

**Enrichment Grid for September 2017 – July 2018**

Enrichment activity	Objective (s)	Date	No. of LAC	Attendees	Evaluation/pupil/carers voice/Impact
<p><b>Weekly after-school Philosophy club</b></p> <p>The Philosophy Foundation provided a teacher (funded by PPG) to lead the Philosophy sessions in Brent Library with support from BVS.</p>	<p>To improve children’s confidence in thinking through their ideas and expressing and justifying their points of view within a group situation.</p> <p>To learn how to ask questions to help them clarify and develop their thinking.</p> <p>To understand what Philosophy is.</p> <p>To listen to others, take it in turns to speak, and learn different ways of responding to their peer’s viewpoints.</p> <p>To learn how to think about things in a new and different way, to link their thoughts and formulate viewpoints through debates.</p> <p>To develop relationships with other LAC and share their experiences.</p>	<p>Term-time only</p> <p>January 2018 – April 2018</p>	<p>5 x KS2/3</p> <p>Target group: primary pupils needing language and debating skills, and confidence building</p>	<p>Year 3 Year 4 Year 5</p> <p>Year 7 (EHCP attending special school)</p> <p>Year 7 (EHCP with communication difficulties)</p>	<p><b>Young people’s views:</b> “Thank you for organising Philosophy Club. I really enjoyed it and got to make new friends.” “I listen better now.”</p> <p><b>Teacher views:</b> “I have noticed that he is putting his hand up and is much more engaged in lessons. He seems more confident.” One of the pupils who attended the Philosophy Club wrote in his PEP that he would like us to “run Philosophy Club again.”</p> <p><b>Impact:</b> One of the group achieved the expected standard in her Reading, Writing and Maths KS2 tests.</p> <p>One of the boys was targeted for this group as data indicated a gap between potential and attainment. Since being part of the Philosophy Group he is now working at above the expected standard in Reading, Writing and Maths.</p> <p>All young people enjoyed the sessions after initially struggling with the concept of sitting and talking for an hour. Overall the Philosophy sessions had a significant impact on the young people.</p> <p>They grew in confidence over the weeks, were able to listen more carefully, make connections between ideas and use new vocabulary to explain or present their arguments.</p>

