OFFICIAL-SENSITIVE

/home/extranet/public_html/logos/71.gif

A. Child  
Date of birth: 01-June-2012  
  
Primary School  
  
Personal Education Plan  
Date of meeting: 01-Jul-2017

General and Personal

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| |  |  | | --- | --- | | ESSENTIAL PUPIL INFORMATION | | | |  | | --- | | (1)**First name**: A | | |  | | --- | | (2)**Surname**: Child | | | (3)**Likes to be known as**: A   |  | | --- | |  | | |  | | --- | | (4)**Gender**: Female | | | |  | | --- | | (5)**Date of birth**: 01-06-2012 | | |  | | --- | | (6)**Year group**: Foundation | | | (7)**UPN**:   |  | | --- | |  | | (8)**First language**: English   |  | | --- | |  | | | (9)**Frameworki ID**: 000000   |  | | --- | |  | | (10)**Is there any reason why the student cannot participate fully in the meeting?**   |  | | --- | |  | | | |  | | --- | | (11)**If yes, please explain why and what support was provided to increase their participation?** | | | | ATTENDEES | | | (12)**People involved in the PEP**:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Name | Phone number | Attended | Required copy of PEP | Email address | | Designated Teacher | DT | 01865 …… | Yes | Yes | ………..@primary.sch.uk | | Social Worker | S Worker | 01865 ….. | Yes | Yes | …………@Oxfordshire.gov.uk | | Carer | A Carer | O77……….. | Yes | Yes | ……………@gmail.com | | Mother | A Parent | 077………. | Yes | Yes | ……………@hotmail.com | | Father | A Parent | 077……… | No | Yes | ……………@hotmail.com | | Mentor |  |  |  |  |  | | SENCO/ INCO |  |  |  |  |  | | Virtual School | V School | 077……… | Yes | Yes | …………….@oxfordshire.gov.uk | | Child | A Child |  | Yes | No | N/A | | Other |  |  |  |  |  | | Other |  |  |  |  |  | | | | | CARE INFORMATION | | | |  | | --- | | (13)**Carer name**: A Carer | | | | (14)**Carer details**:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | Address | Telephone number(s) | Email address | | 1 New Road, Oxford OX1 1NA | 077……………… | ……….hotmail.com | | | | | |  | | --- | | (15)**Social worker name**: S Worker | | | | (16)**Social worker details**:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | Address | Telephone number(s) | Email address | | County Hall Oxford | 01865 …….. | …………….@Oxfordshire.gov.uk | | | | | |  | | --- | | (17)**Number of Social Workers since coming in to care**: 1 | | |  | | --- | | (18)**Date entered care**: 01-12-2016 | | | |  | | --- | | (19)**Number of care episodes**: 1 | | |  | | --- | | (20)**Current placement type**: Foster Care | | | |  | | --- | | (21)**Legal status**: C1 - Interim care order | | |  | | --- | | (22)**Number of placements**: 1 | | | |  | | --- | | (23)**Past or current health concerns**: None known | | | | My Strengths and Difficulties Questionnaire Score - Completed by Social Worker  Follow the link to access the: [Assessments (SDQ) section of the Virtual School PEP Toolkit](https://www.oxfordshire.gov.uk/cms/content/personal-education-plan-pep-toolkit) | | | (24)**What was the score from the young person's most recent Strengths and Difficulties Questionnaire?** 14 (Slightly Raised)   |  | | --- | |  | | |  | | --- | | (25)**Date of most recent Strengths and Difficulties Questionnaire**: 05/07/17 | | | (26)**What was the score from the young person's previous Strengths and Difficulties Questionnaire?** 17 (High)   |  | | --- | |  | | |  | | --- | | (27)**Date of previous Strengths and Difficulties Questionnaire**: 05/07/16 | | | (28)**Details of this PEP**:   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | |  | This meeting | Next CLA review | Next SEN(D) review (if appropriate) | | Date of | 01-Jul-2017 |  | N/A | | | | | CONTACT INFORMATION | | | (29) **Who should be contacted in an emergency?**   |  |  | | --- | --- | | |  | | --- | | MotherFatherCarerSocial Worker | | | (30) **Who will receive school information?**   |  |  | | --- | --- | | |  | | --- | | MotherFatherCarerSocial worker | | | | (31) **Who will attend parents evenings?**:   |  |  | | --- | --- | | |  | | --- | | MotherFather CarerSocial worker | | | (32) **Who will give permission for school day trips?**   |  |  | | --- | --- | | |  | | --- | | Mother FatherCarerSocial worker | | | | (33) **Who will give permission for residential trips?**   |  |  | | --- | --- | | |  | | --- | | MotherFatherCarerSocial worker | | | |  | | --- | |  | | | (34)**Additional information**:   |  | | --- | |  | | | |

