



Enrichment examples

Practical examples from schools and trusts to bring the Enrichment Framework to life:

| Why (Purpose/Outcome) | How (Approach/Action) | What (Example of Excellent Practice) | Impact on Wider School Outcomes | Top Tip |
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| Every young person feels they belong - in school and their community | Be intentional about what you offer | Redhill Academy Trust ¹ intentionally select sports like handball, boccia and rowing (where facilities or National Governing Body Head Quarters are based) to connect pupils with local clubs in their community and open up new pathways. | Engages pupils who might not participate in mainstream activities; builds connections beyond school Strengthens school -community ties; pupils experience new pathways and collaborations. | Map enrichment to your community; link with local clubs and opportunities. |
| Wellbeing – Pupils feel supported and confident | Prioritise quality over quantity | Focus on fewer, high-quality enrichment experiences rather than offering everything. | Higher engagement and satisfaction Pupils more motivated and confident. | Audit your enrichment provision. Are your clubs impactful, or just filling time? Choose depth over breadth. |

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| Commitment to every young person | Use data to tell the full story | <p>Redhill Academy Trust track extra/co-curricular engagement right from high level data down to individual pupil, and the results are staggering:</p> <p>Pupils attending 0 co-curricular sessions average 87% attendance</p> <p>Pupils attending 10 sessions average 97%</p> <p>The more they attend, the more attendance improves.</p> <p>On a termly basis, they also found that if a child in receipt of pupil premium engages in just one co-curricular session last term, their average attendance increased from 82% to 86.4%.</p> | Embedding enrichment drives improved attendance, behaviour, and attainment. | <ul style="list-style-type: none"> • Start tracking who's engaging. • Cross-reference with attendance, behaviour, and attainment. • Who is leading on your attendance, and do they understand the enrichment offer that is available? • When attendance officers are working to support pupils attend school, are they routinely asking 'what enrichment opportunities are you/would you like to access' as part of their engagement with them? |
| Fun/Engagement – Pupils enjoy and choose enrichment | Offer diverse, pupil-led activities | Chess, music, drama, arts are actively promoted alongside sport. It's not just about sport. At Redhill Academy Trust, chess is back in a big way, sparked by popular figures like Eberechi Eze winning online tournaments. Music, drama, and visual arts are also proving to be essential engagement tools for pupils. | Pupils more engaged, broadened participation, higher enjoyment of school. | Think beyond the physical. What are pupils choosing? We know a gap exists between the types of enrichment activities young people would ideally like to participate in and the actual provision available to them. How can we work with pupils to create rich experiences? |

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| Pupil Voice – Pupils influence provision | Actively listen and respond to pupils | Co-op Academies Trust ² introduced a simple but powerful approach: every school was required to hold 1:1 conversations with a minimum of 50 students, ensuring active listening. The insights from these conversations directly informed school and trust-wide policies. | More relevant enrichment; increases engagement of disengaged pupils. | For school leaders, consider: <ul style="list-style-type: none"> • Moving beyond traditional attendance monitoring and engaging in real conversations with students. • Using pupil insights to shape extracurricular offerings as a way of engaging or re-engaging them into school life. • Ensure that sport and enrichment activities are accessible to all, not just the most engaged students. |
| Sustainability/Culture – Enrichment is part of the school DNA | Embed enrichment across all structures – in school and trust wide. | <p>Redhill Academy Trust's success comes from embedding enrichment everywhere:</p> <ul style="list-style-type: none"> • In their Trust Education Plan • In their core values ('Widening Student Experiences') • In sub group meetings – each one (whether that be attendance, and behaviour, or data and attainment) have enrichment as an agenda item. <p>It's not a bolt-on. It's a strategy.</p> | Enrichment becomes routine, improving consistency, access, and outcomes across the Trust/school. | Where does enrichment sit in your improvement plan? If it's not in the room, it won't shape decisions. |

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| Build and enhance confidence through youth leadership | Offer a range of roles and responsibilities (such as leaders and mentors) | <p>Youth Sport Trust Multisport Clubs are youth-led, co-curricular sports clubs designed to reimagine after-school physical activity in secondary schools. By combining the energy of youth clubs with the structure of school sport, these clubs create an inclusive, inspiring environment where all young people (especially those often left out) can thrive. Participants reported statistically significant increases in the amount of time they are active with others during the week.</p> <p>Increased social connectedness (82%), happiness (73%), and sense of belonging at school (60%).</p> | Enhanced self-belief, empathy, and communication skills; improved school relationships. | Reflect on your provision and who attends. Could young people lead your clubs and offer a welcoming environment? |
| Get to know pupils | Spend time with cohorts of pupils you notice are not currently engaging in extra curricular activity | Mulberry Stepney Green Maths, Computing and Science College ³ established a girls' leadership group who shared their barriers to participating and suggestions for change. Key concerns included being able to retain their modesty as a Muslim girl and being able to participate in different ways. Extra curricular provision was changed which included informal girls only sessions at lunch and after school, and clubs, such as 'Just Dance'. | Taking on leadership roles, and being able to participate in different ways, has given the girls much greater confidence, resilience and sense of accomplishment. Fundamentally, empowering Muslim girls to lead and not just participate has been key to their increased engagement. | Reflect on how flexible your delivery and participation is for pupils. How safe and comfortable do they feel participating? |

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| Connectedness - between pupils and teachers | Seek out talents of wider school staff beyond the PE department | Utilising teachers from across the school, Wright Robinson College ⁴ invited staff from multiple departments to deliver co-curricular sport alongside their current timetable. To build a sense of belonging within their community, each teacher received a branded sweatshirt from the PE department for delivery. | Relationships between pupils and staff have been more positive (i.e. establishing new ways of connecting beyond the classroom i.e. the maths teacher running the rugby after school club). | Consider how the wider staff workforce could be engaged to deliver co- curricular activities to increase opportunities within the timetable. With recruited staff, ensure a full induction, kit and continual professional development opportunities are offered. |
| Accessibility for all pupils | Consider your overall timetable of the school day | Wave Multi Academy Trust ⁵ - finish 30 mins earlier every day to enable mandatory attendance at a choice of extra curricular clubs (i.e gym club and football club). Enrichment opportunities are built throughout the day by providing non-curriculum experiences such as work experience. | Pupils are able to select on the day the activities they wish to participate in, which supports with voice and choice, and results in higher engagement. | If changing the timetable of the school day is not an option for you, reflect on where you can influence (i.e. at lunchtime or before school). |

¹ Redhill Academy Trust is a thriving and ambitious community of schools providing a broad spectrum of education for children and young people across Nottinghamshire and Derbyshire.

² Co-op Academies Trust supports students aged 3-19 in Primary, Secondary and Special schools across the North of England, giving children the skills and experiences they need to succeed, no matter where they come from.

³ Mulberry Stepney Green Maths, Computing and Science College is part of the Mulberry Schools Trust and is a mixed comprehensive school in London. The majority of families are from Bangladesh and most are members of the Muslim faith.

⁴ Wright Robinson is an outstanding 11-16 secular college situated on the outskirts of central Manchester, in extensive grounds alongside Gorton reservoir and surrounding greenbelt.

⁵ Wave Multi Academy Trust comprises of eight regional alternative provision academies, two medical academies in Devon and Cornwall, and a special academy in Devon for pupils with social communication and interaction needs.

