



Good examples of PEP Targets (Primary)



PEPs – Target/Outcomes – Quality

Gold	Green	Amber	Red
<ul style="list-style-type: none"> • All previous targets have been achieved. • Targets are creative, highly aspirational, purposeful and relate to a variety of outcomes. • There is clear detail about why these targets have been chosen. The use of PP+ is itemised in detail 	<ul style="list-style-type: none"> • Targets have been achieved or carried forward into this PEP. • There is a reflection on why targets have not been met. • Targets are purposeful and aspirational. • The use of PP+ is itemised. 	<ul style="list-style-type: none"> • Some targets have not been met and there is no reflection. • Some targets are purposeful and aspirational. • The overall amount of PP+ is listed. 	<ul style="list-style-type: none"> • No targets have been met and there is no reflection. • There are no targets set. • Basic care needs are being used as a target. • PP+ Funding has not been itemised even where there is need.

All targets should be driven by the outcome we want to achieve. Targets set should be SMART (specific, measurable, achievable, relevant and time-bound) and should present a balance of academic and personal development targets. Targets should not only address areas of difficulty and should also aim to develop areas of strength. Targets should be aspirational and purposeful.

Step 1: Identify the unmet needs: Before anything else, it's necessary to be clear about the child's unmet developmental and educational needs as well as their developing areas of strength. Have these targets been achieved? If not, why not? Do they need to be adjusted and carried over? Has funding had a significant, moderate or minimal impact on the child's development?

Step 2: Identify the services/support: Once the child's needs are clearly identified we can then look at areas of appropriate support or referral to additional services. the services, support and actions

Step 3: Ask a few questions about each identified need/risk factor:

- If this need was being met sufficiently (or if this risk was sufficiently reduced), how would I know?
- What would I see/measure/count etc. that would tell me?
- What would be tangibly different about, or for, the child?
- How would I determine that the child's development / wellbeing / care / safety has really improved?
- Have the services provided, or the actions taken, had any impact?

Setting targets and actions:

Target setting will form a crucial part of whether the PEP is sufficient to guide and improve the education of the Children We Look After. Targets should be agreed in consultation with key education partners, the parent/carer and the young person at the termly PEP meeting.

Below are some examples of effective targets that could be included for a young person on a Personal Education plan. However, we stress that targets should be unique and specific.

They should promote high expectations; be aspirational for the Children We Look After and wherever possible be **SMART**.

Specific: be directed exactly to the young person's needs and address them

Measurable: be measured by determining whether the target has been reached

Achievable: be within the realms of the child/young person's capabilities

Realistic: the targets can be attained within the timescale set

Time bound: to be achieved within a set time period

Outcome/Target		Why?	How?	Who will be responsible?	When?	PP+ Cost £666 per term
<ul style="list-style-type: none"> To improve To complete To develop 	<ul style="list-style-type: none"> To use To apply To build 	<ul style="list-style-type: none"> How will achieving this target benefit the child? Why have you chosen this target over others? Why does this target need to be developed? 	<ul style="list-style-type: none"> Targeted support Intervention Specific resources Scheme Assessment 	<ul style="list-style-type: none"> DT TA Class teacher SENCO Carers/parents 	<ul style="list-style-type: none"> Specific date (s) before next PEP 	<ul style="list-style-type: none"> Itemised costing in detail By sessions No. of weeks Per week
<ul style="list-style-type: none"> Target must be creative, highly aspirational, purposeful and relate to a variety of outcomes 						

Examples of Good PEP targets:

Primary: (all examples are taken from a range of settings)

