

Personal Education Plan

OFFICIAL-SENSITIVE

Date of Birth

St Helens

Virtual School Head: Heather Addison
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VS Caseworker: Christine Dixon



St. Helens Council

Date of Meeting: 21-Jan-2025

Date of Document: 07-Mar-2025

My PEP Meeting

Reason for meeting					
Termly Review					
ATTENDANCE AT PEP MEETING					
People who attended my PEP meeting					
	Name	Contact details	Attended	Required copy of PEP	Email address
Child/ Young Person	.... ....			
Designated Teacher			Yes	Yes	
Social Worker			Yes	Yes	
Carer			Yes	Yes	
Parent			No	Yes	
Parent			Yes	Yes	
Mentor			No	Yes	
SENCO/ INCO			No	Yes	
Virtual School Representative					
Other (Please state role or responsibility for child/young person)					
Is the young person present for their PEP meeting?			If no, who will feedback to this young person?		
			Headteacher (DT) and social worker as well as carers		
MEETING NOTES					
Summary of today's meeting					
Tuesday 21st January 2025					
Attendees;					
<p>- DT reviewed the Pep from November and shared the feedback form the virtual school and shared the pep was graded as Outstanding. DT felt it was important to begin with this to share where started and how much progress has already been made since she went into care. ....'s father was pleased to hear that School are doing every they can to support his daughter and thanked them. Foster carers also felt that they are happy with the support is being given in school. SW social shared that School go above and beyond for and are trauma informed in their practice and give her the high level of support she needs.</p> <p>-DT shared ....'s views that were collected before the meeting today via a butterfly which happily decorated and named Lulu as she spoke about how she is feeling. (powerpoint showing this uploaded in documents supporting ....'s PEP). One of ....s favourite activities is to colour. DT gave her a special butterfly today that she could colour whilst we talked about how amazing she is doing in school. loved choosing the different colours for her butterfly – she kept saying she stayed in the lines as she coloured. I put some sentences onto her butterfly for her that she shared. shared that she feels happy when she finds her own happiness. This was in relation to a story we read together today called 'Find your happy'. said her friend makes her happy when she plays tag with her. Face time with daddy .....and seeing him makes her happy. Her mum also makes her happy.</p> <p>Today chose the book 'Find your happy'. We read through the book together – she told me that her daddy....., mum, Auntie, Paige, Olive (Daddy ....'s dog and her old dog Blue), DT, Mary (.... loves our lady and she loves speaking to the statue of Mary in our school each day), Mrs, Mrs and her friend all make her happy.</p> <p>When reading the book we talked about some things that make you happy – said that if you don't feel happy you could have a hug just like in the story. She then hugged Mary. She said she tells Mary when she is happy and Mary loves her. wanted to put on her butterfly I am happy when I find my own happiness. called her beautiful butterfly Lu Lu. We put all the things that make her happy on one side of the butterfly. I asked what she meant when she finds her happiness and she gave the biggest smile and said like this. felt happy today because spoke to daddy on face time last night. She also was happy that he bought her a Bible and she got this when she seen him on Friday. (.... had asked Santa for a Bible but told me last week Santa must have forgotten.)</p> <p>-....'s mum did not attend the meeting today. When came to the end of the meeting she asked where her mum was. told me that she misses her mum. showed her social worker, dad, his partner and foster carers her Lulu butterfly. DT asked to put her</p>					

special listening ears on as everyone had special messages for her. They all told her how proud they are of her in school.'s face lit up and she was very happy. She blew kisses to the screen and said goodbye and happily walked back to class. In class she told her teacher and year 1 friends 'Everyone is proud of me. Daddy is proud of me.'

-....'s dad asked about her attending some after school clubs or activities outside of school. DT shared that we could try film and games club which is after school on a Thursday to 4pm.

-DT talked about Mrs deputy headteacher meeting with foster carers to go through how to support at home with her reading, phonics and maths.

-SW gave an update of the time scales around the next court hearing. has made significant progress. She had episodes of dysregulation. She is much more settled. She listens. She is accessing her learning at school. School offer a high level of support. There have been a lot of changes for since the last meeting. She now has as her dad and and their 4 children. Sometimes it can be overwhelming and she does it in her own way. There is no obvious way she will respond. She has a good relationship with, her foster carers. She didn't know them before going into care. She misses her mum. At the PEP meeting popped on and asked where mummy was. Foster carers communicate effectively with social care.

