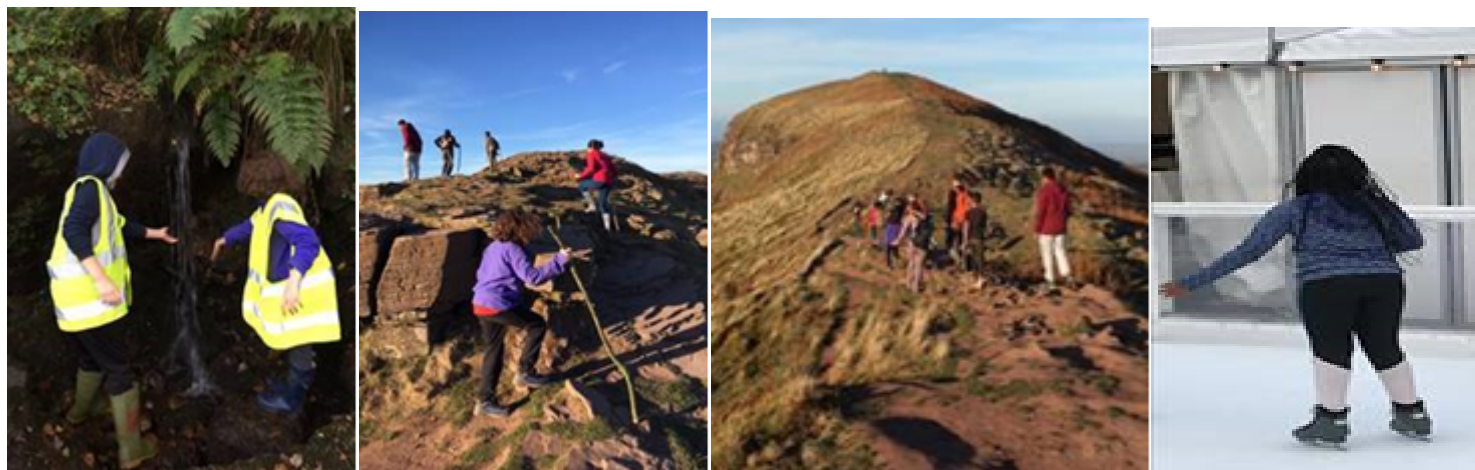


Appendix 2 - Enrichment Grid for September 2018 – July 2019



Enrichment activity	Objective (s)	Date	No. of LAC	Attendees	Evaluation/pupil/carers voice/Impact
<p>HEBB (Four Boroughs) STEM Discover Summer Camp Brunel University 5-day Residential</p> <p>STEM Discovery ran as a pilot summer programme for Looked After Children at Brunel University London.</p> <p>The summer camp was designed to provide academic experiences to facilitate enthusiasm for STEM and experience of University.</p>	<p>To promote life at University and further education.</p> <p>To further interest and experience of careers in science, technology and engineering.</p> <p>Each day had a different academic focus. Day 1: Medical Discovery. Day 2: Build a rocket. Day 3: Make a robot and write a code. Day 4: CSI Investigation and DNA exploration.</p>	13th-17th August 2018.	5 LAC	<p>2 x Year 9</p> <p>2 x Year 10</p> <p>1 x Year 11</p>	<p><i>"My favourite part was the DNA extraction because it was interesting to see the DNA strands of strawberries".</i></p> <p><i>"... performing CPR on the fake model because it was interesting and I could benefit in real life".</i></p> <p><i>"All of it is interesting.....fun, eventful and a good opportunity to meet people"</i></p> <p><i>"A fun, friendly gelling experience that helps give an understanding of life at uni".</i></p> <p>Impact: In general, the young people felt that it was interesting and taught them about life at Uni. All the young people who attended are making</p>

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					academic progress and have the potential to go on to University or college.