Academic targets - English					
Outcome/Target	Why?	How?	Who will be responsible?	When?	PP+ Cost
Upper KS2: To answer a wide range of inference questions, using evidence from the text to support his answer.	To continue to exceed the expected standard in reading, XXX must further develop his responses to a wide range of inference questions ensuring he refers to evidence from the text to support his answer aiming for 90% of correct inference questions.	Targeted support by teacher at least once per week and twice by Teaching Assistant during comprehension based English tasks. Use of CGP targeted comprehension activities for school and homework. 1-1 tuition	Teaching Assistant / LAC Teacher	02-Feb-2024	£232.00
Upper KS2: Improve reading fluency and comprehension with a focus on inference from the author.	To reach age related expectations.	XXX must read nightly at home for at least 20 minutes of the text provided by his teacher. Teacher will direct XXX to appropriate texts on Oxford Owl school site; 1:1 reading session per week in school with a focus on fluency and words per minute increasing. At least 1 x teacher led guided reading sessions per week in a small group to develop comprehension and inference. At least 1 x teaching assistant guided reading sessions per week in a small group to develop comprehension and inference. Reading comprehension strategy	teaching assistant designated teacher carers	08-Feb-2024	£140.00

<p>Upper KS2:</p> <p>To include high level punctuation such as brackets, commas and dashes to show parenthesis in my writing at least 5 times a week. I will also continue to proofread each piece of work I produce, checking for spelling, punctuation and grammar with the help of an adult and/or my partner. I will aim to use Y6 grammatical features, taught this term, correctly in my work at least 5 times a week.</p>	<p>XXX is making good progress and has indicated in his feedback that he enjoys literacy. To further develop his literacy skills and give himself the best chance of scoring highly in his SATS tests, he needs to continue to practice his Year 5 grammatical features and start to practice taught Year 6 grammatical features this term. He also needs to continue to be prepared to proofread each piece of work he produces as this is a technique he can employ with test papers too.</p>	<p>Small group sessions, access to additional adult in class, opportunities to practise and overlearn, targeted activities and questioning in class. Homework tasks and past SATS papers. Small group tuition</p>	<p>Teaching assistant</p>	<p>21-Dec-2023</p>	<p>£1,298.00</p>
<p>Upper KS2:</p> <p>For XXX to increase reading fluency and improve her comprehension skills to meet ARE</p>	<p>According to our 'Lexplore' system and teacher assessment XXX is below ARE so further intervention is required.</p>	<p>'Lexplore' Interventions with XXX (x5 15 minutes per week) FFT Intervention with XXX (x3 30 minutes per week) Small group support during whole class reading with XXX (20 minutes per day x 5) Additional reading session 30 mins x 1 per week with XXX. Reading comprehension strategy</p>	<p>Mrs XXX Mrs XXX Mrs XXX</p>	<p>12-Feb-2024</p>	<p>£540.00</p>
<p>Lower KS2:</p> <p>To make continued good progress in reading with a main focus on understanding, inference & sequencing</p>	<p>Whilst XXX is making significant progress in narrowing the gap, he is still behind meeting age related expectations. For a child working toward secure, a SS of 90 to 99 would be expected. XXX's end of Y3 assessments show a SS of 90. We would like XXX to improve on his raw score to move further into this bracket.</p>	<p>Daily reading intervention ('Lexplore') with adult. 5 x 10 mins daily. FFT 'Lightning Squad' reading 1-1 - 30 mins per week. Small Group Phonics and Reading - Success for All - 50 mins per day Reading comprehension strategy</p>	<p>Mr XXX Mrs. XXX Mrs. XXX</p>	<p>18-Dec-2023</p>	<p>No funding</p>

