

Personal Education Plan

OFFICIAL-SENSITIVE

St Helens

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St.Helens Council

Date of Meeting: 26-Feb-2025

Date of Document: 07-Apr-2025

School Primary School

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 | | | No | Yes | |
| Designated Teacher | | | Yes | Yes | |
| Social Worker | | | Yes | Yes | |
| Carer | | | Yes | Yes | |
| Parent | | | No | Yes | |
| Parent | | | No | Yes | |
| Mentor | | | No | Yes | |
| SENCO/ INCO | | | No | Yes | |
| Virtual School Representative | | | No | Yes | |
| 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? | | |
| Yes | | | DT will feed back tobut hopefully he can join us towards the end of his PEP meeting. | | |
| MEETING NOTES | | | | | |
| Summary of today's meeting | | | | | |
| <p>Spring Term PEP meeting Invited: SW new social worker, DT, Michelle Hart Virtual school, - director of’s current placement, deputy manager and’s1:1 worker, and..... Lac leads from secondary school, DT shared the feedback from the virtual school for his previous PEP. DT discussed his current PEP and how wellhas settled into School as a result of the bespoke targeted support. DT shared that we work closely with his carers from his care setting and email if there is anything we are worried about to Home staff. ’s carers attended parents and carers evening withthis term. They are very supportive of homework. DT up dated about the risk assessment we have for him due to his older siblings coming on site in the past.</p> <p>Keyworker from his placement said that’s behaviour can be a mixed bag. Some days he listens to staff and other times he can off like a bottle of pop. He doesn't listen to staff at times. DT gave an example of how the staff have come into school a few times whenhas been playing up of a morning and he refuses to get out of the car. We discussed how he is now settled in his care placement and is secure so he is starting to test the boundaries a little but staff are working with him around this. He has a behaviour chart which is used in both school and in his care placement. Keyworker shared that she feels that he is doing really well but at times his behaviour has been challenging. He has reflective time and this support does help him. DT shared how closely school and his care placement work together to fully support</p> <p>DT shared howat times with his behaviour can be just like his dad - this helped staff who have only known him recently to understand how he is sometimes. He can be loud and this is exactly how his dad is.</p> <p>.....then talked about him and his sister going out for a family gathering last week for his dad's birthday.and his sister left when it was time to go and didn't create any fuss. Both parents were polite to the staff who brought him and SW anddecided it was important thatattended this with his sister as their older siblings had told them about it and there was a possibility they may have tried to get there if staff hadn't of brought them there. Mum and dad said that it had made their day thatand were there to celebrate dad's birthday with the other family members.</p> <p>SW discussed that the children and family have asked that family time is done in the community. We discussed this and DT was able to share that in the past there have been some issues around the children running off from carers when it is in the community - DT gave the example of a time at Jump Nation last year. SW asked if we knew why two staff members were supervising family time. As a result of this two people supervised contact and it was brought back into the contact centre. This decision was also made due to’s dad’s behaviour towards the staff supervising contact andfrom school explained that the police had to be involved.</p> | | | | | |

SW said that a review would need to take place of this before any possibility of contact in the community and that this would need to be risk assessed.

DT also gave the example of older siblings turning up at contact in the community when they have been reported missing.

SW explained that both and do have free time in the local community.

....discussed older sibling family time which is monthly and that this is going ok.shared that attendance of’s older brother at this family time can be sporadic as a lot of the time he has gone missing from his care placement.said it is lovely to see the strong bond that and andhave which is observed at this family time.

SW asked about’s older brother and that he has asked previously that he wants to seeand SW is going to liaise with and try and get this set up again for the children.

We discussed life story work and that sometimeshas shared with staff in his care placement that he has all these things that go through his head about his mum and dad. SW is going to book in some direct life story work with the social worker assistant. We all discussed how this was important for him. SW said he would benefit from having his own life story book which the social worker assistant can support with. SW will keep us updated through the PEP and care planning meetings when this will take place. He is currently on a waiting list for this direct work.