-Family time. SW shared that sees mum once a week with, Sometimes when Erin has not confirmed family time, can be upset and then Erin explains this to when she next sees her. DT shared that can be a little unsettled either the day of contact or the day after. She likes to see her mum and talks about contact with her. is upset if family time does not happen. has a face time call with her dad each week and then sees him face to face every other Friday. He took to McDonalds the other Friday and she had a lovely time. DT shared how brilliantly is coping with all this new change in her life. She talks positively about her daddy and says when she is older she will be having her sausage roll shop near to where daddy lives. DT shared that's aspiration hasn't changed but now her dad is part of it.

-DT went through's targets and the progress she has made towards them. Everyone was very pleased. DT shared that school paying for a 1:1 teaching assistant for has supported her progress as without this would not be making the progress she currently is. Everyone asked would this continue and DT said that school will try everything they can to continue with it but it is very expensive as we are having to use a supply teaching assistant. DT shared that she is applying for additional send funding for which may also help and that the virtual school have been very supportive also.

-DT discussed about Psychologist and the work we are completing with her consulting termly about and how this will support

-DT shared's new targets.

A very positive PEP meeting.

We discussed that the next PEP meeting would be face to face in

ARRANGE THE NEXT PEP MEETING:

NOTE: 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
10am		

VIRTUAL SCHOOL FEEDBACK:

Current PEP RAG rating for 'My PEP Meeting'	Comments - My PEP Meeting
GOLD - Outstanding	A very detailed account of everything discussed in the PEP meeting.

About me

PERSONAL INFORMATION	
First name	Surname
.... Paige	....
Date of birth	Gender
Ethnicity	Religion/ culture
	Catholic
First language	UPN
English	
Social Care ID	Is the child / young person an Unaccompanied Asylum Seeker (UASC)?
	No
CARE INFORMATION	
Date into care	Legal status
Name of person(s) with parental responsibility	Placing authority
Mum is Dad has started visits. His name is Foster carers are	St Helens
Educating authority	Current placement type
St Helens	Foster place
Has any life story work been discussed? Please summarise and provide details.	
This has not yet been explored with, she has been through significant changes and is adjusting to her new routines. Life story work will be considered for her as her care plan progresses.	
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)
Carer,	Mother, 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)?
Mother, Father, Carer,	Mother, Father, Carer, Social worker,
People prohibited from contact with the child	
STRENGTHS AND DIFFICULTIES QUESTIONNAIRE	
What was the score from the young persons previous Strengths and Difficulties Questionnaire?	Date of previous Strengths and Difficulties Questionnaire
	24-10-2024
What was the score from the young persons most recent Strengths and Difficulties Questionnaire?	Date of most recent Strengths and Difficulties Questionnaire
	24-10-2024
If the SDQ score is high (over 14) what support is being provided, if appropriate.	

<p>.... has Drawing and Talking therapy weekly from D weekly intervention from the BIT team and daily pastoral support in school. She also has a 1:1 teaching assistant supporting her in class and in school throughout the day. She has pastoral support also daily in, especially before and after any family contact with her mum. likes to have a story read to her when unsettled or needing help regulate her behaviour - key adults that support her with this are Mrs....., Mrs, Mrs, Mrs and DT. Sometimes likes a break from her classroom - this may be a session in our sensory room or a visit to the prayer park in school where she enjoys spending some time with Our Lady.</p>	
<p>VIRTUAL SCHOOL FEEDBACK:</p>	
<p>Current PEP RAG rating for 'About Me'</p>	<p>Comments - About Me</p>
<p>GOLD - Outstanding</p>	<p>Full and detailed information including the support that is given in school.</p>

My Education

CURRENT EDUCATION SETTING INFORMATION

School name	School address/ contact details
Catholic Primary School	LEA St Helens,
Date started at present school	Mentor/key person
	DT
Designated teacher	Is the young person being offered full time (25 hours) teaching/training?
DT	Yes
If yes, outline how the 25 hours are constituted eg school placement etc	If 25 hours per week is not being offered, please ensure NIROFTE documentation has been completed. Has it been uploaded to the PEP?
.... attends School. She walks into school with her foster carer t or at 8:45am and is collected at the end of the day when school finishes at 3:10pm.	
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).	