<p>Lower KS2:</p> <p>To make good progress to achieve age related expectations focusing on using clauses correctly as well as varying sentences using a range of skills.</p>	<p>XXX has worked hard to improve his writing but he is not meeting age related expectations due to not being at age related in phonics and reading. XXX is not secure in his writing. We would like to see XXX use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials; use of apostrophe)</p>	<p>Guided and scaffolded writing taught by class teacher. Small group support with teaching assistant. 1-1 editing time with teacher/assistant to improve work. XXX will form grammatically correct sentences most of the time and use basic punctuation 90% of the time. Other</p>	Mr XXX	18-Dec-2023	No funding
<p>KS1:</p> <p>ee, igh, ow (as in blow) oo (as in zoo) and when secure following on to - oo (as in look), ar, or, air, ir, ou (as in out), oy</p>	To achieve ARE	<p>Phonics groups split by ability for specific targeted teaching (small group of 4/5 other children) phonics sounds - 1:1 support daily for 10 minutes. RWI intervention 4 x per week 30 minutes per session in a small group of 4/5 Daily reading at home for at least 15 minutes per night Phonics</p>	Teaching Assistant, Designated Teacher, Carers	06-Feb-2024	£294.00
<p>KS1:</p> <p>To write a simple sentence, using capital letters, finger spaces and a full stop correctly and independently 50% of the time</p>	To reach ARE	<p>Targeted support by TA in all writing activities. Table top resources to support and encourage independence Reward system for completing work Visuals for use of finger spaces, capital letter and full stop - personalised steps to success. RWI intervention 4 x per week for 30 minutes with group of 4/5 (application of phonics in to graphemes/words/sentences. Weekly home work - hold a sentence Phonics</p>	Teaching Assistant, Designated Teacher, carers	06-Feb-2024	No funding
<p>EYFS:</p> <p>Writing - To form most letters correctly from RWI set 1 sounds, and use them to write CV and CVC words.</p>	To reach age related expectations	<p>- RWI sound mat desk top helper - copy sent home - Nelson letter formation and pencil control scheme of work - hard copies sent home - Ability group streamed for specific targeted work delivered by class teacher and HLTA - Targeted support from TA for 5 minutes daily 1:1 on arrival to school as part of morning routine - RWI intervention group at least 3 times per week for 30 minutes in a small group - Goal setting e.g. for each 5 letters mastered a reward (supports self esteem and confidence building) Phonics</p>	Teaching Assistant Designated Teacher carer	22-Jan-2024	£279.00

<p>EYFS:</p> <p>Reading: Recognise set 1 sounds consistently for most of the time, and begin to blend sounds for CV and CVC words</p>	<p>To reach age related expectations</p>	<p>- RWI sound mat desk top helper - copy sent home. Phase 1 Phonics aspects 5-7 in continuous provision in EYFS unit and nurture base to support and promote rhyme, alliteration and oral blending & segmenting. Ability group streamed for specific targeted work delivered by class teacher and HLTA. Targeted support from TA for 5 minutes daily 1:1 on arrival to school as part of morning routine: identifying phoneme grapheme correspondence - RWI intervention group at least 3 times per week for 30 minutes in a small group. Goal setting e.g. for each 5 letters mastered a reward (supports self esteem and confidence building) Phonics</p>	<p>Teaching Assistant designated teacher carer</p>	<p>22-Jan-2024</p>	<p>No funding</p>
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Academic targets - Mathematics					
Outcome/Target	Why?	How?	Who will be responsible?	When?	PP+ Cost
<p>Upper KS2:</p> <p>To complete a wide range of problem solving and reasoning activities with increasing independence and accuracy.</p>	<p>To continue to exceed the expected standard in maths, XXX needs to demonstrate that he can apply his maths skills across a range of problems. Additionally, XXX needs to provide clear and concise written responses to explain his thinking.</p>	<p>Extension tasks in Maths will be aimed at applying maths knowledge in problem solving using resources from White Rose Maths, Classroom Secrets and I See Problem Solving. Access to Mathletics online subscription for homework.</p> <p>Individual instruction</p>	<p>Teaching Assistant LAC Teacher Parents</p>	<p>05-Feb-2024</p>	<p>£71.00</p>

