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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Personal Education Plan (PEP) – Key Stage 1 and 2 Primary** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **EDUCATION SETTING TO COMPLETE ALL SECTIONS**  Please ensure all information is completed in full. Failure to do so will result in delays in finalising the document and any Pupil Premium Plus applications. For boxes which say ‘choose an item’ please click in the box and a drop-down menu should appear. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **This is my term**  Autumn | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Details of Child:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Family Name | | | | | **Example** | | | | | | | | | Given Names | | | | | | | **John Jacob** | | | | |
| Actual DOB | | | | | **21/12/2013** | | | | | | | | | Likes to be known as | | | | | | | **JJ** | | | | |
| Ethnicity | | | | | **White British** | | | | | | | | | Gender I identify as | | | | | | | **Male** | | | | |
| Age | | | | | **9** | | | | | | | | | Primary Language | | | | | | | **English** | | | | |
| UPN | | | | | **Y89765432100** | | | | | | | | | | | | | | | | | | | | |
| School Year | | | | | **Year 5** | | | | | | | | | | | | | | | | | | | | |
| This PEP Meeting Date | | | | | **27/09/2023 at 1.30pm** | | | | | | | | | | | | | | | | | | | | |
| Date set for next PEP Meeting | | | | | **14/02/2024 at 1.30pm** | | | | | | | | | | | | | | | | | | | | |
| Is this my initial PEP OR the first PEP since the move to a new education setting or school OR are there any changes in my carer details since my last PEP? | | | | | **No** | | | | | | | | | | | | | | | | | | | | |
| Are there any planned transitions this academic year? | | | | | **No** | | | | | | | | | | | | | | | | | | | | |
| If yes, please provide name of school or college | | | | | **N/A** | | | | | | | | | | | | | | | | | | | | |
| Is this PEP meeting a joint EHCP review? | | | | | **No** | | | | | | | | | | | | | | | | | | | | |
| **My Personal Education Plan:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| My School/Education Setting is: | | | | | **Far View Primary School** | | | | | | | | | | | | | | | | | | | | |
| My Designated Teacher/Person is: | | | | | **Sam Saunders** | | | | | | | | | | | | | | | | | | | | |
| Their Telephone number and Email is: | | | | | [**saunders@farview.sch.uk**](mailto:saunders@farview.sch.uk)  **01234 000 000** | | | | | | | | | | | | | | | | | | | | |
| My Headteacher is:  (Please note we must have the headteachers contact details for any pupil premium plus requests to be approved) | | | | | **James Stenhouse** | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | [**head@farview.sch.uk**](mailto:head@farview.sch.uk) | | | | | | | | | | | | | | | | | | | | |
| My Key Person is: (‘Which adult do I spend time with at school?’ e.g. My class teacher, a learning mentor etc.) | | | | | **Ellie Henderson** | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | **henderson@farview.sch.uk** | | | | | | | | | | | | | | | | | | | | |
| My Social Worker is: | | | | | **Sarah Parker** | | | | | | | | | | | | | | | | | | | | |
| Their Telephone Number is: | | | | | **07712 34567** | | | | | | | | | | | | | | | | | | | | |
| **PEP Meeting** | | | | | | | | | | | | | | | | | | | | | | | | | |
| People who were involved with completing this form: *(please add more rows below if needed)* | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name | | | | Their Role | | | | | | | | | | How to contact them | | | | | | | | | | | |
| **Sam Saunders** | | | | **Your Designated teacher** | | | | | | | | | | [**saunders@farview.sch.uk**](mailto:saunders@farview.sch.uk) | | | | | | | | | | | |
| **Mrs Stevens** | | | | **Your Teaching Assistant** | | | | | | | | | | **henderson@farview.sch.uk** | | | | | | | | | | | |
| **JJ Example** | | | | **You** | | | | | | | | | | **Though Sarah, your social worker** | | | | | | | | | | | |
| **Sarah Parker** | | | | **Your Social Worker** | | | | | | | | | | **07712 34567** | | | | | | | | | | | |
| **Fiona Brierly** | | | | **Your Foster Carer** | | | | | | | | | | **Through Sarah, your social worker** | | | | | | | | | | | |
