

Designated Teachers Outstanding example PEP (Secondary)

OFFICIAL-SENSITIVE
Gold PEP - Secondary
Date of Birth



St. Helens Council

St. Helens

Date of Meeting:

Date of Document:

Virtual School Head: Heather Addison
Address: Atlantic House, Corporation Street, St Helens, WA9 1LD
Telephone: 01744 671 092
Email: VirtualSchoolForStHelens@sthelens.gov.uk
VS Caseworker: Michelle Hart

Example school

Designated Teacher: Teacher A

Social Worker: Social Worker A

Page 1 - My PEP Meeting

1. My PEP Meeting:		Completed by	SW/DT
Gold	Green	Additional information	
High quality	Good quality		
<ul style="list-style-type: none"> Has the child or young person been asked who they want to attend their meeting? Well detailed additional information is included. The child or young person is encouraged to attend the meeting. There is a picture uploaded of the child or young person. 	<ul style="list-style-type: none"> Up to date details of attendees Up to date contact details of attendees Additional information is completed. All areas of this section are completed. If the child is not present, someone is allocated to feed back to them. 	<ul style="list-style-type: none"> Update the people who attended the meeting, it can be checked when the PEP has been updated. Additional information box MUST be filled in and updated at each meeting with relevant information from the current meeting. This can be a range of information from parents, carers, school and SWs. Be careful when you add the date for the next meeting. This can be changed later if necessary. Ensure this date is included as you won't be able to complete without it. <p>Swimming information to be gained from school/parent/carer/social worker/child.</p>	

Reason for meeting	
Review	

ATTENDANCE AT PEP MEETING

People who attended my PEP meeting

	Name	Contact details	Attended	Required copy of PEP	Email address
Child/ Young Person	Child A		Yes		
Designated Teacher	Teacher A		Yes		
Social Worker	Social Worker A		Yes		
Carer	Carer A		Yes		
Parent					
Mentor					
SENCO/ INCO					
Virtual School Representative					
Other	Teacher B NT &AS Team manager		Yes		

Is the young person present for their PEP meeting?	If no, who will feedback to this young person?
Yes	SW

ADDITIONAL INFORMATION - MEETING NOTES

Additional information relevant to the child/young person (discussed at this meeting)

Child A attended the meeting however as it was a PEP meeting/ care planning meeting Child A only stayed for the PEP Unaccompanied asylum seekers, and professionals to be mindful of emotional and physical trauma. Carers reports that since starting at the school, he has become a lot more confident. Happy attending school. No issues with getting him up in the morning. Child A has started to go out in the local community. Sleeping well needs prompting to wash and change clothing. Child A has had contact with Dad, via phone. Talking to Mum and extended family. Mostly having contact at weekends. He is having contact with his reported cousin who is also in England, both arrived together. Currently not sure where he is. Contact will be a lot over 24 hours, then Child A will not hear from him for days. Started at School A on *****, since starting his attendance has been 100%. Discussed that School A would focus on English, Maths, P.E, and Art during the next couple of months and no longer do Science Peer group, and has started to mix with other pupils within the year group. Up to date with injections, Dentist is on the 4th of May. Health Assessment on the 24 Feb. Doing well within the two weeks that he has joined. 15 hours of EAL support in school. 4 hours a week reading intervention Discussion regarding prayer room, and school to support by showing him where it is located. Due to sit English, Math Mocks in *****. Invited to attend the reward trip to Blackpool for fantastic attendance, however Child A did not want to attend. Support from Carers regarding college, Child A would like to do ESOL, and then construction

Can the young person swim 25 meters? (25 meters is the length of a community swimming pool)	If the child is unable to swim, what plans are in place to help the child learn to swim?
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Yes		N/A	
ARRANGE THE NEXT PEP MEETING: Please be aware that statutory guidance now required that PEPs are reviewed every term. Please ensure that my PEP meeting is planned to take place a few weeks before my next LAC Review meeting so that my most up to date PEP is available to inform discussions about my whole care plan.			
Details of this PEP		Date of next PEP review meeting	
	This meeting	*****	
Date of	*****		
Next PEP meeting			
Time	Venue	Person responsible for co-ordinating meeting	
10.00	Teams	Social Worker A	
VIRTUAL SCHOOL FEEDBACK:			
Current PEP RAG rating for 'My PEP Meeting'		Comments - My PEP Meeting	
GOLD - Outstanding		A clear and current record of the meeting with thorough additional notes, swimming ability and date agreed for the next meeting. Child A attended the meeting.	

