

Enrichment activity	Objective (s)	Date	No. of participants	Evaluation/pupil/carer voice/Impact
<p>Creative Clay Day + follow up visit to Tate Modern Art Gallery, led by qualified and experienced children's Art teacher.</p> <p>Target group: Years 4/5/6</p>	<p>Day 1: To improve children's confidence at taking risks in art activities, alongside specific skills with clay.</p> <p>Day 2: Visit to Tate with Artist To learn about different artists and genres, and to raise aspiration through providing experiences outside of the norm.</p>	<p>28/10/2016 & 21/01/2017</p>	<p>Creative Clay Day 12 children</p> <p>Tate Modern 8 children</p>	<p><i>"I enjoyed lots of things, like making my own jug.."</i></p> <p><i>"I learnt to coil and decorate."</i></p> <p><i>"I thought the creative clay day was very good, I enjoyed it! Working with clay making pots and tiles.."</i></p> <p><i>"The adults were very kind and generous, they extended my imagination"</i></p> <p><i>"...It was amazing"</i></p> <p><i>"It was amazing I learnt lots of things about Picasso!"</i></p> <p>All but one of the Looked After Children had never visited the Tate Modern, prior to this visit.</p>
<p>Arvon Residential week + follow-up Theatre Trip to 'Curious Incident of the Dog in the Night-time'.</p> <p>Target group of 6, ages 14-16.</p> <p>(Arvon, Ted Hughes' former home in Yorkshire)</p>	<p>To improve students' confidence in creative writing and writing skills, at KS4.</p> <p>To raise awareness of West End productions, and introduce the</p>	<p>August 2016(1 week)+ 18/03/17</p> <p>Follow-up theatre trip with Harrow</p>	<p>6 LAC</p>	<p><i>"The first day I wrote something, I wrote something in my room that evening. I never write, - so that was a good thing.. "</i></p> <p><i>"Before I came here I didn't know how to put things into words. I think I will take up writing.."</i></p> <p><i>"This course has made me write. Before I felt I couldn't write."</i></p> <p><i>"You lot showed me that writing can be fun –"</i></p>

	conventions of theatre.	Virtual School		<p><i>you made me see the better side of writing.”</i></p> <p><i>“Both of you (tutors) helped all of us to understand ourselves and each other better.”</i></p> <p>The residential in Yorkshire was at times challenging, (without wifi!), and the young people were forced to confront their own thoughts and feelings. One piece of writing about the experience of being in care was very cathartic for the young person - (extract): <i>“I can now say I’m a 14 year old girl that’s gone through more than most people my age. I’ll never treat my kids the way my mother treated me. To this day even though I have a choice to not see her, I still see her because it makes her happy. But I had to pay for her mistakes. She’s damaged my life emotionally not physically. I find it hard to let people in and have a tendency to push away people that love me the most. That’s my story.”</i> <i>(END)</i></p>
<p>Sports & Thought Football Skills</p> <p>Resilience Transition support for Year 5/6</p> <p>Target Group Year 5/6 – Actual attendees were Y4,Y5,Y6,Y7,Y8 – for the 2 successive sessions.</p>	<p>Through team work, to develop insight of impact of behaviour on others.</p> <p>Using football skills and coaching to build resilience and self-regulation, alongside self-awareness and reflective skills in readiness for school transition.</p>	<p>8th – 12th August 2016.</p> <p>30th May – Friday 2nd June 2017.</p>	<p>8</p> <p>5 LAC in total</p>	<p><i>“It’s fun. It’s good. I enjoyed the matches. I like chipping the ball..”</i></p> <p><i>“It was good playing football and passing the ball.” “Nothing could make it better!”</i></p> <p>Report from Adam Kay (Therapist): 85% of young people showed marked improvement, in terms of feeling less excluded from the game, (as the week went on); 71% felt</p>

				<p>more able “to share the game and pass their ball to fellow team-members”, and “to bear frustration when losing a game, and to keep up their motivation to finish it.”</p> <p>“We noticed as the week unfolded that older members of the group would often try to console younger members and bring them back in... (He) was more able to access what was on offer, and showed a more robust state of mind, which enabled him to share, to link up with others and to endure disappointments.”</p> <p>By the end of the week, “100% of our young people felt more equipped to support other team-members.”</p>
<p>Booster classes to support Literacy and maths for National Assessments in Year 6, plus GCSE revision for Year 11.</p> <p>Target group: Years 6 & 11 attended</p>	<p>To provide targeted opportunity for revision, and skills development prior to school assessment in Years 6 and 11.</p>	<p>Feb 2017 (2.5 days)</p> <p>Easter Holidays 11 April 2017 (3 days)</p>	<p>15 LAC in total</p>	<p>The evaluation was done as a group discussion at the end of the session. The children were asked what had worked well:</p> <p><i>“The teacher’s practice tests and answering questions (worked well).”</i></p> <p><i>“Small groups, more staff and specific support.”</i></p> <p><i>“Feedback discussions and peer learning.”</i></p> <p><i>“Encouraging and being supportive of each other.”</i></p> <p>The Booster classes supported the PALAC 1:1 tutoring which had been taking place in the</p>