<p>Jamie's Farm residential (5 days) in Monmouthshire (Wales)</p> <p>The focus on the farm is to explore and improve the SEMH of the young people as they experience life on the farm.</p> <p>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.</p> <p>The trip also demands a "digital detox" negotiated in advance with the pupils – no phones or technology throughout the week.</p>	<p>To provide transition support for children who had recently moved up to Secondary School.</p> <p>To help develop the self – esteem and confidence of young people through working hard in a new and alien environment.</p> <p>For the young people to identify their achievements and the strength in themselves and in others.</p> <p>To consider their current life styles and reflect, on where they are and what they want next.</p> <p>To enjoy and explore beautiful countryside, build experiences and new relationships without the access to digital technology, junk food or drugs.</p>	<p>22nd Oct-26th Oct 2018</p>	<p>9 LAC</p> <p>Target Group: Young people who had just moved into Year 7. The other young people were targeted as they had an EHCP plan or were finding relationships and self-regulation a bit challenging.</p>	<p>5 x Year 7 2 x Year 8 1 x Year 9 1 x Year 10</p> <p>Two of the young people had EHCPs. Five of the young people were on SEN Support.</p>	<p>Young people's views: "After my week on the farm, I want to remain peaceful and calm by being around people who make me feel positive and spend time outdoors in parks."</p> <p>"I want to remember that on the farm, I am peaceful, brave and more sociable."</p> <p>"I want to explore the world more, stay peaceful (by avoiding drama) and eat proper food."</p> <p>Teacher feedback: It was a very powerful experience. This has had a lasting impact on our young peoples' lives.</p> <p>Impact: Jamie's Farm offered a challenging and nurturing experience, which helped to build all the young peoples' resilience, self-awareness and self-esteem. The experience supported the Year 7 attendees to feel connected and confident after their transition into Secondary School. Five of the children were in Year 7. 90% of these children had a positive time in Year 7 and made friends, made progress, achieved good attendance and avoided FXT exclusions. All the children who attended the residential look back on it fondly and feel that it had a significant impact on them.</p>

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<p>Ice-Skating at Somerset House: Jamie's Farm follow up Trip</p> <p>The young people were reunited with the friends they made on the farm.</p> <p>As a group we travelled into the centre of London, walked by the river and skated on the open-air ice rink.</p>	<p>To experience skating on ice and learn a new skill.</p> <p>To take risks, ask for help and learn new skills when they are in London.</p> <p>To remind them of the fears and difficulties they overcame on the farm.</p> <p>To promote the friendships made and remind the young people that they have support.</p>	<p>28th December 2018</p>	<p>9 LAC The children who had attended Jamie's Farm residential during October.</p>	<p>5 LAC 1 young person with an EHCP.</p>	<p>Young People's Views: "It was really nice to see everyone again". "Pretty scary and I did let go of the rail". "I feel very proud of myself so that's why I'm giving it a 10". "I will never forgive you, it was so scary. I could do it in the end".</p> <p>Impact: Meeting up provided an opportunity to reflect on the farm and remind themselves that they can be brave and overcome difficulties. It was harder to get the young people to reflect or open up on how they were getting on since being back but they reminded each other of things that happened to each other on the farm.</p>
<p>Debate Mate Middle Temple HEBB (Four Boroughs)</p> <p>Young people visited Middle Temple Courts and learnt specific debating skills from the Debate Mate Mentors. They then had to form their own arguments within a group. At the end of the day there was a final debate.</p>	<p>To be able to talk in public and to present their ideas in a convincing way.</p> <p>To be inspired by Middle Temple's prestigious courts as a venue and learn from the Debate Mate Mentors and imagine barristers arguing in the space.</p> <p>To develop talking skills, learn how to present and structure an argument and how to debate with other young people.</p> <p>To be able to add this experience onto their CV and into their Personal Statement should they apply for university.</p>	<p>19th January 2019</p>	<p>2 LAC</p>	<p>Year 12 Year 13</p>	<p>Young People Feedback: "It was a great place, it was fun. I liked being allowed to argue back". "It was good meeting people from other boroughs. I knew some of them".</p> <p>Mentors from Debate Mate: "The students were very keen to learn and eagerly participated in all activities. I also had the chance to speak to some students individually, and they told me that they would love to do more debating, despite initially thinking that debating was reserved for private schools, lawyers and politicians".</p> <p>Impact: One of the young people is waiting for his A level results and hoping to go abroad to complete a scholarship. This experience continued to inspire the other young person to want to become a lawyer.</p>

