



EMAT
EASTERN MULTI-ACADEMY TRUST

ENRICHMENT STRATEGY GUIDE



CEO FORWARD

At Eastern Multi-Academy Trust, enrichment is part of our promise to empower, motivate, achieve and transform. We believe every pupil should experience a broad, inclusive and ambitious education that extends beyond the taught curriculum and helps them develop the confidence, character, knowledge, skills and sense of belonging they need to thrive.

Enrichment is not an optional extra. It is a core part of personal development, well-being, inclusion and preparation for life beyond school. It should broaden pupils' horizons, develop their talents and interests, strengthen their relationships, support their mental and physical well-being, and give them opportunities to contribute positively to their academy, their community and wider society.

Each EMAT academy will shape its enrichment offer according to its context, phase and community. However, all academies share a common entitlement: every pupil should have access to meaningful experiences that help them belong, participate, lead, contribute and flourish.



WHAT WE MEAN BY ENRICHMENT

Enrichment is the planned set of wider opportunities, experiences and activities that enhance pupils' education and personal development.

This includes experiences that take place:

- ▶ within the curriculum;
- ▶ beyond the curriculum;
- ▶ during the academy day;
- ▶ at lunchtime or after school;
- ▶ through trips, visits, clubs, residential, visitors and community links;
- ▶ through pupil leadership, pupil voice, volunteering and civic action;
- ▶ through sport, the arts, culture, outdoor learning, life skills and future-focused opportunities.

Enrichment should help pupils to develop as people, not just as learners. It should support them to become confident, responsible, respectful, resilient and active members of their communities.



The EMAT Enrichment DNA is built around the following golden thread:

**BELONGING ▶ OPPORTUNITY ▶ PARTICIPATION ▶
CHARACTER ▶ CONFIDENCE ▶ CONTRIBUTION ▶
FUTURE READINESS**

This means that enrichment should:

- ▶ strengthen pupils' sense of belonging;
- ▶ give pupils access to opportunities they may not otherwise experience;
- ▶ support all pupils to participate, including those at risk of missing out;
- ▶ develop pupils' character, resilience, independence and integrity;
- ▶ build confidence, aspiration and self-belief;
- ▶ enable pupils to contribute to their academy and wider community;
- ▶ prepare pupils for their next stage of education and life beyond school.

ENRICHMENT AND THE EMAT VALUES

EMPOWER

Pupils are empowered when they have a voice, make choices, lead others, contribute to their academy and see that their views matter.

In practice, this means academies provide opportunities for pupil leadership, pupil voice, school council, ambassadors, peer support, eco-groups, charity work, community action and roles that develop responsibility.

MOTIVATE

Pupils are motivated when they experience joy, curiosity, challenge and success beyond the classroom.

In practice, this means academies provide engaging and purposeful activities that help pupils discover new interests, develop talents, take part in wider experiences and feel proud of their participation.

ACHIEVE

Pupils achieve when they develop skills, confidence and personal qualities that help them succeed in school and beyond.

In practice, this means academies deliberately use enrichment to build communication, teamwork, leadership, resilience, creativity, independence, physical development, cultural knowledge and future skills.

TRANSFORM

Pupils' lives are transformed when enrichment opens doors, broadens horizons and gives them access to experiences, places, people and possibilities they may not otherwise encounter.

In practice, this means academies prioritise equity of access, particularly for disadvantaged pupils, pupils with SEND, pupils known or previously known to children's social care, young carers and pupils who face other barriers to participation.





CORE ENRICHMENT PRINCIPLES

1

ENRICHMENT IS AN ENTITLEMENT FOR EVERY PUPIL

2

ENRICHMENT IS PLANNED, NOT ACCIDENTAL

3

ENRICHMENT IS BROAD AND BALANCED

4

ENRICHMENT STRENGTHENS PERSONAL DEVELOPMENT AND WELL-BEING

5

ENRICHMENT IS INCLUSIVE AND ADAPTIVE

6

ENRICHMENT IS SHAPED BY PUPIL VOICE AND LOCAL CONTEXT

7

ENRICHMENT BUILDS CONTRIBUTION AND CITIZENSHIP

8

ENRICHMENT IS STRENGTHENED THROUGH PARTNERSHIP

9

ENRICHMENT IS VISIBLE, VALUED AND CELEBRATED

10

ENRICHMENT IS EVALUATED AND IMPROVED

1

ENRICHMENT IS AN ENTITLEMENT FOR EVERY PUPIL

Every pupil should benefit from high-quality enrichment. Access must not depend on confidence, family income, transport, parental availability, prior experience or whether a pupil already readily participates.

