Whitemoor Academy Enrichment Provision Action Plan 2026-27

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<tr><td>Benchmark 3 - Communication</td><td colspan="3">Communicate the whole enrichment entitlement</td></tr>
<tr><td>Target</td><td>By whom and how will it be monitored</td><td>Success criteria</td><td>Select Red/Amber/Green</td></tr>
<tr><td>Ensure every pupil and family can see the complete enrichment offer, understand access routes and know how to take part.</td><td>Personal Development Lead. Review communications and pupil/parent voice to check awareness and accessibility.</td><td rowspan="4">A single current enrichment overview is available to pupils and families; access information is clear; pupil/parent voice shows improved awareness of the range of opportunities.</td><td rowspan="4">Amber - priority identified from self-assessment; actions are planned/being embedded.</td></tr>
<tr><td>Actions</td><td>When</td></tr>
<tr><td>• Create one whole-school enrichment overview covering clubs, visits, visitors, sport, arts, music, leadership and community opportunities.
• Publish/share the overview through existing school communication routes.
• State eligibility, timing and how pupils access or express interest in each opportunity.
• Review the overview termly so it remains current.
• Use pupil and parent voice to identify unclear information or groups who may not know how to access provision.</td><td>By end of Autumn term 2026; review termly.</td></tr>
<tr><td>Resource needed</td></tr>
<tr><td></td><td>Existing communication channels; staff time to maintain one current overview.</td></tr>
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<tr><td>Benchmark 3 - Reflection</td><td colspan="3">Embed pupil reflection on enrichment</td></tr>
<tr><td>Target</td><td>By whom and how will it be monitored</td><td>Success criteria</td><td>Select Red/Amber/Green</td></tr>
<tr><td>Ensure pupils routinely reflect on what they experienced, learned, enjoyed, discovered about their interests and the skills they developed.</td><td>Personal Development Lead and class teachers. Sample pupil reflections and pupil voice; review consistency across phases.</td><td rowspan="5">Pupils across phases can explain what they gained from enrichment; sampled records demonstrate reflection on learning, skills, interests and next steps.</td><td rowspan="5">Amber - priority identified from self-assessment; actions are planned/being embedded.</td></tr>
<tr><td>Actions</td><td>When</td></tr>
<tr><td rowspan="3">• Agree a small set of age-appropriate reflection prompts.
• Build reflection into significant visits, events, clubs and leadership experiences without creating unnecessary workload.
• Use pupil voice to test whether pupils can articulate learning, skills and interests.
• Sample reflections termly to identify patterns and shape future provision.</td><td>Introduce Autumn 2026; review termly.</td></tr>
<tr><td>Resource needed</td></tr>
<tr><td>Short common reflection prompts/template; allocated reflection time after significant experiences.</td></tr>
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<tr><td colspan="2">Benchmark 4 and 8 - Community voice</td><td colspan="2">Formalise feedback and response</td></tr>
<tr><td>Target</td><td>By whom and how will it be monitored</td><td>Success criteria</td><td>Select Red/Amber/Green</td></tr>
<tr><td>Create an explicit feedback cycle showing how pupil, parent and staff views influence enrichment decisions and what changed as a result.</td><td>Personal Development Lead. Maintain a simple termly feedback-and-response record; report key findings/actions to SLT.</td><td rowspan="5">Termly evidence records feedback, decisions and actions; examples show provision being retained, adapted or extended in response to stakeholder views.</td><td rowspan="5">Amber - priority identified from self-assessment; actions are planned/being embedded.</td></tr>
<tr><td>Actions</td><td>When</td></tr>
<tr><td>• Collate relevant pupil, parent and staff feedback each term.
• Record key messages, decision made, action and review point in one log.
• Feed back significant “you said, we did” changes to the school community.