Page 2 - About me

2. About me:		Completed by	SW
Gold	Green	Additional Information:	
High quality	Good quality	<ul style="list-style-type: none"> This page is for the social worker to fill in – but at the PEP meeting talk through the sections and check that everything is completed. Has Life Story work been discussed / how can school contribute to this process? This needs to be completed by the Social Worker and updated regularly Date and score for the Strengths and Difficulties Questionnaire (Completed annually) 	
<ul style="list-style-type: none"> All personal information is completed. High quality and creative life story work has been completed with the child or young person, or this is scheduled to take place. Photo added 	<ul style="list-style-type: none"> All personal information is completed. Life story work has been completed or planned with the child or young person. PEP review information is completed. SDQ score is recorded and updated within a 12-month period. 		

PERSONAL INFORMATION

First name	Surname
Child A	Child A
Date of birth	Gender
*****	Male
Ethnicity	Religion/ culture
	Muslim
First language	UPN
Afghanistan	*****
Social Care ID	

CARE INFORMATION

Date into care	Legal status
*****	V2 - Accommodation under S20 single period of accommodation
Name of person(s) with parental responsibility	Placing authority
	St Helens
Educating authority	Current placement type
Manchester	Foster carer provided by LA outside LA

Has Life Story Work been discussed / how can school contribute to this process?

Unaccompanied asylum seekers, professionals to be mindful of emotional and physical trauma. Additional support is to be offered. Carer reports that since starting at the school, he has become a lot more confident. Happy attending school. Child A has started to go out in the local community. Sleeping well needs prompting to wash and change clothing. Child A has had contact with Dad, via phone. Talking to Mum and extended family. Mostly having contact at weekends. He is having contact with his cousin who is also in England, both arrived together. Currently not sure where he is. Contact will be a lot over a period of 24 hours, then will not hear from him for days. Carer reports that she will get the details of his reported cousin, and contact will try to be arranged/supported. Currently not aware of where in the county his cousin is. New to school, any additional support needed will be ongoing. Key staff already to touch base with. Doing well within the two weeks that he has joined. 15 hours of EAL support in school. Teacher B to show him where the prayer room is located. Due to sit English, Math Mocks in *****. Invited to attend the reward trip to Blackpool for fantastic attendance, however Child A did not want to attend. Support from Carers regarding college, Child A would like to do ESOL, and then construction

PEP REVIEW INFORMATION

First contact in an emergency or if child/young person is unwell	Person who will sign permission slips for school (eg.Trips)
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Carer, Social worker,	Carer, Social worker,
Person(s) who will attend school-based meetings/events (eg. Parents evenings, review meetings)	Who needs to be informed of child/young person's progress (eg. Reports, SAT's results)?
Carer,	Carer, Social worker,
STRENGTHS AND DIFFICULTIES QUESTIONNAIRE	
What was the score from the young persons previous Strengths and Difficulties Questionnaire?	Date of previous S and D Questionnaire
What was the score from the young persons most recent Strengths and Difficulties Questionnaire?	Date of most recent Strengths and Difficulties Questionnaire
To be sought and updated on the system.	
VIRTUAL SCHOOL FEEDBACK:	
Current PEP RAG rating for 'About Me'	Comments - About Me
GREEN - Good	Continue to update the records including adding the SDQ scores as soon as they are available. Well-documented life story work.

Page 3 - My Education

3. My Education:		Completed by		DT
Gold	Green			
High quality	Good quality	Sec	Category	Additional Info
<ul style="list-style-type: none">• The child or young person has chosen their own key person or mentor.• The PEP includes detailed language that creates a clear picture of the child's presentation.• Any additional or bespoke plans for the child are uploaded.• Attendance is exceptional or attendance information has been completed and there is an exceptional plan of support in place. This includes well detailed support that is bespoke to the child and is creative and innovative.• Behaviour information has been completed and either there are no concerns or, there is an exceptional plan of support in place. This includes well detailed support that is bespoke to the child and is creative and innovative.• Emotional health and wellbeing info has been completed and either there are no concerns or, there is an exceptional plan of support in place. This includes well detailed support that is bespoke to the child and is creative and innovative.• For relevant year groups, key transition plans are detailed; they are bespoke, to the child, creative and innovative.	<ul style="list-style-type: none">• School details are completed.• A mentor/key person is named.• The child is receiving full 25 hours education unless there is an exceptional circumstance which is in line with legal framework and has been agreed with the VS. NIROFTE paperwork is attached.• If the child has SEND or an EHCP, an overview of their current plan and targets has been provided.• For relevant year groups, key transition plans are detailed.• The child or young person's EHCP is uploaded annually.• Presentation of the child is updated and has an appropriate level of detail.• Behaviour information has been completed and there is a good plan of support in place if required.• Attendance information has been completed and there is a good plan of support in place if required• Emotional health & wellbeing info has been completed and there is a good plan of support in place if required.• At transition the child will be moving to a good or outstanding school. If the child is not, then there is a clear rationale in place.	1	current education setting information	<ul style="list-style-type: none">• Check all education information is up to date including 25 hour offer and key person working with the child.
		2	special education needs-ehcp provision/support	<ul style="list-style-type: none">• Update EHCP and SEN plans regularly and upload documents
		3	pastoral update	<ul style="list-style-type: none">• Daily presentation – update at each PEP• Attendance• Behaviour• Emotional Wellbeing
		4	transition to a new school/ educational placement	<ul style="list-style-type: none">• Only required at key points.• If going to a new school a clear rationale is provided for the choice considering the OFSTED rating of the school.

