OFFICIAL-SENSITIVE



CN
Date of birth: 3/6/2006

C of E Primary School

Personal Education Plan
Date of meeting: 14-Jul-2016

General and Personal

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|

|  |
| --- |
| **ESSENTIAL PUPIL INFORMATION** |
| (1)**First name**:

|  |
| --- |
| C |

 | (2)**Surname**:

|  |
| --- |
| N |

 |
| (3)**Likes to be known as**:

|  |
| --- |
| C |

 | (4)**Gender**:

|  |
| --- |
| Female |

 |
| (5)**Date of birth**:

|  |
| --- |
| 03-06-2006 |

 | (6)**UPN**:

|  |
| --- |
| 00000000000 |

 |
| (7)**First language**:

|  |
| --- |
| English |

 | (8)**Framework i ID**:

|  |
| --- |
| 00000000 |

 |
| (9)**Is there any reason why the student cannot participate fully in the meeting?**:

|  |
| --- |
| No |

 |

|  |
| --- |
|  |

 |
| (10)**If yes, please explain why and what support was provided to increase their participation?**:

|  |
| --- |
|  |

 |
| **CARE INFORMATION** |
| (11)**Carer name**:

|  |
| --- |
| Laura  |

 |
| (12)**Carer details**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| Address | Telephone number(s) | Email address |
| 11, MAIN ROAD, OXFORD, OXFORDSHIRE, | 07333 223344 | laura@... |

 |

 |
| (13)**Social worker name**:

|  |
| --- |
| Claire SW |

 |
| (14)**Social worker details**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| Address | Telephone number(s) | Email address |
| Oxford | 01235 549 286 | Claire.sw@... |

 |

 |
| (15)**Number of Social Workers since coming in to care**:

|  |
| --- |
| 03 |

 | (16)**Date entered care**:

|  |
| --- |
| 24-08-2014 |

 |
| (17)**Number of care episodes**:

|  |
| --- |
| 2 |

 | (18)**Number of placements**:

|  |
| --- |
| 03 |

 |
| (19)**Current placement type**:

|  |
| --- |
| Placement with other foster carer(Q2) |

 | (20)**Past or current health concerns**:

|  |
| --- |
| Enuresis |

 |
| (21)**What was the score from the young person’s most recent Strengths and Difficulties Questionnaire?**:

|  |
| --- |
| 20 |

 | (22)**Date of most recent Strengths and Difficulties Questionnaire**:

|  |
| --- |
| 04-07-2016 |

 |
| (23)**What was the score from the young person’s previous Strengths and Difficulties Questionnaire?**:

|  |
| --- |
| 10 |

 | (24)**Date of previous Strengths and Difficulties Questionnaire**:

|  |
| --- |
| 25-01-2016 |

 |
| (25)**Details of this PEP**:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |
| --- | --- | --- | --- |
|  | This meeting | Next CLA review | Next SEN(D) review (if appropriate) |
| Date of | 14-Jul-2016 |  |  |

 |

 |
| **CONTACT INFORMATION** |
| (26) **Who should be contacted in an emergency?**:

|  |  |
| --- | --- |
|

|  |
| --- |
| [ ] Mother[ ] Father[x] Carer[x] Social worker[ ] Other |

 |

 | (27) **Who will receive school information?**:

|  |  |
| --- | --- |
|

|  |
| --- |
| [ ] Mother[ ] Father[x] Carer[x] Social worker[ ] Other |

 |

 |
| (28) **Who will attend parents evenings?**:

|  |  |
| --- | --- |
|

|  |
| --- |
| [ ] Mother[ ] Father[x] Carer[ ] Social worker[ ] Other |

 |

 | (29) **Who will give permission for school day trips?**:

|  |  |
| --- | --- |
|

|  |
| --- |
| [ ] Mother[ ] Father[x] Carer[x] Social worker[ ] Other |

 |

 |
| (30) **Who will give permission for residential trips?**:

|  |  |
| --- | --- |
|

|  |
| --- |
| [ ] Mother[ ] Father [ ] Carer[x] Social worker[ ] Other |

 |

 |

|  |
| --- |
|  |

 |
| **ATTENDEES** |
| (31)**People involved in the PEP**:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Name | Phone number | Attended | Required copy of PEP | Email address |
| Designated Teacher | DT | 01865xxxx | Yes | Yes | DT@school.com |
| Social Worker | SW | 01865yyyyy | Yes | Yes | sw@oxfordshire.gov.uk |
| Carer | FC | 070000000000 | Yes | Yes | carer@ |
| Mother |  |  |  |  |  |
| Father |  |  |  |  |  |
| Mentor |  |  |  |  |  |
| SENCO/ INCO |  |  |  |  |  |
| Virtual School | VS |  | Yes | Yes | ..@oxfordshire.gov.uk |
| Child/ Young Person |  |  |  |  |  |
| Other | LB | 01865zzzzz | Yes | Yes | Another@school. |
| Other | SR | 01908ddddd | Yes | Yes | SSW@fosterplus |

