



# Good examples of PEP Targets (Secondary)



# PEPs – Target/Outcomes – Quality Assurance

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

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

# Examples of Good PEP targets:

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

Academic targets - English					
Outcome/Target	Why?	How?	Who will be responsible?	When?	PP+ Cost
<b>Key Stage 3:</b> XXXXXX to improve literacy skills	XXXXXX struggles with literacy/comprehension. XXXXXX is low ability and we feel that the extra support completing LEXIA is invaluable to XXXXXX's progress	XXXXXX to attend LEXIA 2 mornings per week during Ready to Learn time. <b>Reading comprehension strategy</b>	Mrs XXXX	20-Feb-2024	No funding
<b>Key Stage 3:</b> XXXXXX will be able to make clear inferences from the texts and literature she is studying in English by the end of the spring term.	XXXXXX is currently working at a securing - in English this will progress towards a securing by the end of the spring term. By the end of Key Stage 3 we would want XXXXXX to be secure in her English showing elements of securing plus. This will ensure XXXXXX has the skills to be successful in her English GCSE achieving a grade 4 or above.	XXXXXX will have a 1 to 1 session 1 hour per week with a tutor focusing on developing these skills. <b>One to one tuition</b>	Mrs XXXX Integra Tutor	30-Jan-2024	£315.00
<b>Key Stage 3:</b> XXXXXX to improve fine motor skills/handwriting	XXXXXX has expressed that he enjoyed working 1:1 with staff member on handwriting/fine motor skills. XXXXXX spoke to the EP about this.	XXXXXX to engage in intervention to work on fine motor skills. Twice a week for 15 minutes. <b>handwriting.</b>	Mr XXXXX (DT)	20-Feb-2024	£210.00

<p><b>Key Stage 4:</b> Reading and understanding new words and meanings.</p>	<p>Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.</p>	<p>Can read own name Can recognise some words / symbols in context e.g. Nike Takes part in reading activities Can follow a line of print from left to right and page read from top to bottom If without prior literacy experience, learn to handle books and recognise they can be grouped by topic Is beginning to recognise some individual sound/symbol relationships in English <b>One to one tuition</b></p>	<p>XXXXXXX Carer Tuition Mrs XXXX to monitor EAL Support in school. Attends 4 hours of reading intervention per week</p>	<p>23-Feb-2024</p>	<p>£560.00</p>
<p><b>Key Stage 4:</b> Learning English as an Additional language and Maths</p>	<p>Needs English and Maths for college Can read own name Can recognise some words / symbols in context e.g. Nike Takes part in reading activities Can follow a line of print from left to right and page read from top to bottom If without prior literacy experience, learn to handle books and recognise they can be grouped by topic Is beginning to recognise some individual sound/symbol relationships in English</p>	<p>1.1 tuition, tuition 15 hours per week with a specialist EAL teacher <b>One to one tuition</b></p>	<p>EAL Tutors Mrs XXXX to monitor Carer to support XXXXXX School teachers</p>	<p>29-Mar-2024</p>	<p>£1,125.00</p>

## Academic targets - Mathematics

Outcome/Target	Why?	How?	Who will be responsible?	When?	PP+ Cost
<p><b>Key Stage 4:</b> Provide tutoring to offer additional support</p>	<p>XXXXXXX is currently underachieving so additional support will help to move closer to grade 4 at GCSE</p>	<p>One hour per week with maths teacher tuition after school with Mathswatch tasks set and monitored by tutor to analyse progress.</p>	<p>Mr XXXXXX</p>	<p>19-Feb-2024</p>	<p>£780</p>

SEMH targets					
Outcome/Target	Why?	How?	Who will be responsible?	When?	PP+ Cost
<b>Key Stage 3:</b> XXXXXX to have an improvement in his emotional health and well-being	XXXXXX has suffered with significant ACE's throughout his childhood. He engages well with counselling through XXXXXX and he reports that he finds this support invaluable. This will continue.	XXXXXX to continue with his 1:1 counselling. This has significant impact on XXXXXX's mental health and well-being and it is felt that this needs to be ongoing. <b>Other</b>	Mrs XXXX	20-Feb-2024	£1,200.00
<b>Key Stage 3:</b> XXXXXX to continue to improve his emotional health and well-being, to understand his feelings and grief	XXXXXX still struggles with the loss of his Mum and the separation from his siblings. XXXXXX finds it particularly difficult not seeing his younger brother as often due to younger brother being adopted. This has been discussed at care planning meetings. XXXXXX also discussed this with the EP.	XXXXXX to access art/gardening therapy - 1 hour per week in the student development centre. <b>Other</b>	Mrs XXXX	20-Feb-2024	£240.00

