



Power of enrichment





# What is enrichment?

## For this resource, enrichment is viewed as:

Activities or interventions that happen during and outside of curriculum time that seek to pursue academic or wider health and wellbeing goals through non-traditional means. Normally these are activities that young people have choice in accessing. For many this will include extra-curricular clubs, targeted interventions, activity days/weeks.

## Q What does enrichment mean to you, the school and your pupils/parents?

## Why is enrichment important?

// Children with higher levels of emotional, behavioural and social wellbeing on average achieve higher levels of academic achievement and are more engaged in school both concurrently and in later years."

### DfE (2012) The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes

There is a wealth of research and qualitative evidence to make the links between attendance, behaviour and wellbeing (physical, connectedness, belonging) that can be achieved through a breadth of enrichment programmes – not exclusively sport related.

With the increased reference of a narrowing curriculum, and results-driven provision, it could be argued the place and need for enrichment has never been stronger. Enrichment helps schools support the development of the whole child, fostering skills and behaviours that result in positive citizens and a skilled future workforce.



# What teachers and young people said

Through teacher and student consultation in summer 2018, here is what was said:

**Q What is the purpose of extra-curricular/enrichment within your school?**

**Q Is this the same for all year groups?**

“It’s a great way to challenge young people in different ways.”

“The play leaders programme has really challenged some students to take responsibility – it’s an essential part of our school now.”

“It’s a great opportunity to see some young people relax and enjoy, especially when some subjects are a real challenge for them.”

“I get to play with people that aren’t in my class or set – it’s great to have different friends.”

“Trust – the young people know for me to trust them to represent the school, I need to have built that – so clubs provide an excellent opportunity to earn and demonstrate trust which goes well beyond sport.”

“Creates sense of belonging.”

“Fun – I love the end of the day.”

“It’s how I build relationships with the pupils – I’m a science teacher, but helping at badminton allows the students to see me in a different context.”

In supporting a number of YST member schools to reflect on their provision, YST PE CatalYSTs used the concept of reviewing the percentage of staff time allocated to providing extra-curricular opportunities to different groups of students, across a range of sports and schools to ensure that the provision matched students’ motivation, competence and confidence. Your **School Sport Opportunities poster** can help you reflect and consider the balance of provision.

# How can sport contribute to school enrichment opportunities?

In asking young people what different activities they had taken part in, the responses included:

- In Year 5/6 we did a residential to PGL (OAA)
- We went to watch the super league netball (trips to major and local sports events)
- We play fixtures against other schools (School Games)
- A lady from the university came and did some strength and conditioning with us (gifted and talented masterclasses)
- I go to gymnastics after school all this term (after school clubs)
- We have a day when everyone gets to take part in a sport of their choice (sports days)
- I'm part of the sports council, we get to lead primary school festivals (leadership and volunteering)
- Once we had an Olympic Medallist deliver an assembly and then join us in our design and technology lesson (athlete role models)

The **Why Sport poster** can help you consider what types of activities your school enrichment offer does or does not include and potentially inspire some broader opportunities.

To help frame some of the latter examples and support the design of provision, the below language will help you to consider the intention and target audience that you might want to engage in different types of extra-curricular/enrichment opportunities.

**Enabling** – where young people are given the opportunity to participate in extra-curricular opportunities in school sport, developed through skills they may not have developed through curriculum (PE).

**Enhancing** – where young people are given the opportunity to access a deeper or more enhanced practice or experience.

**Enriching** – where young people are given the opportunity to participate, develop and engage in activities or sports which they would not otherwise access in PE or outside school.



# Impact

When using the language of enabling, enhancing and enriching with teachers, we asked them to share how sport opportunities have had an impact on individual or school outcomes – some of the examples have also been drawn from YST programme evaluations.

Context	What it involved	Why/impact
Learn to Ride – Reception and Yr.1	Assisted by two Yr.6 sports leaders, the teacher delivered Ready Set Ride: Balance and Pedal activities to 20 Reception/Yr.1 students as part of an extra-curricular club for a term.	<ul style="list-style-type: none"> <li>• Opportunity to provide an extra-curricular sport offer for reception and Yr.1 – parents hugely valued and engaged.</li> <li>• Developed transferable skills on and off the bike (body management/balance/co-ordination).</li> <li>• Increased confidence in parent's ability to support their child to cycle.</li> </ul>
Yr.3 Class – whole class participate in a School Games Dance Festival	Weekly dance sessions within PE in preparation to perform at central venue in front of c.1000 spectators. Students and parents are involved in costume creation and young people choreograph performance. The festival has an annual theme which acts as a topic for the class over the term.	<ul style="list-style-type: none"> <li>• Performance at the event is used as a hook for behaviour/attendance.</li> <li>• Provide experiences and memories that support students' creative writing, especially important for those who do not access opportunities at home.</li> <li>• Provides a challenging but supportive environment to put children in a stretch zone in terms of confidence.</li> <li>• Large scale parental engagement.</li> </ul>
Transition Clubs – Yr.6	One core extra-curricular sport club is extended for an extra hour each term and Yr.6 students from local primary schools are invited to attend. The club is led by a teacher and a small group of students. The clubs vary in attendance, and increase in the summer term close to transition point.	<ul style="list-style-type: none"> <li>• Provide an opportunity to build a relationship with prospective pupils</li> <li>• Students experience and become familiar with the extra-curricular offer ahead of their time at school</li> <li>• Opportunity to develop friendships/connections with pupils from other schools.</li> </ul>