 |

 |
| (32)**Additional information**:

|  |
| --- |
| The outcome of the final hearing on the 21st June decided C is subject to a full care order, and permanency planning is ongoing for C to remain long term fostered with carers. |

 |

 |

Education

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|

|  |  |  |  |
| --- | --- | --- | --- |
| (1)**School name**:

|  |
| --- |
|  C of E Primary School |

**OFSTED ratings found:**WFC: 20-04-2014 / Good | (2)**School address/ contact details**:

|  |
| --- |
|  Oxford Oxfordshire, OX |

[Show On Map](http://maps.google.co.uk/maps?q=OX43QH+school) |
| (3)**If the Ofsted Inspection rating is not shown above or the education provision is inspected under a different body please state the grade/rating here**:

|  |
| --- |
| Good |

 | (4)**Date grade/rating was given**:

|  |
| --- |
| 21-04-2014 |

 |
| (5)**Year group**:

|  |
| --- |
| 4 |

 | (6)**Key stage**:

|  |
| --- |
| Key stage 2 |

 |
| (7)**Designated teacher**:

|  |
| --- |
| DT |

 | (8)**Designated teacher email address**:

|  |
| --- |
| DT@primaryschool.co.uk |

 |
| (9)**Attendance officer**:

|  |
| --- |
|  |

 | (10)**Attendance officer email address**:

|  |
| --- |
|  |

 |
| (11)**Date started at present school**:

|  |
| --- |
| 21-09-2015 |

 |

|  |
| --- |
|  |

 |
| **PREVIOUS SCHOOL HISTORY** |
| (12)**Previous school history**:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School address | Date from | Date to | Type of school | Reason for leaving |
| G Primary School Abingdon OX14 | 05-09-2011 | 15-12-2014 | Mainstream Primary | Care Placement Move |
| C Primary School OX12 | 16-12-2014 | 24-07-2015 | Mainstream Primary | Care Placement Move |
| C of E Primary Oxford OX | 21-09-2015 | Current school | Mainstream Primary |  |
|  |  |  |  |  |
|  |  |  |  |  |

 |

 |
| **ADDITIONAL INFORMATION** |
| (13)**Is the young person being offered 25 hours teaching/training?**:

|  |
| --- |
| Yes |

 | (14)**Outline how the 25 hours are constituted eg school placement etc**:

|  |
| --- |
| Full time mainstream education. |

 |

 |

SEN

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |
| --- | --- | --- | --- |
| (1)**Does the pupil have special education needs?**:

|  |
| --- |
| No SEN |

 | (2)**What is the Primary need?**:

|  |
| --- |
| N/A |

 |
| (3)**What is the secondary need**:

|  |
| --- |
| N/A |

 | (4)**What support is specified on the statement/ EHC plan?**:

|  |
| --- |
| N/A |

 |
| (5)**Which local authority is responsible for maintaining the statement or EHC plan?**:

|  |
| --- |
| N/A |

 |

 |

Attainment

**End of Key Stage 1, Year 2 results.**

 Based on your professional judgement what is the level the child is currently working at?

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Term 1 Autumn | Term 2 Spring | End of Key Stage 1 Results |
|  | Current attainment | Current attainment | Current attainment |
| English |  |  |  |
| Reading |  |  | Age-related- |
| Writing |  |  | Age-related- |
| Phonics |  |  | Age-related- |
| Mathematics |  |  | Age-related |

 Based on your professional judgement identify the rate of progress being made by this young person towards the end of key stage in the following areas?

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Term 1 Autumn | Term 2 Spring | End of Key Stage 1 Results |
|  | Progress | Progress | Progress |
| English |  |  |  |
| Reading |  |  |  |
| Writing |  |  |  |
| Phonics |  |  |  |
| Mathematics |  |  |  |

**Phonics Year 2 Score (if applicable)
Additional notes for Year 2**

Key Stage 2

**Year 3**

 Based on your professional judgement what is the level the child is currently working at?

