

Castlechurch Primary School Enrichment Offer

2026-2027



**Castlechurch
Primary
School**



Enrichment Entitlement

Castlechurch Primary School believes that every child is entitled to a rich and varied range of experiences that complement and extend the taught curriculum. Through our enrichment entitlement, we seek to ensure that all pupils develop the knowledge, skills, experiences and cultural capital necessary to thrive in education, employment and life.

The Department for Education's Enrichment Framework identifies five key areas that should form part of a school's enrichment offer: Arts and Culture, Sport and Physical Activity, Nature and Outdoors, Civic Engagement and Life Skills. Collectively, these areas support personal development, wellbeing, belonging, aspiration and preparation for future success.

Our school will provide a balanced offer across all five areas and to ensure that opportunities become increasingly broad, challenging and meaningful as pupils progress through their school journey prioritising enrichment provision as a **progressive entitlement rather than a collection of isolated opportunities**. We will consider what experiences pupils receive at each stage and ensure that, by the time they leave primary education, they have experienced opportunities across all five enrichment areas and have developed the confidence, skills, knowledge and cultural awareness necessary for the next stage of their education. We have an enrichment offer that captures the "Things we will do at Castlechurch" journey that encompasses everything we do. Nurture and enrichment is at the heart of Castlechurch and our school values, assemblies, Pupil leadership PSHRE curriculum, charity work and community events help our children to Achieve, Belong and Thrive.

1. Arts and Culture

Why This Matters

Arts and cultural experiences play a vital role in developing creativity, self-expression, confidence and imagination. They help children understand and appreciate different cultures, traditions and perspectives, while also enriching their understanding of the world.

Participation in the arts can improve wellbeing, strengthen communication skills and provide opportunities for children to experience success in different ways. Cultural experiences contribute significantly to the development of cultural capital and help broaden pupils' horizons beyond their immediate experiences. The DfE specifically identifies arts and culture as a core area of enrichment provision.

Our Entitlement	Examples of Our Provision
Every child should have opportunities to:	
• Perform in front of an audience. • Participate in music, drama and dance. • Engage in visual and creative arts. • Explore literature and storytelling. • Experience museums, galleries, theatres and cultural venues. • Celebrate local, national and global cultures. • Work alongside artists, performers and creative professionals where possible. • Showcase their talents and achievements.	• Choirs and music ensembles • School productions • Dance clubs • Art clubs • Creative writing opportunities • Theatre visits • Museum visits • Cultural celebration events • Visiting artists and performers • Educational visits

2. Sport and Physical Activity

Why This Matters

Physical activity is fundamental to children's physical health, mental wellbeing and personal development. Participation in sport promotes healthy lifestyles, resilience, teamwork, leadership and determination.

Sport provides opportunities for challenge, achievement and belonging. It can also help pupils develop confidence, self-discipline and positive attitudes towards health and wellbeing. The DfE identifies sport and physical activity as a key component of a broad and well-rounded enrichment offer.

Our Entitlement	Examples of Our Provision
Every child should have opportunities to:	
• Participate in regular physical activity.	• Sports clubs

• Experience a range of sports and physical pursuits. • Develop physical competence and confidence. • Represent their school where appropriate. • Engage in competitive and non-competitive activities. • Access inclusive sporting opportunities. • Experience outdoor and adventurous activities. • Develop lifelong healthy habits.	• Festivals and competitions • Inter-school tournaments • Dance and fitness activities • Outdoor adventure experiences • Swimming • Leadership through sport • Active lunchtimes • Inclusive sports programmes • Educational visits • Competition events
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3. Nature and Outdoors

Why This Matters

Access to nature and outdoor learning helps children develop curiosity, environmental awareness, resilience and wellbeing. Outdoor experiences provide unique opportunities for exploration, problem-solving and personal growth.