<p>Upper KS2:</p> <p>To use written methods for the four operations with fluency, and apply these skills to related problem solving and reasoning questions</p>	<p>To reach expected standard</p>	<p>Weekly explicit multiplication lesson for year group; Basic maths skills 3 x per week for 15 minutes; Targeted support from a teacher at least twice per week during maths lessons as part of a small group. Targeted support from TA at least twice per week as part of small group intervention outside of the maths lesson to apply measures through problem solving tasks. Access to Mathletics intervention platform learning tools for home and school to apply time table basic skills in to application of problem solving with pace Access to Timestable Rockstars subscription learning platform each night at home for at least 10 minutes small group tuition</p>	<p>Teaching Assistant Designated Teacher carers</p>	<p>08-Feb-2024</p>	<p>£101.00</p>
<p>Upper KS2:</p> <p>Numeracy target - During autumn term I will continue to practise my fractions, decimals and percentages and I will aim to evidence this, correctly, in my work at least 5 times a week. I will also aim to continue to develop my knowledge and skills in converting measurements and time and aim to show this correctly, in my work, at least 5 times a week. I am also going to maintain my 'can do attitude' to my Maths lessons and be prepared to accept feedback and praise given to me by the adults. Finally, I will continue to use written methods for multiplication and division and continue to apply these to solve mathematical problems and evidence these calculations in my written work the majority of the time.</p>	<p>XXX continues to demonstrate a real aptitude and ability in Maths. To further develop his knowledge and understanding he now needs to continue to develop his learning in identified areas</p>	<p>Small group sessions, access to additional adult in class, opportunities to practice and overlearn, targeted activities and questioning in class, working collaboratively with a partner and class discussions Small group tuition</p>	<p>Mrs XXX</p>	<p>21-Dec-2023</p>	<p>£1,298.00</p>
<p>KS1:</p> <p>Maths - To complete addition using a number sentence, using the correct numerals and symbols 50% of the time</p>	<p>To reach ARE</p>	<p>targeted support from a teacher or TA in all written mathematical activities Intervention 'Maths for fluency Plus 1' x 4 times per week for 30 minutes as a group of 3. Mathletics subscription to access at home and as an extension or intervention in school. Reward system in place for completing work. Small group tuition</p>	<p>class teacher teaching assistant Designated teacher</p>	<p>22-Jan-2024</p>	<p>No funding</p>

EYFS: Maths - To recognise numbers to 10 consistently and match numerals to the correct amount of objects understanding the quantity is represented by numerals	To reach age related expectation	Targeted support in self-directed play through opportunities that present for number. Daily number formation for 5 minutes writing each numeral 1-10 3 times in his maths book before all maths lessons supported by TA 1:1 or as a small group of 3. Goals set for each set of numbers done daily and a reward to be gained - building self-esteem in achievement. Use of favourite characters/objects to focus counting/number work around class. Small group tuition	class teachers teaching assistants designated teacher	22-Jan-2024	No funding
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SEMH targets					
Outcome/Target	Why?	How?	Who will be responsible?	When?	PP+ Cost
Upper KS2: SEMH - To build an Aspiration Pathway to Success (on-going target)	to support emotional well-being and aspirations	1Decision Nurture Programme to run alongside Aspiration Pathway 1 x session per week for 30 minutes with SENDCO Session 1 - Beginning Session • Session 2 - My Emotions • Session 3 - My Family • Session 4 - My Network • Session 5 - My Future • Session 6 - End Session Other	class teacher SENDCO designated teacher	18-Jan-2024	No funding
Upper KS2: Social and Emotional target - During autumn term I will continue to access XXX Suite when required and attend nurture sessions once a week. This will give me the opportunity to talk about things that are upsetting or worrying me.	XXX is making good progress in class and is becoming a more secure and confident learner. He is more able to talk about his feelings and thoughts and is better able to deal with minor 'fall outs' with friends. He is still not able to disassociate himself with the negative behaviours of others however we are working with him to build his resilience and responses to these situations. XXX will continue to require the comprehensive package of emotional support that is in place in school.	Nurture sessions, access to XXX Suite when required, access to Mrs XXX and Mrs XXX, continued monitoring of XXX's emotional well-being and presentation in school Social and emotional learning	Mrs XXXXX Mrs XXXXX Mrs XXXXX	21-Dec-2023	£797.00