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Term 1 Autumn | Term 2 Spring | Term 3 Summer |
|  | Current attainment | Current attainment | Current attainment |
| English |  |  |  |
| Reading |  |  | Age-related- |
| Writing |  |  | Age-related- |
| Spelling, Punctuation and Grammar |  |  | Age-related- |
| Mathematics |  |  | Age-related- |
| Science |  |  |  |

 Based on your professional judgement identify the rate of progress being made by this young person towards the end of key stage in the following areas?

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Term 1 Autumn | Term 2 Spring | Term 3 Summer |
|  | Progress | Progress | Progress |
| English |  |  |  |
| Reading |  |  |  |
| Writing |  |  |  |
| Spelling, Punctuation and Grammar |  |  |  |
| Mathematics |  |  |  |
| Science |  |  |  |

 Additional notes for Year 3

 **Year 4**

 Based on your professional judgement what is the level the child is currently working at?

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Term 1 Autumn | Term 2 Spring | Term 3 Summer |
|  | Current attainment | Current attainment | Current attainment |
| English | Age-related | Age-related | Age-related |
| Reading | Age-related | Age-related | Age-related |
| Writing | Age-related- | Age-related | Age-related |
| Spelling, Punctuation and Grammar | Age-related | Age-related | Age-related |
| Mathematics | Age-related- | Age-related- | Age-related- |
| Science | Age-related | Age-related | Age-related |

 Based on your professional judgement identify the rate of progress being made by this young person towards the end of key stage in the following areas?

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Term 1 Autumn | Term 2 Spring | Term 3 Summer |
|  | Progress | Progress | Progress |
| English | Expected progress | Expected progress | Expected progress |
| Reading | Expected progress | Expected progress | Expected progress |
| Writing | Expected progress | Expected progress | More than expected progress |
| Spelling, Punctuation and Grammar | Expected progress | Expected progress | Expected progress |
| Mathematics | Expected progress | Expected progress | Less than expected progress |
| Science | Expected progress | Expected progress | Expected progress |

 Additional notes for Year 4

Attendance Records

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| **ATTENDANCE** |
| (1)**Previous year attendance**:

|  |
| --- |
| 100% |

 | (2)**Current years attendance summary**:

|  |  |
| --- | --- |
|  | % of possible |
| Present | 99.7 |
| Total absences | 0.3 |
| Authorised absence | 0.3 |
| Unauthorised absence | 0 |
| Late before register closed | 0 |
| Late after register closed | 0 |

 |
| (3)**Actions to support attendance**:

|  |
| --- |
| 1 1/2 day absence for a LAC medical appointment since starting. |

 |
| **EXCLUSIONS** |
| (4)**Exclusions**:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |
| --- | --- | --- | --- |
| Type of exclusion | Date from | Date to | Reason for exclusion |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |

 |
| (5)**Preventative actions by the school to reduce further exclusions**:

|  |
| --- |
| N/A |

 |

 |

Primary Age Pupil's Voice

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |
| --- | --- | --- | --- |
| (1)**Pupil voice page completed**:

|  |
| --- |
| Yes |

 | (2)**Pupil voice document(s) attached**:

|  |
| --- |
| Yes |

 |
| **WHAT I WANT YOU TO KNOW - SCHOOL** |
| (3)**The person who helps me with my school work is**:

|  |
| --- |
| Miss D, F and M help me |

 | (4)**Things that could be better in school**:

|  |
| --- |
| It could be better if we didn't have to do homework and we could play outside for the whole time |

 |
| (5)**In school I am good at**:

|  |
| --- |
| I am good at Maths, English, that's it. |

 | (6)**In school I would like to get better at**:

|  |
| --- |
| I would like to get better at maths and spellings and multiplication tests. |

 |
| (7)**The clubs I belong to in school and the things I'd like to try**:

|  |
| --- |
| I don’t do any clubs; I would like to do Art and Football next year. |

 | (8)**Things that would make me happier in school are**:

|  |
| --- |
| If I could go on the field at break time all of the time! Nothing else. |

 |
| (9)**When I am older I would like to**:

|  |
| --- |
| I would like to be a hairdresser and train dogs. |

 | (10)**I am happy at school when**:

|  |
| --- |
| When I am playing with all my friends |

 |
| (11)**My friends at school are**:

|  |
| --- |
| Ruby, Mai and Louise |

 | (12)**In school I like**:

|  |
| --- |
| maths and Salsa |

 |
| **WHAT I WANT YOU TO KNOW - OUT OF SCHOOL** |
| (13)**The person who helps me with my homework is**:

|  |
| --- |
| Carer and Sue |

 | (14)**At home I am good at**:

|  |
| --- |
| I am good at colouring in and using my imagination |

 |
| (15)**I would like to get better at**:

|  |
| --- |
| I am not sure. |

 | (16)**The clubs I belong to outside school and the things I'd like to try**:

|  |
| --- |
| I do Brownies, I enjoy Brownies |

 |
| (17)**Things that would make me happier at home are**:

|  |
| --- |
| I am not sure of anything. |

 | (18)**Out of school I like**:

|  |
| --- |
| I like having jokes, walking the dogs and playing. |

 |
| (19)**I am happy at home when**:

|  |
| --- |
| When I have cuddles |

 | (20)**My friends at home are**:

|  |
| --- |
| I am not sure. |

 |
| (21)**At home I like**:

|  |
| --- |
| I like I have my own bedroom and that I have a foster sister, Mum and Nan! |

 |

 |

Educational progress

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| **EDUCATIONAL PROGRESS** |
| (1)**What is going well? (include areas of celebration and strength, special talents or abilities, extracurricular activities, cultural needs and important events)**:

|  |
| --- |
| C has settled well at C of E Primary, she has made and maintained a strong group of friends and is well liked among all peers. Recently C has become much more engaged in lessons and has begun to put her hand up more when the lesson is of interest, however this is still inconsistent. C is growing in confidence academically, especially in her writing both in quantity and the quality of her work. C enjoys taking part in extracurricular activities within her own classroom. C is a very visual learner. C attends Star Club, a lunchtime group on occasions; however for the majority of the time she is happy playing outside with friends. This academic year C has progressed 6 points on her maths continuum and 15 points on her Writing continuum, suggesting slightly more than expected progress in writing and slightly less than expected progress in maths. The average expected progress of her year group being 10. C’s trip to Hill End was a success; she enjoyed the visit and managed the change in environment/time away from FC very well. |

 |
| (2)**What needs further work? (Include areas of support, pastoral concerns and upcoming challenges)**:

|  |
| --- |
| C can occasionally show stubborn behaviours within the classroom and will occasionally refuse to complete tasks without significant prompt. She can on occasion drift in and out of engagement with the task. C lacks confidence in maths (despite noting this as her favourite subject) she is achieving lower than expected progress in maths, increased confidence will help with her engagement/attainment in the subject. A number of C's friends recently reported that she had been begging them for items from their packed lunch, this was discussed in school and with FC. C stated that she asked them as she wanted more chocolate in her lunch, not healthy things. FC reiterated the importance of healthy eating. School will monitor this. C has continued on occasions to pass notes in class, stating 'I love you' to another child in class and asking another child to 'tick' if they liked the new boy. This has been dealt with appropriately within school and will continue to monitor. C has participated in a discussion on her table in class about sex, there was no suggestion she was the instigator however. She has also chased a number of boys on the playground shouting 'sex' and stated this is because she wanted them to be her friend, FC has discussed appropriate ways to make friendships with C. |

 |
| (3)**What support is offered?**:

|  |
| --- |
| C had 1x 40 minute weekly Play Therapy with Clear Sky Children's foundation, she has 1:1 pastoral support when necessary as well as attending lunch time Star Group. C is beginning to work with Horizons. School will continue to assess the need for further provisions in the new year. |

 |

 |

Outcomes and Interventions

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| **Only complete boxes 1 and 2, if this is the first ePEP for this student** |
| (1)**What were the education outcomes from the last PEP?**:

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| Education outcome from last PEP | Outcome achieved? | Comment on actual outcomes achieved | Review of impact of the use of Pupil Premium Plus funding |
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| (2)**What were the other decisions and actions from the last PEP?**:

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| Decision/Action | Outcome achieved? | Comments on outcome |
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| **Outcome setting linked to Pupil Premium Plus Funding completed by DT** |
| (3)**Previous PEP Outcome(s) and actions including Pupil Premium Plus spend**

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| Current Pupil Premium cost: | GBP 780.00 |
| Financial Year 2016/2017 | GBP 1,200.00 |