Spending time in natural environments can improve physical and emotional wellbeing, increase engagement and nurture a sense of responsibility for the world around us. The DfE identifies nature and outdoor experiences as a distinct and important area within the enrichment framework.

Our Entitlement	Examples of Our Provision
Every child should have opportunities to: • Learn in outdoor environments. • Develop an understanding of the natural world. • Participate in environmental projects. • Explore local habitats and communities. • Take part in outdoor challenges. • Develop independence and resilience. • Engage in sustainable and environmentally responsible practices. • Experience residential visits where appropriate.	• Forest School • Gardening projects • Nature clubs • Environmental initiatives • Outdoor learning days • Residential visits • Fieldwork experiences • Conservation projects • Eco leadership groups • Educational visits

4. Civic Engagement

Why This Matters

Children should be supported to become active, responsible and informed citizens who understand their role in society and the positive contribution they can make to their communities.

Through civic engagement, pupils develop leadership, empathy, responsibility and an understanding of democratic processes. These experiences strengthen community connections, promote social responsibility and help children recognise that they can make a difference. The DfE identifies civic engagement as a core component of enrichment and personal development.

Our Entitlement	Examples of Our Provision
Every child should have opportunities to: • Contribute to school improvement. • Participate in pupil leadership activities. • Learn about democracy and citizenship. • Engage with local communities. • Support charitable initiatives. • Develop an understanding of social responsibility. • Work collaboratively to address real-world issues. • Make meaningful contributions to causes that matter to them.	• School Council • Eco Council • Digital Leaders • Playground Leaders • Charity fundraising • Community projects • Intergenerational work • Visits from community organisations • Democracy and election activities • CFLP pupil Forum • Community hub on site for all parents • Educational visits

5. Life Skills

Why This Matters

Life skills help children develop the practical, social and personal competencies needed to navigate an increasingly complex world. These skills support success in education, future employment and everyday life.

The DfE recognises the importance of helping young people develop skills such as communication, leadership, teamwork, problem-solving and independence through enrichment experiences. These experiences help prepare pupils for future transitions and adulthood.

Our Entitlement	Examples of Our Provision
Every child should have opportunities to:	
Every child should have opportunities to develop: • Communication skills. • Leadership skills. • Problem-solving abilities. • Teamwork and collaboration. • Enterprise and innovation. • Financial awareness. • Independence and responsibility. • Decision-making skills. • Organisational skills. • Preparation for future transitions.	• Careers-related learning • Financial education activities • Leadership programmes • Public speaking opportunities • Team-building activities • Transition programmes • Pupil ambassador roles • STEM enrichment projects • MSHT workshops • Workshops with our local PCSO • Educational visits

Prioritising Inclusion and Accessibility

Our Commitment

We believe that enrichment is an entitlement for every child, not a privilege for some.

We recognise that not all pupils begin from the same starting point and that some children face barriers which may limit their ability to participate fully in enrichment opportunities. As a Trust, we are committed to ensuring that every pupil can access, engage with and benefit from a rich programme of enrichment experiences regardless of their background, circumstance, need or personal characteristics.

Our ambition is not simply to offer equal opportunities, but to ensure equitable access. This means identifying and addressing barriers so that all children can participate meaningfully and experience success.

We believe that inclusive enrichment provision contributes significantly to:

- Closing opportunity gaps.
- Improving wellbeing and belonging.
- Raising aspirations.
- Increasing confidence and self-esteem.
- Strengthening engagement with school.
- Supporting personal development.
- Promoting social inclusion and community cohesion.
- Ensuring all children develop the cultural capital necessary for future success.

Accessibility and Inclusion

Our Commitment

At Castlechurch we believe that enrichment is an entitlement for every child, not a privilege for some.

We recognise that all pupils should have the opportunity to access, participate in and benefit from a rich programme of enrichment experiences, regardless of their background, circumstance, ability or individual needs. Our ambition is not simply to offer equal opportunities, but to ensure equitable access. This means identifying and addressing barriers so that all children can participate meaningfully and experience success.