The next care planning meeting will be
The next PEP will be

| | |
|--|--|
| Can the child swim 25 metres? (25 metres 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? |
| No |’s new placement have booked swimming lessons for him. |

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 |
| 10:00 | On Teams | |

| | |
|---|--|
| VIRTUAL SCHOOL FEEDBACK: | |
| Current PEP RAG rating for 'My PEP Meeting' | Comments - My PEP Meeting |
| GOLD - Outstanding | Outstanding update of the meeting that has taken place forgiving a full, rounded view ofat home and at school. |

About me

| PERSONAL INFORMATION | |
|---|---|
| First name | Surname |
| | |
| Date of birth | Gender |
| | Male |
| Ethnicity | Religion/ culture |
| White British | |
| First language | UPN |
| English | |
| Social Care ID | Is the child / young person an Unaccompanied Asylum Seeker (UASC)? |
| | |
| CARE INFORMATION | |
| Date into care | Legal status |
| | |
| Name of person(s) with parental responsibility | Placing authority |
| | St Helens |
| Educating authority | Current placement type |
| St Helens | |
| Has any life story work been discussed? Please summarise and provide details. | |
| <p>It was discussed by DT in’s recent PEP that life story work does need to be completed as this has not been completed as of yet- SW,’s new social worker is going to ask for her social worker assistant to book in some sessions withto do this and begin a life story book of his own.</p> <p>DT shared how School supported with their school counsellor to explain towhen he was told he was staying in care and not going back into the care of his mum and dad.</p> | |
| 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, | Carer, |
| 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, | Mother, Father, Carer, |
| 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 |
| November 2023 (score was 17) New into care so 17 was the score of the first one. | 17.11.23 |
| What was the score from the young persons most recent Strengths and Difficulties Questionnaire? | Date of most recent Strengths and Difficulties Questionnaire |
| Total Difficulties 13 | 01-07-2024 |

| | |
|---|---|
| If the SDQ score is high (over 14) what support is being provided, if appropriate. | |
| School have given weekly counselling to helpwith the difficulties highlighted around his emotions and talking about them. DT has shared that he is now talking a lot more about how he feels since having this weekly targeted support. | |
| VIRTUAL SCHOOL FEEDBACK: | |
| Current PEP RAG rating for 'About Me' | Comments - About Me |
| GREEN - Good | SDQ score now updated by school and a plan is in place for life story work, PEP signed off by VS. |

My Education

CURRENT EDUCATION SETTING INFORMATION

| | |
|---|---|
| School name | School address/ contact details |
| Primary School | |
| Date started at present school | Mentor/key person |
| | DT - headteacher and Mrs pastoral manager |
| 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- he is in Year . 8:40-3:10pm Monday to Friday. | |
| 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? |
| No SEN | |
| 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? |
| | |

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

.....since returning to School is brought to the front door or gate each morning by one of the members of staff from his current placement. If there are any messages to pass over this is done withor he walks on ahead to his class.comes into school settled each morning. There has just been one morning when DT has had to go to the car and support walkinto school after him having a disagreement with his sister in the car.

All of’s needs are met by his current placement - he is happy and comes to school ready to learn.

.....is enjoying being on packed lunch since being in his new placement - he also always has his PE kit on the correct days.

.....was a little quiet when he first returned to School. With pastoral support daily and support from DT he settled back in quickly to School and it was as if he had never left us!talks very positively about School and has shared with us that he was not as happyPrimary school. His friends have welcomed him back to school and he is trying hard.

.....sometimes, especially after playtimes after lunch can be a bit over excitable and loud, staff are working with him at present to give him some quiet time before returning to class after lunch so that he is settled for the afternoon. Sometimescan answer back at adults in school but he will apologise when spoken to about this.

| | |
|----------------------------|---|
| Snapshot of Attendance | What support is in place, or will be put in place, to improve attendance (If required) |
| Could be improved (95-98%) |’s current attendance is % and he is no longer a persistent absentee. He has not been late once since going into foster care. |
| 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 |receives pastoral support throughout the week which he responds well to. He also works in a smaller group each morning to help keep him focused and on track with his learning. He checks in DT daily too at the beginning and end of each day. This all helps keep his behaviour regulated and reinforces the |

| | |
|---|--|
| | expectation of the behaviour he knows he can consistently show in School each day. |
| 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 |is having weekly pastoral support in school. He is very happy in his new foster placement. This is the third placement forsince leaving School at the end of October. School have daily check ins with him and alleviate any concerns or worries. School liaise with the carers in his current placement twice daily, in the morning and at the end of the day. |
| 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 |
|wants to attend School St Helens. | School will liaise with the staff from his high school to support a smooth transition and organise additional visits with staff from School but also invite key members of staff who will be supportingto visit school. A detailed transition plan will be put in place for the summer term for |
| Full name and address of school or college being applied for | What is the Ofsted rating of the school or college being applied for? |
| | Good |
| VIRTUAL SCHOOL FEEDBACK: | |
| Current PEP RAG rating for 'My Education' | Comments - My Education |
| GOLD - Outstanding | An outstanding update on’s education. Having had half a term away from this school, staff are working well to plug any gaps in’s understanding. He is very well supported at School and has made excellent progress. |