<p>Upper KS2:</p> <p>Social and Emotional - During autumn term I will continue to access XXX Suite, twice a week, as part of a nurture group to support my social and emotional skills. I will also aim to apply the techniques which I have learnt to help me when I am feeling different emotions. I will also remember that I can talk to a trusted adult about how I am feeling so that they can support me. Finally I will also aim to use the calm corner inside the classroom if I ever feel overwhelmed and need a little time to apply some breathing techniques and refocus.</p>	<p>XXX continues to have lots of challenges and worries with regards to family, family time, bereavement, her brother's ongoing treatment and XXX transitioning to secondary school at the end of this academic year.</p>	<p>Nurture sessions, access to XXX Suite, access to Mrs XXX, Mrs XXX, school to continue to monitor XXX's emotional well-being and presentation in school, re-referral to Butterflies for bereavement counselling</p> <p>Social and emotional learning</p>	<p>Mrs XXX Mrs XXX Mrs XXX</p>	<p>21-Dec-2023</p>	<p>£1,594.00</p>
<p>Upper KS2:</p> <p>For XXX to understand what has happened to her and to come to terms with it. To help to make her emotions feel more manageable.</p>	<p>To support XXX with her emotions and understanding with her grief with regards to the loss of her mum in xxx and then the further loss of her dad in xxx. To encourage her to express her feelings</p>	<p>School have referred XXXXXX to a counselling service 'All About You' for bereavement support. Pastoral Team will continue to support XXX in school with 1:1 session. A discussion has been had with the counselling service on how best to do this to support their work without contradiction and not having two opposing therapies running together.</p> <p>Social and emotional learning</p>	<p>Mrs XXX Mrs XXX</p>	<p>09-Jan-2024</p>	<p>£220.00</p>
<p>KS1:</p> <p>PSED - To develop self-esteem and confidence in their own abilities by building an Aspirational Pathway to success</p>	<p>XXX lacks confidence and seeks reassurance that she is good from adults - this programme will support and improve emotional well-being and mental health and contribute to the Aspiration Pathway</p>	<p>- 1Descision Nurture Programme delivered by SENDCO x 1:1 for 30 minutes each week. Programme covers: emotions, self-esteem journey, sharing worries, knowing I am special and unique, my family, my home, my support network, my school, my community, my future self, my pot of dreams. Emotions and self-esteem are measured at start and end of the programme. This will be developed alongside the Aspiration Pathway.</p> <p>Social and emotional learning</p>	<p>teaching assistants SENDCO designated teacher parents/carers</p>	<p>22-Jan-2024</p>	<p>£218.00</p>

<p>EYFS:</p> <p>PSED: To see himself as a capable person and build an aspirational pathway to success</p>	<p>To support and improve emotional well-being and mental health and set aspirational goals</p>	<p>- 1 Descision Nurture Programme delivered by SENDCO x 1:1 for 30 minutes each week - Self-Regulation targeted support at least twice per week for 15 minutes per session for review of feelings and using strategies and to give praise, support and consolidation opportunities for strategies. Plus multiple daily ongoing check-in with key adult - calming space for sole use in a designated area of the classroom - resources shared with parents and carers</p> <p>Metacognition and self-regulation</p>	<p>class teachers teaching assistants SENDCO designated teacher parents/carers</p>	<p>22-Jan-2024</p>	<p>£218.00</p>
<p>EYFS:</p> <p>PSED - To develop self-esteem and confidence in his own abilities</p>	<p>XXX has a poor view of himself and what he is able to achieve, greatly underestimating himself</p>	<p>Implement a target book for XXX to have many opportunities each day to identify and celebrate his achievements; there should be 5 boxes for each day; each activity/goal completed gets him a sticker. Goals are for everyday routine actions such as completing letter formation or number formation or completing a job for an adult. After 3 weeks add one additional box to the daily chart every fortnight for setting himself challenges. Begin to engage XXX in setting challenges to be achieved that are realistic. Take XXX to key staff to celebrate work and achievements. Invite parent/carer in to see his work or creations in the classroom to celebrate in partnership Share XXX's work with the whole class for peer support record video messages from family telling XXX how proud they are of his achievements Implement and develop 'My big job' with XXX. In My views XXX said he wants to build a truck but can't use this as his first independently set challenge. Have time each day when XXX works with an adult on his truck; adults should not solve problems or tell him what to do, he should be guided by key questions being asked for problem solving. Keep the blocks/mobilo in a separate pile in his own named challenge box to keep working on - develop a photobook as an instruction manual so he can revisit and reuse his own strategies again to build further vehicles. When the task is achieved XXX can take his truck home and set himself a new challenge the following week! Other</p>	<p>teaching assistant EYFS lead/ SENDCO designated teacher parents/carers social workers</p>	<p>22-Jan-2024</p>	<p>£56.00</p>