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<p>Stage Xchange: Transitions Project HEBB (four boroughs).</p> <p>Stage Xchange provided four days of drama based on Transition and attended workshops at the Wembley Learning Zone.</p> <p>The young people created their own piece which they performed for their carers on the final afternoon based around the idea of Transition.</p>	<p>Stage Xchange aims to support young people to develop soft skills such as communication, confidence and creativity through a series of drama workshops.</p> <p>To learn how to work together through drama games, learn drama skills and devise a play.</p> <p>The aim was to use drama to help the young people explore issues around the challenges of transition, fitting in and negotiating friendships etc.</p>	<p>18th-21st February 2019</p>	<p>2 LAC</p>	<p>2 x Year 7 Attended all</p>	<p>Young People: “I loved it. It was great! The end show was a bit confusing”.</p> <p><i>Teacher: “I think they all have made exceptional progress.”</i></p> <p>Impact: The experience impacted the young peoples’ confidence and understanding of communicating feelings and ideas through performance.</p> <p>One of the young people has since joined a weekly drama group and recently performed in a play at The Kiln Theatre. The young person was diagnosed as having autism and this experience helped her to discover a new way to communicate. The other young person recently devised her own dance piece and performed during our LAC celebration awards.</p>
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<p>New Directions- Care Collective Project for Care Leavers HEBB (Four Boroughs) A New Direction Project to create cultural capital specifically for care leavers and children looked after from Barnet, Brent, Ealing and Harrow. The young people will be offered a wide range of activities, from animation to ceramics, fashion to media, music to design.</p>	<p>To reflect on their experience being a LAC and decide what might help others on the journey</p> <p>To identify the specific emotional and creative needs of LAC.</p> <p>Design and develop a manifesto for LAC that should be shared with all professionals.</p> <p>Design and run an enrichment programme (We Belong) to run for LAC across the four boroughs.</p>	<p>27/2/19 9/3/19 16/3/19 30/3/19 6/4/19</p>	<p>2 LAC</p>	<p>2 x Care Leavers</p>	<p>Impact: The We Belong Manifesto was shared with professionals working with LAC, so that their voices can be heard.</p> <p>The group formed a powerful enrichment programme that some of our Brent LAC have participated and enjoyed this year.</p> <p>One of these care leavers was responsible for creating the We Belong Poster that has been displayed across the four boroughs.</p> <p>A New Direction paid for one of the YP's childcare so they could attend.</p>
<p>Arvon Poetry Saturday Work Shops Day 1 with Published Poet Rachel Long Day 2 with Dean Attar Carers and young people come together to explore poetry and form a relationship with the poets who will be attending Arvon Poetry Residential at Easter.</p> <p>Arvon Poetry Residential in Yorkshire (5 days) Lumb Bank (old home of Ted Hughes).</p> <p>Poets ran morning Poetry Sessions with Brent staff</p>	<p>To gain an understanding of different types of poetry and develop confidence in sharing ideas within the group.</p> <p>To improve and promote engagement in writing within the group.</p> <p>For young people and carers to become familiar and feel safe with adults and staff, who will be attending at Arvon residential.</p> <p>To be inspired by professional poets and to</p>	<p>22/02/2019</p> <p>23/03/2019</p> <p>08/04/2019</p>	<p>Target group: Year 6/ Year 7 who might need a boost in their confidence or motivation around writing. Young people who also enjoyed writing. Day 1: 6 LAC Day 2: 5 LAC</p> <p>Residential Group 9 LAC</p>	<p>3 x Year 7 2x Year 6 1x Year 8</p> <p>2 x Year 6 2 x Year 7 1 x Year 8</p> <p>1x Year 5 3 x Year 6 3x year 7 2 x Year 8 2 LAC with EHCP 3 with diagnosis of dyslexia</p>	<p>The YPs views were more mixed, about the Poetry Workshops. They found some of the activities engaging but some felt it was like going to school on a Saturday.</p> <p>Pupils Views on the Arvon Residential: “I learnt how to cook and how to change your dream into a poem”. “I learnt to look at things with a new perspective. I don’t have a favourite part, I liked all of it.”</p> <p>Teachers View of Impact: “He seems to be holding himself straighter and with a less infantile manner. He now seems to be able to offer eye contact. Seems to be able to take instruction without arguing back as much. Smiling, calm, confident”.</p>