• Use findings alongside participation data when planning future enrichment.</td><td>Termly from Autumn 2026.</td></tr>
<tr><td></td><td>Resource needed</td></tr>
<tr><td></td><td>Existing surveys/pupil voice; simple feedback log.</td></tr>
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<tr><td>Benchmark 5 - Access and participation</td><td colspan="3">Embed equitable participation analysis</td></tr>
<tr><td>Target</td><td>By whom and how will it be monitored</td><td>Success criteria</td><td>Select Red/Amber/Green</td></tr>
<tr><td>Build on established Arbor participation analysis to identify pupils/groups at risk of missing out, respond to identified gaps and evidence the impact of action taken to improve access.</td><td>Personal Development Lead. Analyse participation by relevant vulnerable groups and review actions with SLT/inclusion leaders.</td><td rowspan="5">Participation analysis is completed regularly; gaps trigger recorded action; subsequent reviews show whether action improved access; case studies demonstrate appropriate adaptations and benefit.</td><td rowspan="5">Amber - systematic participation analysis is established; next step is to strengthen the documented response to identified gaps and evidence subsequent impact.</td></tr>
<tr><td>Actions</td><td>When</td></tr>
<tr><td>• Continue half-termly Arbor analysis of club participation, including SEND and Pupil Premium take-up, building on analysis completed for Spring 2, Summer 1, Summer 2 and Autumn 1.
• Compare trends between review points and identify individual pupils/groups with limited participation.
• Record barriers and actions taken, including invitation, reasonable adjustment or other support as appropriate.
• Recheck participation following intervention to establish whether gaps have reduced.
• Capture a small number of case studies demonstrating barriers, response and impact.</td><td>Half-termly from Autumn 2026.</td></tr>
<tr><td></td><td>Resource needed</td></tr>
<tr><td></td><td>Arbor participation records; staff time for half-termly analysis.</td></tr>
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<tr><td>Benchmark 6 - Partnerships</td><td colspan="3">Strengthen partner review and external signposting</td></tr>
<tr><td>Target</td><td>By whom and how will it be monitored</td><td>Success criteria</td><td>Select Red/Amber/Green</td></tr>
<tr><td>Review external enrichment partnerships proportionately and make relevant beyond-school opportunities easier for pupils and families to find.</td><td>Personal Development Lead / activity lead. Keep brief partner-review evidence and a current record of worthwhile external opportunities/signposting.</td><td rowspan="4">Major external partnerships have proportionate review evidence; decisions to continue/adapt provision are recorded; families receive appropriate signposting to opportunities that extend beyond school.</td><td rowspan="4">Amber - priority identified from self-assessment; actions are planned/being embedded.</td></tr>
<tr><td>Actions</td><td>When</td></tr>
<tr><td rowspan="2">• Introduce a brief review for significant external providers/partnerships covering quality, pupil response, inclusion and whether to repeat/adapt.
• Record outcomes of reviews rather than creating lengthy paperwork.
• Create a central list of appropriate local/external progression opportunities linked to enrichment interests.
• Where appropriate, signpost pupils/families to opportunities beyond the school offer.</td><td>Develop during Autumn 2026; review after activities and termly.</td></tr>
<tr><td>Resource needed
Short partner feedback/review prompt; central signposting list.</td></tr>
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<tr><td>Benchmark 7 – Outcomes</td><td colspan="3">Move from provision counts to demonstrated impact</td></tr>
<tr><td>Target</td><td>By whom and how will it be monitored</td><td>Success criteria</td><td>Select Red/Amber/Green</td></tr>
<tr><td>Develop a proportionate enrichment impact framework showing the difference provision makes to knowledge, character, belonging, wellbeing, skills, participation and wider engagement.</td><td>Personal Development Lead. Termly review drawing together Arbor data, pupil voice, reflections and selected case studies; report headline impact to SLT/governors.</td><td rowspan="5">Termly evaluation combines participation and qualitative/quantitative evidence; leaders can explain intended outcomes and demonstrate impact with examples; vulnerable-group benefit is evidenced rather than assumed.</td><td rowspan="5">Amber - priority identified from self-assessment; actions are planned/being embedded.</td></tr>
<tr><td>Actions</td><td>When</td></tr>
<tr><td>• Agree a small set of intended enrichment outcomes aligned with Whitemoor Personal Development.
• For significant provision, identify the intended outcome before delivery.
• Triangulate Arbor participation, pupil reflection/voice, relevant school indicators and selected case studies.
• Avoid claiming causation from whole-school indicators alone; use them as supporting evidence.
• Produce a concise termly impact summary identifying strengths, gaps and resulting actions.</td><td>Framework established Autumn 2026; termly reviews through 2026-27.</td></tr>
<tr><td></td><td>Resource needed</td></tr>
<tr><td></td><td>Existing Arbor data, pupil voice and case-study approach; simple impact summary template.</td></tr>
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