Education

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| |  |  |  |  | | --- | --- | --- | --- | | |  | | --- | | (1)**School name**: Primary School |   **OFSTED ratings found:** February 2014 / Good | (2)**School address/ contact details**:   |  | | --- | | New Road, Oxford, Oxfordshire,OX1 1DN | | | (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**:   |  | | --- | |  | | (4)**Date grade/rating was given**:   |  | | --- | | 01-02-2014 | | | |  | | --- | | (5)**Year group**: 0 | | |  | | --- | | (6)**Key stage**: Foundation stage | | | |  | | --- | | (7)**Designated teacher**: D Teacher | | (8)**Designated teacher email address**:   |  | | --- | | …………@primary.sch.uk | | | |  | | --- | | (9)**Attendance officer**: A Officer | | (10)**Attendance officer email address**:  ………….@primary.sch.uk   |  | | --- | |  | | | (11)**Name of finance contact**: Headteacher   |  | | --- | |  | | |  | | --- | |  | | | (12)**Please provide the email address and telephone contact number for your schools Finance contact for Pupil Premium payment purposes:** office@primary.sch.uk   |  | | --- | |  | | | | |  | | --- | | (13)**Date started at present school**: 01-10-2016 | | |  | | --- | |  | | | PREVIOUS SCHOOL HISTORY | | | (14)**Previous school history**:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | School address | Date from | Date to | Type of school | Reason for leaving | | N/A |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | | | | ADDITIONAL INFORMATION | | | (15)**If the child is not participating in full-time education, please outline provision being provided, including number of hours.**:   |  | | --- | |  | | |  | | --- | |  | | | ATTENDANCE | | | (16)**Previous year attendance**:   |  | | --- | |  | | (17)**Current years attendance summary**:   |  |  | | --- | --- | |  | % of possible | | Present | 98.% | | Total absences | 1 | | Authorised absence | 0 | | Unauthorised absence | 0 | | Late before register closed | 1 | | Late after register closed | 0 | | | (18)**Actions to support attendance**:   |  | | --- | |  | | | | EXCLUSIONS | | | (19)**Exclusions**:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | Type of exclusion | Date from | Date to | Reason for exclusion | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | | | | (20)**Preventative actions by the school to reduce further exclusions**:   |  | | --- | |  | | | | SPECIAL EDUCATION NEEDS-EHCP PROVISION/SUPPORT | | | (21)**Does the pupil have special education needs?**   |  | | --- | | Statement of Special Educational Needs (SEN) | | (22)**What is the Primary need?**   |  | | --- | | Speech, language and communication needs (SLCN) | | | (23)**What is the secondary need**:   |  | | --- | |  | | (24)**What support is specified on the statement/ EHC plan?**   |  | | --- | |  | | | |  | | --- | | (25)**Which local authority is responsible for maintaining the statement or EHC plan?** | | |