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<p><b>Pre-Grad Programme Kingston University – BBC School Report Project (in association with BBC News)</b></p>	<p>To provide an opportunity at first-hand to experience what life at University would be like, meet students and therefore raise aspirations.</p> <p>To be part of a National Schools based project through the BBC Reports Programme</p> <p>To learn the key components and skills of Media and how to make a TV report.</p> <p>To plan, record and edit a TV report.</p>	<p>15<sup>th</sup> March 2018</p>	<p>7 LAC</p> <p>Target group: young people selected specifically for ability to go to university.</p>	<p>2 x Year 7 3 x Year 8 2 x Year 9</p> <p>1 x EHCP attending special school (SEMHD)</p> <p>1 x EHCP attending Alternative Provision</p>	<p><b>Young people’s views:</b> “I felt like a real reporter! I liked the filming with my friends. The green screen made it look real. We laughed so much!”</p> <p>“The students helped us to know how to edit and use the camera’s properly. I would like to go to university here...”</p> <p><b>Impact:</b> The students made great reports, worked well as part of a team and gained hands on experience of filming, presenting and editing a short piece of news footage.</p> <p>Many of the student’s enjoyed the experience and expressed an interest in working in the media.</p> <p>This trip promoted academic aspiration and awareness of post 16 progression and opportunities.</p>
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<p><b>Jamie's Farm residential (5 days) in Monmouthshire (Wales)</b></p>	<p>The young people stayed at a working farm, where they had opportunities to feed and care for the animals and take part in a range of activities such as lambing, horse work, horticulture, farm maintenance, cooking, etc. The trip also demands a "digital detox" negotiated in advance with the pupils – ie no phones or technology throughout the week.</p>	<p>12th July 2018 – 21st July 2018</p>	<p>9 LAC  Target group: vulnerable young people who may be at risk of exclusion or becoming NEET post-16.</p>	<p>5 x Year 11 3 x Year 12 1 x Care Leaver with EHCP</p>	<p><b>Young people's views:</b>                  "The trip was amazing, one of my best trips ever not gonna lie.....                  The fresh air the view the people on the farm far from noises and gangs                  ☐everything was amazing."                   "And the trip helped me to be more opened with people, more confident to talk with someone about how i feel which made me to realise who i am and who i think want to be."                   "Jamie's farm was the best thing that's ever happened to me. I got to explore myself. And I also got a family out of it. I felt like I belong somewhere and I was listened to and heard. The staff are so lovely and well trained. The experience I've had at Jamie's farm I wouldn't trade for the world. I would love to be able to do something like this again. Jamie's farm has taught me a lot of things to take away with me into the real world. I'm so glad I went."   <b>Teacher feedback:</b>                  It was a very powerful experience that has had a lasting impact on our young peoples' lives.   <b>Impact:</b>                  Jamie's Farm offered a challenging and nurturing experience to build resilience and self-esteem.                   The digital detox helped the young people find the space to reflect. The experience gave the young people the chance to</p>
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					<p>establish new identities and levels of independence. They were able to reflect on how external factors can impact on how they act and feel.</p> <p>One year on, and 70% of participants are EET despite significant vulnerabilities; the other 3 are engaged with BVS LAC Advisory teachers looking at college courses and employment options for September 2019.</p>
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<p><b>Cirdan Sailing – Residential sailing trip around the coast of Dorset</b></p>	<p>The Tall Ships sailing trip provides disadvantaged young people with the opportunity to develop life skills through the experience of living and working on a large sailing vessel.</p> <p>The young people gained skills in preparing and cooking three meals a day for an entire crew, alongside leadership skills, taking charge of a team and directing them how to hoist sails, or pilot the ship.</p>	<p>July 2018</p>	<p>Target group: Care Leavers</p>	<p>13 Care Leavers</p>	<p><b>Young people’s views:</b> “The Tall Ship was an amazing experience that allowed us as young people to venture out into the wilderness and learn about life at sea. We were provided with the opportunity to see different parts of England that we may have never seen before.”</p> <p>“We had to learn to be patient with changes in the weather and how it affects our decisions. Sailing a ship is not for the faint hearted. It’s a lot of effort and patience and at times – it is stressful!”</p> <p><b>Impact:</b> All the participants grew in confidence, displaying a ‘can do’ approach, even in the high seas and under challenging circumstances. They developed life skills from the experience of living and working on a large sailing vessel. This provided the young people with transferable skills in preparation for independent living.</p>
<p><b>UASC summer school</b></p>	<p>Week one - classroom based – run by Talent Engaged (tutoring agency).</p> <p>Aimed at introducing the basics of the English language, communicating with others, developing social communication and gaining confidence in speaking publically. Developing skills in speaking and giving short presentations. The first week</p>	<p>August 2018</p>	<p>14 Unaccompanied Asylum Seekers and 4 LAC mentors</p>	<p>Year 8 Year 9 5 x Year 10 3 x Year 11 1 x Year 12</p> <p>All male UASC</p> <p>Mentors: 2 x Year 11 2 x Year 12</p>	<p><b>Young people’s views:</b> “It was fantastic. Staff were great. The place, the food, the view was sick. You should run it again!”</p> <p>“Of course it was great fun. More fun than I thought. It was a great experience. Lovely amazing people. Even the other groups there were very friendly.” “Yes, I think you should do it again!”</p> <p><b>Impact:</b> The young people engaged well with the</p>

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	<p>also included a trip to Madame Tussaud's.</p> <p>The second week comprised five days at PGL in Dorset to build confidence, communication and skills in social interaction through climbing, archery, abseiling, etc.</p>				<p>sessions based in London and improved their language skills. They developed confidence and built self- esteem as they took risks and challenged themselves during the PGL activity week.</p> <p>The group came to a presentation evening and several of the unaccompanied minors stood up and were able to talk about the impact of the programme.</p> <p>The young people had grown in confidence and were able to identify how the experience had helped them with their language skills and their ability to make friends.</p> <p>All the young people who attended the summer camp remain in education and training.</p> <p>The young people are completing ESOL courses, construction courses and plumbing training at FE college.</p> <p>All of the four young people in Year 11 achieved at least one or more GCSE. One of these young people achieved higher than predicted grade.</p>
<p><b>Letterbox Club</b> Each child receives their own colourful parcel of books, maths games, stationery and other high quality education materials once a month for six months of each calendar year.</p> <p>Children usually receive their parcels from May to</p>	<p>To motivate young children to love reading and engage with a wide range of books.</p> <p>Develop a close and lasting relationship with their carers through the process of sharing and talking about books.</p> <p>To provide an opportunity to engage in maths games and practise key mathematical</p>	<p>May - October 2017</p> <p>May - October 2018</p>	<p>Around 45 children depending on the number of siblings.</p>	<p>Reception, Year 1, Year 3, Year 5, Year 7</p>	<p><b>Young people's feedback:</b> "Dear Emma, Can I get the books forever? cos I love them please."</p> <p>"You have to keep sending them. We love getting them and we get different coloured parcels."</p> <p><b>Impact:</b> Ongoing enjoyment and engagement with reading, alongside a trusted adult.</p>

