

Agreement

I understand that by completing this form using a secure email address that I will be responsible for ensuring that it and its contents (including passwords) must be kept secure at all times and not shared without express permission being sought and granted.

I have read the above statement and I accept.

PEP information

PEP information

Name of Pupil:

School Year:

Date of Birth:

Education Provider:

Date of this PEP:

PEP meeting or DT review (Please select)

Is this the first PEP?

Date of last PEP

Is this the last PEP?

Next PEP Review:

Time:

Date:

Venue:

Name of designated teacher:

Email of designated teacher

Telephone number of school

Name of person completing this form

Is the pupil making age expected progress?

Is the pupil making expected progress from baseline assessment?

Reading age:

Date assessed:

Reading comprehension age

Date assessed:

Please select the Year Group you wish to report on:

Pupil progress

Pupil progress years R- 2

Pupil progress reception to years R- 2

Foundation Stage Profile:

Provide comments on the general development of the child. This may include personal, social, emotional and mathematical development, communication skills, creative and physical development.

Year Group:

Snapshot of Attainment and Progress

Term:

Primary phase

Is the pupil **expected to achieve** Primary Expected Standard?

Reading

Writing

Mathematics

Is the pupil **currently on track to achieve** Primary Expected Standard?

Reading

Writing

Mathematics

Is the pupil **currently on track to achieve above** Primary Expected Standard?

Reading

Writing

Mathematics

Is the pupil **currently on track to achieve end of year targets/expectations?**

Reading

Writing

Mathematics

If not on track to achieve expected standard please indicate how Pupil Premium will be used to accelerate progress:

Progress made for child/young person with an EHCP

Social Care Input

Date of next LAC review	24/04/2019 00:00
Ethnicity	White British
Religion	Church of England
Legal status	Full Care Order
First language	English
Interpreter needed	No
Disability	No
Unique pupil number	H12345678
Child ID number	765432
Date child became LAC	02/03/2014
Name of carer	Julie Care
Address of carer	Confidential
Current placement type	U4: Foster placement with other foster carer – long term fostering
Number of placements	2
Who will receive and respond to communication from school, including school reports?	Carer
Who will attend consultation evenings?	Carer
Who will give permission for school trips?	Carer / Head of Service for outside UK
Who will support with home study and related issues?	Carer
Who will give permission in medical and health issues?	Carer / Head of Service for anesthetic
Special instructions, e.g. who should NOT have contact with the young person?	No birth parents to enter school

Attendees

Name	Address	Invited	Attended	Copies to be sent
Caroline Done (DT)	c.done@vschool.co.uk	Yes	Yes	No
Julie Care (carer)	j.care@caring.co.uk	Yes	Yes	Yes
Mark Wood (Social worker)	m.wood@centralbeds.gov.uk	Yes	Yes	Yes
Sue Lake (Virtual School)	s.lake@centralbeds.gov.uk	Yes	Yes	No

Previous School history

Name of school	Address	From	To	Reason for leaving
N/A	First School			

Record of progress

Record of progress

School comments on subjects where there has been good progress:

Holly continues to make good progress across all areas of the Year 1 curriculum. She displays a particular interest in maths and when she focuses appropriately, Holly can produce some excellent work.

School comments on subjects where there has been slow progress and interventions made:

Holly continues to find it challenging to follow an instruction with the rest of the class and does not like to be told she has to stop and put something away. Holly is told how long she has to work at an activity before tidying away. This sometimes helps Holly to co-operate when the teacher tells everyone to stop and come to the carpet. During the times when Holly is resistant to stop her work, a count down sometimes works and warnings. She can sometimes respond very well to positive encouragement and loves receiving positive points. Holly continues to find it difficult to focus on her work and continues to need adult intervention to maintain her concentration.

School comments on attendance, with reasons if below 95%:

Holly's attendance continues to be very good- above 95%. She arrives to school promptly, however, does not always have the equipment she needs for school- P.E kit/ Planner. One absence due to a medical appointment.

School comments on behaviour, including exclusions and interventions made:

Holly finds it difficult to work independently and she can become very distracted. She will usually follow the classroom rules, however, may need warnings before she follows through. When Holly is encouraged, she will participate in class discussions and listen to her peers. She does need frequent reminding to sit still.

School comments on peer/adult relationships:

Holly continues to be a quieter member of the class and during play times she will take out her toys from home to play with. She will sometimes speak quietly to others about what she has brought in. Holly particularly likes to talk to the adults at school and will often seek them out at play times to share some news that she has. She is kind towards her peers and will occasionally play alongside a group of children.

Is there effective communication between the carer and school?

Yes - always. Very good communication between home and school. A home school communication book has been set up and is proving beneficial.

Careers Advice and Guidance (Year 9/10/11)

Careers Advice and Guidance (Year 9/10/11)

Comments:

What options has the young person chosen?

Has the young person had a careers interview with an external agency? Please give details of interview

Has the young person undertaken any work experience? Please give details of work experience

Does the young person attend a college placement? Please give details

What are the young person's post 16 aspirations?

Has the young person applied for 6th form or a college placement? Please give details

Does the young person want to go to university?

Special Educational Needs and Disability

SEND

Does the child have any identified special educational needs?

Education Health Care Plan

SEND support

No

Main areas of need and support:

N/A

How are these needs being addressed?