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| **Outcome(s)** |
| (14628) C will be able to demonstrate a greater confidence in completing maths independently. |
| **Actions/ interventions to achieve the Outcome(s)** |
| FC will be shown the current methods of calculation in which C is being taught in class, this way she will be able to demonstrate the same methods to C at home. C will also be encouraged to go on My Maths at home. C will work in small TA led maths intervention within the classroom for 30 minutes twice a week for 12 weeks. Class teacher will ensure that C is kept on task during maths and that she does not lose focus. |
| **How will outcomes be evaluated?** |
| C will have achieved 3 more (Targets?!) on her maths continuum |
| **By whom?** |  | **Interventions** |
| Class Teacher |  | Small group tuition |
|  |  | **Pupil Premium Plus spend / Funding Financial Year**£300.00 / 2016/2017 |
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| **Has this Outcome(s) been achieved?** NOTE: If the Outcome(s) has been achieved the Outcome(s) will be marked as complete and removed from the PEP at completion. | **Do you want to amend the Outcome(s)?**NOTE: Amending the Outcome(s) will archive the old Outcome(s) and create a duplicate Outcome(s) ready for editing and review. | Comments/ Notes £25 weekly intervention X 12 weeks until next PEP |

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| **Comments on actual outcomes achieved** C continues to make less than expected progress in maths and has not achieved any more targets on her continuum, this will continue to be a target into the new academic year.  |
| **Review of impact of the use of Pupil Premium Plus funding** The intervention has supported C's progress, however continuing support is necessary to begin to show this progress. External factors such as a pending court case and the resulting outcome of the court case have had a clear impact on C's ability to progress in a subject she finds difficult. NOTE: The notes are stored as separate records only the most recent will be displayed in the box above, so you are free to clear the current note and add your own. You will be able to view the full conversation elsewhere. |

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| **Outcome(s)** |
| (14629) For C to have experienced and enjoyed her first school residential, and felt safe to express any anxieties she may have in the lead up or during. |
| **Actions/ interventions to achieve the Outcome(s)** |
| Miss R and FC to meet prior to the trip and put a clear Risk Management plan in place around toileting and showering, all other staff to be made aware of this. C will be aware of a key adult she is able to speak with throughout the trip when necessary and have the opportunity to ask any questions prior to the trip itself. All Staff members to be aware of the plan in place and any action points they may need to follow. C will meet with Play Therapist weekly in the lead up to the trip and have the opportunity to express any concerns she may have. |
| **How will outcomes be evaluated?** |
| C will feel safe and secure during the trip and the progress she has made at home regarding her showering and toileting will not be impacted. |
| **By whom?** |  | **Interventions** |
| DT, Play Therapist, FC |  | Play Therapy |
|  |  | **Pupil Premium Plus spend / Funding Financial Year**£480.00 / 2016/2017 |
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| **Has this Outcome(s) been achieved?** NOTE: If the Outcome(s) has been achieved the Outcome(s) will be marked as complete and removed from the PEP at completion. | **Do you want to amend the Outcome(s)?**NOTE: Amending the Outcome(s) will archive the old Outcome(s) and create a duplicate Outcome(s) ready for editing and review. | Comments/ Notes £40 weekly Play Therapy session x12 weeks until next PEP |

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| **Comments on actual outcomes achieved** C had a successful trip and had the opportunity to express any anxieties prior to the trip commencing. She had key adults on the trip if support was necessary, however for the most managed the trip independently and confidently.  |
| **Review of impact of the use of Pupil Premium Plus funding** The Play Therapy gave C the opportunity to express any anxieties she had in the lead up to the trip. NOTE: The notes are stored as seperate records only the most recent will be displayed in the box above, so you are free to clear the current note and add your own. You will be able to view the full conversation elsewhere. |

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| (4)**New education outcomes and actions**:

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| Current Pupil Premium cost: | GBP 420.00 |
| Financial Year 2016/2017 | GBP 1,200.00 |

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| **Outcome(s)** |
| (20956) C will be able to demonstrate a greater confidence in completing maths independently |
| **Actions/ interventions to achieve the Outcome(s)** |
| FC will be shown the current methods of calculation in which C is being taught in class, this way she will be able to demonstrate the same methods to C at home. C will also be encouraged to go on My Maths at home. C will work in small TA led maths intervention within the classroom for 30 minutes twice a week for 12 weeks. Class teacher will ensure that C is kept on task during maths and that she does not lose focus. |
| **How will outcomes be evaluated?** |
| C will have achieved 3 more statements on her maths continuum |
| **By whom?** |  | **Interventions** |
| Class Teacher |  | Small group tuition |
|  |  | **Pupil Premium Plus spend / Funding Financial Year**£300.00 / 2016/2017 |
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| **Has this Outcome(s) been achieved?** NOTE: If the Outcome(s) has been achieved the Outcome(s) will be marked as complete and removed from the PEP at completion. | **Do you want to amend the Outcome(s)?**NOTE: Amending the Outcome(s) will archive the old Outcome(s) and create a duplicate Outcome(s) ready for editing and review. | Comments/ Notes £25 weekly intervention X 12 weeks until next PEP |