Metacognition and self-regulation targets

Outcome/Target	Why?	How?	Who will be responsible?	When?	PP + Cost
Upper KS2: To further develop self-regulation with understanding of his emotions	To independently understand and manage his emotions, knowing there are strategies that he can draw upon, identifying the root cause of the emotion	1:1 targeted work during VOC session with TA and ad-hoc as and when needed metacognition and self-regulation	teaching assistant designated teacher	05-Feb-2024	£80.00
Upper KS2: To apply calming techniques for managing behaviour	to support emotional well-being, self-regulation, positive behaviour and reduce challenging behaviour and risk of exclusion	BOXALL Profile Assessment review and identified interventions and strategies Further develop the safe space and resource with objects that provide ability to squeeze as this helps XXX calm down. Tent in classroom with cushions and mood lighting. Self-regulation support from TA 1:1 as and when needed and weekly sessions to review the week 1:1 with teacher each week for 20 minutes to review behaviour target book and reflect on achievements. Attendance at football competitions for school. Share any resource with carers 2 x staff to attend trauma informed training small group behaviour support with sports coach 2 x per week 1 x 10 minutes per week with headteacher to review behaviour and celebrate achievements. xxx's Friend pupil role - school dog. Other	Teaching Assistant Designated Teacher	08-Feb-2024	£343.00
Lower KS2: For XXX to understand and manage his feelings around the events happening in his life, including transitioning to a new school.	XXX is currently going through the adoption process. The adoptive family are going to panel on xxx and whilst there is every expectation this will be fine, a previous identified family pulled out which meant the timelines given to XXX re leaving XXX and his current carers were extended. XXX has had to deal with some very complex emotions with regards to his past, present and future.	The school Pastoral team, XXX's social worker and Carers are working closely together to ensure that XXX's emotional needs are considered. The Pastoral team (Helping Hands) are having a daily check in with XXX, he is having 1-1 weekly support with Helping Hands and weekly group Lego Therapy sessions. His 1 - 1 sessions are not planned well in advance and are led by XXX's feelings and emotional needs. These needs can be picked up on during the daily check ins and teacher observations. Social and emotional learning	Mrs XXX Mrs XXX	18-Dec-2023	£666.00

KS1: PSED: To be able to talk through and resolve calmly any disagreements/conflicts with peers	to support relationships and emotional well-being	1:1 direct work with Pastoral manager x 30 minutes per week for 12 weeks. Desty Programme Support in class as and when required. Other	TA pastoral manager DT carers	06-Feb-2024	£176.00
EYFS: PSED - To take turns and share, building positive relationships	To develop social skills and building a positive relationship with a male-role model over a long period of time - identifying a successful male in his life	At least 1 session per week with sports coach for core strength activities to develop muscles necessary for sitting and writing activities to develop turn taking within a small group and developing a team mentality Mentoring	sports coach designated teacher	22-Jan-2024	£48.00

Additional Information:

- **Review targets** Targets can be continued with clear narrative on the reasons why they haven't been achieved with what additional support would be put in place to achieve them.
- **New targets** to be set with PP+ funds to be allocated to targets - £666.66 per term. Choose PP+ from the drop-down menu.
- **Additional PP+ via a request** form provided by the Virtual School.
- **EHCP targets are separate** and have their own funding – The PEP must not have the same targets as the child's EHCP.
- **Variety of Aspirational targets** – Themes – Emotional health and wellbeing/ Attendance/ Academic/ Aspiration pathway
- **Use NTP Funding as appropriate** (2023-24)

Areas to Consider:

When you are setting targets for your PEP, there are several areas you need to consider. The information below should guide your decisions on setting targets and questions to ask before recording them.

