

Frogmore Infant School

Enrichment offer

At Frogmore Infant School, we value enrichment. Research shows us that enrichment:

- Helps children enjoy school and attend regularly
- Improves learning and achievement
- Builds confidence, social skills, and wellbeing
- Develops life skills and independence

Our motto of, 'Happy learner, great achievers', underpins our approach to enrichment. Our offer embeds activities across the curriculum as well as encouraging every child to celebrate existing talents and to develop new interests. Every experience is intentionally mapped against our school values to develop knowledge, skills and character virtues in parallel.

Frogmore Infant School values				
Respect	Excellence	Adventure	Care	Healthy
• Empathy • Belonging • Understanding	• Metacognition • Esteem • Optimism	• Perseverance • Wonder • Adaptability	• Responsibility • Participation • Accountability	• Wellbeing • Safety • Independence

We plan enrichment activities linked to five areas:

- Civil engagement
- Arts and culture
- Nature, outdoors and adventure
- Sport and physical activities
- Developing wider life and future skills

The plan is reviewed annually to ensure alignment with our school improvement priorities, feedback from pupils, staff and parents, and national/local events.

Each child has an enrichment passport for the year which details their entitlement and provides children and their families with a clear record with which to value and celebrate their experiences and achievements.

We are committed to ensuring that our enrichment offer is equitable, inclusive, and accessible to all pupils. We provide a wide range of high-quality enrichment opportunities where barriers to participation are actively removed by offering activities within the school day where possible, providing financial support where needed, and adapting provision to ensure children with special educational needs and disabilities can fully take part. Some club places are intentionally set aside for pupil premium pupils. We promote inclusion by valuing and celebrating diversity, ensuring all pupils feel represented and able to succeed. Our approach recognises that every child is unique, and we encourage participation, effort, and personal achievement. Through careful monitoring, we track engagement to ensure all groups of pupils have equal access and opportunity. By working closely with families and the wider community, we create an enrichment offer that is welcoming, flexible, and responsive, enabling every child to develop confidence, skills, and a sense of belonging.

We monitor the engagement and outcomes of our enrichment offer through a clear and consistent approach. Participation in enrichment activities is tracked for all pupils, enabling us to identify levels of engagement across different groups and ensure equitable access. We use tools such as enrichment passports, registers, and pupil voice to capture children's involvement, interests, and experiences. Outcomes are evaluated through a combination of observation, feedback, and reflection. Staff assess the impact of enrichment on pupils' confidence, social skills, wellbeing, and engagement with learning, as well as celebrating achievements and personal progress. Pupil voice plays a key role, allowing children to share what they enjoy, what they have learned, and what they would like to do next. We regularly review this information to identify strengths, address any gaps in provision, and adapt our offer to meet the needs of all learners. By working in partnership with families and staff, we ensure our enrichment programme remains responsive, inclusive, and impactful for every child.

In addition, we use the DfE enrichment benchmarks to embed policies and practices to a high standard:

Benchmarks	Indicators	Evidence
Strategically aligned enrichment offer	FIS enrichment offer: • Is understood by all staff, identifies roles and responsibilities and is monitored for participation, attendance, behaviour through school data, pupil voice • Aligns with our school ethos, values, curriculum intent and context • Contributes to achieving SIP proprieties and statutory requirements	Enrichment offer is shared with staff, governors and parents/carers- includes links with ethos, values and curriculum intent. Termly monitoring of enrichment

		data to analyse trends, barriers and impact School improvement plan
Broad and well-rounded enrichment offer	Every pupil has access to a range of activities including: • Civil engagement • Arts and culture • Nature, outdoors and adventure • Sport and physical activities • Developing wider life and future skills	Enrichment plan in place for each year group- available on school website Enrichment passport for each half term for each year group
Well-communicated enrichment offer that celebrates participation and achievement	• Pupils and parents/carers have timely, accessible and clear information about the enrichment offer • FIS holds and communicates high aspirations for pupils to participate in the enrichment offer • Participation and achievement in enrichment is acknowledged and celebrated • Enrichment contributions are recognised in reports to parents • All pupils are supported to reflect on their enrichment experiences considering their learning, progress, personal interests and skills	Enrichment plan in place for each year group- available on school website and sent via mail communications Parent/Teacher/carer consultations report, end of year report (Passport)
Enrichment offer shaped by the school	• Pupil voice and feedback from parents/staff shapes the development and delivery of our enrichment provision • The interests, expertise and capacity of the school and staff are considered when shaping our enrichment provision	Monitoring of offer includes pupil voice and feedback from parents/carers
Accessible and engaging enrichment offer	• Enrichment offer is equitable, inclusive and accessible to all pupils • The school monitors participation working to understand patterns, identify opportunities and address barriers to encourage participation • Enrichment strategy is tailored to pupil needs, local context and community needs	School allocated placed linked to pupil premium Termly monitoring (including feedback from pupils, staff and parents) of enrichment data to analyse trends, barriers and impact

		Outcomes from monitoring shape future provision
Enrichment offer works in partnership	• The enrichment strategy looks for opportunities to work in partnership locally, nationally or virtually to broaden and improve the quality of our offer	Enrichment plan in place for each year group- available on school website
Outcomes-focused enrichment offer	• We consider pupil outcomes when designing and delivering our enrichment offer • Effective systems for collecting and monitoring outcome related data are in place	Termly monitoring of enrichment data to analyse trends, barriers and impact
Continually improving enrichment offer	• Feedback is gathered from pupils, parents/carers, staff and external partners • Feedback and monitoring is used to improve our enrichment offer	Termly monitoring (including feedback from pupils, staff and parents) of enrichment data to analyse trends, barriers and impact Outcomes from monitoring shape future provision