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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 | | | | | **Johnson** | | | | | | | | | Given Names | | | | | | | | **Samuel** | | | | | |
| Actual DOB | | | | | **11/03/18** | | | | | | | | | Likes to be known as | | | | | | | | **Sam** | | | | | |
| Ethnicity | | | | | **White British** | | | | | | | | | Gender I identify as | | | | | | | | **Male** | | | | | |
| Age | | | | | **5** | | | | | | | | | Primary Language | | | | | | | | **English** | | | | | |
| UPN | | | | | **M2333678489** | | | | | | | | | | | | | | | | | | | | | | |
| School Year | | | | | **1** | | | | | | | | | | | | | | | | | | | | | | |
| This PEP Meeting Date | | | | | **11/10/2023** | | | | | | | | | | | | | | | | | | | | | | |
| Date set for next PEP Meeting | | | | | **26/01/2024** | | | | | | | | | | | | | | | | | | | | | | |
| 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: | | | | | **Sycamore Primary School** | | | | | | | | | | | | | | | | | | | | | | |
| My Designated Teacher/Person is: | | | | | **Fiona Eaton** | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone number and Email is: | | | | | **01354 231788**  **F.Eaton@sycamoreps.co.uk** | | | | | | | | | | | | | | | | | | | | | | |
| My Headteacher is:  (Please note we must have the headteachers contact details for any pupil premium plus requests to be approved) | | | | | **Sandra Bickley** | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | **S.Bickley@sycamoreps.co.uk** | | | | | | | | | | | | | | | | | | | | | | |
| My Key Person is: (‘Which adult do I spend time with at school?’ e.g. My class teacher, a learning mentor etc.) | | | | | **John Ward** | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | **J.Ward@sycamoreps.co.uk** | | | | | | | | | | | | | | | | | | | | | | |
| My Social Worker is: | | | | | **Sarah Jenkins** | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone Number is: | | | | | **01354 235187** | | | | | | | | | | | | | | | | | | | | | | |
| **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 Johnson** | | | | **You** | | | | | | | | | | **Through Sarah your social worker** | | | | | | | | | | | | | |
| **Fiona Eaton** | | | | **Your Class Teacher and Designated Teacher CLA** | | | | | | | | | | **F.Eaton@sycamoreps.co.uk** | | | | | | | | | | | | | |
| **Sarah Jenkins** | | | | **Your Social Worker** | | | | | | | | | | **sjenkins@cheshirewestandchester.gov.uk** | | | | | | | | | | | | | |
| **Maxwell and Karen Jones** | | | | **Your Foster Carers** | | | | | | | | | | **Through Sarah your social worker** | | | | | | | | | | | | | |
| **Emily Lonsdale** | | | | **Virtual School PEP Coordinator**  **Cheshire West and Chester** | | | | | | | | | | **Emily.Lonsdale@cheshirewestandchester.gov.uk** | | | | | | | | | | | | | |
| **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)*  Mrs Eaton shared with the people in your meeting how you told her that you love to run around, climb and jump and you really enjoy outside activities like forest school and PE. You shared that you love to play action games with your friends at playtimes like Power Rangers and Spiderman. You also enjoy creative activties such as working with Lego and joining in with arts and crafts activities.  You told Mrs Eaton that you always feel happy in class and you love to have a go at all the activities. You really enjoy colouring in and you are proud of what you create. You shared that you like to hear when you are doing well at something and you love to receive stickers and rewards. You loved receiving the special award earlier in the term for always trying your best, well done!  What have I achieved last term on my **Activity Passport?**  You have tried some new foods, looked at insects and shared lots of books.  What will I work on this term on my **Activity Passport?**  The Activity Passport has been shared with your dad and you are both going to pick a couple of targets for the Spring term.  You might like to choose:  Dress up as a superhero  Make a mask  Learn to play a board game  Play hide and seek | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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  Cognition and Learning  Secondary Area of Need, if applicable  Social, Emotional and Mental Health | | | | | | | | | | | | | | |
| **Do I have a formal diagnosis?** | | | | | | | | | | | | | **Please state my diagnosis/diagnoses:** | | | | | | | | | | | | | | |
| *(eg Foetal Alcohol Syndrome, Irlens, ADHD, Dyselxia, Dyscalulia and/or other)*  No | | | | | | | | | | | | | N/A | | | | | | | | | | | | | | |