| **About Me - How am I doing now?**  eg, How am I feeling? What do I enjoy and dislike? What would I like help with? What am I interested in right now and next? What would help me? What might be preventing me? Who could help me achieve what I want to? What can I do to help myself? | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Child or Young person’s view:**  *(for young people who need help to communicate or those who do not wish to contribute, an adult can help with this)*  JJ, you were very proud and excited to share your achievements and told me all about paddle boarding and that you have reached level two now and have received certificates, well done!  You are full of enthusiasm when chatting about Fiona and her family; you have have built up a good relationship with Fiona’s son and you are keen to share conversations you have with him.  You spoke about spending time with your family. You enjoy spending time with them all. You shared that you feel happy that Dad has a new dog as this helps get your Dad to go out.  JJ, from talking to you today it feels like you are beginning to find a balance; enjoying your family time is reassuring you that they are well, alongside having the chance to have life experiences of consistency and adventures with Fiona and her family.  What have I achieved last term on my **Activity Passport?**  When we completed your first PEP last term we looked through the Activity Passport and you wanted to choose some of the things you hadn’t done from the previous page of the Passport, from the ‘Things to do when you are 9’ page.  You chose the following things:   1. **Navigate a maze** – you told us how you did this at Wheelock Farm in the Maize Maze that they have there. 2. **Do a blindfolded taste test** – you did this with your brother and Fiona and said it was really funny that Fiona thought you might feed her something horrible! 3. **Visit Jodrell Bank** – you did this over the summer holidays and were amazed by how huge it was.   What will I work on this term on my **Activity Passport?**  Things you have chosen for this term are:   1. **Take a trip on a train somewhere new** – Fiona is planning to take you to the Manchester Christmas Markets. 2. **Learn information about someone you admire –** we talked about how this is someone you look up to and who you think is really amazing. 3. **Choose objects to put into a time capsule** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Special Educational Needs** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Do I have any identified SEND or developmental needs?** Yes | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Educational Needs/Disability Status  Additional SEND Support | | | | | | | | | | | | | Primary Area of Need  Social, Emotional and Mental Health  Secondary Area of Need, if applicable  Choose an item. | | | | | | | | | | | | |
| **Do I have a formal diagnosis?** | | | | | | | | | | | | | **Please state my diagnosis/diagnoses:** | | | | | | | | | | | | |
| *(eg Foetal Alcohol Syndrome, Irlens, ADHD, Dyselxia, Dyscalulia and/or other)*  No | | | | | | | | | | | | |  | | | | | | | | | | | | |
| **SEND Strategies and Support** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Please supply a summary of the strategies and support in place for me, excluding those funded by Pupil Premium Plus:  *Where appropriate, please attach a copy of the Provision Map to accompany the PEP.*  JJ, in the past you have found learning a struggle because of how you have been feeling due to the things that you have seen, heard and experienced and the changes that have taken place in the last year.  To continue to help you feel safe and to support you in school, adults will continue to ‘check in’ with you each morning when you arrive at school and give you time to talk through anything that is worrying you whenever you need it.  You will have regular brain breaks during the day; especially in your literacy and numeracy sessions, as you find these the biggest challenge. Your Teaching Assistant will ensure that you understand, at the start of a task, what is being asked of you so that you feel comfortable, confident and ready to learn. We have also worked with you to give you some ‘self-help’ ideas and you have been trying really hard to use these before asking Mrs Stevens (TA) for help. Your Social Worker, Sarah, has made a referral to Caring to Care, who are going to support your understanding of what has happened in your life and how you are feeling now. You will get to meet them before they start working with you, which will be after school on a Wednesday.  **Am I being assessed using the Engagement Model?** No  **If I have an EHCP please comment on my progress made:** N/A  Date of EHCP/Top-Up review where applicable: Click here to enter a date. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Attendance and Progress** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall Percentage | | Percentage of absences authorised: | | | | Percentage of absences unauthorised: | | | | Are there concerns over my attendance? | | | | | Details of Concerns | | | Number of fixed term suspensions to date this academic year | | | | | Number of internal suspensions to date this academic year | | |