Academies should know who is taking part, who is not taking part, and why. Leaders should take practical steps to remove barriers so that pupils who may be at risk of missing out are supported to participate meaningfully.

This means academies will:

- ▶ track participation across year groups and key pupil groups;
- ▶ identify pupils who do not regularly access enrichment;
- ▶ consider cost, communication, transport, equipment and confidence as possible barriers;
- ▶ make reasonable adjustments for pupils with SEND;
- ▶ ensure disadvantaged pupils and vulnerable pupils are actively included;
- ▶ provide a balance of free, subsidised and paid opportunities where appropriate;
- ▶ avoid enrichment becoming available only to pupils who are already advantaged or highly engaged.

2

ENRICHMENT IS PLANNED, NOT ACCIDENTAL

High-quality enrichment does not happen by chance. It should be deliberately planned, strategically led and connected to the academy's context, curriculum, values and improvement priorities.

Each academy should have a clear enrichment map that shows what pupils will experience across the year and across their time in the academy.

This means academies will:

- ▶ have a named enrichment lead with senior leadership oversight;
- ▶ map enrichment across year groups and key stages;
- ▶ align enrichment with curriculum intent, personal development, attendance, behaviour, inclusion and well-being priorities;
- ▶ ensure staff understand the purpose of enrichment;
- ▶ plan provision across the academic year rather than relying only on one-off events;
- ▶ review the offer regularly and refine it where needed.

Pupils should experience a wide range of enrichment opportunities.

Across their time in an EMAT academy, pupils should access experiences across five core areas:

1. CIVIC ENGAGEMENT



Pupils learn how to participate, contribute and make a positive difference.

Examples may include school council, pupil leadership, debating, volunteering, charity work, democracy, community projects, eco-work and links with local organisations.

2. ARTS AND CULTURE



Pupils experience creativity, performance, expression and cultural knowledge.

Examples may include music, art, dance, drama, theatre, museums, galleries, festivals, author visits, concerts, exhibitions and creative clubs.

3. NATURE, OUTDOORS AND ADVENTURE



Pupils develop confidence, curiosity, resilience and care for the natural world.

Examples may include outdoor learning, gardening, forest school, sustainability projects, local environment studies, residentials, coastal visits, fieldwork, adventure activities and climate education.

4. SPORT AND PHYSICAL ACTIVITY



Pupils develop physical confidence, teamwork, healthy habits and enjoyment of activity.

Examples may include clubs, competitions, active play, dance, fitness, cycling, swimming, team sports, individual sports, intra-school events and representing the academy.

5. LIFE AND FUTURE SKILLS



Pupils develop practical knowledge, independence and readiness for later life.

Examples may include cooking, financial awareness, enterprise, digital literacy, STEM, careers-related learning, public speaking, first aid, travel awareness, leadership, problem-solving and communication skills.

Enrichment should help pupils develop personally, socially, morally, culturally and emotionally. It should support pupils to understand themselves, relate well to others and develop the confidence to engage with the wider world.

This means academies will use enrichment to support pupils to:

- ▶ feel welcome, valued and part of the academy community;
- ▶ develop confidence, resilience and independence;
- ▶ build positive relationships and social skills;
- ▶ manage challenge, risk and uncertainty appropriately;
- ▶ understand how to keep themselves physically and mentally healthy;
- ▶ develop talents and interests;
- ▶ experience joy, creativity, teamwork and belonging;
- ▶ prepare for the next stage of education and life beyond school.

