



YOUTH
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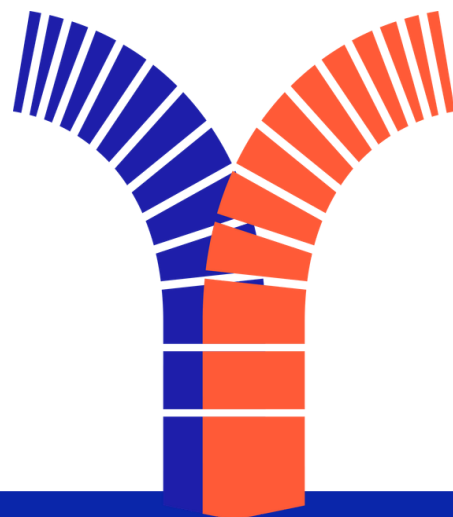
WELL
SCHOOL
COMMUNITY



Making Enrichment Part of Every Child's School Experience: Practical ideas inspired by St Breock Primary School



Move Well.

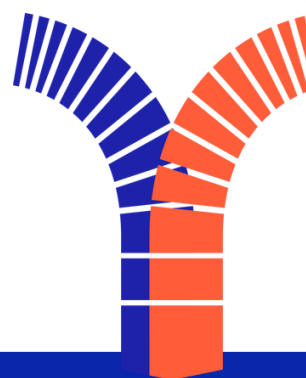


This resource has been designed based on the Well Schools Move Well pillar.



St Breock has developed an enrichment and personal development offer that reflects its values, pupils, staff and community. The aim of this guide is not to recreate its model, but to help you consider how the same principles could strengthen provision in your own setting.

There is no single blueprint for high-quality enrichment. Use these ideas to build from your existing strengths and consider how your offer can become broader, more inclusive and more closely connected to your school's priorities.





01 Begin with the development you want for pupils

A strong enrichment offer starts with purpose rather than a list of activities. Clarifying the personal, social, emotional and physical outcomes you want for pupils helps leaders decide what to protect, develop or stop.

Questions to consider

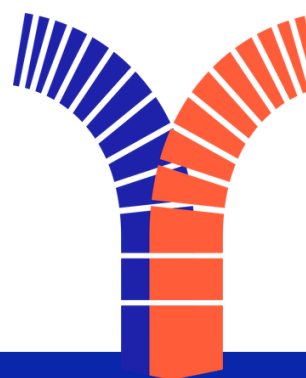
- What do we want pupils to gain from enrichment beyond taking part?
- How does our offer contribute to our curriculum, values and personal development priorities?
- Are these intended outcomes understood consistently by staff and governors?

Beacon insight

At St Breock, the school's values provide the golden thread. PESSPA and enrichment contribute to a wider ambition for pupils to be physically, socially, emotionally and academically ready to flourish.

Reflect

Could staff explain why your enrichment offer matters, not just what activities are available?





02 Build from what you already have

Developing enrichment does not always require a completely new programme. Existing curriculum links, breaktimes, lunchtimes, clubs, community relationships and staff expertise may already provide a strong foundation.

Questions to consider

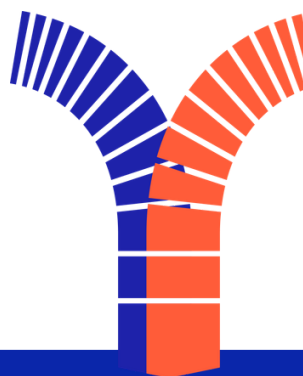
- Which parts of our current offer are working particularly well?
- What time, spaces, relationships and expertise are currently underused?
- Where could stronger connections create more value without adding unnecessary workload?

Beacon insight

St Breock built from its existing Olympic legacy work and gradually connected it to personal development, PE, school sport, physical activity and wider school culture.

Reflect

Is your next step to add something new, or to make better use of what already exists?





03 Design for breadth, access and entitlement

A broad offer is only meaningful when pupils can participate. Leaders need to look beyond the number of activities and consider who takes part, who benefits and whose needs or interests are not yet reflected.

Questions to consider

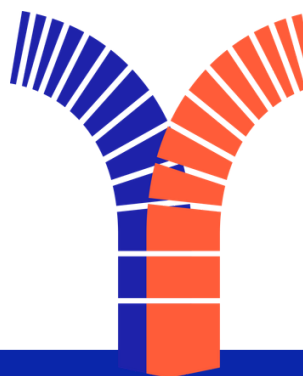
- Which pupils participate regularly, and which are less visible?
- Does every pupil encounter a range of sport, movement, arts and wider development opportunities?
- What practical, financial, cultural or confidence-related barriers may limit access?

Beacon insight

Through 'Sport for All', St Breock aims for every pupil to participate and represent the school. Children are encouraged to see movement and enrichment as an entitlement rather than something reserved for the most confident or skilled.

Reflect

How confident are you that breadth of opportunity is translating into breadth of participation?





04 Create the conditions for delivery

Ambition needs to be supported by practical decisions. Timetabling, staffing, funding and leadership ownership determine whether enrichment becomes sustainable or remains dependent on individual enthusiasm.

Questions to consider

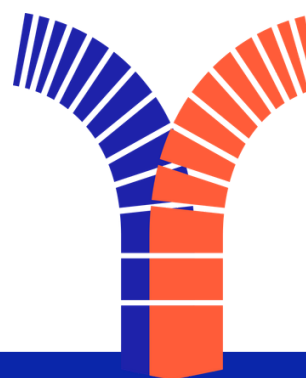
- Where is enrichment protected within our timetable and improvement planning?
- How are staff strengths and passions being used?
- Are funding decisions linked to identified pupil need and the long-term quality of the offer?

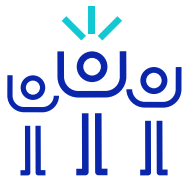
Beacon insight

Friday afternoons are a key part of St Breock's model. Leaders have organised time and staffing deliberately and have used funding in ways that reflect the needs of their pupils and school.

Reflect

What currently makes your enrichment offer sustainable, and where is it vulnerable?





05 Listen, adapt and keep the purpose clear

The interests and needs of pupils change, as do the strengths and capacity of staff. A strong offer evolves over time while retaining a clear set of values and non-negotiables.

Questions to consider

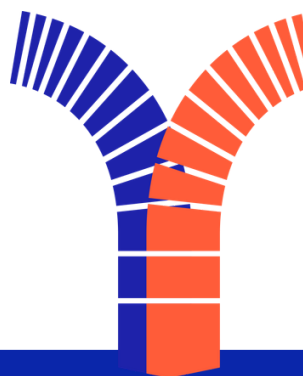
- How do pupils influence the activities and experiences available to them?
- What are staff telling us about quality, capacity and barriers?
- Which elements are essential, and where can we be flexible?

Beacon insight

St Breock listens to pupils and staff, adapts its provision and plays to people's strengths. Leaders remain firm about the importance of enrichment while being open to different ways of delivering it.

Reflect

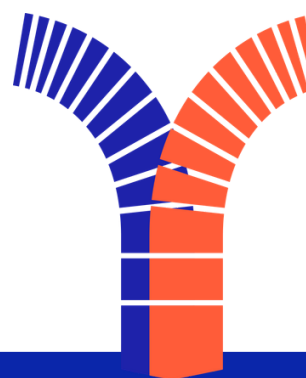
When did pupil or staff insight last lead to a meaningful change in your enrichment offer?





Remember...

High-quality enrichment is not defined by how many activities appear on a timetable. It is shaped by the purpose, access, quality and difference those experiences make for pupils. Start with what matters in your school, involve your community and strengthen one connection at a time.





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