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supporting. BVS provided activities for the afternoon such as walking, football, playgrounds, afternoon art work, night walk and Easter Egg Hunts.	<p>start to develop ideas around belonging and identity.</p> <p>To express themselves in writing in a safe environment and to develop reading and writing confidence and skill.</p>				<p>Impact: 9/9 scored the trip 8 or more. 8/9 of the children gave themselves higher ratings for their writing at the end of the trip. Those children who scored themselves lower than 7 in writing all felt they had good ideas. 3 of the YP had a diagnosis of dyslexia and felt more confident about their ability to express their ideas through words and writing.</p> <p>One poem (haiku influenced) was published by the relevant foster agency and this had a positive impact on the YP: “I come from ribs, I come from storytellers, I come from Black panther...”</p> <p>Another YP was identified as having a talent for writing and encouraged to enter competitions.</p>
<p>Romeo and Juliet at The Shakespeare’s Globe Theatre</p> <p>Watch a live theatrical outdoor production of Romeo and Juliet in the historically evocative Globe theatre.</p>	<p>To watch a historical play come to life from script to stage and to deepen young peoples’ understanding of the language, meaning and structure of the play.</p> <p>To experience watching live performance in famous London setting and being part of a large audience.</p> <p>To imagine what it may have been like to watch plays during Shakespeare’s time.</p>	05/03/2019	<p>6 LAC Targeted group: Year 10s and 11s initially as they may be studying the play as part of their GCSEs, or young people who were interested in theatre.</p>	<p>1 x Year 8 2 x Year 9 1x Year 10 2 x Year11</p> <p>2 X EHCP</p>	<p>Impact: Mixed review from young people, in terms of their enjoyment of watching the play.</p> <p>But all young people enjoyed recalling and comparing their previous experience of Romeo and Juliet films, and adaptations.</p> <p>Only two of the YP had ever been to the theatre prior to their visit. 5/6 YP have since either attended the theatre to watch a play or have read a play in its printed form as they realised theatre, even Shakespeare, could be accessible to them.</p> <p>Longer term - the play will make more sense, and have more value in the future, when they study Shakespeare for GCSE.</p>

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<p>Dolly's Imagination Library Launch Under Fives Tea Party at Wembley Learning Zone</p> <p>Children's tea party to launch Dolly's Imagination Library.</p>	<p>To encourage Brent Carers to attend events and encourage participation in future events</p> <p>For Carers to be introduced to Dolly's Imagination Library.</p> <p>For Carers to know why it is important to read and enjoy books with their young children.</p> <p>To understand the process of Dolly's Imagination Library know that they will receive a children's book once a month for children under 5 years old.</p>	<p>29/05/2019</p>		<p>Target Group: Under Fives</p>	<p>Carers' feedback: "Wonderful staff. (Virtual school team.) Great entertainment for the kids".</p> <p>Impact: Motivated, inspired and gave confidence to carers so they engage in regular reading with their young children for fun.</p> <p>100% of the children enjoyed the activities. 90% of the carers said they would come to future events for their children.</p> <p>Pupil Premium plus (DfE grant), is used to fund literacy interventions such as regular subscriptions of children's magazines across the LAC cohort (see magazine subscriptions below). 100% of the Early Years cohort (although the cohort changes frequently) received a monthly book from Dolly's Imagination Library, fortnightly Story Time Magazine and children in reception received an additional Letter Box Parcel from May 2019 – October 2020 (two books and a maths game in each parcel).</p> <p>Feedback from carers suggested that the venue was hard to find. Action: to make a map with instructions for Wembley Learning Zone.</p>
