

Enrichment provision – Action Plan

The action planning tool supports schools and colleges to improve and monitor their enrichment offer. It should be used after completion of the self-assessment. It is intended to enable schools and colleges to identify areas of focus and the support needed to make progress. It will help schools and colleges to develop, implement and monitor a tailored plan of action that fits with their own circumstances and needs of their learners.

Identifying actions

- Actions should be specific and avoid ambiguous or aspirational language, being clear on what needs to change/happen, who has lead responsibility for each action and the timeframes for completion.
- Actions included in the plan should be achievable. If the strategies are not currently achievable, areas for improvement should be discussed, identifying the support needed and facilitating the training or resources required.

Schools and colleges may wish to use this alongside other implementation tools and practices, such as the Education Endowment Foundation's guidance on School Improvement, which sets out information on the behaviours, contextual factors and processes to guide effective implementation, as well as planning tools like checklists and implementation plan templates that may help form a more detailed plan for specific interventions.

Benchmark Area of Focus			Insert Action Headline			
Target			By whom and how will it be monitored		Success criteria	Select Red/Amber/Green
2.1 Broad and Well-Rounded Offer 3.2 High Aspirations for Participation 5.2 Monitoring Participation Develop a Whole-School Enrichment Participation and Tracking Framework By July 2027, establish a whole-school enrichment tracking system that records participation across all enrichment categories, identifies learners at risk of missing out, and increases participation rates for disadvantaged pupils, learners with the most complex needs and those with lower attendance.			ELT through termly participation reports, learner voice activities, attendance reviews and LGB updates.		100% of learners have an enrichment participation profile. - Participation is tracked across the five enrichment categories. - Disadvantaged and vulnerable learners are represented proportionately within enrichment activities. - Leaders can identify participation trends and targeted interventions. - Evidence shows increased participation from identified groups.	Amber
Actions			When			
Create an Enrichment Register linked to Curriculum Lanes and pathways, TALENTS and Preparation for Adulthood outcomes.	Autumn 2026	See individual actions				
Establish baseline participation data for all learners.	Autumn 2026					
Analyse participation by Curriculum Lane, pupil premium status, attendance and key stage.	Termly					
Introduce an Enrichment Passport where achievements, visits, leadership opportunities and wider experiences are recorded.	Spring 2027	Resource needed				
Use participation data during learner progress meetings and Annual Reviews to identify learners requiring additional opportunities.	Termly	- Earwig reporting functions - Enrichment Passport templates - Colleague release time for monitoring - Learner Voice opportunities				
Celebrate participation through assemblies, newsletters, Earwig and TALENTS reviews.	Ongoing					

Benchmark Area of Focus			Insert Action Headline		
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4.1 Community Voice Shapes Provision 6.1 Partnership Working 3.2 High Aspirations for Participation Strengthen learner voice and community partnerships to inform enrichment provision. By July 2027, establish a structured process through which learner voice, parent feedback and external partnerships directly influence the planning, delivery and evaluation of enrichment opportunities across all five categories.			Careers Lead and Personal Development Lead through Learner Council meetings, partnership reviews and annual programme evaluations.	- Learner voice contributes to annual enrichment planning. - Parent and carer feedback informs development of enrichment opportunities. - At least two new or enhanced partnerships are established that support our 14-19 Curriculum Pathways and Preparation for Adulthood. - Learners access a broader range of community-based experiences. - Positive feedback is gathered from learners, families and partners.	Amber
Actions			When		
Conduct annual learner enrichment survey adapted for all communication levels and pathways.	Autumn 2026	See individual actions			
Use Learner Council and class-based learner voice activities to identify preferred enrichment opportunities.	Termly				
Gather carer and parental views through workshops, coffee afternoons and annual surveys.	Termly				
Continue to develop additional partnerships linked to Outdoor Learning, Hospitality, Creativity, ICT and Employability at 14-19.	Throughout 2026-27	Resource needed			
Publish an annual enrichment overview showing how learner and parent feedback has influenced provision.	Summer 2027	- Learner voice tools and communication supports - Parent consultation opportunities - Employer and community engagement time - Partnership review documentation			