				spring and summer terms.
<p>Shadwell Outdoor Centre 2 days</p> <p>Target group: Years 6/7/8 activities – climbing, canoeing</p>	<p>To improve self-confidence and self-esteem through overcoming physical challenges and taking “safe” risks, and working as a team.</p>	<p>03/04/17 04/04/17</p>	<p>9 LAC, both boys and girls</p>	<p><i>“I liked climbing - but a bit scary at first”</i></p> <p><i>“I liked everything – boating, climbing, and fun with the others.”</i></p> <p>The young people visibly grew in confidence during the 2 days; behavioural issues on Day 1 decreased significantly on Day 2.</p>
<p>Visit Brunel University</p> <p>Target Group: Young people selected specifically for ability to go to university. Year groups 4 – 8.</p>	<p>To provide an opportunity at first-hand to experience what life at University would be like, and therefore to raise aspirations.</p>	<p>13/10/2016</p>	<p>9 LAC, from KS2 and KS3</p>	<p>Carers and LAC alike enjoyed the trip, and requested further university visits.</p>
<p>Residential Trip Cambridge University</p> <p>Target group: Students ages 12-15 years old, accompanied by their foster carers.</p>	<p>To raise aspirations for carers and young people and provide a unique insight into life at an Oxbridge college – including formal dinner, punting, taster sessions for 3 courses & a college tour/quiz. The LAC group also met other young people at University, including a young carer from a background not dissimilar to their own.</p>	<p>July 2017</p> <p>Target group: Years 7/8/9</p>	<p>10 students + 9 foster carers</p>	<p>Carers’ comments:</p> <p><i>“The overall impression from the trip was amazing. Learning about the courses and history of the university was very significant in helping us understand the wider picture of education.”</i></p> <p><i>“I do believe that visiting the St John’s campus did a lot for him, especially in reinforcing positive messages about further education.”</i></p> <p><i>“.....it did do a lot for his confidence.”</i></p> <p><i>“If you work hard, you can go to this Uni..”</i></p>

	To provide an opportunity for the students to consider future choices and their own pathways.			<p><i>regardless of background.”</i></p> <p>Separate sessions were held for carers to discuss practicalities like student finance, as well as the academic benefits of Higher Education. One carer described the trip as a “retreat” which gave him the chance to reflect upon the benefits of University.</p> <p>The final session invited pupils to present back to the group, on what life at university would be like.</p>
<p>Theatre trip+ post-theatre meal. Group of 8 young people</p> <p>Target group: Unaccompanied Minors.</p> <p>Play – ‘Dear Home Office’ Theme: struggling to adapt to a new country, language and culture</p>	<p>To enable UMs to meet other UMs who have adapted successfully and studied/performed in the UK. (NB the cast is made up Unaccompanied Minors).</p> <p>To provide a reflective experience for UMs that despite similar challenges other UMs have overcome these difficulties and been successful.</p> <p>To raise aspiration via providing the very first experience (for this targeted group), of a theatrical production in</p>	Saturday evening, October half term, 2017	4 x KS3/4 Unaccompanied Minors (LAC)	<p>Email from Phosphorous Theatre Company (part of Paiwand Afghan Association), which staged the show, to the Virtual School & Newman Catholic College:</p> <p>“I know most of the Unaccompanied Minors hadn’t been to the theatre before.. It was lovely to see them all on the stage afterwards chatting with the cast, taking pictures and speaking to our crew too. Our actors feel really proud to be spokesmen for their communities and take it very seriously that young people who are on similar journeys come and see the show.”</p> <p>Response from Teacher at NCC:</p> <p>“We had such a great time and were so glad to be invited. It was an amazing experience for the boys and they were so absorbed in the</p>

	London.			<p>events of the evening. It was fantastic for them to have the chance to go up on stage and meet the cast.”</p> <p>VS response: “The boys were very stuck by the fact that it mirrored their own lives so closely – “This is my story” as one young person said..”</p>
			Just under 100 young people took part in this year’s Enrichment activities.	