



Enrichment Offer 2026–2027

Broadening horizons • building character • creating belonging • raising aspiration

Our Enrichment Promise

Every child will experience opportunities beyond the taught curriculum that develop confidence, communication, curiosity, creativity, physical wellbeing, cultural capital and a strong sense of belonging. We will actively remove barriers so that disadvantaged pupils and pupils with SEND can participate fully.

1. Intent

At Willow Lane, enrichment is an essential part of our curriculum and wider school experience. It gives children first-hand experiences, introduces them to people, places and possibilities beyond their everyday lives, and helps them discover interests and talents. Our offer is designed to complement classroom learning while developing the personal qualities children need to thrive.

The offer is rooted in the Willow Tree values of Be Respectful, Be Responsible and Be Ready. The Behaviour and Values Curriculum explicitly connects readiness with challenge, resilience, joining clubs and teams, while the growth-mindset approach encourages children to embrace challenge, persist, learn from others and work as a team.

Our enrichment aims	What this looks like
Broaden horizons	Visits, visitors, cultural experiences, performances, museums, heritage, university links and new environments.
Build communication and confidence	Performance, singing, drama, clubs, pupil voice, collaborative activities and opportunities to speak to different audiences.
Develop character and belonging	Teamwork, responsibility, resilience, service, inclusive participation and experiences that strengthen relationships.
Promote health and wellbeing	Sport, outdoor learning, Forest School, swimming, active clubs and opportunities to regulate, socialise and succeed.
Raise aspiration	Exposure to universities, professionals, community organisations, STEM, the arts and experiences beyond the local area.
Ensure equity	Participation is monitored and barriers such as cost, equipment, confidence or family circumstances are addressed, particularly for Pupil Premium pupils.



2. The Willow Lane enrichment entitlement

Across their time at Willow Lane, pupils will encounter a balanced range of experiences. The 2025/26 overview demonstrates a strong existing foundation: Forest School, museums and heritage visits, live animals and nature, STEM and space activities, sport, performance, community events and residential/major visits.

Strand	Entitlement / examples drawn from the current offer
Outdoor, nature & environment	Forest School; wildlife-area learning; animal walks; chicks and caterpillars; growing plants; gardening; river walks; Where the Wildings; Eco-Club; outdoor adventure activities; allotments and sport.
Sport, health & physical challenge	Swimming; tennis; football; athletics; dodgeball; glow in the dark sport; racket sports; tag rugby; hockey; basketball; cricket; Bikeability; wheelchair basketball; Mini London Marathon; tournaments; sports clubs.
Arts, culture & performance	Young Voices; singing; ocarina; JAM; Glow Dance; Shakespeare; concerts, Nativity and performance opportunities.
STEM, discovery & problem solving	Space Dome; stargazing; STEM space workshops; archaeology; Science Week; practical cooking and growing experiences.
Heritage, place & cultural capital	Lancaster Castle; Judges Lodgings; Ribchester; World Museum Liverpool; Museum of Science and Industry; Leighton Hall; York; London; local walks and visits.
Citizenship, safety & community	Police, fire and ambulance visitors; Crucial Crew; LIFE sessions; Remembrance; High Sheriff service; community and university links.
Celebration, identity & transition	Diwali; Chinese New Year; International Women's Day; World Book Day; graduation; leavers' events; summer fair and whole-school celebrations.

3. Progressive experiences by phase

Phase	Core emphasis	Illustrative experiences
Nursery & EYFS	Wonder, first-hand exploration, local community, language and confidence	Animal encounters; wildlife area; emergency-service visitors; local walks; celebrations; archaeology; growing; cooking; graduation.



Phase	Core emphasis	Illustrative experiences
Years 1–2	Exploration, independence, nature, local heritage and active participation	Forest School; Blackpool Zoo; Fairfield; Lancaster Castle; Space Dome; Bring Yer Wellies; Mini London Marathon; plants; wheelchair basketball; cricket.
Years 3–4	Wider cultural knowledge, environment, heritage, teamwork and independence	World Museum Liverpool; sustained Forest School/Where the Wildings; Ribchester; river walk; Bikeability; Museum of Science and Industry; sport.
Years 5–6	Aspiration, leadership, cultural breadth, independence and preparation for secondary school	Swimming; Leighton Hall; Crucial Crew; STEM/space; Bikeability; tennis; Young Voices; university links; York; London; leavers' experiences.

