**Secondary Personal Education Plan**

**Review of Previous PEP Targets**

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| **Short Term Targets** | | | |
| **Previous PEP Targets** | **Impact of the actions** | **Has the success criteria been achieved Y/N** | **If the success criteria has not been met, what needs to happen next?** |
| To increase attendance from 85% to 95% in the next half term. | Attendance officer/carer/social worker intervention has impacted positively on attendance figures. | Yes | N/A |
| For RA to gain 20 more ‘attitude to learning’ points in maths. | Time with maths teacher 1:1 weekly, has shown impact on attitude to learning points 20+ points achieved. | Yes | N/A |
| R to back up opinions in his written work with details and knowledge with support. (English language). | Through targeted intervention R is beginning to edit and improve his work. | Partially | This target needs to inform new PEP. |

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| **Medium Term Targets** | | | |
| **Previous PEP Targets** | **Impact of the actions** | **Has the success criteria been achieved Y/N** | **If the success criteria has not been met, what needs to happen next?** |
| R to meet expected target in Maths from a 2 to a 3 (based on assessment drop summer term results). | Tutor time with maths teacher weekly, use of revision guides and improved attitude to learning has moved R from a 2 to 3. R has been attending homework club and accessing online learning at home. | Yes |  |
| R to back up opinions in his written work with details and knowledge independently. Data drop to evidence a move from a 1+ to a 2 in English language. | Through targeted intervention R is beginning to edit and improve his work. Continue intervention to ensure a 2 in next assessment drop. | No | This target needs to inform new PEP. |

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| **Long Term Targets** | |
| **Is the child/young person on track to meet the long term targets?** | Yes – monitor English closely. |
| **If not, what actions are you putting in place to help achieve these targets** | Continued intervention in English. |
| **Is the child/young person on track to reach their end of year targets** | Yes. |

**EDUCATION PROFILE – Must be completed**

**All subjects that are studied MUST be included in the boxes on the left hand side with levels. Expected progress to be indicated.**

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|  | **Current School level** (if using school system please attach an explanation) | **Target Levels** | **At age related expectations?**  (delete as appropriate) |
| **English Literature** | 1+ | 2+ | Above  At Expected  Below |
| **English Language** | 1+ | 2+ | Above  At Expected  Below |
| **Maths** | 3 | 3+ | Above  At Expected  Below |
| **Science** | 2 | 3 | Above  At Expected  Below |

**New Targets**

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| **Short Term Targets (to half term)** | | | |
| **Target (SMART)** | **Action – what will you do? Who will do it? When will they do it?** | **Success criteria - what will you see?** | **Pupil Premium/**  **Bursary (cost linked to target** |
| R to back up opinions in his written work with details and knowledge with support. (English language). | R to continue to be shown how to edit and improve work in 1:1 sessions with teacher – increase to x2 per week. | An increase in the amount of written work produced by RA with limited intervention.  At least 2 pieces per week. | £30 per hour x2 per week = £60 for 6 weeks.  Total - £360 |
| R to demonstrate accuracy in tackling problems involving fractions, decimals and percentages. | R to access online resources at home at least x2 per week.  Maths teacher to use specific questioning to target R’s understanding and confidence in fractions, decimals and percentages.  Teacher to provide practical resources for R to use when tackling these problems (if needed). | R to evidence in next assessment that his accuracy in tackling these types of problems is improved by achieving 80%. | Practical resources  £50.  Online subscription cost £40. |
| R to maintain current attendance record of 95%+ at school. | Attendance officer and DT lead to monitor attendance and provide intervention as required. Carer and social worker to ensure attendance is sustained and contact school in the event of any absence. | Attendance score of at least 95%. | N/A |

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| **Medium Term Targets (to next review)** | | | |
| **Target (SMART)** | **Action – what will you do? Who will do it? When will they do it?** | **Success criteria - what will you see?** | **Pupil Premium/**  **Bursary (cost linked to target** |
| Maths - R to move from a 3 to a 3+ by the summer assessment point. | R to attend all maths lessons and after school homework clubs.  Teacher to regularly monitor (every 4 weeks) progress and provide intervention if needed. | Summer assessment drop to show R is making expected progress towards end of year target. At least 3+ | Intervention costs (if needed). |
| English – R to move from a 1+ to a 2+ by the summer term assessment point. | Attend all English lessons and homework clubs.  Teacher to offer 1:1 tuition in addition to English lessons. Weekly. | Summer assessment drop to show R is making expected progress towards end of year target. At least 2+ | Weekly English 1:1 tuition £30 per hour.  20 weeks = £600 |

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| **Long Term Targets (to the end of the school year)** | | | |
| **Target (SMART)** | **Action – what will you do? Who will do it? When will they do it?** | **Success criteria - what will you see?** | **Pupil Premium/**  **Bursary (cost linked to target** |
| R to successfully transition to new Year group. | School to ensure that plans for transition are put in place (as appropriate at the time, according to R’s emotional well being). | A settled start to the next Year group and R continuing to make expected progress. | N/A |
| Attendance to remain at least 95% | R to attend school every day. | 95% attendance. | N/A |
| End of year assessment data shows R has reached his expected levels in Maths and English. | R to show full engagement in school life.  All homework to be completed.  R to participate in any intervention offered/recommended. | Maths – 3+  English – 2+ | Cost of any intervention as needed. |

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| **Extended/out of school targets** | | |
| **Target (SMART)** | **Action – what will you do? Who will do it? When will they do it?** | **Success criteria - what will you see?** |
| Attend at least 2 homework club sessions every week. | School to inform R and carer of session times and dates etc. and monitor attendance. | R attending homework club twice a week and completing homework. |
| Attend a swimming club once a week. | Carers to ensure attendance at local swimming pool. | Achievements in line with swimming curriculum. |

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| **General Behaviour** | | | |
| **Issues** | **Action – what will you do?** | **Who will do it?** | **When will they do it?** |
| No issues |  |  |  |

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| **Special Educational Needs and Disability** | |
| **Does the child have a Special Educational Need and Disability? (Yes or No)** | No |
| **Which SEND Code of Practice stage is the child at?** | No |
| **If not at a Bradford school, is the child on SEND Support or EHCP?** | No |
| **What is the child’s Primary Special Educational Need and Disability?** | N/A |

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| **Any Comments** |
| **Make notes regarding assessments, teacher comments, general comments regarding the young person’s achievements.** |
| **Transition Plans - where appropriate** |
| If changing year group/key stage/school. |

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| **Child’s views** | |
| **Well Being -** | **Please capture child’s voice in the first person.** |
| **Achievement -** |  |
| **Attendance -** |  |
| **Support -** |  |
| **Relationships -** |  |
| **Aspirations -** |  |

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| **Planning** | |
| **Plan Revision** | If there is a change in education provision or the young person’s needs have changed significantly. |
| **Plan effective from** |  |
| **Date of Next PEP** | Please book this in there and then at the meeting. |