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?
SEN Support (K)	Social, Emotional and/or Mental Health Needs (SEMH)
What support is specified on the Education Health and Care Plan (EHCP) or SEND support plan?	Please upload the EHCP or other SEN support plans into the child/young person's documents section. Has it been uploaded?
1:1 support from teaching assistants daily Mrs and Mrs and pastoral support as well as support from class teacher, deputy head and headteacher.	Yes

PASTORAL UPDATE

How does the child / young person present in school on a day to day basis? Please include information on behaviour and emotional well being

Spring term 2025 update

.... continues to loves school. has settled over the past few weeks, she walks into school with a friend and goes to her classroom for the register and to greet her classmates and teacher. If she does not go to class first thing she will spend some time in our sensory room with the pastoral manager - sometimes it can be if she has had contact with mum the day before or if she is due contact she can be unsettled in school as she is trying to comprehend this big change in her life. When she goes to class, she likes to have a challenge or job as she likes her learning to referred to at her workstation such as a cutting out activity. This often settles her to begin her day.

Autumn term update 2024

A teaching assistant has been supporting 1:1 since September due to her challenging behaviour at times where she would run out of class, hit out at staff and use inappropriate language towards staff. has had intervention weekly from the BIT team from September as well as daily pastoral support. needs a lot of reassurance and emotion coaching throughout the school day - she is starting to self-regulate a lot quicker now and will let staff support her with this.

Snapshot of Attendance	What support is in place, or will be put in place, to improve attendance (If required)
Cause for Concern (less than 95%)	<p>Autumn term update 2024</p> <p>....'s attendance last year in Reception she was a persistent absentee. Her attendance at the end of 2023-2024 was % and she had poor punctuality to school with ... lates and U codes.</p> <p>At the start of this academic year ....'s attendance before going into care was % with.. late and ... U code up until 24.09.24.</p> <p>Her overall attendance was % at the end of the Autumn term 2023 compared to % at the end of this Autumn term 2024. This shows a</p>

	<p>significant improvement with her attendance and punctuality. She has had no lates to school since going into care.</p> <p>Spring term update 2025 Attendance has much improved and is no longer a PA. Her attendance up until 16.02.25 is currently % compared to Spring last year it was %. This is an excellent improvement. She continues to have no lates to school.</p> <p>Her attendance and excellent punctuality since going into care have been discussed in each PEP and care planning meeting.</p>
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	<p>.... is responding very well to 1:1 support with her regulation of her behaviour. She needs this 1:1 for emotional reassurance at times also to remind her of the right choice with her behaviour.</p> <p>BIT team 1:1 session weekly, Drawing and Talking therapy weekly. Daily pastoral support.</p> <p>School support from educational psychologist (report attached to documents section on PEP and this will be discussed at the next care planning meeting)</p>
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	<p>BIT team 1:1 session weekly, Drawing and Talking therapy weekly. Daily pastoral support as well as check ins with pastoral manager and headteacher who she responds well to.</p>
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
Full name and address of school or college being applied for	What is the Ofsted rating of the school or college being applied for?
VIRTUAL SCHOOL FEEDBACK:	
Current PEP RAG rating for 'My Education'	Comments - My Education
GOLD - Outstanding	<p>.... continues to make progress due to 1:1 support in class as well as support from the BIT team, Drawing and Talking therapy, daily pastoral support and advice from educational psychologist.</p>

My Attainment

Year 1 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	Yes	

Attitude to Learning

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

Please provide current End of Key Stage targets, the levels the child/young person is currently working at and the progress being made towards End of Key Stage Targets.

Subject		Term 1 Autumn		Term 2 Spring		Term 3 Summer	
	End Of KS Target	Year Level Child Is working At	Progress Towards End Of KS Target	Year Level Child Is working At	Progress Towards End Of KS Target	Year Level Child Is working At	Progress Towards End Of KS Target
Reading	EXS	Y1-	BEP	Y1-	EP		
Writing	EXS	Y1-	BEP	Y1-	BEP		
Mathematics	EXS	Y1-	BEP	Y1-	EP		
[GPS] Grammar, Punctuation and Spelling	EXS	Y1-	BEP	Y1-	BEP		
Science	EXS	Y1-	BEP	Y1-	EP		
History	EXS	Y1-	BEP	Y1-	EP		
Geography	EXS	Y1-	BEP	Y1-	EP		
Art and Design	EXS	Y1-	EP	Y1-	EP		
Music	EXS	Y1-	EP	Y1-	EP		
Physical education	EXS	Y1-	EP	Y1-	EP		
Design technology	EXS	Y1-	EP	Y1-	EP		

Computing	EXS	Y1-	EP	Y1-	AEP		
PSHE	EXS	Y1-	EP	Y1-	EP		

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	SEMH	EP	EP	EP	EP		
2							
3							
4							
5							
6							

Phonics Check (Score) Year 1:

Additional notes for Year 1

Term 1 Autumn Notes:

.... is trying hard in Year 1 since going into the care of She had a very unsettled September but is now staying in her classroom a lot more with adult support. has now started taking part in most of her lessons since 4th November in Year 1. Some days she can find it hard to focus and wants to talk about her mum, when she is going to go back to her house, that this will now be after Christmas and that she will have to take all her toys back to her home with her. can find it hard to focus after any contact with mum due to settling to this new change. Sometimes she can hit out or use unkind words towards adults. She does not like having her lunch in the hall with the rest of her class and instead will have it with a small group in our sensory room. She loves being helpful and has beautiful manners. has lots of trusted adults in school and she is popular with her friends. She loves playtimes and her Year 6 buddie. likes to visit the prayer park in school often and talk to Mary (we have a statue of Our Lady). This is a calm place where likes to spend time in. when feeling unsettled will take her bobble out of her hair and will want to run around school. She is getting better at listening and trying her very best to follow instructions in school. She has her own workstation in class and loves having a story to read to her each day. She is amazing at dancing and singing and she is so kind and caring to her classmates.

~Targets for at present have been prioritising her emotional wellbeing as she settles in the care of and comes to terms with her understanding of the current plan of not living with mum.

.... has weekly intervention from the BIT team and Drawing and Talking therapy, as well as daily pastoral support through a story with the pastoral manager in our sensory room

....'s poor attendance and punctuality in Reception impacted her making a good level of development, she is a very capable girl. We want to work on closing this gap now that she is in Year 1.

She will be having daily phonics support around consolidation of phase 2 sounds with the use of flashcards daily and we want her to be on RED band reading by the end of the autumn term. In Maths we are focusing on her consolidation of number bonds to 10 and have purchased Numbots online which she can access in school and at home to further support with her knowing and remembering her number bonds.

DT discussed how foster carers can support at home also.

Term 2 Spring Notes:

.... is trying really hard. She continues to make us all proud each and every day in School. She comes into school with the biggest smile on her face each morning. She loves walking into school on time with her classmates and often likes walking to her classroom with one of her friends ... who has recently joined our school.

..... is EAL and has taken her under her wing to support her and really helps her each day with school routines. loves this additional responsibility. loves saying good morning to everyone and if she has something that is troubling her or if it is important happy news to share she can't wait to tell everyone. For example if she has..... is a wonderful Year 1 pupil who now spends most of her day in her classroom. There are some unsettled times for but she works closely with trusted staff in school to help her at these times and will listen and regulate her behaviour using her tools and support network in school. is accessing her Year 1 curriculum now and enjoys learning in a fun way in class. She has her own space in class on her workstation and she also has a place at a larger table with a group of friends. often prefers to work at her workstation with adult support. She enjoys colouring and making any type of arts and crafts once she has completed some of her learning (or jobs as she likes to call it) as a brain break.

.... responds well to the one to one support that she has been receiving.

Sometimes a change of face is needed but again this helps to re focus and there are many adults who work as part of a team around supporting best in school

.... can be unsettled on days of contact but we support her as much as we can.

She is working really well on phase 2 of her phonics and has moved on to phase 3.

She is making excellent progress in math and is accessing numbots which is really helping her progress.

.... is on little blending books and is on pink level book band. She is not reading at home - Mrs has met with foster carers to go through the best way to support and this will be reviewed in March again and any further support given. An activity pack has been sent home to support with reinforcing key learning at home.

She is working well on her maths - she can recall number bonds to 10

Term 3 Summer Notes:

Attitude to Learning

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

Please record the child's attainment levels

Subject	Term 1 Autumn		Term 2 Spring		Term 3 Summer	
	'Working At' - Age	Cause For concern?	'Working At' - Age	Cause For concern?	'Working At' - Age	Cause For concern?
Listening, Attention and Understanding						
Speaking						
Self-Regulation						
Managing Self						
Building Relationships						
Gross Motor Skills						
Fine Motor Skills						
Comprehension						
Word Reading						
Writing						
Number						
Numerical Patterns						
Past and Present						
People, Culture and Communities						
The Natural World						
Creating with Materials						
Being Imaginative and Expressive						

Additional notes for Turns 5 between 01/09 and 31/08

Term 1 Autumn Notes:

Term 2 Spring Notes:

Term 3 Summer Notes:

Did the child achieve a GLD at the end of EYFS?