4. Clubs and extended opportunities

The club programme changes through the year so that pupils can try different disciplines. The 2025/26 timetables show provision before school, at lunchtime and after school, with the main after-school window running from 3:15–4:15. External partners and school staff contribute to the offer.

Area	Clubs evidenced across 2025/26
Sport & movement	Athletics, girls' football, mixed football, Glow football, ball skills, dodgeball, racket sports, dance, multi-skills, tag rugby, cricket, hockey and basketball.
Music & performance	Ocarina, singing, JAM and Shakespeare.
Academic & languages	Latin and SATs support.
Creative, practical & wellbeing	Gardening, cooking, Chill Club, Healthy Breakfast Club and Eco-Club.
Partners	Morecambe Football Club and Beaumont College, alongside staff-led provision.



5. Character, behaviour and enrichment

Enrichment is a practical context in which children apply the school's behaviour curriculum. Adults explicitly teach and reinforce the routines and social behaviours needed to participate safely and successfully in clubs, visits, performances and community events.

Willow value	How enrichment develops it
Be Respectful	Manners with visitors and the public; listening to coaches and performers; celebrating others; respecting different beliefs, cultures and abilities; being a good sport.
Be Responsible	Looking after equipment and environments; following safety routines; representing the school positively; keeping commitments; contributing to teams and clubs.
Be Ready	Trying unfamiliar activities; arriving prepared; taking on challenge; showing resilience; joining clubs and teams; performing and presenting with confidence.
Growth Mindset	Persisting when skills are difficult, learning from feedback and mistakes, being inspired by others and recognising that practice develops ability.

6. Inclusion and Equity

- Enrichment will be planned so that opportunity is not determined by family income, prior experience or additional need.
- Pupil Premium participation will be monitored across clubs, trips, performances, sport and wider experiences; staff will actively encourage pupils who are under-represented.
- Where appropriate, school support may be used to reduce barriers linked to fees, transport, clothing, equipment or wraparound arrangements.
- Reasonable adjustments and individualised approaches will enable pupils with SEND or behavioural barriers to participate safely and meaningfully.
- Club allocation will aim to widen participation over time rather than repeatedly serving the same group of pupils.



7. Annual planning framework

Term	Planning focus
Autumn 1	Belonging and readiness: launch clubs, establish routines, outdoor learning and sport; identify pupils at risk of missing out.
Autumn 2	Community and culture: performance, music, celebration, heritage and seasonal events.
Spring 1	Aspiration and discovery: STEM, culture, university/community links and new physical challenges.
Spring 2	Independence and participation: visits, active learning, sport, World Book Day/Science Week and pupil voice.
Summer 1	Creativity and outdoors: gardening, environment, sport, performance and local experiences.
Summer 2	Achievement and transition: competitions, major visits, leavers' experiences, celebration and evaluation.

8. Quality assurance and impact

The enrichment offer will be reviewed termly so that it remains broad, inclusive and responsive to pupil needs. Evaluation will focus on participation as well as the difference experiences make to pupils.

We will monitor	Evidence
Breadth and balance	Annual enrichment map by year group and strand; club timetable review.
Participation and equity	Registers analysed by year group and, where appropriate, Pupil Premium/SEND; repeat participation and non-participation identified.
Pupil experience	Pupil voice: what pupils enjoyed, learned, tried for the first time and would like next.
Character and behaviour	Staff observations of confidence, teamwork, resilience, responsibility, belonging and conduct beyond the classroom.
Curriculum contribution	Teacher reflection on how visits, visitors and experiences strengthen vocabulary, knowledge, oracy and future learning.
Next steps	Termly gaps identified and future clubs/experiences adjusted to improve access and breadth.



9. Success indicators for 2026–2027

- Every year group has a planned range of experiences across multiple enrichment strands.
- Every pupil has meaningful opportunities to take part in enrichment beyond normal classroom lessons.
- Disadvantaged pupils are represented across clubs, visits and wider opportunities, with barriers identified and addressed.
- Pupils can explain how enrichment has helped them develop interests, confidence, knowledge, relationships or new skills.
- The clubs offer physical, creative/cultural and academic/practical opportunities across the year.
- Pupils demonstrate the Willow values—Be Respectful, Be Responsible and Be Ready—when participating in enrichment and representing the school.