

ST. ANDREWS' CE INFANTS'

'Learning together in friendship and faith'

'I came so you may have and enjoy life and have it in abundance until it overflows'

John 10 v 10

ENRICHMENT OFFER 2026-2027

Our enrichment promise

Enrichment, those first hand experiences that inspire, promote well-being, take us out of perhaps our comfort zone, have always been a part of our life here at St Andrew's. Our vision is that we are Learning together in friendship and faith, with the aim that all pupils flourish and are ready for their next step.

As an infant school our young pupils are very much our ambassadors and it is vital we give them every opportunity to grow in confidence through stepping into new environments, sharing their skills, learning about this extraordinary world, and making memories.

Our pupils' development in all areas of the curriculum and beyond, is a priority. We value each opportunity to grow as individuals, from sharing a tin at Harvest and acknowledging this could help someone eat that evening to investigating and experimenting, listening and growing in understanding through each active opportunity available through a trip to the science centre.

St. Andrew's CE Infants' enrichment entitlement

All our pupils are welcome to both before and after school clubs, enrichment activities as a part of the school year, with progressive responsibilities as they continue through the school.

DfE category	St Andrew's entitlement and examples	Intended development
Civic engagement	School Council Worship leads	Citizenship, leadership roles in the school community, responsibility, potions of trust ,volunteering, debating, school democracy, and community engagement
Arts and culture	Curriculum based art and music Creative Club Boomwhackers Choir Cultural capital- visits to the Towner Art Gallery, enjoying a visiting musician's inspirational session Attending the theatre	Taking part in and having live experience of music, art and theatre. Becoming an Artsmark school Responding to each and others' work, to develop appreciation of art and music, to develop their own style and growing in confidence in using a range of media/resources to create Visiting places of interest- the library, the local art gallery, the theatre
Nature, outdoors and adventure	Making time for experiences outdoors, climate education, gardening, animal welfare and care	Going to the park and beach- developing strengths in risk management, resilience, teamwork and connection with place. Visiting local museums/ eg Herstmonceux science centre Working with local recycling groups to develop life skills. Visiting Bodiam Castle,

		to Blackberry farm and Drusillas Zoo. A visit to Bedgebury Pinetum, planned this year will take our KS1 to this outside wonderland which hosts a Gruffalo walk.
Sport and physical activity	Participating in individual and team sports, physical activities like dance, fitness activities or cycling, representing the school,attending live events	To develop physical skills, teamwork and resilience. We are a part of the local Sports Hub. Local fixtures are attended when available for our KS1. Year 2 pupils swimming takes place each year as a part of our core offer to them as Eastbourne pupils , developing good water sense and safety skills, along with developing swimming skills. We enjoy a range of PE activities including being involved in the daily mile which is a popular event and runs around our playground for staff and pupils to utilise. We have a regular Martial Arts club which runs each Friday and Saturday for our local community. It is an opportunity to develop not only physical skills, but muscle strength, discipline , team work

		and respect for those around us
Wider life and future skills	For all pupils to develop their digital literacy, cooking, design challenges, practical life skills, , opportunities to meet people from the wider community and world of work.	Problem solving, communication, aspiration, independence, future readiness. Year 2/Year 1 clubs, Fs curriculum offer- meeting and working with the local services e.g police/ambulance/fire service

Progressive experiences from Nursery to Year 2

We are committed here at St Andrew's to ensure that all our pupils are experiencing enrichment opportunities at least each term, with club attendance and further curriculum activities this can extend to at least 2 opportunities a week by Year 2.

