**Primary Personal Education Plan**

**Review of Previous PEP Targets**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 retrieve information from a text, especially inference | K is able to answer retrieval questions well but still needs practice with inference | Partially | Needs more support with inference skills. |
| Know 9x tables | K does not know his 9X tables | N | Intervention and 1:1 time needs to be planned |
| To Improve handwriting and presentation of work | This is still an ongoing area of development | N | To increase self esteem and have fine motor interventions to gain more control. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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?** |
| To use a range of punctuation in his written work. | K is now able to use a variety of punctuation in his written work. | Y |  |
| To be able to talk about his feelings and regulate with support | K is confident to talk about his feelings and worries. He is able to verbalise his anxieties to key adults in school. | Y |  |
| To begin to be familiar with his 9X table | K struggles to retain information and needs more practise with his times tables | N | Explore other ways of learning and remembering timetables |

|  |  |
| --- | --- |
| **Long Term Targets** | |
| **Is the child/young person on track to meet the long term targets?** | Y |
| **If not, what actions are you putting in place to help achieve these targets** |  |
| **Is the child/young person on track to reach their end of year targets** | Y |

**EXPECTED PROGRESS – Must be completed**

**Please state whether the child is making expected progress or more than expected progress in the following areas:**

|  |  |
| --- | --- |
| **READING** | |
| In comparison to Age Related Expectations | No |
| In comparison to prior attainment | Yes |
| **WRITING** | |
| In comparison to Age Related Expectations | No |
| In comparison to prior attainment | Yes |
| **MATHEMATICS** | |
| In comparison to Age Related Expectations | No |
| In comparison to prior attainment | Yes |
| **If the answer is NO to any of the above questions please record what support will be put in place in new targets to close the gap** | |

**New Targets**

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| To retrieve information from a text, especially inference.  Know x8 time's tables.  To use a wide range of synonyms in his written work.  To have strategies in place to deal with up coming changes. | K will have;  •Target reader 1:1 reading (EW/JC) 15 mins  •Read at Meadowlea everyday.  Know x8 time's tables.  Small group support in maths lessons to consolidate his tables knowledge (EC)  Practice his tables/place value skills at home  Encourage K to include synonyms in his written pieces of work, where appropriate  1:1 play therapy sessions with Step 2 councillor.  Additional visits to new school to prepare him for September.  Transition booklet / small group work to prepare him for moving on  1:4 6 x 1 hour sessions | K will be able to answer inference question when he has read a piece of text.  K will achieve 100% in his 8x tables test and know his tables' facts in and out of order.  K will have improved content of his written work through the use of synonyms  K will feel prepared to leave school and have strategies in place to deal with leaving / starting a new school.  K's anxieties will be reduced due to having visited his new school and feeling comfortable about his new surroundings / meeting key staff.  K will have a booklet about primary school / New school to help him feel secure with leaving. | Weekly costing;  £18.75  £33.35  £33.35  £40 a week for Step 2 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| To consistently use a range of punctuation correctly in his written work.    To have increased concentration when reading a text.  To know his 3/6/9 times tables | Encouragement Kieran to be consistent in his punctuation use. (1:12 EC)  Practice using different punctuation in his work at home  Target reader 1:1 reading (EW/JC) 15mins  Read at home everyday.  Small group support in maths lessons to consolidate his tables knowledge (EC)  practice his tables / place value skills at Meadowlea | K will be able to consistently use a range of punctuation in his written work.  K will be to concentrate for longer periods (20 mins) when reading longer pieces of text.  K will confidently know his tables. | none  As above  As above |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| Reading: Year 4 Secure  Writing: Year 3 Secure  Maths: Year 4 Secure | See above  \*K now has a Range 5 EHCP. His PEP funding goes with his EHCP funding to provide a bespoke timetable and 1:1 support for the vast majority of the day. | Consolidation of the above basic skills through the above groups will help K to achieve the set end of year targets in all subject areas. | As above  Weekly total £125.00  Yearly total  £5020.00 |

|  |  |  |
| --- | --- | --- |
| **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?** |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **General Behaviour** | | | |
| **Issues** | **Action – what will you do?** | **Who will do it?** | **When will they do it?** |
|  |  |  |  |

|  |  |
| --- | --- |
| **Special Educational Needs and Disability** | |
| **Does the child have a Special Educational Need and Disability? (Yes or No)** | Yes |
| **Which SEND Code of Practice stage is the child at?** | Range 5 |
| **If not at a Bradford school, is the child on SEND Support or EHCP?** |  |
| **What is the child’s Primary Special Educational Need and Disability?** | SEMH |

|  |
| --- |
| **Any Comments** |
|  |
| **Transition Plans - where appropriate** |
|  |

|  |  |
| --- | --- |
| **Child’s views** | |
| **Well Being -** | **K says that he is happy at school and he likes his teachers for year 6. K is really nervous about moving to secondary school and is worried about getting bullied. K is also concerned that people will have to know that he is a looked after child, Mrs W and Mrs J have explained that only their counterpart will have to know so that they can help him like they do. He was okay with this.** |
| **Achievement -** | K feels he is doing better and making good progress. |
| **Attendance -** | **K has good attendance. K is very excited to get his 100% attendance t-shirt.** |
| **Support -** | K likes seeing Mrs W in the morning and when he needs to see her. K feels that he can talk to her. |
| **Relationships -** | **K feels he has lots of friends and he plays with them at play time.** |

|  |  |
| --- | --- |
| **Planning** | |
| **Plan Revision** |  |
| **Plan effective from** |  |
| **Date of Next PEP** |  |