My Attainment

Year 6 results

Overall am I making good progress regardless of my attainment

| Subject | Term 1 Autumn | Term 2 Spring | Summer |
|---------|---------------|---------------|---------------|
| | Good Progress | Good Progress | Good Progress |
| | Yes | Yes | |

Attitude to Learning

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

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 | | 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 | Y6 | EP | Y6 | EP | | |
| Writing | EXS | Y6 | EP | Y6 | EP | | |
| Mathematics | EXS | Y6 | EP | Y6 | EP | | |
| [GPS] Grammar, Punctuation and Spelling | EXS | Y6 | EP | Y6 | EP | | |
| Science | EXS | Y6 | EP | Y6 | EP | | |
| History | EXS | Y6 | EP | Y6 | EP | | |
| Geography | EXS | Y6 | EP | Y6 | EP | | |
| Art and Design | EXS | Y6 | EP | Y6 | EP | | |
| Music | EXS | Y6 | EP | Y6 | EP | | |
| Physical education | EXS | Y6 | EP | Y6 | EP | | |
| Design technology | EXS | Y6 | EP | Y6 | EP | | |

| | | | | | | | |
|-------------------------|-----|----|----|----|----|--|--|
| Computing | EXS | Y6 | EP | Y6 | EP | | |
| PSHE | EXS | Y6 | EP | Y6 | EP | | |
| Modern Foreign Language | EXS | Y6 | EP | Y6 | EP | | |

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

| Subject | | Term 1 Autumn | | Term 2 Spring | | 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 | | | | | | | |

Additional notes for Year 6

Term 1 Autumn Notes:

Maths - working at expected level - shown a good understanding of factors, multiples and prime numbers and is scoring more in each week's arithmetic tests.

.....is a strong reader with good comprehension skills of retrieval, vocabulary, inference and summarising he is progressing steadily through the Reading Plus programme (level D)

He enjoys Art, Science and he has a good understanding of grammar, punctuation and spelling - handwriting and presentation can be quite poor and he needs to work on his stamina as writing usually takes him some time.

.....enjoys PE and is a very good gymnast.

.....chose some of his favourite and proud work from this term - his artwork, his writing and his science work and I have scanned some of these and added to the documents section.

Term 2 Spring Notes:

.....has settled back into his year 6 class. He was excited to return to School but also a little apprehensive about what his friends would say. Staff worked with his class prior to his return to prepare them for his return and to not ask questions. They welcomed him back with open arms - it is now as if he has never been away.

Strong friendships he had prior to leaving have been rekindled.

.....missed school for 6 weeks due to changing placements and not wanting to return to Primary School. Staff have worked with him to support and catch him up on key learning that he had missed within the year 6 curriculum.is a capable boy who staff know very well and have the highest of expectations of him. He is working well within the demands of the year 6 curriculum, especially in the lead up to SATs. He works best in a small targeted group as he can become over excited at times and loud within the classroom setting.

In Reading he is working at the year 6 standard and has progressed to level E on Reading Plus which he accesses daily.

He continues to work on learning his weekly spellings.

His current placement are very supportive of weekly homework for

In Maths he is knowledgeable and working within expected level - his stamina needs to increase so that he gets through his SATs in the allocated time.

His handwriting is beautiful and he takes great pride in this; he has worked hard and continues to with his stamina for this.

In foundation subjects he can be slower at times but his pace is improving and he is more than capable of completing the different tasks set. He loves computing, PE, especially gymnastics, Humanities. He has enjoyed working with a drama company and developing his oracy and acting skills as well as team building.

He took part in a residential for 3 days and 2 nights to Robinwood in Wrexham with his peers from MondayFebruary where he took part in many incredible activities such as the giant swing, the zip wire, climbing wall and piranha pool where he overcame his fear of being in water. It was a very happy residential for him and he got to share it with his Year 6 peers.

