, resilience, and lifelong healthy habits.	Extracurricular sports clubs (delivered internally and externally), inter-school tournaments, and active lunchtimes.
5. Wider Life & Future Skills	STEM, digital literacy, and practical capabilities.	Robotics, coding workshops, cooking, enterprise projects, and financial education basics.

3. Implementation Against the 8 DfE Benchmarks

Benchmark 1: Strategic Alignment

- The Senior Leadership Team (SLT) and Governing Body maintain a structured, monitored enrichment overview embedded into the School Development Plan (SDP).
- Enrichment outcomes are actively mapped against core school priorities: attainment, attendance, behaviour, personal development, and mental health.

Benchmark 2: A Broad and Well-Rounded Offer

- We ensure regular delivery across the academic year, intentionally designing slots during the standard school day (e.g., structured lunchtimes, timetabled drop-down afternoons) alongside traditional after-school clubs.

Benchmark 3: Communication and Celebration

- Enrichment opportunities are published clearly to parents via our school website, newsletters, and Parent Pay channels.
- Children's achievements, dedication, and character development during enrichment are celebrated through weekly assemblies, certifications, newsletters, social media and highlighted in their end-of-year school records.

Benchmark 4: Shaped by the School Community

- Pupil voice is a driving force. The School Council and regular pupil surveys will directly shape the types of clubs and workshops introduced each term.
- Staff capacity, expertise, and interests are audited annually to maximise internal delivery while protecting staff wellbeing.

Benchmark 5: Accessibility and Engagement (Equity for All)

- **The Participation Gap:** We proactively identify and remove barriers to entry such as cost, transport, or scheduling conflicts.
- Pupil Premium funding will be strategically deployed to fully or partially subsidise paid clubs, trips, and residential.
- Adaptations are made alongside our SENDCO to ensure vulnerable learners, children with SEND, and persistently absent pupils are targeted with supportive, gradual, or 1-to-1 introductions to enrichment spaces.

Benchmark 6: Working in Partnership

- Carleton Green collaborates actively with external providers (such as the local secondary schools, regional STEM hubs and local charities) to inject professional expertise into our provision.

Benchmark 7: Outcomes-Focused Tracking

- We use our Management Information System (MIS) to track pupil attendance in enrichment activities. This allows SLT to monitor demographic data (e.g., ensuring equal representation of boys/girls and disadvantaged pupils) and address participation gaps.

Benchmark 8: Continual Improvement

- The Enrichment Lead reviews the program at the end of each academic year against national benchmarks, taking into account feedback from parents, staff, and pupils to adapt and strengthen the upcoming year's offer.

4. Roles and Responsibilities

- **Headteacher & SLT:** Oversee policy integration, allocate budgets (including Pupil Premium support), and monitor impact on wider school metrics (attendance/wellbeing).
- **Enrichment/Personal Development Lead:** Manages the timetabling of clubs, coordinates external partnerships, tracks MIS data, and ensures alignment with the 5 pillars.
- **Staff:** Lead or support experiences with a focus on safety and pupil inclusion; help children reflect on the skills they develop.
- **Governors:** Hold leadership to account for the breadth, accessibility, and financial fairness of the enrichment framework.

5. Policy Review

This policy is reviewed annually to ensure compliance with updating DfE guidance and to reflect the shifting needs of the Carleton Green Community Primary School family.

Last Reviewed: September 2026

Next Review Date: September 2027