



Creating a Diverse Enrichment Programme

Brief Summary for School Leaders

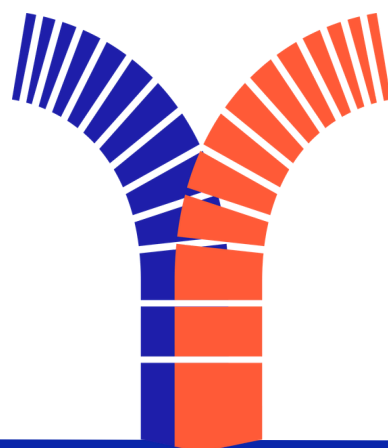
St Mary's College, Hull, has developed a whole-school enrichment approach that uses sport and physical activity to promote inclusion, belonging, personal development and aspiration.

Serving a highly diverse student population, the school has created a sustainable model that prioritises participation and positive experiences for all young people, rather than focusing solely on competitive sport. Through a combination of open-access activities, targeted provision and broad competitive opportunities, the school aims to ensure every student can find meaningful ways to engage.

Central to the approach is the belief that enrichment should develop not only active young people, but confident, connected and well-rounded individuals.



Move Well.



Key Messages

1. Enrichment Should Be About More Than Activity

At St Mary's, enrichment is viewed as a means of developing character, wellbeing, leadership, empathy, communication and teamwork, alongside physical activity. The focus is not simply on providing clubs, but on helping young people become confident, capable and socially connected individuals.

2. Inclusion Requires Deliberate Design

The school has developed a broad range of opportunities that cater for different interests, abilities and motivations.

Alongside open provision, targeted opportunities are created for specific groups, helping to ensure that participation is genuinely accessible and not limited to those already engaged in sport.

3. Participation Matters as Much as Performance

A key principle is that every student should have the opportunity to participate and represent their school where possible.

This has led to multiple teams, varied activities and a strong emphasis on positive experiences, recognising that for some students school may provide their only opportunity to access organised sport and physical activity.

4. Sustainability Must Be Built Into the Model

The programme is designed around available staffing, facilities and resources rather than relying on individual volunteers.

This strategic approach helps ensure that opportunities can be maintained and developed over time.

Implications for School Leaders

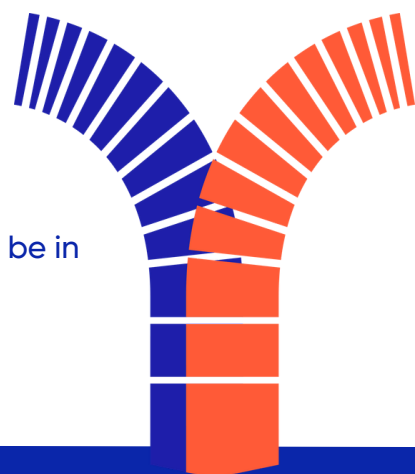
The St Mary's approach highlights the potential for enrichment to contribute to inclusion, belonging, wellbeing and personal development, rather than being viewed simply as an additional activity offer.

It also prompts leaders to consider who is engaging with current opportunities and whether all pupils can find activities that feel relevant and accessible.

Finally, the case study demonstrates the importance of creating enrichment programmes that are strategically planned, sustainable and embedded within wider school priorities.

Reflection Question

If every pupil in your school was asked, "Is there something within the enrichment offer that feels like it is for me?", how confident would you be in their answer?





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