| 85.6 | | 14.4 | | | | 0 | | | | No – see notes below | | | | | N/A | | | 0 | | | | | 0 | | |
| **Is the child/young person in full time education?** | | | | | | | | | | | | | **If yes, are they engaging with this?** | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | | Yes | | | | | | | | | | | | |
| **If they are not engaging with the full offer, please complete the following:** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Details: | | | | N/A | | | | | | | | | | | | | | | | | | | | | |
| Reduced Timetable | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Is the child/young person on a reduced timetable?**  No | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of hours accessed: | | | | N/A | | | | | | | | | Reason for reduction: | | | | | | | |  | | | | |
| Plan to increase provision/ timetable: | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Start date of reduced timetable: | | | | Click here to enter a date. | | | | | | | | | Date to be reviewed (6 weeks on): | | | | | | | Click here to enter a date. | | | | | |  | Click here to enter a date. |
| **Has the person with parental responsibility given consent for a Reduced Timetable?**  Choose an item. | | | | | | | | | | | | | **For CWaC schools, has the Reduced Timetable form been sent directly to the Education Team within CWaC?**  Choose an item.  [school.relationshipteam@cheshirewestandchester.gov.uk](mailto:school.relationshipteam@cheshirewestandchester.gov.uk) | | | | | | | | | | | | |
| *Please make sure a copy of the most up to date Reduced Timetable form is attached to this PEP* | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alternative Provision | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Is the child/young person accessing alternative provision?** No *If the answer is yes, please indicate the following:* | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name/s of Alternative Provision/s: | | | | N/A | | | | | | | | | Is this provision Ofsted / Estyn Registered? | | | | | | |  | | | | | |
| Alternative Provision start date: | | | | Click here to enter a date. | | | | | | | | | Alternative Provision End date | | | | | | | Click here to enter a date. | | | | | |
| What does my week look like? | | | |  | | | | **Monday** | | | | **Tuesday** | | | | **Wednesday** | | | **Thursday** | | | | | **Friday** | |
| **am** | | | |  | | | |  | | | |  | | |  | | | | |  | |
| **pm** | | | |  | | | |  | | | |  | | |  | | | | |  | |
| Expected Outcomes: | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Progress towards outcomes: | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Review date: | | | | Click here to enter a date. | | | | | | | | | | | | | | | | | | | | | |
| Name and contact details of person in school who is responsible for quality assurance:  ***This must be the Designated Teacher for CLA from the school where the pupil is on roll*** | | | |  | | | | | | | | | | | | | | | | | | | | | |
| **Attainment** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | **Method of assessment**  *(e.g. Teacher Assessment, Summative Assessment, SATs)* | | | | **Previous term assessment** | | | | **Current term assessment** | | | | | **Expected End of Key Stage Target** | | | **Am I on track to achieve National Expectations?** | | | | | **Am I making Expected Progress from my starting point?** | | |
| Phonics (KS1) | | N/A | | | | N/A | | | | N/A | | | | | N/A | | | N/A | | | | | Yes | | |
| Reading | | Teacher Assessment | | | | Working At Expected Standards Year 4 | | | | Working Towards Expected Standards Year 5  Aut 1: 86 scaled score  Aut 2: 98 scaled score | | | | | Expected Standards Y6 | | | Yes | | | | | Yes | | |
| Writing | | Teacher Assessment | | | | Working At  Expected Standards Year 4 | | | | Working At  Expected Standards Year 5 | | | | | Expected Standards Y6 | | | Yes | | | | | Yes | | |
| GPS (KS2) | | Teacher Assessment | | | | Working At  Expected Standards Year 4 | | | | Working At  Expected Standards Year 5 | | | | | Expected Standards Y6 | | | Yes | | | | | Yes | | |
| Maths  (please include MTC for Year 4 children when available) | | Teacher Assessment | | | | Working At  Expected Standards Year 4 | | | | Working Towards Expected Standards Year 5  Aut 1: 88 scaled score  Aut 2: 93 scaled score | | | | | Expected Standards Y6 | | | Yes | | | | | Yes | | |