Subject	Autumn
Outcome	

Early Years Foundation Stage Profile (EYFSP) - ELG outcomes

Subject	
Age/stage	Grade
Listening, Attention and Understanding	
Speaking	
Self-Regulation	
Managing Self	
Building Relationships	
Gross Motor Skills	
Fine Motor Skills	
Comprehension	
Word Reading	
Writing	
Number	
Numerical Patterns	
Past and Present	
People, Culture and Communities	
The Natural World	
Creating with Materials	
Being Imaginative and Expressive	

Additional notes for End of EYFS Results

My Views, Wishes and Feelings

Please choose which Child Voice Form you wish to use

KS1 Child Voice

VIRTUAL SCHOOL FEEDBACK:

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

GOLD - Outstanding

Comments - My Views, wishes and feelings

A fabulous and sensitive record of's wishes and feelings in response to the story 'Find Your Happy.'

Who has completed this with me? Please include role of adult.

DT

The views have been collected

On ePEP form

Do you feel safe in school? If answer is no, please explain why child or young person does not feel safe in school.

yes

Completion guidance:

- Talk about things I think are going well
- Talk about the things that are worrying me
- Help me pick a score to show I well I feel things are going for me
- Help me to think about what needs to happen to help me
- Please complete the mandatory information
- If views have been completed on an alternative format, please upload the document.

Information about me, please include as much information as possible in this table about my views, wishes and feelings about my education and care arrangements. This should be a record of everything we discuss.

Things that I think are going well	Things that I am worried about	What I think needs to happen to help
Daddy -'s face lights up when she talks about her daddy. This has been a huge highlight for her recently. She has face time now once a week	I miss my mum.	We talked about family time and seeing her mum and different activities she used to like to do with her mum which possibly could take place at family time such as making a pizza or baking a cake.

Please help me to pick a score from 0-10 , where 0 is I don't think things are going well in my class and 10 is where I feel everything is going really well and I am happy coming to school

Score recorded in previous PEP

10

The things that would help to make it better are (please date any entries)

My mummy to see me today. (.... was upset that her mum was not present at her pep)

New score given in this PEP

10

The things that would help to make it better are

I told that for her next meeting (pep meeting) we would make special invitations for everyone such as her mum and she was excited about this. was upset that mum didn't attend her pep today. Despite her dad, foster carers and social worker being there and being excited by this, she had sadness that mum wasn't there. I told her she could tell mum all about her new butterfly at family time this week and this helped settled her.

Here are some extra questions it might be helpful to discuss with me. You may not need to discuss all of these at every PEP meeting. Please check with me which ones I would like to discuss.

The things I like doing at school are

Playtime with my friends, is my best friend.
Lunchtime - I am now having my lunch in the hall with my friends

The subjects and learning I am good at are

Art, computing, maths, RE, singing, music, history.

<p>(since 10.02.25). I like playing games and doing drawing at playtimes too. Lulu my new butterfly - she sits at my workstation and reminds me of all my happy things. (.... pointed to all of her happy comments on her butterfly - see photos uploaded) Listening to stories on the big chair in the library. Making dens outside and in rainbow dream den. Talking to Mary. I was an angel in the nativity - I loved my dance. My work - I like maths and computing. Spending time with my Year 6 buddie.</p>	
At school, I want to get better at	The things I like to do out of school hours are: (clubs, teams, activities)
My phonics and writing - I am trying.	<p>I like family time with my mummy - soon I will make pizzas with my mummy. I like seeing daddy - I went to McDonalds and this week I am going to the Little Harvester for my tea with daddy I am excited.</p>
At home, the things I like doing are	When I need help, the adults can help me by
I like playing with my toys and my brother	<p>Giving me a hug, giving me space, giving me a smile, helping me by talking to me, letting me talk and colour or visit Mrs Winders or DT. Let me visit the Prayer park to talk to Mary, I love Mary, she is the mother of Jesus.</p>
Please include information about anything else we have talked about which might include how I feel about my education, health or my care.	
.... loved completing her butterfly as part of this - I have read the story 'What makes you happy?' and included the photos and additional voice of the child from this on a powerpoint attached in the document section on this PEP for	

My Attendance

ATTENDANCE

Attendance this year (by term)

	Present	Authorised absence	Unauthorised absence
Autumn	<p>Autumn term update 2024</p> <p>....'s attendance last year in Reception she was a persistent absentee. Her attendance at the end of 2023-2024 was % and she had poor punctuality to school with lates and U codes.</p> <p>At the start of this academic year ....'s attendance before going into care was % with late and U code up until 24.09.24.</p>		
Spring	<p>Her overall attendance was % at the end of the Autumn term 2023 compared to % at the end of this Autumn term 2024. This shows a significant improvement with her attendance and punctuality. She has had no lates to school since going into care.</p> <p>Spring term update 2025</p> <p>Attendance has much improved and is no longer a PA. Her attendance up until 16.02.25 is currently % compared to Spring last year it was %. This is an excellent improvement. She continues to have no lates to school.</p> <p>Her attendance and excellent punctuality since going into care have been discussed in each PEP and care planning meeting.</p>		
Summer			

Reasons for absence this term.