<p>Focus on the child/young person – keep them in mind</p>	<ul style="list-style-type: none"> • What is their current attainment in English and Maths based on last terms data? • What are their end of Key Stage and GCSE/A Level/BTEC targets? • Specific gaps in learning stopping them achieving the comparable results as their peers? • What do they need to know in order to address the gaps? Must be measurable. • What additional help do they need to accelerate learning? • How can this be provided in school and beyond?
<p>What are the barriers to learning?</p>	<ul style="list-style-type: none"> • Is punctuality or attendance an issue? • Does challenging behaviour prevent learning? Behaviour should be challenged but it is necessary to have a bespoke approach based on a child's needs and circumstances. • Does attention wander? Are relationship issues affecting learning? • What are the child's wider needs? • What can be done to address these barriers within school and beyond?
<p>How will you break down the barriers?</p>	<ul style="list-style-type: none"> • Current provision: could planning, seating, curriculum or teaching be adapted? • Is quality intervention necessary? What form would this take? • Are there SEN resources which could be used? Could 1:1 support be put in place? • Is external support required? Joined up support? Would extra tuition help? • What other resources would help? IT, books etc?
<p>What are the cost implications?</p>	<ul style="list-style-type: none"> • Are specific material resources required? • If needed, cost out the hourly cost of extra support using this formula: • 'Number of hours a week x hourly rate of staff member x number of weeks in the term.' • Cost of any external support will be specified by the provider. • In the best cases, additional tuition run by teachers after school can be funded through the child's PP+ and careful use of NTP Funding. • If in any doubt, please contact the Virtual School.

<p>How will success be measured?</p>	<ul style="list-style-type: none"> • What will success look like to the young person? • Has there been pre and post assessment, particularly of intervention/tutoring? • Show where the child is now and where you want them to be to achieve. • Test results can be a measure of success and can show continued increase in % • Increase in reading/spelling age. (Increase in months shows clear progress) • Use rewards earned for good behaviour/choices as a measure - Number of positive/negative points on their record compared to what the child had initially • Increased attendance % or improved punctuality (where a reduction of lates can clearly be shown or an increase in overall % shows the pastoral target has been met) • Do they now know more than they did before? (Improved scores in specific topics) • SDQ scores can relate to emotional wellbeing Etc. / have they increased their participation in wider school activities?
<p>Pupil Premium Plus (Statutory aged only)</p>	<ul style="list-style-type: none"> • Don't focus on the finances rather than the child. • Think about what the child needs to make progress, to achieve the targets set. • PP+ funding for children we look after is managed by the VS and not passed directly into school. • The funding must be used for the educational benefit of the child as described in the PEP and can only be accessed and allocated through a clear and focused PEP. • Please refer to examples sent out previously. • If you feel the child needs more support, please get in touch to apply for additional funds through the request form.

Pupil Premium Plus - how to break down costings.

Pupil Premium Plus funding is allocated at £666 per term per child. Each funding request is considered on an individual basis and a number of factors are taken into consideration by the Virtual School. There is no hard and fast rule for what requests will be granted and which need to be reconsidered. For general statements with regards to funding requests please see the booklet "St Helens DT guide to PEPS'.

Although not all targets require funding, when funding is requested on the PEP the total amount must be sufficiently broken down into how it will be spent. Some good examples of how this is done are listed below.