Year	Progressive emphasis	Illustrative experiences
Nursery	Belonging, being a part of, participation	Taking part in Harvest Service, worships, school pantomime, music sessions in the hall
Reception	Belonging, participating and performing Sense of community, foundational geographical skills- sense and direction of space/ different environment/seasons/wildlife Life skills in meeting outside services developing communication, life	Harvest Service Visiting the local park/beach School staff pantomime Welcoming local services

	readiness, developing understanding	
Year 1	Taking part, performing and contributing in services	Harvest service Christmas service Demelza singathon
Year 2	" " Leading responsibilities through School Council Choir club- practising and performing to local community Free club initiatives: I can cook, Lego, drama, Creative and Boomwhackers	Harvest Service Christmas service Demelza singathon

Inclusion: enrichment for every pupil

Our vision is based on John 10 v 10 for all our pupils to go from strength to strength in their time with us. From their starting points to step forward in confidence, to visit a farm, perform with their year group, or to attend Yr 2 swimming sessions. This year we aim to:

- Embed tracking systems to ensure
- Accessibility and reasonable adjustments
- Further opportunities for Pupil voice and future enrichment opportunities

How pupils shape and lead the offer

- School Council reviews the range of opportunities and identifies experiences pupils want to add or strengthen.
- Worship leads provide authentic leadership, service and community action.
- Pupil surveys and short reflections after key experiences will capture enjoyment, learning, new interests and skills.
- To introduce this year -a termly "You said, we did" update shows pupils and families how feedback has influenced provision.

Partnerships beyond the school gate

- The DfE benchmark asks schools to use external expertise and infrastructure to broaden the offer. Our community is very important to us and our pupils finding their place within it, and being able to utilise the wealth around us.
- We utilise our local Libraries, arts, heritage, cultural, faith organisations to widen cultural experience.
- We attend Sports fixtures and publicize enrichment providers to extend physical activity and specialist coaching.

Celebrating participation and achievement

- We celebrate participation as well as excellence through worship, values awards, newsletters and displays.
- We recognise leadership, service, courage, teamwork, creativity and perseverance, not only competitive success.
- To develop structured opportunities for our pupils to reflect on what they learned, what they enjoyed and what they want to try next.

Impact and evaluation

- St. Andrew's will evaluate enrichment through both participation and outcomes. Evidence should be proportionate and useful rather than becoming an additional workload exercise.

Measure	What leaders review	Review point
Participation	% of pupils accessing clubs/activities; SEND, disadvantage and other pupils at risk of missing out.	Termly
Pupil voice	Enjoyment, barriers, new interests, belonging and perceived skills gained.	Termly- following significant experiences
Personal development	Evidence of leadership, service, teamwork,	Termly

	resilience, independence, communication and responsible citizenship.	
Wider school priorities	Relevant patterns in attendance, behaviour, engagement and wellbeing.	At least termly
Quality and equity	Coverage across all five DfE categories; free/subsidised/paid balance; accessibility; quality of partnerships.	At least 3x year (with ADP review)

DfE benchmark and alignment

DfE benchmark	Evidence at St Andrew's
1. Strategically aligned	Enrichment is rooted in our school's Christian vision, values, curriculum and personal-development priorities, with leadership/governor oversight .Explicit monitoring is developing.
2. Broad and well-rounded	The offer is planned across all five DfE categories, with regular opportunities across the year and provision within the school day.
3. Well communicated and celebrated	Celebrated through verbal recognition, awards and family communication make opportunities and achievement visible.
4. Shaped by the community	School Council, pupil voice, staff strengths and feedback from families help design and review the offer.
5. Accessible and engaging	Participation is tracked and barriers are actively addressed, with particular attention to SEND, disadvantage and pupils at risk of missing out.
6. Works in partnership	Local community support/local venues - experiences beyond the school's internal capacity; partnerships are reviewed for quality and value.
7. Outcomes-focused	Intended outcomes include belonging, confidence, resilience, leadership, essential skills, wellbeing and community

	engagement, supported by pupil/family voice
8. Continually improving	Termly participation/pupil-voice review and an annual benchmark audit identify gaps and inform the following year's offer.

Review

Annual cycle of curriculum enrichment and further opportunities for pupil's interests and ideas to be reflected in the offer to be reviewed with the school's ADP.