Have you set a target in this PEP for improved attendance?

Extensive details provided on non-anonymised PEP

No

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)

If the child or young person is at risk of suspension or exclusion this must be discussed with the Virtual School . If the child / young person has already been excluded, the Virtual school must be informed immediately (VirtualSchoolForStHelens@sthelens.gov.uk).

Type of exclusion	Date from	Date to	Reason for exclusion

Detail the actions in place to prevent future suspensions or exclusions where applicable

For St. Helens Schools only: Have you made a TESSA referral to prevent Permanent Exclusion?

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

....'s attendance and punctuality has improved since going into the care of

VIRTUAL SCHOOL FEEDBACK:

Current PEP RAG rating for 'My Attendance'

Comments - My Attendance

GOLD - Outstanding

....'s attendance and excellent punctuality since going into care have been detailed.

My Targets/Outcomes

TARGETS/ OUTCOMES

REVIEWING AND SETTING TARGETS/ OUTCOMES

Previous Outcome/Targets

Outcome/Target	Why	How	Who will be responsible?	When	PP+ Cost	PP+ agreed
For to have the 1:1 support she needs with her behaviour and emotional wellbeing at this time as she settles into Year 1.	.... needs 1:1 support due to wanting to run out of class, running around school. She needs a teaching assistant to help her keep on task and focused in school so that she is ready to learn.	1:1 support daily for	Miss.... Mrs Mrs ....s	No date set	Pupil Premium Plus (PP+) £2,000.00 Funding Notes: We are currently paying £669 per week on a supply teaching assistant and have done this for 6 weeks so far costing school £4014 to date. To the end of this term it will have cost school £7359 Agreed (£2,000.00)	£2,000.00
To confidently recall and apply phase two sounds.	.... is behind with her phonics - she needs daily support with flashcards of phase 2 sounds, this is additional to her accessing daily phonics in class.	Daily support with phase 2 sounds, going over them and sharing them with her 1:1 and also in a guided group.	Mrs ... class teacher and Mrs teaching assistant	20-Dec-2024	Pupil Premium Plus (PP+) £400.00 Funding Notes: 5 weekly sessions at £10 per session .	£400.00
To improve maths skills through targeted support. To know number bonds to 10.	.... struggles writing out her numbers to 10 and knowing different bonds. This will be key to her learning in Year 1.	Daily support with number bonds and maths work in Year 1.	Mrs and Mrs	20-Dec-2024	Pupil Premium Plus (PP+) £400.00 Funding Notes: additional targeted 1:1 support on a Monday and Friday from teacher. £30 twice a week. £666 allocated for the term .	£400.00

Review Previous Outcome/Targets

Outcome/Target	Achieved	Comments on actual Outcome/Targets	Impact of funding
For to have the 1:1 support she needs with her behaviour and emotional wellbeing at this time as she settles into Year 1.	Yes	.... has had weekly drawing and talking therapy, 1:1 intervention from the BIT team and has a teaching assistant supporting her emotional regulation 1:1 all day in school. has had made some progress as a result of all of this intervention and will settle a lot quicker now if she becomes dysregulated. Swearing daily in school to staff and hitting out at staff has reduced significantly. is much happier in herself. Coming punctually to school each day also impacts her emotional wellbeing and she loves walking through the front door each morning with her peers. This gives her a much more settled start to her day. Her excellent attendance since going into care is also supporting her emotional wellbeing also as she is in school and not missing out on key learning, pastoral support and weekly interventions such as	Significant impact Really positive for

		Drawing and talking and 1:1 support from the BIT team.	
To confidently recall and apply phase two sounds.	Yes	She is working really well on phase 2 of her phonics and has moved on to phase 3. She now joins in with a small group for phonics with a teaching assistant sat with her and then she has additional 1:1 phonics later in the day to reinforce her learning. She is very proud of her phonics recall for phase 2 and has started phase 3. Need to try and encourage foster carers to complete some work at home - even if it is just flash cards as this will also help	Significant impact We are delighted that the gaps are beginning to close for now that she has 1:1 support in place with Mrs her teaching assistant. Without this support we know that would not have made the wonderful progress she has done in the autumn term. We are so pleased for that now that she is settling with her emotions that she is ready to learn.
To improve maths skills through targeted support. To know number bonds to 10.	Yes	She is making excellent progress in math and is accessing Numbots which is really helping her progress. This is an online learning platform which we have purchased. loves working through it to consolidate her learning of her number bonds to 10. She is working in maths supported by her teaching assistant Mrs and is accessing her learning now. likes the practical part of maths and will cut and stick numbers ordering them to 10 and has started now to 20.	Significant impact Having 1:1 support has greatly benefited throughout the autumn term. She is working towards the Year 1 maths curriculum and is gaining confidence not giving up when she finds maths tricky.