Enrichment should be closely connected to the wider personal development programme, including PSHE/RHE/RSHE, citizenship, fundamental British values, protected characteristics, careers-related learning where relevant, and pupils' spiritual, moral, social and cultural development.



An inclusive enrichment offer anticipates barriers and removes them wherever possible. Leaders should not wait for pupils to opt out before considering access. The best enrichment planning starts with the pupils who may find participation hardest.

This means academies will consider the needs of:

- ▶ disadvantaged pupils;
- ▶ pupils with SEND;
- ▶ pupils with an education, health and care plan;
- ▶ pupils known or previously known to children's social care;
- ▶ looked-after and previously looked-after children;
- ▶ young carers;
- ▶ pupils with low attendance or persistent absence;
- ▶ pupils who lack confidence or have limited wider experiences;
- ▶ pupils who may face barriers linked to protected characteristics;
- ▶ pupils accessing alternative provision or specialist pathways.

Inclusive enrichment does not mean every pupil does the same thing in the same way. It means every pupil has meaningful access to experiences that are appropriate, ambitious and carefully adapted where needed.

Each EMAT academy serves a distinct community. Enrichment should reflect the academy's context while also broadening pupils' horizons beyond it.

Pupil voice should be central. Pupils should help leaders understand what interests them, what barriers they face, what opportunities they value and how provision could improve.

This means academies will:

- ▶ use pupil voice to shape and review enrichment;
- ▶ seek feedback from families and staff where appropriate;
- ▶ build on local strengths, heritage, geography, community links and available partnerships;
- ▶ provide opportunities for pupils to lead aspects of enrichment;
- ▶ ensure pupils see themselves, their community and the wider world reflected in the offer;
- ▶ use enrichment to expand pupils' understanding of people, places, cultures and possibilities beyond their immediate experience.

Enrichment should help pupils understand that they have a role to play in their academy, community and wider society.

This means academies will provide opportunities for pupils to:

- ▶ take responsibility;
- ▶ lead others;
- ▶ serve their community;
- ▶ understand democracy and public life;
- ▶ contribute to environmental and sustainability projects;
- ▶ support charitable activity;
- ▶ develop respect for difference;
- ▶ work with people from different backgrounds;
- ▶ understand rights, responsibilities and respectful participation.

Pupils should not only receive enrichment. They should also help create, shape and contribute to it.



8 ENRICHMENT IS STRENGTHENED THROUGH PARTNERSHIP

Academies do not need to deliver every aspect of enrichment alone. Strong enrichment is often built through effective partnerships with local, regional and national organisations.

This means academies may work with:

- ▶ local sports clubs;
- ▶ arts and cultural organisations;
- ▶ museums, libraries, theatres and galleries;
- ▶ outdoor education providers;
- ▶ charities and community groups;
- ▶ employers and enterprise partners;
- ▶ further and higher education providers;
- ▶ faith and community representatives;
- ▶ local authorities and youth organisations;
- ▶ STEM ambassadors, artists, authors, musicians and guest speakers.

Partnerships should be purposeful, safe and aligned with the academy's priorities. Leaders should ensure appropriate safeguarding, risk assessment, communication and review processes are in place.

9 ENRICHMENT IS VISIBLE, VALUED AND CELEBRATED

Participation matters. Achievement matters. Contribution matters. Enrichment should be visible in academy life and pupils should be recognised for taking part, showing courage, developing skills, leading others and contributing positively.

This means academies will:

- ▶ communicate the enrichment offer clearly to pupils and families;
- ▶ celebrate participation as well as excellence;
- ▶ recognise personal growth, leadership, service and effort;
- ▶ use assemblies, certificates, awards, displays, newsletters, reports or pupil passports where appropriate;
- ▶ help pupils reflect on what they have gained from enrichment;
- ▶ build pride in academy life and the wider Trust community.

Celebration should not be limited to pupils who win, perform or represent the academy externally.

It should also recognise pupils who try something new, overcome a barrier, show resilience or contribute quietly but meaningfully.