Metacognition and self-regulation targets					
Outcome/Target	Why?	How?	Who will be responsible?	When?	PP+ Cost
<b>Key Stage 3:</b> 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 <b>metacognition and self-regulation</b>	class teacher teaching assistant designated teacher	05-Feb-2024	£80.00
<b>Key Stage 3:</b> XXXXXX to be ready to learn in a morning. XXXXXX to start the day off on a positive note by attending social breakfast with his peers	XXXXXX can sometimes find morning routines difficult. He has to travel into St Helens from Wigan and this can often mean that he is rushed in a morning. XXXXXX engaged well with social breakfast last year. It gave him incentive to get up earlier in a morning. We saw a marked improvement in his punctuality.	XXXXXX to attend social breakfast each morning. <b>Other</b>	Mrs XXXX	No date set	No funding

Aspirations					
Outcome/Target	Why?	How?	Who will be responsible?	When?	PP+ Cost
<b>Key Stage 3:</b> XXXXXX to participate in schools rowing competition in July 2024	XXXXXX has been chosen as one of 10 students in Year 8. He will attend a rowing club in Warrington on a Tuesday afternoon from now until Summer term 2024. This will give XXXXXX the opportunity to learn a new skill, but also to meet Olympians. XXXXXX will take place in an all schools rowing competition at the end of the school year.	XXXXXX to attend rowing lesson every Tuesday afternoon. <b>Outdoor adventure learning</b>	Mrs XXXX	05-Jul-2024	No funding
<b>Key Stage 3:</b> XXXXXX will take part in activities available in the wider school community through the enrichment programme throughout the autumn term. This will enable XXXXXX to continue to build on her social skills.	XXXXXX is not currently participating in any extracurricular activities in or outside of school. XXXXXX needs to participate in the enrichment activities available during lunchtime. XXXXXX's positive points for enrichment attendance will increase from 1 to at least 12 by the end of the autumn term. This opportunities allow XXXXXX to positively participate in the wider school community.	XXXXXX will attend a minimum of 2 enrichment sessions each week during lunch time. <b>Sports participation</b>	Mrs XXXX	30-Jan-2024	No funding
<b>Key Stage 4:</b> Apply to College	Apply to college I would like to do ESOL, and then do construction or learn to drive a Truck so i can deliver goods. Have a clear pathway in place	Visit colleges so I know which one I would like to go to when I college. Attend career sessions. Have a place offered for September 2024 Have a sense of belonging and be proud that I have a provisional place Clear pathway in place. <b>Other</b>	Mrs XXXXX Carers teacher Myself Social worker Carers	29-Feb-2024	£100.00

## Additional Information:

- **Review targets** Targets can be continued with clear narrative on the reasons why they haven't been achieved, 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><b>Focus on the child/young person – keep them in mind</b></p>	<ul style="list-style-type: none"> <li>• What is their current attainment in English and Maths based on last terms data?</li> <li>• What are their end of Key Stage and GCSE/A Level/BTEC targets?</li> <li>• Specific gaps in learning stopping them achieving the comparable results as their peers?</li> <li>• What do they need to know in order to address the gaps? Must be measurable.</li> <li>• What additional help do they need to accelerate learning?</li> <li>• How can this be provided in school and beyond?</li> <li>• You may need to focus on another academic subject too alongside English</li> </ul>
<p><b>What are the Barriers to Learning?</b></p>	<ul style="list-style-type: none"> <li>• Is punctuality or attendance an issue?</li> <li>• 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.</li> <li>• Does attention wander? Are relationship issues affecting learning?</li> <li>• What are the child's wider needs?</li> <li>• What can be done to address these barriers within school and beyond?</li> </ul>
<p><b>How will you break down the barriers?</b></p>	<ul style="list-style-type: none"> <li>• Current provision: could planning, seating, curriculum or teaching be adapted?</li> <li>• Is quality intervention necessary? What form would this take?</li> <li>• Are there SEN resources which could be used? Could 1:1 support be put in place?</li> <li>• Is external support required? Joined up support? Would extra tuition help?</li> <li>• What other resources would help? IT, books etc?</li> </ul>
<p><b>What are the Cost Implications?</b></p>	<ul style="list-style-type: none"> <li>• Are specific material resources required?</li> <li>• If needed, cost out the hourly cost of extra support using this formula:</li> <li>• 'Number of hours a week x hourly rate of staff member x number of weeks in the term.'</li> <li>• Cost of any external support will be specified by the provider.</li> <li>• In the best cases, additional tuition run by teachers after school and can be funded through the child's PP+ and careful use of NTP and/or Recovery Funding.</li> <li>• If in any doubt, please contact the Virtual School.</li> </ul>