# Impact

Context	What it involved	Why/impact
Yr.7 Multi sport targeted after school club	During the first half of autumn term an analysis of Year 7 student attendance at the extra-curricular clubs is carried out. Any student that has not attended a club in the first half of the term receives a personal invite to Yr.7 multi sport club. This involved a weekly rotation of activities which are decided in consultation with the group.	<ul style="list-style-type: none"> <li>• Captures students that have not self-identified to attend a specific sport club.</li> <li>• Positively impacted the number of students that attend future clubs (spring/summer)</li> <li>• Often engages young people that have found the transition a challenge.</li> </ul>
Whole school sponsored walk	<p>On an annual basis the whole school takes part in a 13km sponsored walk. Students set off in a staggered manner in their house groups. Any students that self-elect to run the course start slightly later.</p> <p>The walk starts and finishes at the school and involves following a footpath through local countryside.</p>	<ul style="list-style-type: none"> <li>• Large fundraising opportunity for the school.</li> <li>• Creates positive sense of community spirit with the sixth from taking on leadership roles.</li> <li>• Opportunity to get the whole school active and identify the students that find this a challenge.</li> <li>• The run often creates a positive competitive opportunity.</li> <li>• Students become familiar with the countryside surrounding the school.</li> </ul>
Inter school competitions (Yr.5/6)	As a school we regularly enter sports fixtures and tournaments and until completing the School Games Mark, hadn't considered the need to broaden involvement. Now as a school we ensure every child in Yr.5/6 represents the school at least once in an inter school event each year. We make sure that we select the appropriate event to ensure the children have a positive experience. To ensure students with limited parental support access the opportunities, we identify curriculum time competitions where the school organise transport for these young people.	<ul style="list-style-type: none"> <li>• Overall positive impact on student attitude and pride towards the school.</li> <li>• For students less likely to represent the school – increased confidence and commitment to practising, training and attendance at clubs for students less likely to represent the school.</li> <li>• Improved perception of the school from prospective parents.</li> </ul>

# Impact

Context	What it involved	Why/impact
Yr.8 Boys – Raising the bar	We identified 20 Yr.8 boys from across five houses by Heads of House due to attendance/behaviour/confidence. Working with an identified school mentor, the group accessed Athlete Mentor Visit (YST Living for Sport) to kick off the programme followed by weekly sessions during tutor period for a term. The sessions involved mini competitive team challenges – mainly sports related. The teams gain points for outcome of the competitions and each week accrue points for specific targets (attendance/behaviour).	Not all outcomes were achieved across the group, but the following were noted: <ul style="list-style-type: none"> <li>• Reduction in behaviour referrals</li> <li>• Improved attendance</li> <li>• Less friendship issues – student found himself in fights during the first term, since January there were no reports of him fighting.</li> </ul>
Yr.10 Leadership	Two years ago, we set up a Girls Leadership and Marketing (GLAM) Team as part of Girls Active. The girls weren't the typical sporty students, but the six of them had a real influence on their peers. They accessed some training and have taken real responsibility for responding to the feedback from girls in the School and have helped shaped what we offer for the girls' extra-curricular programme (and PE).	<ul style="list-style-type: none"> <li>• Improved relationship between GLAMs and PE staff resulting in less disruption.</li> <li>• Broader, more purposeful extra-curricular offer – time has reduced but quality improved.</li> <li>• Increased number of girls attending extra-curricular opportunities.</li> </ul>

# Why do different enrichment activities take place in your school?

## Evidencing Impact

As with many of the examples throughout this resource, large amounts of the existing evidence is qualitative that exists is qualitative or anecdotal – which for schools with support is not always a problem. However, as resource is becoming increasingly challenging, making informed decisions on how you can make the most meaningful difference and impact on the young people in your school is important. Considering the impact you are trying to make and capturing the evidence to support this could prove to be helpful.

The Education Endowment Foundation have a simple **DIY Evaluation Guide and tool kit** that can also support you with this.

## In the simplest form

What do you want to achieve?

How do you get there?

Did it work?

### In relation to impact, PE and sport interventions have been connected to:

- Attendance
- Behaviour
- Wellbeing (physical/emotional)
- Commitment and connection to the school
- Parental engagement
- Attainment – if connected directly to structured numeracy/literacy programmes.

Considering ways to measure the intended or unintended consequences of the interventions can support further evidence and justification for inclusion in the school offer.

## Design considerations and questions

The below questions are beneficial when supporting schools to consider their enrichment offer:

- What is the intent or purpose of the provision and for who?
- Have young people informed the provision and is the voice of young people reflective of the school population?
- How do you currently capture who accesses the PE and sport enrichment opportunities and what does this tell you? If you don't capture it, how could you?
- What is the balance of provision for male and female students?
- Who delivers the enrichment opportunities and how could this be varied?
- How often do you review your enrichment offer and what informs the decisions to make changes?



**Youth Sport Trust**  
SportPark  
Loughborough University  
3 Oakwood Drive  
Loughborough  
Leicestershire LE11 3QF

T **01509 226600**  
E **research@youthsporttrust.org**  
W **www.youthsporttrust.org**

 **@youthsporttrust**  
 **youthsporttrust**

Registered charity number **1086915**  
Registered company number **4180163**