Primary Age Pupil's Voice

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  | | --- | --- | | PUPIL'S VOICE | | | (1)**Date of completion**:   |  | | --- | | 31-06-2017 | | (2)**This section was completed by the pupil**:   |  | | --- | | By the pupil with help from an adult | | | IN SCHOOL | | | |  | | --- | | (3)**What do you like about school?** My friends, playing games. | | (4)**What do you dislike about school?**   |  | | --- | | Sometimes I upset my friends. Sometimes I am naughty | | | |  | | --- | | (5)**What do you find easy?** I think playing, writing and my friends. | | (6)**What do you find difficult?**   |  | | --- | | I find writing difficult. I find number difficult | | | |  | | --- | | (7)**What helps you to learn best?** The teachers | | (8)**Is there anything else you think would help?**   |  | | --- | | To play more games. I like dinosaur games | | | OUT OF SCHOOL | | | (9)**What do you like doing out of school?**:   |  | | --- | | I play lots of toys. I play in the garden. | | (10)**What are you good at?**:   |  | | --- | | I am good at school. I am good at drawing. | | | (11)**Do you go to any clubs or groups? If so, which ones?**   |  | | --- | | I go swimming | | |  | | --- | |  | | | RELATIONSHIPS | | | (12)**Who are your friends?**   |  | | --- | | My friends are ……… and …. I like ………. | | (13)**Which adults do you get on best with: In school? Out of school?**:   |  | | --- | | Mrs H and Miss C | | | (14)**Are you happy? Can you say why or why not?**:   |  | | --- | | Yes because the teachers say I have good listening ears. I like cake, I eat lots of it. | | |  | | --- | |  | | | Future Planning: Careers and Aspirations | | | |  | | --- | | (15)**What do you think you might want to do for a job or career in the future and why?** I like singing | | (16)**If you don't know what you want to do yet, are there any jobs that you might like to find out more about?**   |  | | --- | | I don't know. cooking maybe. | | | (17)**What do you think you need to do to help you work towards these future ideas? Who can help you?**   |  | | --- | | Teachers | | |

Attainment

Early Years / Foundation

**Reception Year**

Please answer all the questions below to give a clear indication of the young persons current attainment and the progress they are making. Please record any additional comments in the comments box.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subject | Term 1 Autumn | | Term 2 Spring | | Term 3 Summer | |
|  | Age/stage | Grade | Age/stage | Grade | Age/stage | Grade |
| ELG01 Listening and attention | 22-36 | Emerging | 30-50 | Emerging | 30-50 | Emerging |
| ELG02 Understanding | 22-36 | Emerging | 30-50 | Emerging | 40-60 | Emerging |
| ELG03 Speaking | 22-36 | Emerging | 30-50 | Emerging | 30-50 | Emerging |
| ELG04 Moving and handling | 22-36 | Emerging | 40-60 | Emerging | 60- | Expected |
| ELG05 Health and self-Care | 22-36 | Emerging | 30-50 | Expected | 30-50 | Expected |
| ELG06 Self-confidence and self-awareness | 30-50 | Emerging | 30-50 | Expected | 30-50 | Expected |
| ELG07 Managing feelings and behaviour | 30-50 | Emerging | 30-50 | Emerging | 30-50 | Emerging |
| ELG08 Making relationships | 22-36 | Emerging | 30-50 | Expected | 40-60 | Expected |
| ELG09 Reading | 22-36 | Emerging | 30-50 | Expected | 30-50 | Expected |
| ELG10 Writing | 22-36 | Emerging | 30-50 | Expected | 40-60 | Emerging |
| ELG11 Numbers | 22-36 | Emerging | 30-50 | Emerging | 30-50 | Expected |
| ELG12 Shape, space and measures | 22-36 | Emerging | 30-50 | Emerging | 30-50 | Expected |
| ELG13 People and communities | 22-36 | Emerging | 30-50 | Emerging | 40-60 | Expected |
| ELG14 The world | 22-36 | Emerging | 30-50 | Emerging | 30-50 | Emerging |
| ELG15 Technology | 22-36 | Emerging | 30-50 | Emerging | 30-50 | Expected |
| ELG16 Exploring and using media and materials | 22-36 | Emerging | 30-50 | Expected | 60- | Expected |
| ELG17 Being imaginative | 22-36 | Emerging | 30-50 | Expected | 40-60 | Expected |

Based on the above assessments predict below whether this child will achieve a Good Level of Development (GLD) at the end of EYFS?