| **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.*  Here is a list of how we support you with your learning at school;   * Your carpet space is at the front of the class, in front of the teacher, to support your hearing difficulties. * Phase 2 phonics support in a small group * Additional handwriting and fine motor skills practise * Daily reading with your class teacher, class TA or a Y6 pupil * Adult support from your class TA during class Maths lessons * Adult support from your class TA during class English lessons * ‘Precision Reading’ to practice your Phase 2 and 3 speed sounds with your class TA   **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. N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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 | | |
| 100 | | 0 | | | | | 0 | | | No | | | | | | None | | | 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. | | | | | | |
| **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) | | Teacher assessment | | | | | Phase 2 | | | Working within phase 3 | | | | | | Phase 5 | | | No | | | | | | Yes | | |
| Reading | | Teacher assessment | | | | | Emerging  40-60 months | | | Working Towards Year 1 expectations | | | | | | Working within Year 2 expectations | | | No | | | | | | Yes | | |
| Writing | | Teacher assessment | | | | | Emerging  40-60 months | | | Working Towards Year 1 expectations | | | | | | Working within Year 2 expectations | | | No | | | | | | Yes | | |
| GPS (KS2) | | N/A you are KS1 | | | | | N/A | | | N/A | | | | | | N/A | | | N/A | | | | | | N/A | | |
| Maths  (please include MTC for Year 4 children when available) | | Teacher assessment | | | | | Emerging  40-60 months | | | Working Towards Year 1 expectations | | | | | | Working within Year 2 expectations | | | No | | | | | | 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)?** No | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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:**  *(Please provide a short summary of strengths and any areas requiring support, this may include dyslexia, dyscalculia, hearing, visual, Wellbeing Assessment Tool information, etc.)*  Sam, everyone at your meeting heard that you are a lovely little boy who enjoys school. You are sometimes supported with reminders to play gently with other children during playtimes as sometimes they can find your play a little too rough. You enjoy being with other children and you can follow the class rules and routines. You respond well to positive praise and you really want to please the adults around you.  You have made progress since September and there are some areas that you are working on further - you have extra learning time to help you with these areas. You can often ‘shout out’ and forget to put your hand up when you are excited about contributing to the lesson, but you respond well to reminders and enjoy praise when you do remember to put up your hand. You continue to use the classroom star and cloud system to support your understanding of the expectations and stickers are used to celebrate your positive behaviour and achievements.  In English, you are working on developing your fine motor skills such as your letter formation, your segmenting and blending skills to read and write CVC words and some tricky words (you are working towards being able to read and write simple sentences). You read individually every day. In Maths, you are working on securing numbers to 20, progressing with your counting and developing your using and applying skills (one more/less, simple and addition and subtraction).  You are working in a small, supported group in class. You take part in weekly planned circle time to support your personal and social development. School continues to provide a worry box and time each day when you can let your teacher know about your worries if you need to. It is good that you now only share a social story if the trusted adults supporting you feel you need one. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sam, your social worker, Sarah, shared how you are now living back home and you seem settled and happy.  Your class teacher, Mrs Eaton, shared that you are a lovely boy and she is enjoying teaching you as you are willing to try any task. You sometimes need gentle reminders to stay on task and prevent you from being distracted, but you always try hard. You are enjoying using a reward chart and you like to collect stickers for playing well with your peers. You are supported to manage your feelings and you understand that you can talk to your teachers about any difficulties in class or outside at playtimes and that they will help you.  Your speech and language development was discussed. School is going to make a referral to Speech and Language Therapy so that your speech can be assessed. You receive a phonic support activity twice a week, in a small group, to help you say targeted sounds. You also have daily 1:1 reading sessions to help you to practice the sounds that letters make.  Your school SENDCo is going to put some ELSA support in place next term so that you can develop an understanding of your ‘big’ feelings and how you might cope with them. You may also have the opportunity to take part in activities such as Circle of Friends or Time to Talk in the spring term.  Sam, you recently enjoyed the silent disco at school.  **Actions:**  Your school will discuss your Activity Passport opportunities with your dad before your spring PEP meeting.  Your Spring PEP date will be confirmed.  Your PEP paperwork will be sent to your new designated teacher, Gwen Parr. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Evaluation of Previous Targets:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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)* | | | |