Enrichment should make a difference. Leaders should evaluate whether the offer is broad, inclusive, well attended and having the intended impact on pupils' personal development, well-being, belonging and engagement.

This does not mean creating excessive paperwork. It means using simple, useful information to improve provision.

Academies should consider:

- ▶ what is being offered;
- ▶ who is participating;
- ▶ who is not participating;
- ▶ which groups are underrepresented;
- ▶ what pupils say about the offer;
- ▶ whether barriers are being removed;
- ▶ whether pupils are developing confidence, character, skills and belonging;
- ▶ how enrichment supports attendance, behaviour, well-being and engagement;
- ▶ what needs to be refined next.

Evaluation should lead to action. The aim is continuous improvement, not compliance.





THE EMAT ENRICHMENT ENTITLEMENT

Every EMAT academy will provide a planned enrichment offer that gives pupils regular access to opportunities across the five core areas:

1. Civic engagement
2. Arts and culture
3. Nature, outdoors and adventure
4. Sport and physical activity
5. Life and future skills

The offer should be age-appropriate, phase-appropriate and context-specific. It should include opportunities within the academy day as well as wider opportunities beyond the taught curriculum.

As a minimum, each academy should be able to show:

- ▶ a yearly enrichment map;
- ▶ a named enrichment lead;
- ▶ senior leadership oversight;
- ▶ pupil participation tracking;
- ▶ a clear approach to identifying and reducing barriers;
- ▶ evidence that disadvantaged pupils and pupils with SEND are considered explicitly;
- ▶ pupil voice that informs provision;
- ▶ opportunities for pupil leadership and contribution;
- ▶ communication with families about the offer;
- ▶ termly leadership review;
- ▶ annual evaluation and improvement planning.





EMAT ENRICHMENT EXPECTATIONS

TRUST LEADERS

Trust leaders will:

- ▶ set the Trust-wide vision for enrichment;
- ▶ provide the common DNA and expectations;
- ▶ support academies to align enrichment with personal development, inclusion, attendance, behaviour and well-being;
- ▶ provide tools or templates where useful;
- ▶ review Trust-wide themes and barriers;
- ▶ identify where support, challenge or sharing of practice is needed;
- ▶ ensure enrichment contributes to the Trust's wider ambition for high-quality inclusive education.

ACADEMY LEADERS

Academy leaders will:

- ▶ ensure enrichment is planned, led and monitored;
- ▶ appoint a named enrichment lead;
- ▶ ensure the offer is broad, inclusive and contextually relevant;
- ▶ track participation and identify pupils at risk of missing out;
- ▶ ensure reasonable adjustments are made where needed;
- ▶ connect enrichment to curriculum, personal development and well-being priorities;
- ▶ use pupil voice to shape provision;
- ▶ report key strengths, gaps and actions through academy leadership and governance structures.

ENRICHMENT LEADS

Enrichment leads will:

- ▶ coordinate the enrichment map;
- ▶ support staff to plan and communicate opportunities;
- ▶ maintain participation information;
- ▶ review access for key pupil groups;
- ▶ gather pupil voice and feedback;
- ▶ identify gaps in provision;
- ▶ support celebration and reflection;
- ▶ contribute to termly and annual evaluation.

ACADEMY STAFF

Academy staff will:

- ▶ understand the purpose of enrichment;
- ▶ encourage pupils to participate;
- ▶ identify pupils who may need additional support to access opportunities;
- ▶ contribute to enrichment where appropriate;
- ▶ reinforce links between enrichment, curriculum, values and personal development;
- ▶ celebrate pupils' participation, effort and growth.

ACADEMY PUPILS

Academy pupils will:

- ▶ be encouraged to try new experiences;
- ▶ contribute to pupil voice;
- ▶ take on leadership and responsibility where appropriate;
- ▶ reflect on what they have learned;
- ▶ support others to participate;
- ▶ develop pride in their academy and wider community.



PLANNING MODEL

Each academy should use a simple improvement cycle:

AUDIT

- ▶ What do we currently offer?
- ▶ Which of the five areas are strong?
- ▶ Where are the gaps?
- ▶ Who participates and who does not?