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We are committed to ensuring that our enrichment offer is inclusive, accessible and representative of the diverse needs of our school community. We believe that every child deserves the opportunity to discover new interests, develop talents, build confidence and experience success through enrichment.

Through our enrichment provision, we aim to:

- Promote equality of opportunity.
- Remove barriers to participation.
- Foster a strong sense of belonging.
- Raise aspirations.
- Improve wellbeing and engagement.
- Celebrate diversity.
- Support personal development.
- Ensure all children can flourish both within and beyond the classroom.

Our Inclusive Approach

We recognise that not all pupils start from the same position and that some children may face additional barriers to participation.

Our aim is not simply to provide equal opportunities, but to ensure equitable access by identifying barriers and providing support where needed so that all pupils can participate successfully.

When planning our enrichment offer, we consider:

- Who is participating.

- Who is not participating.
- Why some pupils may not engage.
- What support may be needed.
- How barriers can be reduced or removed.

Where gaps in participation are identified, we will take action to address them.

Identifying and Removing Barriers

We will proactively identify barriers that may prevent pupils from accessing enrichment opportunities and take reasonable steps to minimise or remove those barriers.

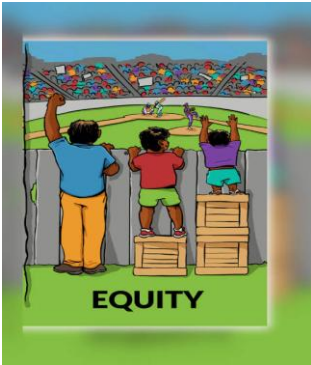
Potential barriers may include:

Barrier Type	Examples
Financial	Activity costs, transport costs, equipment or clothing requirements
Physical	Accessibility of venues, mobility needs, medical requirements
SEND	Communication needs, sensory needs, learning needs, anxiety
Family Circumstances	Childcare, family commitments, caring responsibilities
Cultural or Religious	Timing of activities, dietary requirements, cultural considerations
Communication	Language barriers, access to information
Emotional and Social	Confidence, anxiety, friendship concerns, previous experiences

Inclusive Planning

When designing enrichment opportunities, we will consider accessibility from the outset.

We will ask:

Accessibility	Cost	Participation
 Can all pupils access the activity?  Are reasonable adjustments required?  Is the venue physically accessible?	 Could cost create a barrier to participation?  What support can be offered to families?  Can costs be reduced or subsidised?	 Which groups may be less likely to engage?  How can participation be encouraged?  Have pupils been consulted about the activities offered?
Communication	Representation	
 Have all families received information?  Is communication clear and accessible?  Are alternative formats required?	 Does our offer reflect the diversity of our school community?  Are children able to see their culture, identity and experiences represented within the opportunities provided?	

Priority Groups

We will monitor participation carefully to ensure that all groups of pupils have equitable access to enrichment opportunities.

Particular attention will be given to:

- Pupil Premium pupils
- Disadvantaged pupils
- Pupils with SEND
- Pupils with EHCPs
- Children Looked After
- Previously Looked After Children
- Young Carers
- Pupils with Social, Emotional and Mental Health needs
- Pupils with low attendance
- Pupils at risk of exclusion
- Pupils subject to safeguarding intervention
- Pupils with English as an Additional Language
- Other vulnerable groups identified within our school

Where participation gaps are identified, targeted action will be taken.

Financial Accessibility

We believe that no child should miss out on enrichment opportunities because of financial barriers.

Where appropriate, we will:

- Utilise Pupil Premium funding to support participation.
- Subsidise activities and visits.

- Offer payment plans where possible.
- Seek grants, sponsorship or external funding.
- Loan equipment or resources.
- Provide alternative funding arrangements.
- Review costs regularly to ensure affordability.

We will actively monitor whether financial barriers are affecting participation and take reasonable steps to address this.

