Part 2 - Primary Personal Education Plan (PEP)

Designated Teacher / Tutor – Essential Information

To be completed by the Designated Teacher

Name of young person: **DOB:**

Education provider: **Year Group:**

Unique pupil number: **Key stage:**

Class Teacher:

Designated Teacher:

Are there any special educational needs? ☐ Yes ☐ No

Describe primary and any secondary needs:

Are there, or have there been any other services involved? ☐ Yes ☐ No
Educational Psychology, Speech & Language Therapy, CAMHS etc.

Please provide dates and contact worker:

Current education provision: Full time / part time / alternative (please circle all that are relevant)

	Attendance	**Authorised absence**	**Unauthorised absence**
Attendance in the previous academic year			
Attendance for the current academic year to date			

Exclusions since last PEP: ☐ Yes ☐ No
(If yes, how many and why. Please include dates)

During the exclusions how was the young person educated?

Please attach the following documents:

Attendance data ☐ **Last student report** ☐

Pupil profile ☐

What support/interventions are in place?

Comments on the Young Person's progress and strengths since the last PEP

Completed by the Designated Teacher: **Date:**

Key areas of need for Looked After Children/young people for target setting
Assessment tools used – please specify *(e.g. PEP toolkit, SDQ, Boxall profile, school based assessments*)
My support needs as indicated by the needs analysis observation grid in the PEP toolkit, other analysis tools and information gathered from meetings. (Please indicate or otherwise, if there is need against each area) *(Please remember that behaviour is not an area of need but a manifestation of need. Example: area of need = poor relationships with adults manifested by confrontational & disrespectful behaviour/verbal abuse etc.)*
Adult relationships
Peer relationships
Executive functioning
Self-regulation & self –management
Motivation and locus of control
Sense of self
Language Development
Cognitive/Learning
Personal & specific education/learning targets for: Reading: Writing: SPAG: Maths: **Other priority areas are:** **1.** **2.** **3.**

Progress Update Primary – KS1/KS2

School_____ NCY _____

Young person's name _____ UPN _____

Dual Registered? Yes / No If yes, state secondary provision site _____ SEN Status _____

End of EYFS attainment (below/at/above)

Speaking & Listening	
Reading	
Writing	
Maths	

KS1 attainment (below/at/above)

Speaking & Listening	
Reading	
Writing	
Maths	

Attainment levels for current academic year

	Beginning of year	Target end of year	Autumn	Spring	Summer	End of Year Actual
Speaking & Listening						
Reading						
Writing						
Maths						
Science						
SPaG						

Is the young person making expected / above expected / below expected progress?

If the young person is to continue at their current rate of progress, are they predicted to achieve at age expected by the end of KS2?

Reading *Yes / No* **Writing** *Yes / No* **Maths** *Yes / No* **Science** *Yes / No* **SPaG** *Yes / No*

PUPIL PREMIUM PLUS TRACKING SHEET

Date:

Amount of funding available (per financial year)	Pupil Premium	£

Intervention implemented / support	**Cost**	**Desired impact**	**Evaluation of impact**
Summer (approx. £600)			
Autumn (approx. £500)			
Spring (approx. £500)			

Cost of interventions by funding stream this financial year		
Total funding spend	£	Pupil Premium activity agreed by: Education Provider Yes ☐ No ☐ Virtual School Yes ☐ No ☐
Remaining balance for academic year	£	