New Outcome/Targets

Outcome/Target	Why	How	Who will be responsible?	When	PP+ Request
For to have the 1:1 support she needs with her behaviour and emotional wellbeing at this time as she settles into Year 1.	.... needs 1:1 support to help her fulfill her potential. need a lot of emotional support as well as academic support. This reassurance from a 1:1 has helped her significantly in the autumn term and we need to continue this in the spring term. She needs a teaching assistant to help her keep on task and focused in school so that she is ready to learn and making the expected progress she is capable of. missed a lot of key learning in Reception due to poor attendance, punctuality and challenging behaviour at times. In Year 1 staff are working hard with her to fully support her and help close gaps in her learning.	1:1 support daily for SEND support [Targeted academic support]	Miss to ensure she has the 1:1 support. 1:1 support will be Mrs At times in the day needs a change of face of 1:1 this may be due to unsettled times and Mrs and DT often support with this. It is a team approach for to best meet her needs.	No date set	Pupil Premium Plus (PP+) £1,000.00
To read, write and recognise numbers to 20. To add and subtract within 20.	.... has made progress in the autumn term within 10, now this needs extending to 20. She is a capable girl and as her emotional wellbeing is settling she needs support to help her make the progress she is capable of in Year 1.	.... will be part of the whole class input for maths each day but will also be supported by her 1:1 teaching assistant. If she does not engage fully in the class input a task will be ready at her workstation to reinforce the key learning and give her opportunities with support to complete her maths target using fluency, numbots online maths program and then reasoning questions read by her 1:1.	Mrs ..../Mrs class teachers and teaching assistant Mrs	No date set	Request additional PP+ £400.00
To recognise phase 3 sounds.	She is now much more confident on phase 2 of her phonics and has moved on to phase 3 with 1:1 support.	-To sit with a small group to complete her Phonics (building on this as and when ready as being immersed in the whole	Mrs and Mrs class teachers. Mrs 1:1 teaching assistant.	No date set	Pupil Premium Plus (PP+)

	.... missed a lot of phonics in Reception due to being a persistent absentee and poor punctuality - she is now ready to learn and close these gaps in her learning. Her phonics is instrumental for her being able to access key skills across all of the school curriculum as it will support her reading. Staff are working very hard with to try and help her catch up on her phonics in line with her peers in year 1. She is not at the standard of a year 1 pupil yet and targeted intervention needs to continue daily. We have asked and modelled for how this can be reinforced at home also with going over of her phonics flash cards.	class phonics will greatly support ....'s phonics knowledge) -reading and segmenting phase 2 CVC words and captions (build on concentration) -Phase 2 tricky words -Recognition of phase 3 sounds and start to follow phase 3 program as 1-1 intervention with class teacher and 1:1 teaching assistant.			£400.00	
					£666 per term allocated	

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

For Virtual School use only:

Have previous PEP targets been reviewed?	VS comments
Yes	
Is pupil premium plus spending itemised?	VS comments
Yes	
Current PEP RAG rating for 'My Targets/Outcomes'	VS comments - My Targets/Outcomes
GOLD - Outstanding	Clear and detailed targets to support ....'s learning as well as her emotional wellbeing.

Aspiration Pathway

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?
DT	.... wants to work in a sausage roll shop with her Auntie It will serve cakes, roast dinners (these are favourites of ....'s) It will also be built near where her daddy lives
How would you categorise this aspiration?	Who will be in the network that helps the child or young person achieve their aspiration?
Career	DT, Mrs, Mrs, foster carers and mum.
Has any progress been made to the Aspiration Pathway since the last PEP?	Please detail any progress that has been made.
Yes	.... read with me the book called 'Do your best'. We talked about aspirations and how important it is to have these. See powerpoint attached for spring term with voice of the child for
How does the child or young person feel their Aspiration Pathway is progressing?	Has the child or young person decided to change their aspiration?
Autumn term Good - chose a book from our school library called Greg the sausage roll and said that she will be just like this one day when she has her own sausage roll shop to work in like her Auntie Spring term We read the story what makes you happy -'s aspiration hasn't changed but now with her daddy in her life she wants her sausage roll shop to be built near to where her daddy lives.	No
Current PEP RAG rating for 'Aspiration Pathway'	VS comments - Aspiration Pathway
GOLD - Outstanding	Further discussions have taken place around ....'s aspirations. ....'s aspiration hasn't changed but now with her daddy in her life she wants her sausage roll shop to be built near to where her daddy lives.