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<p>Dinosaur World Live Troubadour Theatre</p> <p>Children meet life-size dinosaurs in a stage production of Dinosaur World Live at the Troubadour Theatre, Wembley Park.</p>	<p>To experience visiting a theatre (many of these children had never been to a show before).</p> <p>To understand what it is like to be in an audience and to begin to participate or respond to performances.</p> <p>To meet different dinosaurs and learn technical language about their different features.</p> <p>To give personal feedback on a show and recount different parts of their experience.</p>	<p>21st July 2019</p>	<p>12 LAC</p> <p>Target Group: 4 - 8 year olds and their carers and families</p>	<p>3 x Nursery 3x Reception 2 x Year 1 1 x Year 2 1 x Year 3 1 x Year 1 x Year 6</p>	<p>YP's View: Nursery child said he was not scared. "I love the dinosaurs!" "I felt a bit shy" but said she was proud that she walked on stage with a dinosaur. The Year 6 boy wrote, "It was amazing. I want to see it again. It was the best ever. I never saw this before. It was good acting, scary dinosaurs. Loud roars!"</p> <p>Carer: "Thank you. I've never been to a show before. They love it!"</p> <p>Impact: The experience of going to the theatre. All the children really enjoyed the experience of going to a theatre and seeing a play. 85% of the children had never been to a theatre before. Some of our carers had not been to a theatre before and were unfamiliar with the process. The experience will give them the confidence to go again in the future. One of Brent LAC "walked with a dinosaur on stage". She now mentions that she is brave in every PEP meeting.</p>
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<p>Jamie's Farm Post 16 and UMC Residential a(5 days)</p> <p>The focus on the farm is to explore and improve the SEMH of the young people as they experience life on the farm.</p> <p>The young people stayed on 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.</p>	<p>To offer support and new opportunities and experiences for YP who have encountered significant loss, danger and harmful journeys.</p> <p>For the young people to build relationships, identify their achievements and the strength in themselves and in others.</p> <p>For the young people to experience a life swap for a week and encounter different parts of England.</p> <p>To consider their current life styles and reflect, on where they are and what they want next.</p> <p>To enjoy and explore beautiful countryside, build experiences.</p>	<p>8th-12th July 2019</p>	<p>9 LAC Target Group: UASC and Post 16</p>	<p>2 x Year 11 6 x Year 12 1 x Year 13</p>	<p>Young peoples' views:</p> <p>"When I left my country it was hell. I've been feeling down but at the top of the mountain was like being in heaven. Everything here is very good."</p> <p>"I'm so used to giving up when things get challenging. Some things were so challenging and I felt to give up but I didn't, I just kept on trying. Now I know I can do things."</p> <p>Impact: For 100% of young people the experience had a significant impact on their wellbeing. The young people felt it impacted how they saw themselves and their ability to reflect on their experiences and overcome challenges. 90% of the young people are still in education and attend a college.</p>
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<p>Cricket Coaching 2 Days with Middlesex Cricketers (UMC) Park in Wembley</p>	<p>To be inspired by and learn techniques from Professional Middlesex Cricketers.</p> <p>To experience having a picnic in the park.</p> <p>To build relationships with other UASC, and share common experiences, hopes and dreams around cricket.</p>	<p>6th and 7th August</p>	<p>Target Group: UASC and young people who had an interest in cricket.</p> <p>13 LAC (first morning)</p>	<p>1 x Year 7 3 x Year 8 2 x Year 9 4 x Year 11 3 x Year 12</p>	<p>Young Peoples View: The young people enjoyed the first mornings session with the coaches but then they became less enthusiastic after lunch. They wanted to be wearing proper cricket clothing “Why can’t we have a hard ball?”</p> <p>On the second day we did not have. A good turn out and we ended the session early due to rain.</p> <p>Impact: On the second day the young people had a good conversation with Middlesex Cricketers about how you become a professional cricketer and the danger of wasting life chances.” 80% of the young people continue to watch and/or play cricket for their school, or a local team. Two of the YP have since joined a cricket club.</p> <p>Feedback: In future, plan cricket events at cricket grounds with professional equipment.</p>