N/A

Date of next SEND review:

Please provide electronically the latest SEND Support Plan or IEP/IPP (if appropriate)

Name of person responsible for the Transition to Adult Services Plan (For Y9, 10 and 11 with an EHCP or Statement only):

N/A

Attendance/ Exclusion

Attendance

% Attendance:

99.5%

Attach an Attendance sheet:

% Authorised Absence:

0.5%

% Unauthorised Absence:

0

Number of lates:

1

Reason for lates:

Transport - traffic

Any health issues/medical appointments impacting on attendance? (If yes please give further information)

No

Has the young person taken a holiday during school time?

No

If so what date was it agreed?

Exclusions

Has the young person received a fixed term exclusion?

No

SDQ Score (Carer):

10

SDQ (Teacher):

6

Please be sensitive if the child/young person is present

From the Teacher's SDQ, what SEMH strengths or needs have been identified?

Strengths - forms good relationships with peers. Demonstrates caring nature towards peers. Needs - Often seems worried. Many fears.

What support is available for SEMH needs if appropriate?

Set up 10 minutes a day for Holly to speak to the family support worker about anything that is worrying her.

Activities/interests

Extra Curricular activities/hobbies/interests and talents

What interests/ hobbies and talents does the young person have?

Holly likes books and princess characters.

What activities does the young person attend either lunchtime or after school?

Mathletics, Board Games, Gymnastics

What regular activities does the young person attend outside of school?

Rainbows

What activities would the young person would like to do?

Art and Dance activities

Are there any barriers preventing the young person participating in activities either in or out of school?

No

Does the young person have access to ICT equipment in the home and who is responsible for overseeing internet access?

Holly has a pink tablet of her own and access to a variety of computers. She does not have free access to the Internet.

School Transfer

Are there any plans for the young person to move school in the near future?

No

Please indicate which school the pupil will be moving to.
Please indicate not known if that is the case?

What support will the young person need to make a successful transfer to the new school?

Who will be responsible for overseeing the transfer?

Targets/Actions agreed at this meeting to support progress in learning

Targets from last PEP

Date	Target	Outcome
24/01/2019	To punctuate 50% of sentences with a full stop at the end.	Holly now punctuates all sentences with a full stop and capital letter.
24/01/2019	To be able to subtract one digit and two digit numbers to 20, including zero.	Holly can now reliably subtract one digit numbers from 20 and is beginning to subtract 2-digit numbers.
24/01/2019	To be able to read words with contractions: I'm, I'll, I've.	Holly is continuing to make good progress in reading. She joins in enthusiastically during guided reading sessions and demonstrates a good reading comprehension. Holly enjoys sharing books with the adults and often brings books in from home. Her reading is becoming more fluent now that she can recognise and read some words with contractions.

What was the impact of previous PP spend?

Now working at age expected Good progress made across the curriculum Increased confidence and independence.

What evidence do you have to support this?

TA reports
Data
School report

Attach a report or other evidence

Targets/Actions agreed at this meeting to support progress in learning

Date	Target	By Whom	By When	Actions
24/1/19	I can solve simple multiplication problems using pictures, objects and arrays on at least 4 out of 5 occasions.	Mrs A, Mr D, Carers, Holly	April 2019	1:1 maths sessions with a qualified teacher. Homework activities. Mathematics
24/1/19	I can attempt to punctuate speech marks/inverted commas in at least 2 sentences in my writing.	Mr J, Mrs L, Holly	April 2019	1:1 English session with a qualified teacher. Closed activities.
24/1/19	I can use the index to find information in a non-fiction book on 2 out of 3 occasions.	Mr A, Mrs B, Holly, carers	April 2019	1:1 English session with a qualified teacher. Variety of books to be sent home.

How will the Pupil Premium be used to support the actions?

LSA 1:1 with Holly once a week on a reading. LSA 1:1 with Holly once a week writing. LSA 1:1 with Holly once a week for maths. Focused support from the teacher during carpet time and table work. Additional reading time from 'Beanstalk Reading Help'- twice a week – not charged. 1:1 tuition for half an hour a week after school. 1:1 tuition half an hour per week for English.

Is additional funding required?

No

Designated Teacher: Do you have any further comments?

Holly is doing really well and gets on well with adults and peers. She is starting to gain confidence and make more secure friendships. We are very proud of Holly.

Views of the child/young person

(please collect before or during the meeting):

These questions can be personalised to the age and ability of the child/young person.

What is going well in school?

Working because I like to work as it's lots of fun.

What would make things even better?

Use my brain to really think.

What could the Pupil Premium be spent on to help you?

Some books to take home.

Which people can you talk to in school to if needed?

Lily, Mrs Bones and Miss Muscle

Views of carer(s)

(please collect before or during the meeting)

Are you kept well informed about the child/young person's progress?

Yes - the school email system is great.

Do you receive regular updates from the school on how they are doing and what you can do to help?

Yes - all the time. The home / school book is really useful.

Is there anything you need extra help with?

Some additional guidance on how to help with homework - especially maths.

Do you know who to contact in the school if you have any concerns?

Yes class teacher or Mrs Done

Have you set a date for the next PEP meeting?

You may have heard about the General Data Protection Regulation (GDPR) which replaced the old Data Protection regulations on 25 May 2018. These regulations haven't been updated for over 20 years, so a rewrite was very much overdue.

The new regulations are very much focussed on protecting you and how your data is handled and here at Central Bedfordshire Council we want to keep you in the picture as to how we do that.

You can view our privacy notice here:

<http://www.centralbedfordshire.gov.uk/contact-us/website/data-protection.aspx>