A is not on track to make GLD (ELG) by the end of reception year, although there is a chance that if her handwriting improves she may make ELG in PD (moving and handling). She has made some good progress.

Educational progress

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  | | --- | --- | | EDUCATIONAL PROGRESS | | | (1)**What is going well academically? (What are the other areas of celebration and strength, special talents or abilities, extra curricular activities, cultural needs and important events)**:   |  | | --- | | A enjoys all Art, her social skills are coming on leaps and bounds | | | | (2)**Analysis of need (Also include areas of emotional support, pastoral concerns and future challenges)**:   |  | | --- | | A will be moving up to Year 1 in September 2017 - Year 1 classroom environment is being set up to ease the transition for children like A which will enable her to continue to develop her personal social and emotional skills | | | | (3)**What support is already offered? What further interventions could be put in place (include in Outcomes)?**:   |  | | --- | | A will continue her 1-1 play therapy sessions in September | | | | My Strengths and Difficulties Questionnaire Score - completed by school  Follow the link to access the: [Assessments (SDQ) section of the Virtual School PEP Toolkit](https://www.oxfordshire.gov.uk/cms/content/personal-education-plan-pep-toolkit) | | | |  | | --- | | (4)**What was the score from the young person's most recent Strengths and Difficulties Questionnaire?** 18-40 | | (5)**Date of most recent Strengths and Difficulties Questionnaire**:   |  | | --- | | 05-06-2017 | | | |  | | --- | | (6)**What was the score from the young person's previous Strengths and Difficulties Questionnaire?** First questionnaire 18-40 | | (7)**Date of previous Strengths and Difficulties Questionnaire**:   |  | | --- | | 06-04-2017 | | |