<p>Equine Therapy Summer Camp Daily sessions (5 days) Sessions supported by a psychologist</p> <p>Group emotional wellbeing sessions run through clear communication, interaction, caring for and the training of horses. Therapeutic work with horses helps children to</p>	<p>Learn how to work with horses, using understanding and knowledge of themselves.</p> <p>Learn about self –regulation and communication when relating to other sensitive beings (horses).</p> <p>To learn the practical skills and talks associated with looking after an animal.</p>	<p>29th July -2nd August 2019</p>	<p>3 LAC Target Group: Children who are in need of SEMH support.</p>	<p>1 x Year 8 (EHCP) 1 x Year 7 1x Year 4</p>	<p>Young Peoples’ Views: All the young people felt they had learnt about themselves during the week. “I can be not scared”. “I can be more confident”. “I can do things on my own”. “I can be a good team worker” “That I can be more open to people.” “When I first came I felt excited and a bit scared”</p> <p>Impact: All the young people enjoyed the sessions and learnt about themselves through the horses. All</p>

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<p>reflect on their own strengths, sensitivity, self-regulation and communication needs.</p>	<p>To develop confidence and key communication skills through leading a horse over an obstacle course.</p> <p>To take on challenges and take risks in a safe environment.</p> <p>To build new friendships and work as a team.</p>				<p>Young people made good progress (increased score) with the targets they set themselves during their first session.</p> <p>One of the young people has poor attendance and is very reluctant to join in BVS activities. On the first day, he did not want to get on the minibus. He attended every day after this and said he had really enjoyed it.</p> <p>One of the young people has an EHCP and can often refuse to talk. This experience was very empowering and she could demonstrate her strength and confidence in this environment without having to speak and was able to be a leader.</p> <p>80% of the YP who attended these sessions reported to have a positive and settled autumn term. School report in autumn term for young person with EHCP, noted: she had spoken about the horses on return to school. In terms of social and emotional development – she was calmer, appeared more confident and was speaking more in class.</p>
<p>Yearly Enrichment Offer Letterbox Club</p> <p>Each child receives their own colourful parcel of two books, a maths game, stationery and other high-quality education materials once a month for six months of each calendar year.</p> <p>Children receive their parcels monthly from May to October.</p> <p>The LAC primary advisory teacher edits and writes a letter to the young people</p>	<p>To motivate young children to love reading and engage with a wide range of books and maths games.</p> <p>To practise key reading skills through sharing and talking about their book.</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 through</p>	<p>May 2018- October 2019</p>	<p>Around 45 children depending on the number of siblings.</p>	<p>Reception Year 1, Year 3, Year 5 Year 7</p>	<p>Young people's feedback:</p> <p>"You have to keep sending them. We love getting them and we get different coloured parcels".</p> <p>"Can I get more books? I love them".</p> <p>Impact:</p> <p>An opportunity to learn about, experience and explore other worlds through a range of specially selected books.</p> <p>Ongoing enjoyment and engagement with reading, alongside a trusted adult.</p> <p>Development of Maths skills through shared games.</p>

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and sends out the parcels on a monthly basis.	games and practise key mathematical skills.				<p>A sense of belonging as the parcels follow the child, wherever they are.</p> <p>To receive the parcels that are addressed to the young person makes them feel special. The young peoples' feedback has always been very positive although sometimes they may not like a particular book.</p> <p>Long-term aim is to</p> <p>Aiming to set up a Brent Book Club for KS2 next year, and in the longer term boost reading and maths attainment for Brent LAC.</p>