<p><b>How will success be measured?</b></p>	<ul style="list-style-type: none"> <li>• What will success look like to the young person?</li> <li>• Has there been pre and post assessment, particularly of intervention/tutoring?</li> <li>• Show where the child is now and where you want them to be to achieve.</li> <li>• Test results can be a measure of success and can show continued increase in %</li> <li>• Increase in reading/spelling age. (Increase in months shows clear progress)</li> <li>• 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</li> <li>• 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)</li> <li>• Do they now know more than they did before? (Improved scores in specific topics)</li> <li>• SDQ scores can relate to emotional wellbeing Etc. / have they increased their participation in wider school activities?</li> </ul>
<p><b>Pupil Premium Plus</b> (Statutory aged only)</p>	<ul style="list-style-type: none"> <li>• Don't focus on the finances rather than the child.</li> <li>• Think about what the child needs to make progress, to achieve the targets set.</li> <li>• PP+ funding for children we look after is managed by the VS and not passed directly into school.</li> <li>• 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.</li> <li>• Please refer to examples sent out previously.</li> <li>• If you feel the child needs more support, please get in touch to apply for additional funds through the request form.</li> </ul>

## 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	<b>Funding notes:</b> <ul style="list-style-type: none"> <li>Breakfast Club daily - £150</li> <li>1:1 check in time 15 minutes daily with M3 teacher - £443.75</li> <li>1:1 support with Mrs XXXX 2x weekly 15 minutes - £124.12</li> <li>1:1 VOTC fortnightly 30 minutes with Mrs XXXX - £66.20</li> <li>1:1 DESTY with Mrs XXXXX weekly 20 minutes - £82.75</li> </ul>
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	<b>Funding notes:</b> <ul style="list-style-type: none"> <li>1:6 with UPS 3 teacher 4 times per week -£290</li> </ul>
For XXXXX to use the following sounds correctly in all positions of a word beginning, middle and end k, g, f, s	£311	<b>Funding notes:</b> <ul style="list-style-type: none"> <li>1:1 daily pinny time with Level 3 LA 10 minutes - £206.90</li> <li>Weekly 1:1 speech &amp; language sessions with L3 LA 30 minutes - £124.10</li> </ul>
To accurately represent numbers 6- 10 using objects.	£124	<b>Funding notes:</b> <ul style="list-style-type: none"> <li>1:1 targeted maths intervention, level 3 TA (30 minutes across the week) - £124.10</li> </ul>
To be able to count in steps of 2, 3, 5 and 10.	£286	<b>Funding notes:</b> <ul style="list-style-type: none"> <li>Maths Pre-Teach (Mrs XXXXXX) 3 x 15 minutes, 1:4 - £96.75</li> <li>Purchase of laptop for home use - £180</li> <li>Log in for TTRS and Numbots - £8</li> </ul>
To be able to share my feelings and to be able to work in a group and listen to others too	£206	<b>Funding notes:</b> <ul style="list-style-type: none"> <li>Pastoral check in with pastoral assistant weekly 20 minutes- £66.24</li> <li>Lego therapy - £140</li> </ul>
For XXXXXX to be able to comfort self / self-soothe when experiencing mild distress. To give XXXXXX time to share any upset, worries or concerns to support her through a difficult time with family at the moment.	£109	<b>Funding notes:</b> <ul style="list-style-type: none"> <li>Therapeutic intervention (Chatterbox), £7.29 per week for 15 weeks - £109.35</li> </ul>
To recognise set 2 special friends (ay, ee, igh, ow, oo, oo).	£465	<b>Funding notes:</b> <ul style="list-style-type: none"> <li>Daily phonics sessions with Level 3 TA, 1:6 at 30 minutes - £106.25</li> <li>Daily phonics pre teach session with LA 1:6 for 15 minutes - £110</li> <li>At least twice weekly 1:1 reading with level 3 TA - £248.25</li> </ul>

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

**Virtual School – Spring 2024**