CURRENT EDUCATION SETTING INFORMATION

School name	School address/ contact details
School A	School A, 1 Road A, St Helens
Date started at present school	Mentor/key person
*****	Teacher A DSL
Designated teacher	Is the young person being offered full time (25 hours) teaching/training?
Teacher B DT	Yes
If yes, outline how the 25 hours are constituted eg school placement etc	
Currently attending school 25 hours per week. Currently 15 hours of 1:1 EDL intervention. Additional lessons on timetable are Maths, Science, Art and Design and P.E , discussion regarding dropping Science, so he can focus on Maths and English. Currently doing well in school and is happy to attend each day. Attending after school football club	
If the 25 hours are not being offered/accessed, please give details. Also explain what is being done to support the young person to return to full time education (including timescales).	
N/A	

SPECIAL EDUCATION NEEDS-EHCP PROVISION/SUPPORT

Does the pupil have special education needs? If so, at which code of practice stage is he/she at?	What is the main educational need identified on the Individual Education Plan (IEP)/ SEND support plan?
Other	N/A
What support is specified on the Education Health and Care Plan (EHCP) or SEND support plan?	If the pupil is 14 or over, has a transition review taken place or is one planned?
Only attended School A since ***** so currently not aware of any additional needs. Reported that Child A has not attended any form of education, until now	
Pease upload the the EHCP or other SEN support plans into the child/young person's documents section. Has it been uploaded?	
PASTORAL UPDATE	
How does the child/young person present in school on a day-to-day basis?	
Only attended School A since ***** so currently not aware of any additional needs. Currently attending school 25 hours per week. Currently 15 hours of 1:1 EDL intervention. Walks to school each day, and is always on time. Additional lessons on timetable are Maths, Science, Art and Design and P.E reports that since starting at the school, he has become a lot more confident. Happy attending school. Child A has starting to go out in the local community. Sleeping well, needs prompting to wash and change clothing. Doing well within the two weeks that he has joined. 15 hours of EAL support in school. Started to form a friendship group. Always smiling when in School A. Reports that he is enjoying school and mixing with other children his age. Due to sit English, Math Mocks in ***** Invited to attend the reward trip to Blackpool for fantastic attendance, however, Child A did not want to attend. Support from Carers regarding college, Child A would like to do ESOL , and then construction	
Snapshot of Attendance	What support is in place, or will be put in place, to improve attendance (If required)
Good (more than 98%)	Currently no issues with attendance or punctuality. Rewards will remain in place to support positive attendance. Current attendance is 100%, Always smiling when in School A Walks to and from school. Sometimes will get the bus.
Snapshot of Behaviour	What support is in place ,or will be put in place, to help the child/young person manage their behaviour (If required)
Good	Currently no issues with behaviour. Rewards will remain in place to support positive behaviour. No issues with behaviour, Key staff, emotional support to be offered if needed.
Snapshot of Emotional health and Well-being	If the child's emotional health has been noted as a concern please outline any steps being taken to address this.
Good	Currently no issues. Carer reports that he has settled well. Group of peers, and gets on well with all staff
Have you attached a printout of the most recent SDQ score and any other concrete assessment of emotional health for this academic year?	
TRANSITION TO A NEW SCHOOL/EDUCATIONAL PLACEMENT	
Please give details of any key stage transition plans (this may include moving schools and getting ready for further education, training or employment)	Please describe any particular support this young person may need to make a successful transition
Not needed. Joined School A on ***** Will start to look at next steps for college due to currently in Year 11 Support from Carers regarding college, Child A would like to do ESOL , and then construction	n/a
Full name and address of school or college being applied for	What is the Ofsted rating of the school or college being applied for?
n/a	No current rating
VIRTUAL SCHOOL FEEDBACK:	
Current PEP RAG rating for 'My Education'	Comments - My Education
GOLD - Outstanding	A clear and positive update, with thorough comments throughout to describe presentation, support, and monitoring that is in place.

Page 4 - My Attainment

4. My attainment:		Completed by	DT
Gold	Green	Additional information	
High quality	Good quality	<ul style="list-style-type: none"> Ensure that the attainment information is up to date, it is good practice to upload reports or data to the child's documents in the tab on the top right-hand side. Add Attainment in – even after the PEP has been completed. Latest Attainment data End of Key Stage 2 data is very important. DT / Y6 Teacher / Assessment Lead - before end of Summer term 	
<ul style="list-style-type: none"> All attainment data for each year and stage is completed. Reports and monitoring documents are attached. The child is making good or outstanding progress. There is high quality, detailed additional information. 	<ul style="list-style-type: none"> Attainment data is completed from coming into care and key assess periods. The current term's data is completed as well as the previous term's. A clear picture is provided of the progress the child has made. There is good quality additional information. 		