Supporting Pupils with SEND

We are committed to ensuring that pupils with SEND can participate meaningfully in enrichment opportunities.

To support this, we will:

- Consider reasonable adjustments during planning.
- Involve pupils and families in discussions about support.
- Adapt activities where appropriate.
- Consider sensory, physical and communication needs.
- Provide additional staffing support where required.
- Ensure risk assessments are appropriate and proportionate.
- Focus on enabling participation rather than identifying reasons for exclusion.

Our objective is that all pupils feel welcomed, valued and able to participate successfully.

Pupil Voice

We believe that pupils should play an active role in shaping the enrichment opportunities we provide. We have a senior leader that promotes personal development and enrichment and ensures it is at the heart of our offer.

We will gather feedback through:

- School Council
- Pupil surveys
- Focus groups
- Class discussions
- Suggestion boxes
- Leadership groups

We will seek feedback from:

- Pupils who regularly participate
- Pupils who participate occasionally
- Pupils who do not currently participate
- Vulnerable and underrepresented groups

This feedback will inform future planning and development.

Working with Families

We recognise the important role families play in supporting children's participation in enrichment activities.

We will ensure that information about enrichment opportunities is:

- Shared in a timely manner.
- Available through a range of communication channels.
- Clear and easy to understand.
- Accessible to all families.
- Inclusive of information regarding costs and available support.
- Castlechurch Community hub on site offering various support opportunities
- A non judgemental approach is always offered to our families and our families come to us with trust

We will also celebrate participation and achievements regularly with parents and carers.

Annual Review and Reporting

Regular review of our enrichment provision is essential to ensure that it remains ambitious, inclusive, impactful and responsive to the needs of our pupils and school community.

School leaders will monitor the implementation, participation and impact of enrichment provision on a **termly basis**, with updates reported through the school's **School in Action Report**. These reviews will consider participation rates, pupil voice, accessibility, quality of provision and the impact of enrichment on pupils' personal development and wellbeing.

An **annual evaluation** of the school's enrichment provision will be completed by leaders to identify strengths, celebrate successes and determine priorities for future development.

The Children First Learning Partnership Directors Board will receive an termly report on enrichment provision through the **Curriculum Link Member**, providing assurance that the school is delivering a broad, inclusive and high-quality enrichment offer in line with Trust expectations and the DfE Enrichment Framework. This annual review will inform future planning and support the continuous improvement of enrichment opportunities for all pupils.

Success Measure	Indicators of Success	Possible Evidence Sources
Participation	• High levels of pupil participation • Increasing participation over time • Strong representation from vulnerable groups	Attendance registers, participation tracking, club records, trip attendance data
Inclusion	• Closing participation gaps between groups • Positive experiences reported by all groups • Evidence that barriers to participation have been identified and removed	Participation analysis by pupil groups, SEND reviews, Pupil Premium monitoring, pupil voice
Quality of Provision	• Broad and balanced enrichment offer • Positive pupil feedback • Strong partnerships with external organisations and providers • Opportunities available across all five enrichment areas	Activity evaluations, observations, provider feedback, pupil and parent surveys
Personal Development	Evidence that pupils demonstrate: • Confidence • Leadership • Resilience • Responsibility • Aspiration • Teamwork • Independence	Pupil voice, staff observations, learning walks, case studies, leadership opportunities

Wellbeing and Belonging	Evidence that pupils: • Feel included • Feel valued • Enjoy participating • Develop positive relationships • Experience success	Wellbeing surveys, attendance data, pastoral records, pupil interviews
Continuous Improvement	Evidence that schools: • Act on feedback • Respond to identified needs • Adapt and improve provision • Share effective practice across the Trust	Action plans, annual reviews, monitoring reports, improvement plans, Trust moderation activities

Autumn Term Enrichment Planner In addition there is our “Castlechurch things to do offer” and educational visits to meet curriculum objectives