<p>Yearly Enrichment Offer</p> <p>Booster classes to support Literacy and Maths for National Assessments in Year 6, plus GCSE revision for Year 11. The Primary Advisory Teacher and Secondary Advisory Teacher support the groups, with teaching delivered by subject specialists from tutoring agency.</p> <p>Additional Input</p> <p>6 week After-School Revision Boosters arranged for GCSE Cohort.</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 2019 (2 days)</p> <p>Easter Holidays 17th and 18th April 2019 (2 days)</p>	<p>Secondary 10 LAC in total</p> <p>Primary 4 LAC (1 x Year 5 (1 x EHCP)</p>	<p>14 pupils (includes some LAC pupils, also within vulnerable cohorts and known to the LA)</p>	<p>Impact:</p> <p>Both sets of Boosters sessions were very successful in motivating young people to engage with revision.</p> <p>Young peoples' views:</p> <p>"I found them both helpful".</p> <p>"Maths became a little easier".</p> <p>"It really helped me to get a better understanding".</p> <p>Impact:</p> <p>KS2 – of the 3 Year 6 cohort who attended the Boosters, 1 achieved the expected standard at KS2, and the remaining young people made good progress from their starting point at the beginning of the year.</p> <p>KS4 - 6/7 of the young people achieved the minimum level of 4 in English and Maths, and 2 of the YP passed both Maths and English.</p>

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<p>Yearly Enrichment Offer Family First Nights – £5 tickets to a west end show 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 theatregoers.</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 2019 – continued through the Summer</p>	<p>Carers and their families were targeted to join the scheme with children in different year groups, mainly primary.</p>	<p>8 Families</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>Impact: Families becoming familiar with visiting the theatre with the young people. 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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<p>Celebration of Achievement Awards The Mayor of Brent attends the Ceremony and presents the certificates. 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.</p> <p>This year students were given an award for their progress and academic attainment. The young people were awarded for their positive attitude and perseverance in education.</p> <p>The annual Brent's Got Talent Show gives LAC the opportunity to perform and showcase their talent.</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>December 2018</p>	<p>Target group: all LAC up to Year 13</p>	<p>Over 100 LAC, carers and social workers</p> <p>Performers: Year 1 Year 5 Year 6 Year 11(video) Year 13 speech.</p>	<p>The 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. One primary aged pupil spoke about his career ambition: "When I grow up, I want to be the first black British Prime Minister and if I am, I would change a few things about Britain..."</p> <p>Young people's reflections: "I didn't want to do it, I was terrified, But I'm glad I did it".</p> <p>"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)".</p> <p>A few carers were very emotional and took the microphone to praise the achievements of their young people.</p> <p>Other LAC commented on being inspired by the key speeches which featured on educational attainment (post-16.)</p> <p>One of the young people performed a dance routine and the other performed "A few of my favourite things" from the Sound of Music. One of the YP now auditions for school performances in her secondary school.</p>
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Appendix 2 - Enrichment Grid for September 2018 – July 2019

<p>Magazine subscriptions Weekly and fortnightly subscriptions to Story Time, Phoenix and The Week (Junior Newspaper)</p>	<p>The aim is to continue to engage young people in reading. Story Time is aimed at promoting reading at home and the development of language with younger primary aged children. Phoenix is aimed at Key Stage 2 and is aimed particularly at increasing boys' interest in reading. The high-quality comic strip format seems to be particularly good at targeting more reluctant readers. The secondary cohort is receiving a weekly newspaper aimed at young people called The Week. 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 and fortnightly throughout the year</p>	<p>30/40 Primary LAC of different ages</p>		<p>Feedback from young people: "Keep sending that superhero one. I like it". "Can we have the Phoenix every week? One week I got two!"</p> <p>Carer feedback: "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> <p>Impact: The Phoenix was particularly popular with our boys and definitely increased reading engagement and interest within the home. Carers have said they enjoyed reading the stories at bedtime for the younger cohort. The Week was more challenging and less popular as a magazine.</p>
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