Year 11 results

Overall am I making good progress regardless of my attainment

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
	Good Progress	Good Progress	Good Progress
	Yes		

Attitude to Learning

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
	Attitude	Attitude	Attitude
Attitude to Learning	4		

Please provide details of achievement in all subjects currently being studied.

Subject Course Type		Autumn		Spring		Summer	
	End of KS4 target	Grade Level Child Is working At	Progress Towards End Of KS Target	Grade Level Child Is working At	Progress Towards End Of KS Target	Grade Level Child Is working At	Progress Towards End Of KS Target
Mathematics [GCSE]							
English language [GCSE]							
English literature							
Biology/ Science 1							
Chemistry/ Science 2							
Physics							
Art [GCSE]							

What is the young persons estimated?

Subject	Autumn	Spring	Summer
	Number 0-90	Number 0-90	Number 0-90
Attainment 8 Score			

Have you attached a pdf, scan, or screen shot of the pupil's most recent subject level tracking document?

Subject	Autumn	Spring	Summer
	Yes/No	Yes/No	Yes/No

	yes	
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Complete the table below if child/young person is on a SEND pathway

Subject		Term 1 Autumn		Term 2 Spring		Term 3 Summer	
	Area of Need	Progress Towards EHCP Outcome	Progress Towards termly Target	Progress Towards EHCP Outcome	Progress Towards termly Target	Progress Towards EHCP Outcome	Progress Towards termly Target
1							
2							
3							
4							
5							
6							

Term 1 Autumn Notes:

Unaccompanied asylum seeker, professionals to be mindful of emotional and physical trauma. Arrived in England with limited English. Always trying his best, and you can see the improvement in communication, able to now have a conversation without a translator. Currently attending school 25 hours per week. Currently 15 hours of 1:1 EDL intervention. Additional lessons on timetable are Maths, Science, Art and Design and P.E , discussion regarding dropping Science, so he can focus on Maths and English. Currently doing well in school and is happy to attend each day.

Year 10 results

Overall am I making good progress regardless of my attainment

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
	Good Progress	Good Progress	Good Progress
		No	

Attitude to Learning

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
	Attitude	Attitude	Attitude
Attitude to Learning		4	

Please provide details of achievement in all subjects currently being studied.

Subject Course Type		Autumn		Spring		Summer	
	End of KS4 target	Grade Level Child Is working At	Progress Towards End Of KS Target	Grade Level Child Is working At	Progress Towards End Of KS Target	Grade Level Child Is working At	Progress Towards End Of KS Target
Mathematics							
English language							
English literature							
Biology/ Science 1							
Chemistry/ Science 2							
Physics							

What is the young persons estimated?

Subject	Autumn	Spring	Summer
	Number 0-90	Number 0-90	Number 0-90
Attainment 8 Score			

Have you attached a pdf, scan, or screen shot of the pupil's most recent subject level tracking document?

Subject	Autumn	Spring	Summer
	Yes/No	Yes/No	Yes/No

Complete the table below if child/young person is on a SEND pathway

Subject		Term 1 Autumn	Term 2 Spring	Term 3 Summer
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	Area of Need	Progress Towards EHCP Outcome	Progress Towards termly Target	Progress Towards EHCP Outcome	Progress Towards termly Target	Progress Towards EHCP Outcome	Progress Towards termly Target
1							
2							
3							
4							

Term 1 Autumn Notes:

Not in Education

Term 2 Spring Notes:

Currently having ongoing assessments due to arriving at School A, two weeks prior to the PEP. English is his second language, and is very limited, currently receiving 15 hours EAL via school. Next PEP we will have more of an understanding to Child As ability/ pathway and Attitude to Learning. Currently, attendance is 100% and he is wanting to do well when in lessons. Reports that not attended any educational setting before, even in his homeland

Term 3 Summer Notes:

Currently having ongoing assessments due to arriving at School A, two weeks prior to the PEP. English is his second language, and is very limited, currently receiving 15 hours EAL via school. Next PEP we will have more of an understanding to Child As ability/ pathway and Attitude to Learning. Currently attendance is 100% and he is wanting to do well when in lessons. Reports that not attended any educational setting before, even in his homeland. Tuition for over the holidays has been requested, 4 hours per week. Tuesday / Thursday

Page 5 - My Views, Wishes & Feelings

5. My views, wishes and feelings		Completed by	DT
Gold	Green	Additional information	
High quality	Good quality	<ul style="list-style-type: none"> Box 1. Is a drop down that you can alter the form to collect the views Top tip: Upload your own format to collect the views, just write a note on the page to tell us you've uploaded it. Various options for forms to be completed online (drop down box) - needs to be completed Practitioners DO NOT need to use the forms provided. However, any use of an alternative template needs to be uploaded into documents. DO write in first box if you have uploaded a different format Ensure any relevant wishes are linked to targets eg: learning a musical instrument 	
<ul style="list-style-type: none"> The voice of the child includes well detailed and meaningful answers and information. The professional has clearly gone above and beyond to work with this young person. Careers and aspirations information is completed, and the professional has evidently worked hard to support the child in this area. Professionals clearly show their high aspirations for the child. 	<ul style="list-style-type: none"> Appropriate voice of the child form is used or attached. All information and questions are completed. Careers and aspirations information is completed and detailed. 		

