

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: Sally Funnel

School Year: 8

Date of Birth: 14/03/2006

Education Provider: Virtual School Academy

Date of this PEP: 24/01/2019

PEP meeting or DT review (Please select) PEP meeting

Is this the first PEP? No

Date of last PEP 24/10/2018

Is this the last PEP? No

Next PEP Review:

Time: 13:00

Date: 24/04/2019

Venue: Virtual School Academy

Name of designated teacher:

Howard Jones

Email of designated teacher

h.jones@vschool.com

Telephone number of school

01582 333333

Name of person completing this form

Howard Jones

Is the pupil making age expected progress?

No

Is the pupil making expected progress from baseline assessment?

Yes

Reading age:

11 years 7 months

Date assessed:

18/01/2019 00:00

Reading comprehension age

11 years 4 months

Date assessed:

18/01/2019

**Please select the Year Group you wish to report on:**

Pupil progress

Pupil progress 7-8

## Pupil Progress years 7-8

### Pupil Progress years 7-8

Year group:

8

#### KS 1 Results

Reading

P5

Writing

P4

Mathematics

P6

#### KS 2 Results

Reading

Not entered

Writing

Not entered

Mathematics

Not entered

#### Snapshot of Attainment and Progress

Term:

Spring

#### Secondary phase

##### English

Is the pupil **expected to** achieve at least a GCSE Grade 5 **by the end of Key Stage 4**?

No

Is the pupil **currently on track to achieve** at least a GCSE Grade 5 **by the end of Key Stage 4**?

No

Is the pupil **currently on track to achieve above** at least a GCSE Grade 5 **by the end of Key Stage 4**?

No

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

Yes

##### Maths

Is the pupil **expected to** achieve at least a GCSE Grade 5 **by the end of Key Stage 4?**

No

Is the pupil **currently on track to achieve** at least a GCSE Grade 5 **by the end of Key Stage 4?**

No

Is the pupil **currently on track to achieve above** at least a GCSE Grade 5 **by the end of Key Stage 4?**

No

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

Yes

### Secondary

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

1:1 tuition for English and Maths – half hour for each weekly.  
1:1 input for 1 hour weekly from a specialist dyslexia teacher.  
1:1 teaching assistant support in all lessons.

Progress made for child/young person with an EHCP

Sally is becoming more independent and less reliant on the adult working with her. Her reading age has progressed by 6 months since the last PEP and her engagement in all lessons has improved. She is making good progress across the curriculum from her baseline and is beginning to use skills learnt with her dyslexia teacher in her work independently.

## Social Care Input

Date of next LAC review

24/05/2019 00:00

Ethnicity

White British

Religion

Christian

Legal status

Full Care Order

First language

English

Interpreter needed

No

Disability

No

Unique pupil number	S12345678
Child ID number	098765
Date child became LAC	02/08/2009
Name of carer	Maria Care
Address of carer	Confidential
Current placement type	U6: Foster placement with other foster carer – not long term
Number of placements	5
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
Howard Jones (DT)	h.jones@vschool.co.uk	Yes	Yes	No
Maria Care (carer)	m.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
Happy Lower School	Happy Road Potton SG18 1AR	01/09/2010	30/07/2015	Transition to middle school

## Record of progress

### Record of progress

School comments on subjects where there has been good progress:

She produced some good pieces of work during her last computing topic and was able to work largely independently on this. She is showing improvements in reading and seems keen to read and share her reading book.

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

Sally is making slow progress in English and still receives 1:1 support for this although she is showing improvements in reading. She receives support in all lessons along with precision teaching. Sally can lack confidence in some PE activities.

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

88.1% 24 authorized (CAMHs support every Friday am).

School comments on behaviour, including exclusions and interventions made:

Sally is generally well behaved. Sally is easily distracted and can lose focus in some lessons. Her maths teacher comments that she is now able to work independently for longer periods of time.

School comments on peer/adult relationships:

Sally has a good rapport with members of staff although she can ask for help before attempting tasks independently. She is keen to make friends and 'fit in' with her peers and she can mimic poor behaviour in an effort to do this. She has attended 'Big Buddies' a handful of times but still needs encouraging to attend. She tends to befriend children in the younger year groups and adopts a 'mothering' and somewhat controlling role.

Is there effective communication between the carer and school?

Yes. Always.

## 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

In which local authority is the EHCP held?

SEND support

Yes

Main areas of need and support:

Learning – Literacy (including speaking and learning) and Numeracy  
Social and emotional  
Primary need - cognition and learning.