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| **Comments on actual outcomes achieved**  |
| **Review of impact of the use of Pupil Premium Plus funding** NOTE: The notes are stored as seperate records only the most recent will be displayed in the box above, so you are free to clear the current note and add your own. You will be able to view the full conversation elsewhere. |

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| **Outcome(s)** |
| (20957) C will have the confidence to participate in activities independently |
| **Actions/ interventions to achieve the Outcome(s)** |
| C will be given the choice of a range of different after school clubs and will choose a club of interest in the new school year. |
| **How will outcomes be evaluated?** |
| C will have successfully chosen and attended an after school club. |
| **By whom?** |  | **Interventions** |
|  |  | Other |
|  |  | **Pupil Premium Plus spend / Funding Financial Year**£0.00 / 2016/2017 |
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| **Has this Outcome(s) been achieved?** NOTE: If the Outcome(s) has been achieved the Outcome(s) will be marked as complete and removed from the PEP at completion. | **Do you want to amend the Outcome(s)?**NOTE: Amending the Outcome(s) will archive the old Outcome(s) and create a duplicate Outcome(s) ready for editing and review. | Comments/ Notes  |

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| **Comments on actual outcomes achieved**  |
| **Review of impact of the use of Pupil Premium Plus funding** NOTE: The notes are stored as seperate records only the most recent will be displayed in the box above, so you are free to clear the current note and add your own. You will be able to view the full conversation elsewhere. |

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| **Outcome(s)** |
| (20958) For C to feel she has an appropriate space to express her emotions and feel safe to do so appropriately within the school environment. |
| **Actions/ interventions to achieve the Outcome(s)** |
| Learning Mentor support 1x weekly |
| **How will outcomes be evaluated?** |
| C's Conduct score in latest SDQ will reduce from 7 to 5. |
| **By whom?** |  | **Interventions** |
|  |  | Home school link worker |
|  |  | **Pupil Premium Plus spend / Funding Financial Year**£120.00 / 2016/2017 |
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| **Has this Outcome(s) been achieved?** NOTE: If the Outcome(s) has been achieved the Outcome(s) will be marked as complete and removed from the PEP at completion. | **Do you want to amend the Outcome(s)?**NOTE: Amending the Outcome(s) will archive the old Outcome(s) and create a duplicate Outcome(s) ready for editing and review. | Comments/ Notes  |

 |
| **Comments on actual outcomes achieved**  |
| **Review of impact of the use of Pupil Premium Plus funding** NOTE: The notes are stored as seperate records only the most recent will be displayed in the box above, so you are free to clear the current note and add your own. You will be able to view the full conversation elsewhere. |

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Next PEP Meeting

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| **ATTACHMENTS** |
| (1) **Please tick which of the following have been uploaded into the system**:

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| [ ] Any individualised plans e.g. SEN Pupil Profile[ ] Evidence of success and achievement[x] Pupil Voice Sheet[x] School/Progress report[ ] Other |

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| (2)**If other, please give details**:

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| **NEXT PEP MEETING** |
| (3)**Date of next PEP review meeting**:

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| 04-10-2016 |

NOTE: If this date is not set, the system will schedule the next pep for 24-Nov-2016 |
| (4)**Next PEP meeting**:

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| Time | Venue | Person responsible for co-ordinating meeting |
| 9am | C of E Primary School | Designated Teacher |

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School Change Planning

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| (1)**Why is a school move required?**:

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 | (2)**If other, please specify**:

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| (3)**Full name of school or college being applied for**:

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 | (4)**What is the Ofsted rating of the school or college being applied for?**:

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| (5)**Has the Virtual School been consulted about this school move? (If not please contact the Virtual School)**:

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 | (6)**Has the young person been involved in selecting the school or college?**:

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| (7)**Has the planned school transfer request form been completed? Has permission been given by the Corporate Parenting Manager and the Virtual School Head?**:

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 | (8)**Has the young person been to visit the school or college?**:

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| (9)**Has an application been made to the new school/college?**:

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 | (10)**Has the school or college place been allocated?**:

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| (11)**Additional information (including any support work or issues that have arisen)**:

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