Please choose which Child Voice Form you wish to use

KS4 Child Voice

VIRTUAL SCHOOL FEEDBACK:

Current PEP RAG rating for 'My Views, wishes and feelings'

Comments - My Views, wishes and feelings

GOLD - Outstanding

A thorough collection of views, thank you for your time in collecting Child A's views. It is lovely to see how positive he is about school and his placement.

Who has completed this with me?

Have my views been shared at my PEP meeting?

I have completed this with Teacher B

Yes

Do you know who your social worker is?

Do you know how to contact your social worker?

Yes

Yes

Completion guidance: Talk about things I think are going well and record what we discuss below

- Talk about things I think are worrying me and record what we discuss below
- Discuss the score I feel best shows how well I think things are going for me
- Discuss with me the things I feel need to happen to help me and record what we agree below

Information about me

Things that I think are going well	Things that I am worried/concerned about	What I think needs to happen to help. (Think about what would need to happen for you to improve the score you chose below.)
I have never attended a school before, and so far, it's fun. I really enjoy learning.	Nothing really, I am really happy at the moment.	I need to apply for College
I am now in school, which I am enjoying	I am worried that sometimes, I don't understand what has been said, I am learning fast.	I need to try my best
I am good at sport, enjoy riding a bike		I need a laptop to support my home learning

<p>I am enjoying doing Art in school.</p> <p>I am happy in the placement</p> <p>I enjoy going for walks, and doing activities with my foster carer, recently attended the Zoo.</p> <p>I am happy</p> <p>I enjoy spending time on my phone. Listening to music and watching YouTube</p> <p>My new carers are really nice, and I am happy hoping that I will remain with them, long term</p> <p>Behaviour in school is good</p> <p>Attendance is fantastic</p> <p>I want my family to be proud of me</p> <p>I have calls with my Social worker, and I know what he is saying as my English has really improved.</p> <p>I get on with my teacher at school. I know who to ask for support if needed.</p> <p>I am enjoying doing all the new subjects in school.</p> <p>I have nice friends, and we sometimes meet up</p>	<p>I miss my family, but am speaking to them via the phone. I would like my phone for longer, however understand why my carers /social worker has been worried that I am on it too much.</p> <p>I am worried about college and starting somewhere new, I am also looking forward to college and meeting other people, possible from my homeland</p>	<p>I feel that I can talk to teachers if needed.</p> <p>I need to continue to attend my English sessions</p> <p>I need to feel confident to ask for help</p>
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Discuss with me the score from 0-10 I would choose to show how well I think things are going where 0 is I don't think things are going well at school and in my learning and 10 is where I feel everything is going really well, I feel I am making good progress and I am happy coming to school

Score recorded in previous PEP	New score given in this PEP
9	9
I enjoy the following subjects	I find the following subjects difficult because
I am enjoying coming to school each day. I enjoy Art and practical lessons. I am enjoying English, this is currently on a 1:1 and it seems to be fun. I am really enjoying P.E. I feel that I have learned so much, especially in English, I know longer need an interpreter when communicating.	I was doing Science, however I found it hard to understand, so we decided to drop that lesson, and focus on Maths, English, and Art
The things that particularly worry me at or about school are	If I need to talk to an adult at school I would choose to speak to
Currently, nothing, I feel like I am doing well, My English is getting better each day. I am confident and would tell someone if I was worried. I would talk to my carer EDL teacher if I was really worried about something. I have a group of friends and feel can talk to them if needed,	I would talk to my carer EDL teacher if I was really worried about something I would speak to my tutor that i do 1;1 English with I would tell my social worker or carer, I believe that would also help. I also have Mrs Maguire, and Mr Chai if needed. I also like my form tutor. I feel confident to ask for help now
If I get upset at school the things that I and others can do to help me are	The things that would help to make it better are
Support me as you would anyone else. If I am upset, listen to me as I am able to express my feelings and worries. I will ask for support if needed. I am more than happy to tell you what is up. I have not had much to worry about lately.	I am getting better at Maths, and understanding the words and meanings in English. My English to be better, however, I am doing well with my learning and I can't believe how quickly I am picking it up. I am currently getting lots of interventions to support with my English and Maths. I feel that I have learned so much , especially in English, I know longer need an interpreter when communicating.
The out of school activities I do are: (clubs, hobbies etc)	Is there anything else you would like to discuss at the meeting about your education or your care arrangements?
I joined a local football team, but only went for a bit, then the weather became too cold. I like going to activities with my carer, we have visited Manchester center, Zoo, go shopping.	No, I am really happy at the moment and have enjoyed starting school and making new friends. My friends are nice I am really happy in the house I am living in, I get along with the carer and also the other young person that lives there. I will always ask for help if needed