Term 3 Summer Notes:

Year 5 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 | Yes | Yes |

Attitude to Learning

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

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 | Y5 | EP | Y5 | EP | Y5 | EP |
| Writing | EXS | Y5 | EP | Y5 | EP | Y5 | EP |
| Mathematics | EXS | Y5 | EP | Y5 | EP | Y5 | EP |
| [GPS] Grammar, Punctuation and Spelling | EXS | Y5 | EP | Y5 | EP | Y5 | EP |
| Science | EXS | Y5 | EP | Y5 | EP | Y5 | EP |
| History | | | | | | | |
| Geography | | | | | | | |
| Art and Design | | | | | | | |
| Music | | | | | | | |
| Physical education | | | | | | | |
| Design technology | | | | | | | |
| Computing | | | | | | | |
| PSHE | | | | | | | |

| | | | | | | | |
|-------------------------|--|--|--|--|--|--|--|
| Modern Foreign Language | | | | | | | |
|-------------------------|--|--|--|--|--|--|--|

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 | | | | | | | |

Additional notes for Year 5

Term 1 Autumn Notes:

.....is continuing to make good progress with the year 5 curriculum. Since going into care he is now learning his weekly spellings and is completing reading homework and other homework. He has a much more positive attitude to his work. He is less tired in class - his speed is slow at times with his work but he is being supported to quicken his pace when working and become less distracted in class. He has also started attending our Rainforest nurture camp and he is responding well to this.

.....achieved expected standard in Maths and Reading in his autumn term year 5 assessments which is excellent and is testament to how settled he is and his routine in his foster placement is being instrumental to the excellent progress he is making.

He achieved working towards the expected standard for writing and spellings (EGPS) - we know that now he is completing homework that this gap will continue to close and he is a clever boy who will make expected progress in all areas of the curriculum. We will give any additional support he needs with this in class throughout the spring term.

Term 2 Spring Notes:

.....is continuing to make very good progress in school. He now attends the Rainforest nurture camp daily and he enjoys working in a small group in there. He is not tired coming to school due to the settled routine he has at home and he is trying really hard in all of his work. His attitude to learning and behaviour has improved significantly in the spring term - he is very proud of himself.

.....has done well in his recent tests. He is expected in all subjects apart from writing, however, I am confident that he will be there by the end of the year. His spelling and ideas are great; it is more his pace and application that is an area for him to develop.is enjoying the Rainforest nurture and is building relationships. He joins in well and enjoys the art activities in particular

Term 3 Summer Notes:

.....is doing well academically and I am confident he will be expected in all subjects by the end of the year. He is intelligent and has lots of good ideas when engaged- he likes offering these and can produce lovely work.is more than capable of accessing all elements of the Year 5 curriculum but his pace when working at times can hold him back. His morning work is usually completed to a good standard in appropriate time, it is mainly the afternoon lessons where the above applies.completes the spellings that are sent home each week and is scoring well on his spelling tests. He is given his reading record most nights by Mrs he does sometimes leave this behind (on his desk, in the cupboard etc.) but staff do proactively give him what he needs each day. He does complete work at home.

.....is doing well overall in school and has a good relationship with his class teacher/Rainforest lead/TA. He is given a lot of additional, emotional support by all adults that work closely with him.

.....continues to access the Rainforest nurture camp in school, which he enjoys. He engages well, displays good manners and demonstrates that he can show self-control when he chooses to.

Key for Teacher assessment codes

| Description | Code | P Scale options |
|---|------|-----------------|
| Working at Greater Depth | GDS | |
| Working at the Expected Standard | EXS | |
| Working towards the expected standard | WTS | |
| Has not met the expected standard (also to be used with P Scales for Science) | HNM | |
| Pre-Key stage standard 4 | PK4 | |
| Pre-Key stage standard 3 | PK3 | |
| Pre-Key stage standard 2 | PK2 | |
| Pre-Key stage standard 1 | PK1 | |
| Below the standard of the pre-key stage standards | BLW | P4 |
| | | P3ii |
| | | P3i |
| | | P2ii |
| | | P1ii |
| | | P1i |
| Absent for long periods, recently arrived, not enough information to provide a TA judgement | A | |
| To be used when a pupil has been disapplied from the national curriculum, including statutory assessment requirements | D | |