Year Group	Arts & Culture	Sport & Physical Activity	Nature & Outdoors	Civic Engagement	Life Skills
Nursery- Curriculum is creative and interactive with hands on learning continuous provision	Roahl Dahl day Nursery rhyme performance for parents Christmas performance Spar window art display	Fundamental movement activities in provision Faith in Focus week Bollywood dance workshop	Autumn nature walk around the grounds	Harvest food collection Children in Need charity work Macmillan cake sale	Sharing, turn-taking and independence routines MSHT workshop
Reception Curriculum is creative and interactive with hands on learning continuous provision	Roahl Dahl day Faith in Focus week arts Christmas performance Spar window art display	Multi-skills sessions in PE Bollywood dance workshop	Forest School	Harvest food collection Children in Need charity work Macmillan cake sale	Self-care and independence activities MSHT workshop
Year 1	Roahl Dahl day Faith in Focus week arts Christmas performance Spar window art display	Clubs Bollywood dance workshop	School gardening Forest School	School council elections Parents at school afternoon Harvest Food bank collection Children in Need charity work Macmillan cake sale	Road safety awareness MSHT workshop
Year 2	Roahl Dahl day Faith in Focus week arts Christmas performance Spar window art display	Clubs Bollywood dance workshop	School gardening Forest School	School Council elections Parents at school afternoon Harvest Food bank collection	Teamwork activities MSHT workshop

				Children in Need charity work Macmillan cake sale	
Year 3	Roahl Dahl day Faith in Focus week arts Christmas performance Spar window art display	Swimming Bollywood dance workshop	Forest School Litter pick in the community Local river study	Harvest Food bank collection Parents at school afternoon Remembrance service in school Children in Need charity work Macmillan cake sale Carol singing in community	Public speaking activities linked to homework and parents at work MSHT workshop
Year 4	Choir performance to community audience Roahl Dahl day Faith in Focus week arts Christmas performance Spar window art display	Swimming Bollywood dance workshop	Forest School Local river study Litter pick in the community	Harvest Food bank collection Parents at school afternoon Children in Need charity work Macmillan cake sale Remembrance service in school Carol singing in community	Public speaking activities linked to homework and parents at work MSHT workshop
Year 5	Roahl Dahl day Faith in Focus week arts Christmas performance Spar window art display	Netball competition Bollywood dance workshop	Forest School	leadership roles Parents at school afternoon Children in Need charity work Macmillan cake sale Remembrance service in school or Gatehouse	Budgeting tasks in maths Fire station visit MSHT workshop-sleep Hygine
Year 6	Roahl Dahl day Secondary transition open evenings Faith in Focus week arts Christmas performance Spar window art display	Sports leadership programme Bollywood dance workshop	Forest School	Children in Need charity work Macmillan cake sale Parents at school afternoon House Captain elections Remembrance service in school or Gatehouse	Budgeting tasks in maths Fire station visit MSHT workshop-sleep hygiene

Spring Term Enrichment Planner- In addition there is our “Castlechurch things to do offer” and educational visits to meet curriculum objectives

Year Group	Arts & Culture	Sport & Physical Activity	Nature & Outdoors	Civic Engagement	Life Skills
Nursery Curriculum is creative and interactive with hands on learning continuous provision	Easter parade and sing a long	Outdoor learning activities	Winter birdwatching	Community helpers visit Comic relief charity work	Building friendships Science week activities and visitor in school for workshop
Reception Curriculum is creative and interactive with hands on learning continuous provision	Easter parade and sing a long	Balance bike sessions Outdoor learning activities	Growing seeds project Forest School	Litter awareness activity Comic relief charity work	Healthy choices Science week activities and visitor in school for workshop
Year 1	Easter parade and sing a long Easter Service at Church	PE lessons-varied curriculum and enrichment sessions such as Dodgeball	Mini beast hunt Forest School	Community Easter project-old peoples home Comic relief charity work	Basic first aid awareness MSHT workshops Science week activities and visitor in school for workshop
Year 2	Easter parade and sing a long Easter Service at Church	PE lessons-varied curriculum and enrichment sessions such as Dodgeball	Mini beast hunt Forest School	Community Easter project-old peoples home Comic relief charity work	Basic first aid awareness MSHT workshops Science week activities and visitor in school for workshop