Outcomes and Interventions

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Previous PEP Outcome(s) and actions including Pupil Premium Plus spend (1)   |  |  |  | | --- | --- | --- | | Current Pupil Premium cost: | GBP 1,920.00 |  | | Financial Year 2016-2017 | GBP 1,200.00 | | Financial Year 2017-2018 | GBP 720.00 | | Financial Year 2018-2019 | GBP 0.00 | | |  |  |  |  | | --- | --- | --- | --- | |  | | | | |  | | **Outcome(s)** | | | | | A will share resources appropriately with her peers and will not take items from school or other children - by April break 2017 | | | | | **Actions/ interventions to achieve the Outcome(s)** | | | | | A will start weekly play therapy in January 2017 - initially for 12 weeks | | | | | **How will outcomes be evaluated?** | | | | | Play therapist measurement of impact. Improvement in PSED 'making relationships' score (currently within 22-36 band) to 30-50m band - by May break 2017 | | | | | **By whom?** |  | **Interventions** | | | D Teacher |  | Behaviour interventions | | |  |  | **Pupil Premium Plus spend / Funding Financial Year:** £720.00 - 2017/2018 | | |  | | | | | |  |  | | --- | --- | | Has this Outcome(s) been achieved? Partial |  | | Comments/ Notes: Continue with play Therapy until further notice | | **Comments on actual outcomes achieved** | | **Review of impact of the use of Pupil Premium Plus funding:** A is gaining confidence in her social skills and the learning through play, continuing the 1-1 play therapy will continue to develop this area | | | | | | **Outcome(s)** | | | | | A will be able to: write own name independently without visual support, recognise all set 1 sounds (Read, Write Inc), count with 1:1 representation objects to 10, recognise numbers to 10 - by May break 2017 | | | | | **Actions/ interventions to achieve the Outcome(s)** | | | | | Teacher led intervention targeting basic skills, in particular: fine motor skills, pen control, letter recognition, name writing, number recognition. Initially for 10 weeks, 6 x per week (3 number based and 3 literacy based) | | | | | **How will outcomes be evaluated?** | | | | | Maths and writing assessments to be within 30-50m band (currently 22-36). Read, Write, Inc assessment results | | | | | **By whom?** |  | **Interventions** | | | D Teacher |  | Small group tuition | | |  |  | **Pupil Premium Plus spend / Funding Financial Year**£0 - 2017/2018 | | |  | | | | | |  |  | | --- | --- | | Has this Outcome(s) been achieved? Partial |  | | |  | | --- | | **Comments on actual outcomes achieved** | | **Review of impact of the use of Pupil Premium Plus funding**. |   A can now recognise all of her set one sounds. She can't quite write her own name yet. She recognises digits 1 and 2 but is struggling with above that. She is being taught in a small group and this really supports her. | | | | | | **Outcome(s)** | | | | | Shows more understanding of how actions might impact others. Show awareness of behavioural boundaries and expectations (for example, not touching other children's possessions). | | | | | **Actions/ interventions to achieve the Outcome(s)** | | | | | Teacher led intervention | | | | | **How will outcomes be evaluated?** | | | | | Class teacher to feedback any improvement in respecting others possessions | | | | | **By whom?** | |  | **Interventions** | | Teaching Assistant | |  | Small group tuition | |  | |  | **Pupil Premium Plus spend / Funding Financial Year**£0.00 - 2018/2019 | |  | | | | | |  |  | | --- | --- | | Has this Outcome(s) been achieved? Partial |  | |  | | **Comments on actual outcomes achieved:** A has improved hugely in not taking possessions from other children and the classroom | | **Review of impact of the use of Pupil Premium Plus funding:** Play Therapy. Talk boost. A has gained a lot of confidence from play therapy, and now displays a talent for artistic activities. She has improved in her speaking and listening skills, as well as her social skills. | | | | | | | | | | Outcome setting linked to Pupil Premium Plus Funding completed by DT | | | | | 2(2)**New education outcomes and actions**:   |  |  |  | | --- | --- | --- | | Current Pupil Premium cost: | GBP 1,920.00 |  | | Financial Year 2016-2017 | GBP 1,200.00 | | Financial Year 2017-2018 | GBP 720.00 | | Financial Year 2018-2019 | GBP 0.00 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | |  | | | |  | | **Outcome(s)** | | | | To recognise numbers to 10. To begin to spell CVC words. To continue progress in social understanding and play. | | | | **Actions/ interventions to achieve the Outcome(s)** | | | | Maths and phonics intervention. More time given to transition from Reception curriculum. Play Therapy. | | | | **How will outcomes be evaluated?** | | | | Recognition of numerals. Spelling name and some CVC words correctly. Assess how A has settled into a KS1 curriculum. | | | | **By whom?** |  | **Interventions** | | Teaching Assistant |  | Transition support | |  |  | **Pupil Premium Plus spend / Funding Financial Year:** £0.00 - 2017/2018 | |  | | | | |  |  | | --- | --- | | Has this Outcome(s) been achieved? |  | | Comments/ Notes | | **Comments on actual outcomes achieved** | | **Review of impact of the use of Pupil Premium Plus funding** 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. | | | | | | | | | |

Next PEP Meeting

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| |  |  | | --- | --- | | ATTACHMENTS | | | (1) **Please tick which of the following have been uploaded into the system**:   |  |  | | --- | --- | | |  | | --- | | Any individualised plans e.g. SEN Pupil ProfileEvidence of success and achievementPupil Voice SheetSchool/Progress reportOther | | | | | (2)**If other, please give details**:   |  | | --- | |  | | |  | | --- | |  | | | NEXT PEP MEETING | | | |  | | --- | | (3)**Date of next PEP review meeting:** 3rd October 2017 |   NOTE: If this date is not set, the system will schedule the next pep for 03-Nov-2017 | | | (4)**Next PEP meeting**:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | Time | Venue | Person responsible for co-ordinating meeting | | 9.00am | Primary School | D T | | | | |