SATS Results for Key stage 1

Please enter the SATS results below:

| Subject | Results | | | |
|---|--------------|-----------------------------|-------------------------|--|
| Raw Score | Scaled Score | Has Made Expected Standards | Teacher Assessment Code | |
| Mathematics | | | | |
| Reading | | | | |
| Writing | | | | |
| [GPS] Grammar, Punctuation and Spelling | | | | |
| Science | | | | |

SATS results (pre 2016)

| Subject | Results |
|---|---------|
| National Curriculum Teacher Assessment Level / National Curriculum Test Level | |
| Reading | |
| Writing | |
| Mathematics | |
| Science | |
| Speaking and listening | |

Additional notes for SATS Results for Key stage 1

SATS Results for Key stage 2

Please enter the SATS results below:

| Subject | Results |
|---------|---------|
|---------|---------|

| Raw Score | Scaled Score | Has Made Expected Standards | Teacher Assessment Code | |
|---|--------------|-----------------------------|-------------------------|--|
| Mathematics | | | | |
| Reading | | | | |
| Writing | | | | |
| [GPS] Grammar, Punctuation and Spelling | | | | |
| Science | | | | |

SATS results (pre 2016)

| Subject | Results |
|---|---------|
| National Curriculum Teacher Assessment Level / National Curriculum Test Level | |
| Reading | |
| Writing | |
| Mathematics | |
| Science | |
| Speaking and listening | |

Additional notes for SATS Results for Key stage 2

| |
|--|
| |
|--|

My Views, Wishes and Feelings

Please choose which Child Voice Form you wish to use

KS2 Child Voice

VIRTUAL SCHOOL FEEDBACK:

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

GOLD - Outstanding

Comments - My Views, wishes and feelings

A truly outstanding review ofs wishes and feelings showing how much he loves being at School and the extensive support that is provided to

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 and write them down
- Talk about the things that are worrying me and write them down
- Help me pick a score in the box below to show how well I think things are going
- Help me to think about what needs to happen to help me and write down my ideas
- 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 (Think about what would need to happen for you to improve the score you chose below.) |
|--|--------------------------------|---|
| Seeing all of my mates again in Having PE sessions again as they didn't do them in my other school . I am doing a routine in gymnastics where I can showcase my incredible talent. I am happy to be back with DT, Mrs ..., Mrs and Miss my teachers. | I have no worries. | Last week I was messing about a bit before school and it made my sister late some days. I am working on making this better and listening to the adults that are there to look after me. At the end of lunchtime I can be a little bit over excited and DT and Mrs are helping calm for the afternoon. |

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

9

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

I scored 9 last time as I was moving schools. I am now back at School and I think it is 10 because it is back how it used to be before I left.

New score given in this PEP

10

The things that would help to make it better are

It is a 10 because everything is good and I am happy to be back at.....

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.

What I enjoy about most about coming to school is

Seeing my mates, PE and Art are still my favourite lessons.

The lessons I like best are

PE because we are doing gymnastics at the minute and this is also my aspiration - I am in the Liverpool gymnastics club and I go there

| | |
|---|--|
| | <p>every Thursday. I like our PE coach- he sees that I am talented with my PE and I always do my best.</p> <p>In Art I am a really good drawer, I am really proud of my Y6 sketch book. (.....chose some of his favourite work and I have uploaded this on his PEP).</p> |
| The best things I have done or achieved at school are | The lessons or learning I would like to get better at are |
| <p>My scaled up model of the dog I created in Art. I was happy with how it turned out - I thought my model was cute. I felt proud of my finished work.</p> <p>My handwriting is amazing - I am really proud of how neat it is.</p> | <p>I am trying really hard with all of my lessons since returning to My writing is getting better and I prefer working in a smaller group each day. I was proud of my writing about Alma</p> |
| The things I like to do after school are: (clubs, teams, activities) | When I am finding something difficult in school these are the best things that adults can do to help me |
| I have SATs club which I had in the autumn term - I need to keep attending this as it will help me do my best with my SATs in May. | Work with me, give me time, reassure me, listen to me, help me understand that I can do it when sometimes I don't believe in myself. |
| When I am upset at school I would like the adults to help me by | The things that help me best with my learning are |
| Giving me a minute to help me calm if I am upset, letting me have a cold drink as this helps sometimes. | Working in a small group, working with adults that know me well, DT, Miss, Mrs Mrs - they always help me to do my best. |
| The things that would make me happier at school are | Please include information about anything else we have talked about which might include how I feel about my education, health or my care. |
| <p>I am really happy at School and so happy to be back here. I really missed it and my friends and teachers at</p> <p>When I was at Primary school I made a few friends but they swore and teachers didn't care. This doesn't happen at School- Schooli s generous and kind and the most loving school.</p> | <p>I feel happy. My social worker listened to me and asked DT to take me back. Everyone was happy for me to come back and I was too.</p> <p>I enjoyed my time with my previous foster carers after - everything was good like we went to a festival in Liverpool.</p> <p>In my new home is my favourite member of staff, she is kind.is also fun. I feel happy with my new home. My room has a double bed and I have put LED lights all around it.</p> |