Year 3	Gotta Sing The Stafford History Centre visit Roman/Egyptian/Stone Age workshop Easter Service at Church	PE lessons-varied curriculum and enrichment sessions such as Dodgeball	Eco project-community litter pick Forest School	Community volunteer visitor in school Comic relief charity work	Careers inspiration event Team-building and STEM challenge project MSHT workshops Science week activities and visitor in school for workshop
Year 4	Gotta Sing The Stafford History Centre visit Roman/Egyptian/Stone Age workshop Easter Service at Church	PE lessons-varied curriculum and enrichment sessions such as Dodgeball	Eco project-community litter pick Forest School	Community volunteer visitor in school Comic relief charity work	Careers inspiration event Team-building and STEM challenge project MSHT workshops Science week activities and visitor in school for workshop
Year 5	Easter Service at Church	PE lessons-varied curriculum and enrichment sessions such as Dodgeball	Forest School	Comic relief charity work Community action project decided by the children (after SATS)	Careers inspiration event MSHT workshops Science week activities and visitor in school for workshop
Year 6	Easter Service at Church	PE lessons-varied curriculum and enrichment sessions such as Dodgeball Gotta Dance at the Gatehouse Theatre	Forest School	Comic relief charity work Community action project decided by the children (after SATS)	Careers inspiration event MSHT workshops Science week activities and visitor in school for workshop

Summer Term Enrichment Planner- In addition there is our “Castlechurch things to do offer” and educational visits to meet curriculum objectives

Year Group	Arts & Culture	Sport & Physical Activity	Nature & Outdoors	Civic Engagement	Life Skills
Nursery Curriculum is creative and interactive with hands on learning continuous provision	End-of-year performance	Sports Day Sports week activities from yoga to dodge ball	Minibeast hunt	Family picnic event	Transition activities
Reception Curriculum is creative and interactive with hands on learning continuous provision	Reception graduation	Sports Day Sports week activities from yoga to dodge ball	Forest School	Family picnic event	Transition to Year 1
Year 1	Art and design with home (part of homework make a model)	Sports Day Sports week activities from yoga to dodge ball	Local park or beach visit Forest School	Community clean-up activity Charity event participation	Transition activities Water and road safety workshop
Year 2	Art and design with home project (part of homework make a model)	Sports Day Sports week activities from yoga to dodge ball	Local park or beach visit Forest School	Community clean-up activity Charity event participation	Transition activities Water and road safety workshop
Year 3	Art and design with home project (part of homework make a model) Musical performance to parents Ukulele	Sports Day Athletics competitions with other schools Sports week activities from yoga to dodge ball	Outdoor learning day Forest School	Charity event participation	Transition activities Water and road safety workshop

Year 4	Art and design with home project (part of homework make a model) Musical performance to parents Ukulele	Sports Day Athletics competitions with other schools Sports week activities from yoga to dodge ball	Outdoor learning day Forest School	Charity event participation	Transition activities Water and road safety workshop
Year 5	Musical performance to parents Ukulele	Sports Day Athletics competitions with other schools Sports week activities from yoga to dodge ball	Residential visit/outdoor challenge Forest School	Community volunteering Charity event participation	Transition activities Water and road safety workshop
Year 6	Musical performance to parents Ukulele Leavers' production	Sports Day Sports week activities from yoga to dodge ball Athletics competitions with other schools	Residential visit/outdoor challenge Forest School	Community volunteering Charity event participation	Secondary transition programme Water and road safety workshop