| Making Relationships - To continue to understand your feelings and emotions and know how to show these around other people. | | | | | | Yes | | | | | | Sam, you have been enjoying playing with your friends with fewer problems in the playground.  You like your reward chart and it is helping you to think about gentle play. | | | | | | | | | | | | Yes | | | |
| Managing Feelings and Behaviour -  To continue to solve problems with your friends in a kind and helpful way. | | | | | | No | | | | | | You are beginning to think about this but, to help you more, you will have some ELSA sessions next term. | | | | | | | | | | | | Yes | | | |
| Phonics  To continue to work on blending sounds together to read words. | | | | | | No | | | | | | You are developing the skill of blending sounds for reading but require further practise which we will support you with next term. | | | | | | | | | | | | Yes | | | |
| Writing  To segment sounds be able to spell and write words confidently. | | | | | | No | | | | | | You have practised segmenting sounds to help you spell and we will carry on this support to help you use your segmenting and blending to write words. | | | | | | | | | | | | Yes | | | |
| Maths  To read and count numbers 11 to 19, understanding their order, and use these numbers in your activities. | | | | | | No | | | | | | You are beginning to count up to 19 and have shown that you can place number cards in order. We will keep helping you to understand their value so that you are able to read, write and use them in your learning. | | | | | | | | | | | | Yes | | | |
| **Next Steps**  Please link targets set to EHCP if applicable. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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 | We would like you to use kind hands at playtime and be gentle with your friends.  (Your adults need to see this 80% of the time you play) | | | The adults with you will model and show you what kind play looks like and they will support you with this at playtimes.  We will praise you and use your reward chart when you play kindly with your friends. | | | | | You will be able to play more gently and kindly with your friends.  You will enjoy happier friendships with your peers.  There will be a reduction in the difficulties you experience at playtimes.  You and your peers will be safe and happy. | | | | | | No | | |  | | | | |  | | | |  |
| Phonics KS1  /GPS KS2 | We would like you to be able to segment and blend the Phase 2 sounds you have learned so that you can read and write some CVC words. | | | You will join in with a small group activity for the Rapid Phonics intervention, twice a week with a TA, 30 minutes each time.  Adults will give you lots of practise with the same sounds and words to help you do this by yourself. | | | | | You will be able to segment and blend the Phase 2 sounds you have learned.  You be able to use them to help you read and write some CVC words. | | | | | | Yes | | | 15 | | | | | 1 | | | | 180 |
| Reading | We would like you to blend the CVC words in the text.  We would like you to use your Phase 2 and some of your Phase 3 digraphs to help you to decode new words that you haven’t read before. | | | You will read, every day, with an adult 1:1.  You will take part in a Phonics small group activity twice a week with a TA.  You will have daily phonic activities. | | | | | You will be able to blend CVC words and recognise digraphs to help you decode more new words in a text.  You will then be able move to yellow book band by the end of the autumn term. | | | | | | No | | |  | | | | |  | | | |  |
| Writing | We would like you to be able to segment using the phonics you know so that you can write words independently. | | | You will take part in a small group activity twice a week with an adult (TA)  You will have daily phonic activities. | | | | | You will be able to segment CVC words by yourself so that you can write words and spell them confidently. | | | | | | No | | |  | | | | |  | | | |  |
| Maths | We would like you to be able to understand simple number sentences such as 2+3 = 5, and to know that this means you are putting together two groups to find a total. | | | You will be able to use some practical resources such as Numicon to help you with your understanding of addition.  You will have Quality First teaching in class and work in a small group for support with a TA in the classroom during lessons. | | | | | You will be able to read number sentences up to 10 and use resources to help you solve number sentences.  You will be able to show, using the resources, that you understand what the addition symbol means. | | | | | | No | | |  | | | | |  | | | |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | | | | | | | | | |
| Your social worker, Sarah, shared how you are now living back home with dad and nan and you seem settled and happy.  Your current class teacher shared that you were a lovely boy, and she is enjoying teaching you as you are willing to try any task. You can become distracted and need gentle reminders to stay on task, but you always try hard. You are enjoying the reward chart and you like to collect stickers. This has been put in place to reward and praise you for good choices when playing with your peers. There has been a small incident on the playground when you became angry with your peers, but this has not been seen since. You know that you can talk to your teachers about any difficulties in class and outside at playtimes and that they will help you.  Your speech and language was discussed and school are going to put in a referral to Speech and Language Therapy so you can be assessed and be fully supported. You are having a twice weekly phonics intervention in a small group which has been identified for targeted support. You are having daily 1:1 reading sessions as you are having some difficulties with your reading and remembering the sounds that letters make.  Next term your school SENDCo is going to add you to list for ELSA so you can develop your emotional well-being and social communication skills. It was also discussed that an intervention such as Circle of Friends or Time to Talk maybe useful in the spring term.  You are a shepherd in the school play and you recently enjoyed the silent disco at school.  **Actions:**  Discuss Activity Passport with parents before spring PEP meeting.  Spring PEP date to be confirmed by Kate.  All PEP paperwork to be sent to new designated teacher: Lisa Nicholson. | | | | | | | | | | |
| **Evaluation of Previous Targets:** | | | | | | | | | | |
| 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)* | |
| Making Relationships  To continue to develop his feelings and emotions and express appropriately. | | | Yes | | There have been less incidents at playtime. You are responding positively to your reward chart. | | | | Yes | |
| To continue to negotiate and solve problems without aggression | | | No | | On-going target. You can sometimes push or use unkind hands when playing if you have a problem instead of talking to the teacher. ELSA to be put in place next term. | | | | Yes | |
| To continue to work on blending | | | No | | On-going target. | | | | Yes | |
| To segment to write words confidently. | | | No | | On-going target. | | | | Yes | |
| Secure number recognition for teen numbers / counting skills. Continue work on using and applying e.g. | | | No | | This is not fully embedded and will continue this term. | | | | Yes | |
| **Next Steps**  Please link targets set to EHCP if applicable. | | | | | | | | | | |
| **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?  *(intervention, support, who will do this, 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 | To use kind hands at playtime 80% of the time. | Praise, reward chart, modelling and support at playtimes. | | You will play more gently and kindly with your friends.  You will enjoy happier friendships with your peers.  Incidents at playtime will significantly decrease this autumn term.  You and your peers will be safe and happy. | | No |  |  | |  |
| Phonics KS1  /GPS KS2 | To blend the Phase 2 sounds I know to read CVC words. | Phonics small group intervention twice a week. Targeted support to embed and encourage over learning. | | You will be able to recall all phase 2 sounds and use to them to help you read and spell more words by the end of the autumn term. | | No |  |  | |  |
| Reading | To blend CVC words, when reading. To use phase 2 and some phase 3 digraphs to help you to decode unknown words. | Daily 1:1 reading. Phonics small group intervention twice a week. | | You will move to yellow book band this autumn term. | | No |  |  | |  |
| Writing | To segment using the phonics I know to write words. | Twice weekly small group intervention. | | You will be able to segment CVC words by yourself so that you can write words correctly. | | No |  |  | |  |
| Maths | To understand simple number sentences such as 2+3 and that I am getting 2 more. To use Numicon to support my understanding of addition. | Use of practical resources such as Numicon. First class teaching. Small group support with TA. | | You will be able to read number sentences up to 10 and use equipment to help you with your number sentences.  You will be able to show, using the equipment, that you understand what the addition symbol means. | | No |  |  | |  |