Target	PP+ amount requested	How this could be broken down
To know you are cared for and valued and to trust that the adults you work with will always listen to any worries or concerns you have. To be able to talk about things that bother you 80% of the time.	£784	Funding notes: <ul style="list-style-type: none"> • Breakfast Club daily - £150 (sibling contact) • 1:1 check in time 15 minutes daily with M3 additional teacher - £443.75 • 1:1 support with Mrs XXXX 2x weekly 15 minutes - £124.12 • 1:1 VOTC fortnightly 30 minutes with Mrs XXX - £66.20 • 1:1 DESTY with Mrs XXX weekly 20 minutes - £82.75
To be able to count objects to 100 and be able to count in 2s, 5s and 10s from 0, with & without using concrete resources.	£290	Funding notes: <ul style="list-style-type: none"> • 1:6 with UPS 3 additional teacher 4 times per week -£290
For XXX to use the following sounds correctly in all positions of a word beginning, middle and end k, g, f, s	£311	Funding notes: <ul style="list-style-type: none"> • 1:1 daily pinny time with Level 3 LA 10 minutes - £206.90 • Weekly 1:1 speech & language sessions with L3 LA 30 minutes - £124.10
To accurately represent numbers 6- 10 using objects.	£124	Funding notes: <ul style="list-style-type: none"> • 1:1 targeted maths intervention, level 3 TA (30 minutes across the week) - £124.10
To be able to count in steps of 2, 3, 5 and 10.	£286	Funding notes: <ul style="list-style-type: none"> • Maths Pre-Teach (Mrs XXX) 3 x 15 minutes, 1:4 - £96.75 • Purchase of laptop for home use - £180 • Log in for TTRS and Numbots - £8
To be able to share my feelings and to be able to work in a group and listen to others too	£206	Funding notes: <ul style="list-style-type: none"> • Pastoral check in with pastoral assistant weekly 20 minutes- £66.24 • Lego therapy - £140
For XXX to be able to comfort self / self-soothe when experiencing mild distress. To give XXX time to share any upset, worries or concerns to support her through a difficult time with family at the moment.	£109	Funding notes: <ul style="list-style-type: none"> • Therapeutic intervention (Chatterbox), £7.29 per week for 15 weeks - £109.35
To recognise set 2 special friends (ay, ee, igh, ow, oo, oo).	£465	Funding notes: <ul style="list-style-type: none"> • Daily phonics sessions with Level 3 TA, 1:6 at 30 minutes - £106.25 • Daily phonics pre teach session with LA 1:6 for 15 minutes - £110

		<ul style="list-style-type: none"> At least twice weekly 1:1 reading with level 3 TA - £248.25
Purchase of art/illustration materials	£93	Funding notes: <ul style="list-style-type: none"> Smart sketching projector 2.0 - £52.99 175-piece wooden box art set - £39.99
For xxx to build strategies to navigate friendships disputes and create positive resolutions.	£336	Funding notes: <ul style="list-style-type: none"> 30 minutes per week at £8 per session - £112 (14 weeks) 1 hour per week at £16 per session - £224 (14 weeks)
For xxx to increase reading fluency and improve her comprehension skills.	£540	Funding notes: <ul style="list-style-type: none"> 5 hours per week. Two L2 TAs per week - £53.95 x 10 weeks - £540
Writing - To form most letters correctly from RWI set 1 sounds, and use them to write CV and CVC words.	£279	Funding notes: <ul style="list-style-type: none"> RWI intervention sessions in a small group delivered by HLTA for 12 weeks at £2.20 per session - £79 Nelson handwriting scheme of work - £200 (purchased as part of a group with two other pupils' funding included)
PSED: To see himself as a capable person and build an aspirational pathway to success	£218	Funding notes: <ul style="list-style-type: none"> Pupil nurture programme workbook - £4 Nurture programme, 1 session per week, 1:1 for 10 weeks at £13 per session - £300 Self-regulation target, 1:1 support, 2 sessions per week for 12 weeks at £3.50 - £84
PSED - To take turns and share, building positive relationships	£48	Funding notes: <ul style="list-style-type: none"> One session per week with the sports coach for 12 weeks at £4 per session - £48

Virtual School – Spring 2024