

Working together for health & well-being

Personal Education Plan

Basic Information:

Name of Child/Young Person:	Anne Example
Date of Birth:	Date recorded
Name of School:	Example School
Year Group	10
Special Educational Needs:	Not on SEND register
Does this child have a disability?	No
Please provide details if 'Yes'	
Key Stage	4
Date of this meeting	Date recorded
Date of last meeting	Date recorded

Key Contacts:

Role	Name	Telephone No	Email Address
Designated Teacher	A. Teacher	Provided	Provided
Social Worker	A. Social Worker	Provided	Provided
Foster Carers	A. Foster Parent	Provided	Provided
Parent	If applicable	Provided	Provided
Virtual School Lead	A. Virtual School Lead	Provided	Provided
Careers Advisor (year 9 onwards)	A. Careers Advisor	Provided	Provided

Child/Young Person's Views:

What are the subjects in school that you enjoy the most and why?	I enjoy Science and Maths. Art and DT.
Which parts of the school day do you like the least?	PE and English
What would make these periods better for you?	Not doing them
What opportunities have you had to listen to presentations by employers, be part of business enterprise projects or take part in experience and interviews?	We have had assemblies and visits from local employers. I enjoyed talking to them about different jobs but don't know which I like best or what I could do.
What were the best parts of the experiences?	Finding out about different jobs
What do you hope to do after year 11?	Go to college but I don't know what to study
What qualifications, experience and skills do you need for this?	Not sure
What support would be useful with specific subjects you find hard, careers advice or	I would like to do more with my art.

extra-curricular activities?	
What is your biggest ambition or goal?	To have a good job and to be happy. To do this I need good GCSE results.
What steps do you need to reach this?	Work hard.
If you were happy in school, which adults would you talk to?	A. Teacher B. A. Pastoral Support member
If not, what are the reasons?	
What will be your biggest challenge this year?	Passing my GCSE's

School Information:

Date admitted to this school:	Date provided
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Previous schools attended

Dates	School attended
Dates	School names

Reason child not attending school (if applicable)	Not applicable
How many schools in the past two years has this child attended whilst in care? - <i>If the child was in care at the time</i> - <i>If a move took place outside of the normal school transition time e.g. count a move from primary school to secondary school as one school.</i>	2
Has the child been permanently excluded at any stage in their education, or had a managed move to another school?	No
Are there concerns about the stability of this school place?	No
If the child has a SEND need, please complete the questions below.	No
If the child has EAL then please complete the questions below:	No

School Attendance:

Attendance this year to date:	92%
Unauthorised absence:	3%
Are there concerns about attendance?	No but there are concerns around attendance during PE
Reasons and support to improve attendance if 'yes' to the above <i>Please also include the targets and action plan section where appropriate</i>	Discussion to be held at the meeting around support during PE.
Number of exclusions this year to date:	0

Aspirational Targets, attainment and progress based on prior achievement

GLD	Met
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Prior Attainment Key Stage 1:

	Writing	Reading	Maths
Attainment in terms of age related expectations:	Working Towards	Expected	Expected

Prior Attainment Key Stage 2:

	Attainment in terms of age related expectations
Reading	Working Towards
Writing	Working Towards
Maths	Expected
Science	Expected

Current Attainment and Progress:

Subject	Aspirational target grade for the end of Year 11	Current Attainment	On target currently to reach aspirational target	Interventions in place to support greater progress	Progress from KS2
English Language	4	1	Below	1:1 English tuition to be in place.	Below
English Literature	4	1	Below	1:1 English tuition to be in place.	Below
Maths	6	4	Meeting		Expected
Science	6	4	Meeting		Expected

Comments on Progress in English	Anne does not enjoy English and she struggles to stay focused in the lessons. There are gaps in her basic punctuation and grammar. She finds reading difficult at times, particularly to empathise with the characters in the book. Her writing can have some good ideas but she struggles with stamina in her writing. Anne wants to achieve her English grade and she is willing to have 1:1 tuition in order to support her in class. She is not making the expected level of progress given her KS2 SATs results.
Comments on Progress in Maths	Anne enjoys maths and is on track to make expected progress in this area. She is a sheer delight to teach. She is making expected progress given her KS2 results and has the potential to make above. Well done Anne!
Comments on additional Key Stage 4 options	Anne enjoys science and she works hard in each subject. She has a natural ability in Physics and Chemistry but finds Biology slightly harder. Anne has all of the revision guides for these subjects and is working hard at preparing herself for the exams. The tutor has suggested that she would also benefit from online learning through BBC bitesize.