FUTURE PLANNING: CAREERS AND ASPIRATIONS - (ANSWERS TO Q's 16 -19 WILL BE DUPLICATED ON THE CAREERS PAGE)

<p>Do you have a particular course, career or job in mind? If so, what is it?</p>	<p>What qualifications and/or experience do you need to achieve your career ideas? e.g. specific subjects, grades, work experience or extra-curricular activities?</p>
<p>I currently don't know what I want to do for a job, I think I want to do ESOL at college and then go on to do construction</p> <p>I would possibly like to do an additional English course for a year after leaving school, however, I will see I feel closer to the time, i have a number of months to think about it before really deciding what I want to do.</p> <p>I am going to have additional sessions with carers to look at what pathway would be best suited to me.</p> <p>I am having career lessons in school, which I understand, we had an interview day, and this was good.</p>	<p>Currently have additional support in school regarding carer ideas</p> <p>Interview Support with college applications. Health Days. Career Fairs, I have attended external open days, and also school held a career fair.</p> <p>Colleges have also come into school and spoken to us during form times.</p> <p>We have additional support within lessons, carers' advice.</p> <p>1:1 careers support "Aspire to be sessions" these is were someone comes into school and delivers lessons. I enjoy this, we have had actors, Politicians, Social workers, Artists, and even a Basketball Player.</p> <p>In Year 10 work experience happened for the year group, however, I stayed in school and continued my EAL lessons, which was more beneficial to me.</p> <p>I currently don't know what I want to do for a job, I think I want to do ESOL at college and then go on to do construction</p>
<p>Do you need any additional financial support to progress your career aims?</p>	<p>Have you received information about the financial support available through the Government?</p>
<p>No</p>	<p>No</p>
<p>Have you had any work experience? Give details of the role, when and experience skills gained. If you haven't is there any experience you would like to have or anyone you would like to talk to to help you think about what you would like to do in the future?</p>	<p>Have you had the chance to go any look at any universities or get involved with any activities at a university? If yes what did you think? If no, would you welcome this opportunity?</p>
<p>We recently had work experience last Year in school, however, I stayed in school and continued my EAL lessons, which was more beneficial to me.</p>	<p>I currently don't know what I want to do for a job, I think i want to do ESOL at college and then go on to do construction</p>
<p>Have you had a recent career guidance interview or support? If yes in what ways was it helpful?</p>	
<p>Yes, I am due to start having 1:1 support, this is going to include a higher level of support due to not knowing what I want to do in the future. I am having some sessions in class and during morning meeting we have lots of career information given. We had an Interview Support day which I attended, I got good feedback from the employers on the day, which was nice</p> <p>I currently don't know what I want to do for a job, I think I want to do ESOL at college and then go on to do construction</p>	

Page 6 - My Attendance

6. My attendance		Completed by	DT
Gold	Green	Additional Information	
High quality	Good quality	<ul style="list-style-type: none"> Important for current attendance to be recorded at time of PEP Excellent plans in place for poor attendance 	
<ul style="list-style-type: none"> The child or young person has above 97% attendance year to date, unless there have been exceptional circumstances. 	<ul style="list-style-type: none"> The attendance section is complete. There is good planning around any attendance or suspension concerns. 		
		Good attendance – 'All systems we have put in place for XXX are having a positive effect on their attendance'.	

ATTENDANCE

Attendance this year (by term)

	Present	Authorised absence	Unauthorised absence
Autumn	Current attendance is 100%	0	
Spring		0	0
Summer			

Barriers to attendance and factors affecting the attendance record (Based on Welfare Call or school data)

Have you set a Desirable Outcome around attendance if there are concerns?

Currently no issues with attendance
 Rewards to continue to be issued to promote positive attendance. Reports that likes school, and has started to make friends within year group. Attendance is excellent at 100%
 Reward to Blackpool Pleasure Beach. 100% attendance, this then gets exchanged in voucher. At the end of each half-term, I receive vouchers. If I am late to school, I know that I will receive a 30-minute detention that evening. I enjoy attending school. I am independent in getting myself up, dressed, and sorted for school. By arriving on time I feel more prepared. I am happy to attend school and enjoy learning. I am doing well. I am hoping to attend the reward trips, at the end of the academic Year.

NA

EXCLUSIONS:

Exclusions: "In the case of LAC the school & the LA should work together to arrange Alternative Provision from the FIRST DAY following the exclusion" DfE Exclusion Guidance (Sept 2017)

Type of exclusion	Date from	Date to	Reason for exclusion

Have you set a Desirable Outcome to reduce exclusions if there are concerns?