PLAN

- ▶ What is our yearly enrichment map?
- ▶ How does it link to our curriculum and personal development priorities?
- ▶ How will we ensure access for all pupils?
- ▶ What partnerships will strengthen the offer?

DELIVER

- ▶ Are activities well organised, safe, purposeful and inclusive?
- ▶ Are pupils supported to participate?
- ▶ Are staff clear about roles and expectations?

TRACK

- ▶ Who is taking part?
- ▶ Which pupils or groups are underrepresented?
- ▶ Are disadvantaged pupils, pupils with SEND and vulnerable pupils accessing the offer?
- ▶ What barriers are emerging?

EVALUATE

- ▶ What difference is enrichment making?
- ▶ What do pupils say?
- ▶ What do families and staff say?
- ▶ How does provision support belonging, confidence, well-being, attendance and engagement?
- ▶ What needs to improve next?

SUGGESTED ACADEMY EVIDENCE

Academies should avoid creating unnecessary workload. Evidence should come from normal leadership and academy processes.

Useful evidence may include:

- ▶ enrichment map;
- ▶ club and activity registers;
- ▶ trip and visit records;
- ▶ pupil leadership lists;
- ▶ pupil voice summaries;
- ▶ examples of pupil reflection;
- ▶ participation tracker;
- ▶ disadvantaged and SEND participation analysis;
- ▶ communication to families;
- ▶ academy newsletters or celebration records;
- ▶ examples of community projects;
- ▶ personal development curriculum overview;
- ▶ leadership review notes;
- ▶ local governance reports;
- ▶ academy improvement plan links where relevant.

The aim is not to create a large enrichment file. The aim is to know the offer, know who benefits from it, know who may be missing out and know how provision is improving.



GOVERNANCE AND ASSURANCE

Governance and Trust leaders should seek assurance that enrichment is:

- ▶ broad;
- ▶ inclusive;
- ▶ strategically led;
- ▶ connected to personal development and well-being;
- ▶ accessible to disadvantaged pupils and pupils with SEND;
- ▶ shaped by pupil voice;
- ▶ monitored through participation information;
- ▶ evaluated and improved over time.

Governance should focus on key questions:

1. What is the academy's enrichment entitlement?
2. How do leaders know pupils are accessing it?
3. Which pupils or groups are less likely to participate?
4. What barriers have leaders identified?
5. What action has been taken to improve access?
6. How does enrichment support personal development, well-being and belonging?
7. How is pupil voice used?
8. What has changed as a result of evaluation?



FINAL STATEMENT

At EMAT, enrichment is how we make education broader, richer and more human. It is how we help pupils discover who they are, what they enjoy, what they can contribute and what they might become.

Through a planned, inclusive and ambitious enrichment offer, our academies empower pupils to take part, motivate them to try new experiences, help them achieve beyond the classroom and transform their understanding of themselves and the world around them.

OUR PURPOSE

To ensure every pupil accesses a broad, inclusive and ambitious enrichment offer that strengthens belonging, builds confidence, develops character, broadens horizons and prepares pupils for life beyond school.

OUR GOLDEN THREAD

**BELONGING ► OPPORTUNITY ► PARTICIPATION ►
CHARACTER ► CONFIDENCE ► CONTRIBUTION ►
FUTURE READINESS**

OUR FIVE AREAS



CIVIC ENGAGEMENT



ARTS AND CULTURE



NATURE, OUTDOORS AND ADVENTURE



SPORT AND PHYSICAL ACTIVITY



LIFE AND FUTURE SKILLS

OUR CORE EXPECTATIONS

Every academy will have:

- a planned enrichment map
- a named enrichment lead
- senior leadership oversight
- a broad offer across the five areas
- clear communication with pupils and families
- participation tracking
- targeted support for pupils at risk of missing out
- pupil voice and pupil leadership
- celebration of participation and achievement
- termly review and annual improvement

OUR AMBITION

Every pupil should leave an EMAT academy with rich memories, wider experiences, stronger confidence, broader interests, deeper belonging and the personal qualities needed to thrive.



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