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<p>October.</p> <p>The LAC primary advisory teacher edits and writes a letter to the young people and sends out the parcels on a monthly basis.</p>	<p>skills repeatedly with their friends and carer.</p>				<p>An opportunity to learn about, experience and explore other worlds through a range of specially selected books.</p> <p>A sense of belonging as the parcels follow them around wherever they move to.</p> <p>To receive the parcels that are addressed to them, makes them feel special and held in mind by others, whatever is happening in their lives. The young people's feedback has always been positive and the carers say that they wait at the door on a Saturday ready to receive the magazines.</p>
<p><b>Booster classes</b> to support Literacy and Maths for National Assessments in Year 6, plus GCSE revision for Year 11.</p> <p>The Primary Advisory Teacher and Secondary Advisory Teacher manage the groups, with teaching delivered by subject specialists from tutoring agency, Talent Engaged.</p>	<p>To provide targeted opportunity for revision, and skills development prior to school assessments in Years 6 and 11.</p> <p>To provide small group tuition where young people can focus on closing the gaps in their learning, with a high level of support and encouragement, in a small group context, alongside other LAC.</p>	<p>Feb 2017 (2.5 days)</p> <p>Easter Holidays April 2017 (3 days)</p>	<p>15 LAC in total</p>	<p>18 pupils (includes some non-LAC pupils, also within vulnerable cohorts and known to the LA</p>	<p><b>Impact:</b> Both sets of Boosters sessions were very successful in motivating young people to engage with revision.</p> <p><b>Young people's views:</b> "The teachers were helpful." "I remembered things I couldn't (before)". "Fun and enjoyable". "It's always good to do extra learning." "It was really good. If students come they will find it really useful." "It helped me with my English."</p> <p><b>Impact:</b> KS2 – the 40% of the young people who achieved the expected standard in their</p>

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					Reading, Writing and Maths KS2 tests had attended the booster classes. KS4 - 50% of the young people who achieved the 5 A-C (previous) GCSE measure attended the booster classes.
<p><b>St John's Cambridge University – Family Day</b></p> <p>LAC and carers, working alongside students from the university to explore what life is like for students at St John's University. Additional exercises included:</p> <p><b>Project Lego Enterprise</b> Students worked in small groups with the support of a Student Ambassador to create a product which would help the lives of students at university out of Lego. Students had to present and pitch their ideas back to the rest of the group.</p> <p><b>College Tour/Scavenger Hunt</b> Three groups were taken for a campus tour by Student Ambassadors and experienced the key features of the university campus.</p> <p><b>Punting</b></p>	<p>To evidence first-hand the opportunities afforded at a top campus university, and to think through the pros and cons alongside current students and tutors, including financial aspects, living accommodation, potential impact on earnings, job opportunities, career satisfaction, etc.</p>	<p>02/07/2018</p>	<p>16 people altogether – ie LAC and carers.</p>	<p>9 LAC Year 7 Year 8 Year 9</p> <p>7 Carers</p>	<p><b>Young people's feedback:</b> "It was fantastic and amazing." "I want to go to university and the subject I want to learn is teaching."</p> <p><b>Carers' feedback:</b> "I enjoyed the day immensely." "Yes, I learned everything from uni life from the daily routines, the finances and the accommodation." "I think you should arrange days like this because it could help those who really don't know what to expect." "This trip will motivate people to work harder to achieve their grades."</p> <p><b>Impact:</b> All of the young people who remain in Care since this visit, are in education and are all studying for their GCSEs.</p> <p>This trip promoted academic aspiration and taught the young people what to expect from living and learning in a University. The young people were challenged to give presentations to an audience and to work jointly on projects.</p> <p>The young people were inspired by working alongside the students at Cambridge and all felt they would be interested in going to university, (although not necessarily Cambridge).</p>

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<p>The students went on a guided punt tour along the river Cam and learnt about the history of Cambridge.</p>					
<p><b>Celebration of Achievement Awards</b> Every year the young people are nominated by social workers, teachers and the Virtual School to reward them for their skills and achievements. The nominations are a way of celebrating everything that has been achieved in the last year. This year 87 of students were given an award for their progress and academic attainment. 88 young people were awarded for their positive attitude and perseverance in education. A group of young people were nominated for their effort and significant improvement in their attendance. The annual Brent's Got Talent Show gives LAC the opportunity to perform and showcase their talent in front of a large audience.</p>	<p>To reward young people for their efforts and achievements across the academic year. To demonstrate that effort can bring results and rewards.</p> <p>To offer a performance platform for those LAC who have a talent to share – including dance, drama, art, comedy, public speaking, etc. For these performances to provide an inspiration to all attendees.</p>	<p>April 2018</p>	<p>Target group: all LAC up to Year 13, and Care Leavers too as performers</p>	<p>Over 100 LAC, carers and social workers</p> <p>Performers: Year 6 Year 11 Year 13 Year 12 Care Leaver</p>	<p>The children and young people were able to reflect on the past year and feel proud of their achievements. Furthermore, they had the opportunity to be inspired and motivated by others' success.</p> <p><b>Young people's views:</b> "I didn't want to do it, I was terrified, But I'm glad I did it."  "I wanted to let others know they could do it too. Go to university and achieve things in their life."  "I was a bit nervous before doing it (my speech) as I was misinformed about the size of the crowd! Nevertheless, I still did it and after doing it, I felt great. It feels good to let people know your story - particularly those who are also in the same situation (listening)."  A few carers were very emotional and took the microphone to praise the achievements of their young people.  Other LAC commented on being inspired by the key speeches which featured on educational attainment (post-16.)</p>
<p><b>Football match mascots:</b> BVS nominated two</p>	<p>To build confidence by walking out into a large arena. Both</p>	<p><b>Saturday 2<sup>nd</sup> June</b></p>	<p>2 LAC and their carers</p>	<p>2 selected LAC</p>	<p>The young people were delighted. They each received an England football kit that</p>