Detail the actions in place to support attendance/prevent exclusions where applicable

NA

n/a

VIRTUAL SCHOOL FEEDBACK:

Current PEP RAG rating for 'My Attendance'

Comments - My Attendance

GOLD - Outstanding

Outstanding attendance.

Page 7 - My Targets/Outcomes

7. My targets/outcomes		Completed by	DT
Gold	Green	Additional information	
High quality	Good quality		
<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"> • 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) 	

TARGETS/ OUTCOMES

REVIEWING AND SETTING TARGETS/ OUTCOMES

Previous Outcome/Targets

Outcome/Target	Why	How	Who will be responsible?	When	PP+ Cost	PP+ agreed
Learning English as an Additional Language and Maths	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	1.1 Tuition tuition to continue over the summer holidays, 4 hours per week.	Child A Carer Tuition Teacher C to monitor EAL Support in school. 15 Hours per week	*****	Request additional PP+ £700.00 Funding Notes: tuition over the summer holidays to continue 4 hours per week, at the family address. Agreed (£700.00) Please note that this is a large part of the annual PEP funding and future requests will need to recognise this. However, it is noted that this funding is very much required.	£700.00
Continue to attend every day	Child A will be in school every day. Grades will be achieved and he will continue to make progress, will feel part of the school community, and friendship groups will increase	Attend School every day on time, currently 100%, Rewards for excellent attendance. Child A will start to make friends and feel happier about being in school. Will get into his first college as he is achieving in all areas. Work will continue to be at a high standard.	Child A, Teacher C, Attendance team Social worker	*****	Pupil Premium Plus (PP+) £50.00 Funding Notes: Child A would like some Roller skates ordered as a reward. Agreed (£50.00) Roller skates will ensure that Child A can mix with people in his local community which will lead to improved conversations and emotional well-being,	£50.00
To complete all homework	All homework/coursework to be provided to a high level and standard. This will have a positive impact on his	All work to be completed, to a high level and standard. To feel confident and able	Teacher A, Teacher B, and Carers to support with my home learning. Social worker Subject Teachers	*****	Pupil Premium Plus (PP+) £50.00 Funding Notes: Art equipment to support	£50.00

to a high level.	learning. Continue to work hard on his Art coursework	to complete all work. To feel that he is able to complete to work set and give him confidence. Have the equipment needed	Attendance Officer Director Of Standards Welfare Coordinator. Pastoral Support in school Nurture team		G.C.S.E coursework Agreed (£50.00)	
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Review Previous Outcome/Targets

Outcome/Target	Achieved	Comments on actual Outcome/Targets	Impact of funding
Learning English as an Additional Language and Maths	Partial	Target and level of support to continue Making lots of progress	Minimal impact
Continue to attend every day	Yes	Attending school every day, and really enjoying school	Significant impact
To complete all homework to a high level.	Yes	Tries really hard in everything that he does	Significant impact

New Outcome/Targets

Outcome/Target	Why	How	Who will be responsible?	When	PP+ Request
Reading and understanding new words and meanings.	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.	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	Child A Carer Tuition Teacher A to monitor EAL Support in school. Attends 4 hours of reading intervention per week	*****	Pupil Premium Plus (PP+) £560.00
Learning English as an Additional language and Maths	Needs English and Maths for college Can read own name Can recognise some words / symbols in context e.g. Child A 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	1.1 tuition Tuition 15 hours per week with a specialist EAL teacher	EAL Tutors Teacher A to monitor Carer to support Child A School teachers	*****	Pupil Premium Plus (PP+) £1,125.00
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 ***** Have a sense of belonging and be proud that I have a provisional place Clear pathway in place.	Teacher B, Carers teacher. Social worker Carers	*****	Pupil Premium Plus (PP+) £100.00
To complete all homework to a high level.	To complete all homework to a high level. More of an understanding of work. Better chance of achieving positive G.C.S.E results	All work to be completed, to a high level and standard. To feel confident and able to complete all work. To feel that he is able to complete to work set and give him confidence. Have the equipment needed	Teacher B, Teacher, Carers to support with my home learning. Social worker Subject Teachers Attendance Officer Director Of Standards Welfare Coordinator. Pastoral Support in school Nurture team	*****	No funding requested

PLEASE NOTE - If you would like to access PP+ funding and/ or NTP funding for tuition, ensure that you have recorded tuition within the targets and added the costings you have planned.

For Virtual School use only:	
Are purposeful targets in place?	VS comments
Yes	Clear package of support which is prioritising additional support for English and Maths through tuition and some additional support to plan a clear pathway to college/ career.
Is pupil premium plus spending itemised?	VS comments
Yes	PP+ allocated
Current PEP RAG rating for 'My Targets/Outcomes'	VS comments - My Targets/Outcomes
GOLD - Outstanding	A clear package of support which is prioritising additional support for English and Maths through tuition and some additional support to plan a clear pathway to college/ career. Plans in place to provide support in the short and long term with funds allocated accordingly and broken down into the number of sessions required.