My Attendance

ATTENDANCE

Attendance this year (by term)

| | Present | Authorised absence | Unauthorised absence |
|--------|-----------------------|--------------------|----------------------|
| Autumn | Current attendance is | | |
| Spring | Currently | | |
| Summer | | | |

Reasons for absence this term.

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

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

Attendance and punctuality are not a concern since going into care. Hopefully the moreis in school this term his percentage will increase.

VIRTUAL SCHOOL FEEDBACK:

Current PEP RAG rating for 'My Attendance'

Comments - My Attendance

GREEN - Good

Overall attendance has been impacted bynot being in school when his placement changed. When at,’s attendance has been very good and school have no concerns regarding his attendance.

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 |
|--|---|--|--------------------------|-------------|--|------------|
| To supportwith his reading stamina. |is a capable boy but his reading speed can be slow at times and he can easily lose concentration so throughout this half term we are working on giving him 1:1 support with this in class. | That his reading speed will increase - Reading Plus online tool will be used to measure his progress and his application of then applying his skills to get through the Year 6 Reading SATs test within the 60 minutes that is given for the test.will also be listened to read daily in school and encouraged to read at home. | Mrsand Miss | 16-Oct-2024 | Pupil Premium Plus (PP+) £350.00 Funding Notes: Reading Plus support in class through teaching assistant daily x5 over 71/2 weeks of the term is *35 days x £10 per hour Agreed (£350.00) | £350.00 |
| To support closing of the gaps to ensuremakes age related progress in his SATs in May 2025. |needs some additional support to ensure that he is focused and any gaps are closed as he prepares and consolidates his Ks2 knowledge for sats. | weekly tuition attending sats club in school for 1 hour. | Mrs | 16-Oct-2024 | Pupil Premium Plus (PP+) £100.00 Funding Notes: 5 weeks of weekly tuition Agreed (£100.00) | £100.00 |
|will be receiving 1:1 daily check ins with the pastoral manager and headteacher to make sure he is happy and alleviate any worries as he prepares for his new school. | To supportsuccessfully with his transition to his new school. | Visit to new school, School having check ins withto discuss his new school, alleviate any worries. Ongoing pastoral support for | Mrs | 17-Dec-2024 | Pupil Premium Plus (PP+) £300.00 Funding Notes: sessions at least twice a week with pastoral manager Agreed (£300.00) | £300.00 |

Review Previous Outcome/Targets

| Outcome/Target | Achieved | Comments on actual Outcome/Targets | Impact of funding |
|---|----------|--|---|
| To supportwith his reading stamina. | Yes | This target staff have supportedwith but we feel with him leaving in October and not returning until the second week of January that not enough has been done. There is no record of the half a term in the autumn term when he was not with us. We feel that we had worked solidly on this up untilleft us but this target will continue this term. | Significant impact The funding had significant impact whilstwas with us - we cannot comment on the 6 weeks he was not in school and the 2 weeks when he was in another primary school. We have worked withover the past 6 weeks to get this stamina back on track as noted in his recent Reading Plus level E but we feel we need this more consistently to be seen for the rest of this term.will work in a small targeted group daily and will also be given 1:1 |