| NB: The questions below must be filled in for those young people who are in Reception and above. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall am I on track to achieve Age Related Expectations (ARE)? Yes | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall am I making Expected Progress from my starting point: Yes | | | | | | | | | | | | | | | | | | | | | | | | | |
| Are there concerns over my school place? No | | | | | | | | | | | | | | | | | | | | | | | | | |
| Has the Activity Passport been discussed? Yes | | | | | | | | | | | | | | | | | | | | | | | | | |
| **How do YOU think I am doing now?** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **School/College view:**  JJ, you are such an enthusiastic member of the class and now that you are settled with Fiona and her family you are in a place where you can fully engage with all your learning.  Your enthusiasm can often mean that you ‘shout out’ during lessons and we are working with you to give you other ways to express your thoughts and contribute to the lesson, such as having a talking partner or writing down your answer to share with the class later.  JJ, you are eager to do your best and you take-up opportunities to complete additional challenges or work with an adult to make improvements to your work.  You value school and have enjoyed taking part in the Green Group after school club focusing on the environment.  JJ, you have built up a really strong bond with your peers and your charismatic and passionate personality is something that is wonderful to see. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Meeting summary and actions:**  **To include: any additional information provided, what needs to be done next and any actions required.**  e.g: Updates from parents and carers, any identified interventions required or referrals needed to support the child/young person. | | | | | | | | | | | | | | | | | | | | | | | | | |
| JJ, you chose not to join for the most part of your meeting today as you preferred to stay in your lessons and were happy for Mrs Stevens to share your voice. You wanted to join for the last 5 minutes so that you could see Fiona and Sarah and that worked really well as it was then break time.  JJ, we talked about how you are feeling, as this is the most important thing for you and affects everything else in your life. We talked about how much progress you are making now that you feel settled at home and in school. Your confidence has grown which is clear to see as you are now able to ask grown-ups for help and to try things that you didn’t feel comfortable to do in the past, such as your paddle boarding. JJ, your increased confidence has meant that you have made some really good friends and, apart from the odd fallout around football, you all get on amazingly well.  JJ, your attendance seems quite low at the moment; the aim is to keep it above 95%; however, you have had 10 days off when you had tonsillitis a few weeks ago and, because we are really early on in the Autumn term, it makes your attendance figure look low. We don’t have any concerns and all of your absences have been authorised. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Next Steps** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Previous ‘SMART’ target  (If first PEP put N/A) | | | | | | | Has this been met?  (If first PEP put N/A) | | | | **If Yes**, please explain the impact this has had on progress.  **If no**, please explain why. | | | | | | | | | | | Was Pupil Premium Plus (PP+) accessed?  (If first PEP put N/A) | | | |
| To begin to identify the emotions you are feeling by understanding how your body will feel when you are experiencing them.  To begin to talk about what makes you feel angry, confused or sad. | | | | | | | No | | | | JJ, you can recognise your emotions and talk about how you feel and what you would do in a pretend situation which is really positive and shows us great progress. You still need help to do this in your everyday life. You can sometimes get upset when you think something has gone ‘wrong’ and, on occasion, you still keep how you are feeling inside until it becomes too much and things then fizz over.  We will continue to make sure you have time to check-in with Mrs Stevens each morning and we will make sure that you know you can also chat to her at any other time in the day if needed. You are going to start to do some work with Caring to Care and they will be helping you to find ways to talk about and manage how you feel. | | | | | | | | | | | No | | | |