How are these needs being addressed?

1:1 tuition for 30 minutes a week with a teacher in Literacy and Numeracy  
1:1 specialist dyslexia support 2 hours weekly  
Nurture sessions 1 x 30 minutes weekly

Date of next SEND review:

08/06/2019

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:

88%

Attach an Attendance sheet:



% Authorised Absence:

10%

% Unauthorised Absence:

2%

Number of lates:

1

Reason for lates:

Overslept

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

Yes

Please give further information

Attends CAMHs every Friday afternoon.

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):

14

SDQ (Teacher):

10

### Please be sensitive if the child/young person is present

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

Strengths  
Kind to younger children.  
Helpful if someone is ill or upset. Needs  
Gets on better with adults than peers.  
Tends to play alone.  
Easily distracted – concentration wanders.

What support is available for SEMH needs if appropriate?

Introduce to clubs.  
Provide timetable to encourage interaction with peers.  
Provide TA to keep on task. Break down tasks into small steps.

## Activities/interests

### Extra Curricular activities/hobbies/interests and talents

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

Socialising, reading and going shopping.

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

Big Buddies occasionally, Eco Club, Board Games Club regularly.

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

Swimming every Monday.  
Youth Club at church.

What activities would the young person would like to do?

None

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?

Yes – school purchased a laptop for Sally from PP funding. Mr and Mrs Bodge have been made administrators and are responsible for overseeing internet access. At school there are strict rules and training on Internet use. All teachers are responsible at school.

## School Transfer

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

Yes

If yes, what is the reason for the school move? Transfer between key stages? Placement movement

Natural Transition to High School

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

Virtual High School

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

Carefully planned transition. Photos of key staff at the new school. Additional visits.

Who will be responsible for overseeing the transfer?

Howard Jones

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

### Targets from last PEP

Date	Target	Outcome
24/01/2019	To use strategies from Dyslexia club to help her spell and decode all of the high frequency words.	Sally is beginning to use strategies learnt at dyslexia club and can now spell 75% of the high frequency words. She can consistently read 100% of these words.
24/01/2019	To improve recall of times tables, specifically 4, 6, 7 and 8 times tables.	Sally has become a more confident mathematician and developed her fast recall of times tables facts. She still struggles with the 7 times table.
24/01/2019	To establish her understanding of before/after. To say a sentence using before and after appropriately.	Sally has a better understanding of key concepts and this will help her to better communicate with her peers and also with adults. She has a better understanding of her surroundings and the meaning behind these concepts.

What was the impact of previous PP spend?

Sally has grown in confidence. She has progressed in all subject areas. She will join in class discussions.

What evidence do you have to support this?

Data  
Class observations  
EP 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	To work independently on a task for 10 minutes each lesson.	All staff, Sally	April 2019	Clear expectations. Set targets of how much to complete in chunks of 10 minutes. Ensure understanding of task.
24/1/19	To start a short conversation with a peer daily.	Form tutor, Sally	April 2019	To attend Big Buddies regularly. Reminders. Model conversation.
24/1/19	To use decomposition to subtract 2 3-digit numbers consistently.	PP teacher, Sally	April 2019	1:1 tuition. Use of Diens apparatus. Ensure apparatus is available in all mahts lessons.

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

1:1 tuition for English and Maths – half hour for each weekly (Cost £40 per hour).  
1:1 input for 1 hour weekly from a specialist dyslexia teacher.  
1:1 teaching assistant support in all lessons.

Is additional funding required?

No

Designated Teacher: Do you have any further comments?

Sally appears, on the surface, to be coping well at school and we have aimed to keep routines as normal as possible. She has adults of whom she trusts at school and will regularly seek these adults out. Sally holds conversations well and is inquisitive in nature. She is working hard in maths and progress in picking up in this subject. Her 1:1 teacher for intervention reports that she is working hard and that progress is improving in English also. Sally now needs stable routines and support both socially and emotionally.

### 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?

I like school. People are kind.

What would make things even better?

If I had someone to help me with homework.

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

Don't know. I've got a laptop now which really helps me. I would like to continue with my tuition as that is really helping me.

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

My friends, Mrs X and Mr L

## Views of carer(s)

(please collect before or during the meeting)

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

Yes. Weekly email from Sally's form tutor.

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

Yes - termly reports.

Is there anything you need extra help with?

No, not at the moment.

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

Yes

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>