| | | | |
|--|-----|--|--|
| | | | targeted support when needed to keep him focused and on task when reading. |
| To support closing of the gaps to ensuremakes age related progress in his SATs in May 2025. | Yes | This target staff have supportedwith but we feel with him leaving in October and not returning until the second week of January that not enough has been done. There is no record of the half a term in the autumn term when he was not with us. We feel that we had worked solidly on this up untilleft us but this target will continue this term. | Significant impact This is significant impact for the 8 weekswas with us in the autumn term where he attended weekly SATs club and school purchased SATs boot camp for him to access. This target will continue this term as we fill any gaps in his Y6 knowledge from the half a term that he was not with us in Holy Spirit. |
|will be receiving 1:1 daily check ins with the pastoral manager and headteacher to make sure he is happy and alleviate any worries as he prepares for his new school. | Yes |had a lot of support prior to leaving School to help with his transition to Primary. This involved a transition plan which was successfully implemented liaising with’s school before and after his visits there, working witharound potential questions he wanted to ask and ensuring that a buddie was in place for him and alleviating any worries. This all aided a successful transition to Primary fromwas more than ready to embrace this new chapter. Unfortunately due to having two changes in his placements for care his time at Primary was brief. He has been fully supported before and during his transition back to School by DT and Mrs He has successfully settled back into School and continues to have daily check ins to support him in his current care setting. | Significant impact I feel that without this thatwould not have transitioned as successfully as he did to his new school and then back into He has come back to known staff, routines and a familiar environment which has really supported him. We will build upon this ready for his transition tos which the work will begin with in the summer term 2025. |

New Outcome/Targets

| Outcome/Target | Why | How | Who will be responsible? | When | PP+ Request |
|---|--|--|--------------------------|---------------|---|
| To support closing of the gaps to ensuremakes age related progress in his SATs in May 2025. | We are doing everything we can to ensure that gaps are closed forso that he can make age related expectations in his SATs in May 2025. Being out of school for 6 weeks of the autumn term we are working hard to close these gaps. We have purchased SATs boot camp online app,will have 1:1 tuition one to two times a week as well as working in a small targeted group each day in class. |will be given CGP revision guides and task books to help consolidate his learning in school and at home. | DT - .Mrs | 23- May- 2025 | Pupil Premium Plus (PP+) £600.00 Funding Notes: twice a week tuition at £30 CGP books £20 Logins for SATs boot camp Agreed (£600.00) |
| To supportwith his emotional wellbeing. |requires daily check ins from both the headteacher and pastoral manager and this has happened since he returned to our setting on 13th January. Throughout these 5 weeks of the spring term first half he had 1:1 support and nurture and reassurance to help re-settle him back into Some days school have to support his carers with getting him into school if he has had a wobbly morning or has been upset in his setting before arriving to school. On these occasionsis given time in our sensory area to regulate and then goes to class when he is much more regulated.responds well to Mrs and DT as these are 2 adults he trusts in As | daily check ins if needed and weekly 1:1 session with Mrs in the sensory room. We feel that this additional support was best given by staff he knew rather than buying in external support as discussed with Heather Addison who was very supportive in helping us reintegrateback into life in | DT Mrs | 27- May- 2025 | Funding Notes: Time with pastoral manager and headteacher daily and then weekly 1:1 session of 30 mins in Rainbow Dream Den Sensory room. |

| | | | | | |
|--|--|--|--|--|--|
| | discussed with Heather Addison during his return to School we feel that this additional bespoke support towas beneficial to help resettle him back into school and help him settle in his new care setting also,has had three care settings this academic year and this is a lot for him to process. | | | | |
| | | | | | |

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 | All targats have been achieved with extensive information provided on impact of the funding used. |
| Is pupil premium plus spending itemised? | VS comments |
| Yes | Session costs have been provided. |
| Current PEP RAG rating for 'My Targets/Outcomes' | VS comments - My Targets/Outcomes |
| GOLD - Outstanding | Targets have been reviewed with extensive information provided on impact of the funding used. Session costs have been provided and new targets are linked closely to’s needs. |

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? |
| pastoral manager Mrs.....I and Miss Rainforest lead |wants to be famous and use his talents with being so good at gymnastics. I am so good at gymnastics and want to share my talents to inspire others. |
| How would you categorise this aspiration? | Who will be in the network that helps the child or young person achieve their aspiration? |
| Career | DT pastoral manager Mrs and Miss Rainforest lead and his foster carers (Staff in new primary school) |
| Has any progress been made to the Aspiration Pathway since the last PEP? | Please detail any progress that has been made. |
| Yes | He had gymnastics classes in school by a gymnastic coach and made excellent progress. He is now also in a gymnastic club outside of school which he loves. He wants to be a gymnastics teacher. I have taken part in a few competitions now and I have about 12 medals so far - I have them proudly displayed in my bedroom. |
| How does the child or young person feel their Aspiration Pathway is progressing? | Has the child or young person decided to change their aspiration? |
|loves to share his gymnastics with everyone in school and with his foster family. He has been attending gymnastics groups regularly andreports the coaches are very happy with his progress. | No |
| Current PEP RAG rating for 'Aspiration Pathway' | VS comments - Aspiration Pathway |
| GOLD - Outstanding | Excellent review of the Aspiration Pathway and documents have been uploaded. |