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

'My PEP Meeting' QA Judgement from last PEP	My PEP Meeting - comments from previous PEP
GOLD - Outstanding	Outstanding review of the meeting held for with the extensive support recorded that is being put in for due to the trauma that she is working through at the current time. ....'s behaviours are improving due to the support that she is receiving in school.
Previous PEP RAG rating for 'About Me'	About Me comments from previous PEP
GREEN - Good	Very early for life story work yet as just gone into care. SDQ has been completed by school and therapy put in place by school.
'My Education' QA Judgement from last PEP	My Education comments from previous PEP
GOLD - Outstanding	Truly outstanding PEP showing the superb support that has been put in place for A settled routine at home means that she is now attending more and is on time in school leading to more learning time for Extensive support from a wide range of staff is in place to support with little extra funding available.
'My Attendance' QA Judgement from last PEP	My Attendance - comments from previous PEP
GOLD - Outstanding	Outstanding attendance since going into care and with a long journey to contend with. Well done to carers.
'My Views, Wishes and Feelings' QA Judgement from last PEP	'My Views, Wishes and Feelings' comments from previous PEP
GOLD - Outstanding	It shows that has had a lot of time to share her wishes and feelings with Miss. and these have been taken into account when the support has been put in place.
'My Targets/Outcomes' QA Judgement from last PEP	My Targets/Outcomes' comments from previous PEP
GOLD - Outstanding	Outstanding targets linked to the support that needs. Targets have also been linked to academic needs but all funding will be channelled to the support that requires. An EHCNA will be started for soon.
'Aspiration Pathway' QA Judgement from last PEP	Aspiration Pathway comments from previous PEP
GOLD - Outstanding	Truly excellent work undertaken with so she can achieve her aspiration of working in the sausage roll shop. Reading stories linked to aspirations and sausage rolls have enhanced ....'s understanding of achieving her dreams.
Previous Overall PEP QA Judgement	Previous Overall Comments/ Feedback
GOLD - Outstanding	An outstanding example of a PEP with excellent aspiration pathway work, targets and education update. Well done to all staff at School for all the support you are providing for under very difficult constraints.

RAG ratings pulled through from individual pages

Current PEP RAG rating for 'My PEP Meeting'	Comments - My PEP Meeting
GOLD - Outstanding	A very detailed account of everything discussed in the PEP meeting.
Current PEP RAG rating for 'About Me'	Comments - About Me

GOLD - Outstanding	Full and detailed information including the support that is given in school.
Current PEP RAG rating for 'My Education'	Comments - My Education
GOLD - Outstanding	.... continues to make progress due to 1:1 support in class as well as support from the BIT team, Drawing and Talking therapy, daily pastoral support and advice from Psychologist, senior educational psychologist.
Current PEP RAG rating for 'My Attendance'	Comments - My Attendance
GOLD - Outstanding	....'s attendance and excellent punctuality since going into care have been detailed.
Current PEP RAG rating for 'My Views, wishes and feelings'	Comments - My Views, wishes and feelings
GOLD - Outstanding	A fabulous and sensitive record of ....'s wishes and feelings in response to the story 'Find Your Happy.'
Current PEP RAG rating for 'My Targets/Outcomes'	VS comments - Targets/Outcomes
GOLD - Outstanding	Clear and detailed targets to support ....'s learning as well as her emotional wellbeing.
Current PEP RAG rating for 'Aspiration Pathway'	VS comments - Aspiration Pathway
GOLD - Outstanding	Further discussions have taken place around ....'s aspirations. ....'s aspiration hasn't changed but now with her daddy in her life she wants her sausage roll shop to be built near to where her daddy lives.
Overall PEP QA Judgements and comments	
Current Overall PEP QA Judgement	Current Overall PEP QA Comment/ Advice
GOLD - Outstanding	.... is making significant progress due to the exceptional support that is in place for her.
Virtual School advice	
Virtual School advice to the Social Worker/IRO	
Continue to support school to ensure that continues to make progress.	