Page 8 - Aspiration Pathway

8. Aspiration Pathway		Completed by	DT
Gold	Green	Additional Information	
High quality	Good quality		
<ul style="list-style-type: none"> The aspiration pathway has been completed to an exceptional standard and has been uploaded onto the child or young person's PEP. There is a robust network of support that has been clearly identified and will provide long-term sustainable support for the child to achieve their aspiration. There is high level detail provided regarding any progress that has been made towards the child's aspiration. 	<ul style="list-style-type: none"> The aspiration pathway has been completed to a good standard and has been uploaded onto the child or young person's PEP. All information has been completed. People have been identified to support the child with their aspiration. Detail has been provided regarding any progress that has been made towards the child's aspiration. 	<ul style="list-style-type: none"> Aspiration pathway – expectation to be updated annually. This will be uploaded into the doc section for each child in the PEP on welfare call. It can be printed out and a picture can be uploaded, or it can be scanned back in to show the plans in place to support the child with their aspirations 	

Has the Aspiration Pathway been uploaded onto the child or young person's PEP?	Has the Aspiration Pathway been started with the child or young person?
Yes	Yes
If yes, who has worked on the aspiration pathway with them?	What is the child or young person's aspiration for their future?
Yes	To attend college and do ESOL, then construction.
How would you categorise this aspiration?	Who will be in the network that helps the child or young person achieve their aspiration?
Career	Family Social worker Teacher in school Careers Teacher A All the key adults in my life
Has any progress been made to the Aspiration Pathway since the last PEP?	Please detail any progress that has been made.
How does the child or young person feel their Aspiration Pathway is progressing?	Has the child or young person decided to change their aspiration?
	No
VIRTUAL SCHOOL FEEDBACK:	
Current PEP RAG rating for 'Aspiration Pathway'	VS Comments – Aspiration Pathway
GREEN - Good	Unable to see the pathway, please email to the VS or upload into the document section at the next PEP.

Page 9 - VS Feedback

As part of our drive to improve the quality of Personal Education Plans, our priority is to assess the quality of the written plan using the framework below as a guide. It is our intention that this tool will be used to aid Designated Teachers to write high quality, meaningful PEPs that reflect individual pupil's learning needs and support. Integral to this, is the use of and impact of the Pupil Premium Grant.

Each section of the PEP will be assessed using the quality standards listed below and feedback will be provided on the areas which require improvement.

A PEP will be graded GREEN if all of the points below have been met.

The absence of any information, without explanation, for any of the points will result in an automatic RED grading

QA JUDGEMENT AND COMMENTS FROM LAST PEP

RAG ratings pulled through from individual pages

PEP RAG rating for 'My PEP Meeting'	Comments - My PEP Meeting
GOLD - Outstanding	A clear and current record of the meeting with thorough additional notes, swimming ability, and date agreed for the next meeting. Child A attended the meeting.
PEP RAG rating for 'About Me'	Comments - About Me
GREEN - Good	Continue to update the records including adding the SDQ scores as soon as they are available. Well-documented life story work.
PEP RAG rating for 'My Education'	Comments - My Education
GOLD - Outstanding	A clear and positive update, with thorough comments throughout to describe the presentation, support, and monitoring that is in place.
PEP RAG rating for 'My Attendance'	Comments - My Attendance
GOLD - Outstanding	Outstanding attendance.
PEP RAG rating for 'My Views, wishes & feelings'	Comments - My Views, wishes and feelings
GOLD - Outstanding	A thorough collection of views, thank you for your time in collecting Child A's views. It is lovely to see how positive he is about school and his placement.
PEP RAG rating for 'My Targets/Outcomes'	VS comments - Targets/Outcomes
GOLD - Outstanding	A clear package of support which is prioritising additional support for English and Maths through tuition and some additional support to plan a clear pathway to college/ career. Plans in place to provide support in the short and long term with funds allocated accordingly and broken down into the number of sessions required.
PEP RAG rating for 'Aspiration Pathway'	VS comments - Aspiration Pathway
	Unable to see the pathway, please email to the VS or upload into the document section at the next PEP. Thank you for completing this work as this is only due in the Spring PEP.

Overall PEP QA Judgements and comments

Overall PEP QA Judgement	Current Overall PEP QA Comment/ Advice
GOLD - Outstanding	An excellent PEP that provides thorough updates and details of the support in place which has led to rapid progress. Targets to provide support in key areas which is costed in price per session. Child A attended the PEP meeting and his views are extremely positive about his education and placement.

Virtual School advice

Virtual School advice to the Social Worker/IRO

Continue to provide valuable support and ensure that the SDQ scores are sought to add to the next PEP.