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 update from School beforemoved schools. Excellent support provided by |
| Previous PEP RAG rating for 'About Me' | About Me comments from previous PEP |
| GREEN - Good | SDQ in date and life story work plan has been made. This will now have changed due to changes in circumstances for |
| 'My Education' QA Judgement from last PEP | My Education comments from previous PEP |
| GOLD - Outstanding |started at Primary but due to changes in carers he was not there for long. An extensive transition was put in place by School staff. The support that School put in forwas exceptional and hopefully can continue after Christmas. Work 'that I am proud of' has been shared in documents along with school report and reading assessments |
| 'My Attendance' QA Judgement from last PEP | My Attendance - comments from previous PEP |
| GREEN - Good | Up untilleft attendance was good. This half term has been significantly below what we expect but I am sure he will get back on track after Christmas. |
| 'My Views, Wishes and Feelings' QA Judgement from last PEP | 'My Views, Wishes and Feelings' comments from previous PEP |
| GOLD - Outstanding | Criteria met with an outstanding record of’s wishes and feelings |
| 'My Targets/Outcomes' QA Judgement from last PEP | My Targets/Outcomes' comments from previous PEP |
| GOLD - Outstanding | SMART targets have all been achieved and new, relevant targets set. |
| 'Aspiration Pathway' QA Judgement from last PEP | Aspiration Pathway comments from previous PEP |
| GOLD - Outstanding | An exceptional Aspiration Pathway has been uploaded with reviews fromand updates as to how staff are helping |
| Previous Overall PEP QA Judgement | Previous Overall Comments/ Feedback |
| GOLD - Outstanding | An outstanding PEP with excellent support provided by School for |

RAG ratings pulled through from individual pages

| Current PEP RAG rating for 'My PEP Meeting' | Comments - My PEP Meeting |
|---|--|
| GOLD - Outstanding | Outstanding update of the meeting that has taken place forgiving a full, rounded view ofat home and at school. |
| Current PEP RAG rating for 'About Me' | Comments - About Me |
| GREEN - Good | SDQ score now updated by school and a plan is in place for life story work, PEP signed off by VS. |
| Current PEP RAG rating for 'My Education' | Comments - My Education |
| GOLD - Outstanding | An outstanding update on’s education. Having had half a term away from, staff are working well to plug any gaps in |

| | |
|---|--|
| |'s understanding. He is very well supported at School and has made excellent progress. |
| Current PEP RAG rating for 'My Attendance' | Comments - My Attendance |
| GREEN - Good | Overall attendance has been impacted bynot being in school when his placement changed. When at , 's attendance has been very good and school have no concerns regarding his attendance. |
| Current PEP RAG rating for 'My Views, wishes and feelings' | Comments - My Views, wishes and feelings |
| GOLD - Outstanding | A truly outstanding review of 's wishes and feelings showing how much he loves being at School and the extensive support that is provided to |
| Current PEP RAG rating for 'My Targets/Outcomes' | VS comments - Targets/Outcomes |
| GOLD - Outstanding | Targets have been reviewed with extensive information provided on impact of the funding used. Session costs have been provided and new targets are linked closely to 's needs. |
| Current PEP RAG rating for 'Aspiration Pathway' | VS comments - Aspiration Pathway |
| GOLD - Outstanding | Excellent review of the Aspiration Pathway and documents have been uploaded. |
| Overall PEP QA Judgements and comments | |
| Current Overall PEP QA Judgement | Current Overall PEP QA Comment/ Advice |
| GOLD - Outstanding | An outstanding PEP with a range of documents attached to support the PEP for He is very well supported at School and will miss all the staff when he moves to high school |
| Virtual School advice | |
| Virtual School advice to the Social Worker/IRO | |
| SDQ score now updated by school and a plan is in place for life story work, PEP signed off by VS. | |