Wellbeing and Mental Health Support:

Key discussion points at the meeting about wellbeing and mental health support:	<p>Overall, Anne is making good progress at school. She has no real ideas about what she wants to do in the future, but she is very clear that she enjoys maths and science. Anne does not enjoy PE and there have been times where she has been 'missing' during the sessions. Anne can be quite challenging and refuses to bring her PE kit or take part in the sessions. Outside of school Anne enjoys swimming and going to the gym with her carers. Anne joined the meeting and made it clear that she does not want to participate in PE. We decided that we would support Anne with this and instead of PE, Anne has agreed to go to the learning resource room and have her 1:1 English tuition.</p> <p>Anne continues to have Thrive sessions once a week. A report on her progress is attached but her tutor reports that she engages well, and the impact is seen as Anne feels safe in school. These sessions should continue. Carers have expressed that they would like to know more about these sessions so a copy of the thrive plan to go home and fortnightly phone calls arranged with the thrive tutor.</p>
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	Anne in her own views has expressed an interest in doing more with her art which we all felt would be a good idea. Designated teacher to speak to art teacher to look at either groups she could join within school or outside of school.
How are confidence and resilience being developed and how is this being measured?	Anne has a 1:1 session with her tutor each week. This has proved very successful in supporting Anne and developing her confidence. Anne also has a thrive programme to support her emotional needs.
How is behaviour management being supported to ensure that there are no exclusions?	Normally Anne's behaviour is supported by first quality teaching and support. We have agreed that the main area where conflict occurs is around PE. Anne will have her tutoring in this session.
How is wider participation being encouraged and measured?	Anne swims and attends the gym outside of school. She has a few core friends who are a good influence and support her well.

Targets and Action Plan:

Please remove any targets/actions that are out of date:

Previous Targets What did the child need to achieve by this PEP meeting?	Rating	Evaluation of impact of previous targets on attainment Please comment on progress
To ensure English homework is completed on time	Green	Homework for English is now completed at lunchtime in the learning resource room with support.
Additional challenge in Maths to move towards above expected progress.	Amber	Anne is working hard and has the potential for above expected progress. This should remain as a target
To attend netball club	Red	Anne has refused to join because there are some girls who attend who she does not get on with.

Transition needs

What actions are needed for smooth transition to the next year, key stage, school?	Who is responsible for these?	When will these be completed?
None at this point of the year		

Encounters with the world of work

What encounters or experiences has the young person experienced within the current academic year to allow greater chances for employability?	Experienced?	When will these be completed if not in this year?
1. Work Experience	No	We do not offer work experience as a school.
2. Employer presentations	Yes	
3. Mock Interviews	No	Date provided
4. Visits to colleges,	No	Date provided

universities or other higher education		
5. Business enterprise days or events	Yes	Date provided
6. Careers Interviews and guidance	No	Date provided
7. Support writing CV's and application forms	No	Date provided

New Targets

SMART targets to support educational attainment and future successes

- Specific
- Measurable
- Achievable
- Resourced
- Time-bound

PEP Targets	Action (s)	Lead	Date
What does the child need to achieve by the next meeting?	What will we do to help the child achieve this?	Who is responsible for making sure this happens?	When will this be achieved by?
To have had careers advice and guidance.	Career's appointment set up.	A. Teacher	Date provided
To attend 1:1 English tuition to raise achievement in GCSE English literature and language.	Tutoring set up via school. Tutor to link directly with class teacher and to provide weekly reports on impact and progress	A. Teacher	Date provided
Anne to continue to feel safe and secure in school.	Update thrive plan and ensure targets are in place. Copy to go to carers. Regular updates via phone call with thrive tutor – fortnightly.	A. Teacher	Date provided
Anne to further develop her art and to join an additional club to support this interest.	A. Designated teacher to speak to the Head of Art about ways to do this and to set this up for Anne.	A. Teacher	Date provided

School's contribution to pastoral and academic support

Graduated Approach	Support being accessed by the child
Whole class work	First quality teaching. Priority marking.
Small group work	Small group English work.
Individual work	1:1 tutor sessions. Thrive support.

Pupil Premium plus application up to the next PEP (must only be related to the targets above.)

What do you want to use pupil premium plus for?	How much will this cost? (costings up until the next PEP)	How did you arrive at this figure?
Additional weekly English tutoring	£570.00	£47.50 per hour x 12 sessions
Thrive support and sessions	£180.00	£15.00 per session x 12 sessions

Total Pupil Premium Plus requested:	£750.00
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Meeting Information:

Who attended today's PEP meeting?

Name	Role
Anne Example	Young person
A. Teacher	Designated Teacher for looked after children
A. Foster Carer	Foster carer
A. Social worker	Child's social worker
A. Virtual School	Virtual School Lead

Did the child attend this meeting	For the first 15 minutes to share her views
Who completed this PEP form?	A. Designated teacher

Date of next PEP meeting:

Date	Time	Location
Date provided (next full term)	Time provided	Provided