| JJ you will independently use resources available to you, such as your speed sound chart and phoneme frame to support your spelling of tricky words. | | | | | | | No | | | | JJ, you can use resources but only when they are given to you or when a grown-up reminds you. We will make sure that you have these resources out on your table and will continue to encourage you to use them, independently, within lessons. | | | | | | | | | | | No | | | |
| JJ you will develop your written response to questions, using evidence in the text to support his explanation. | | | | | | | No | | | | JJ, you have developed this skill and we want you to use this all the time without needing to think hard about it. You can find the evidence you need from the text. The next step is to work on explaining how the evidence relates to the given question and clarifying your answer further. | | | | | | | | | | | No | | | |
| You will be able to punctuate sentences with multiple clauses. | | | | | | | No | | | | You are working hard on mastering this independently and we will support you to do this. The next step is to focus on commas following subordination. | | | | | | | | | | | No | | | |
| JJ will be able to find equivalent fractions. | | | | | | | No | | | | With support, this has been achieved, well done JJ.  Your next step will to be develop this independently and apply it in a test situation. | | | | | | | | | | | No | | | |
| **This term’s SMART targets** – please add a target for each subject area, plus Wellbeing  (Specific, Measurable, Achievable, Realistic, Time limited.) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targets are needed for: | Current SMART target details:    *(These must relate to subjects in first column)* | | Details, how will this be achieved?  *(Name of intervention, 1:1 or small group, group size, T/HLTA/TA, when, how often, etc)* | | | | | | Expected outcome  for this  intervention | | | | Is PP+ requested this time? | | | | Cost per hour  *(Please only enter figures)* | | | Hours per week  *(Enter part hours in decimal e.g. 15 mins = 0.25)* | | | | | Cost per term  *(Please only enter figures)* |
| Wellbeing | JJ, you will have the opportunity to share your experiences (either positive or negative) with a trusted adult. | | You will have the ongoing support of your Teacher and TA.  This term, you will have a weekly meeting with Mrs Stevens to chat through how the week has been and share any thoughts.  JJ, you will also be given a book that you can write any of your concerns in. | | | | | | JJ, you will be able to put a name to the emotion you are feeling and use the ideas Mrs Stevens has given you to help regulate the emotions you are feeling. | | | | Yes | | | | 15 | | | 1 | | | | | 180 |
| Phonics KS1  /GPS KS2 | You will be able to recognise main, subordinate and relative clauses and demarcate these with the appropriate punctuation. | | You will be supported with daily sentence-building activities, focussing on a variety of clauses and the punctuation required for these sentence types. | | | | | | You will be able to identify main and subordinate clauses.  You will begin to use this knowledge to manipulate the effectiveness of sentences and the effect on the reader. | | | | No | | | |  | | |  | | | | |  |
| Reading | JJ, you will be able to infer a character’s thoughts and feelings, based on details provided within a text. | | You will take part in Guided Reading sessions with an adult at least once per week. This will focus on fluency and retrieval, as well as inference. | | | | | | You will be able to use the clues within the text to identify the character’s thoughts and feelings. | | | | No | | | |  | | |  | | | | |  |
| Writing | You will ensure that commas are used after subordinate clauses and that sentences, including relative clauses, are punctuated correctly. | | An adult will support you during editing sessions with re-reading, spotting errors and correcting them if needed. This will also show you where you have done well.  This will sometimes be in a small group or 1:1 when necessary. | | | | | | You will be able to accurately demarcate main and subordinate clauses and begin to use your knowledge to manipulate the effectiveness of sentences and effect on the reader. | | | | No | | | |  | | |  | | | | |  |
| Maths | JJ, you will add and subtract any given numbers up to 1 million (including decimals). | | Quality First Teaching  Teacher/TA support as needed  We will also see if you would like to come to a group, after school, to develop your arithmetic skills. If this is not possible, due to transport, we will work a session into your school day. | | | | | | You will be more confident to add and subtract numbers using, at least, one secure method. | | | | No | | | |  | | |  | | | | |  |