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<p>children as Flag Bearer and Football Mascot during a football match at Wembley Stadium for an international game: England vs Nigeria</p> <p>One of the Brent LAC was a nominated Flag Bearer for England, and another was nominated as the mascot for the Nigerian Team.</p>	<p>children needed the confidence to walk out onto Wembley Stadium pitch in front of thousands of people</p> <p>To understand the protocol of a formal football match, learning the skills needed to be a mascot and a flag bearer at an international football game in a large arena.</p>	<p><b>2018</b></p>	<p>4 tickets</p> <p>1 x Year 6 1 x Year 7</p>	<p>rewarded for excellent attitude towards learning and achieving excellent results in KS2 tests</p>	<p>they were very proud of, and they were both thrilled that they had been seen by millions of viewers on the TV.</p> <p><b>Young people's views:</b> "I was a mascot for Nigeria but I wanted to be with England. I liked it, they were nice and friends saw me on the TV."</p> <p><b>Carers' feedback:</b> "Because she loves football, she was speechless and overwhelmed and wondered how you had arranged it!"</p> <p><b>Impact:</b> "She has since been trying to catch the eye of a Watford Football Scout and has (now) been seen: they have given positive feedback on her performance."</p>
<p><b>Family First Nights – £5 tickets to a west end show</b></p> <p>Carers were encouraged to sign up to Family First Nights to enable them to take their Looked after children (and their own families) to West End Theatre for reduced price tickets (£5 per ticket). The families are supported throughout the process so that they can be confident and informed theatre-goers.</p>	<p>The aim is to encourage as many carers as possible to sign up to the deal and commit to attending at least one performance.</p> <p>Family First Night offers an exciting experience for Brent LAC. The shows may inspire young people to work in the theatre, become writers, performers, stage managers, etc. A wide range of themes and topics encourages literacy, e.g. Matilda, and knowledge of the wider world.</p>	<p>June 2018 – continued for the rest of the year</p>	<p>8 Carers and their families were targeted to join the scheme with children in different year groups, mainly primary</p>	<p>50 participants in all</p>	<p>Brent Virtual School had the highest number of carers who signed up and the carers were thrilled to see the first show. Many have reported that they are continuing to receive fabulous discounts and one carer said she has taken her children to see three shows this year.</p> <p><b>Carers feedback:</b> "It was brilliant. We arranged to go and see Thriller and L did not know that her sister would also be coming. They were so excited when they realised they would be sitting next to each other. They absolutely loved the show."</p> <p><b>Impact:</b> Two of the young people who attended Family First Nights Musicals later went on to perform separately at Brent Celebration</p>

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					of Achievement. Both children have future aspirations to be performers on the stage.
<p><b>Magazine subscriptions</b> Weekly and fortnightly subscriptions to Story Time, Phoenix and The Week</p>	<p>The aim is to continue to engage young people in reading. <b>Story Time</b> is aimed at encouraging reading at home and the development of language with younger primary aged children. <b>Phoenix</b> is aimed at Key Stage 2 but the high quality comic strip format seems to be particularly good at targeting and more reluctant readers. The secondary cohort is receiving a weekly newspaper aimed at young people called <b>The Week</b>. This is targeting older children with the aim of engaging them with an interest in what is happening, politically or culturally in the world around them.</p>	<p>Weekly throughout the year</p>	<p>30/40 LAC of different ages (as left)</p>		<p><b>Feedback form young people:</b> "Keep sending that superhero one. I like it". "Can we have the Phoenix every week? One week I got two!"</p> <p><b>Carer feedback:</b>  "The Storytime is nice. I spend special time with her reading the stories. We enjoy it."  "She is enjoying Phoenix Magazine. She comes rushing in from school and checks the post box every day. She loves getting them."</p>