**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?** |
| D to maintain high levels of attendance and time keeping. | Attendance 100% | y |  |
| D to read 6 phase 2 tricky words | Recognised some phase 2 tricky words – revisit and extend | Y |  |
| D to spell tricky words. | • Able to spell some high frequency words – revisit and extend | Y |  |
| D to know and use all phase 3 phonic phonemes | Needs further work to reinforce after the holidays | N | Needs further work to reinforce after the holidays |
| D to write legible sentences using her phonic knowledge and tricky words. | • Sentence writing - Continue this target | Y |  |
| D is able to sit letters on the line | • 85% letters correctly formed but continue to all letters | Y |  |
| D can compare three objects by length and height and apply it in different practical situations. | Achieved target using vocabulary of measurement | Y |  |
| D  Can count objects to twenty using one to one correspondence in a range of practical situations. | Achieved counting revisit and extend  Achieved counting revisit and extend | Y  Y |  |
| D can form numerals to 20 correctly |
| D will be able to work cooperatively with other children listening to others ideas and sharing resources | Turn taking in pairs achieved – develop into larger groups | Y |  |
| To develop her self-help skills so she is independent in simple tasks. | Achieved self-help skills | Y |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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?** |
| D achieves 25% of the year one expected statements in reading and 15% in Maths and Writing. | D achieved progress against the year 1 targets. See above | Y |  |

|  |  |
| --- | --- |
| **Long Term Targets** | |
| **Is the child/young person on track to meet the long term targets?** | YES |
| **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** | Yes for her but not for ARE |

**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 | Yes/No |
| In comparison to prior attainment | Yes/No |
| **WRITING** | |
| In comparison to Age Related Expectations | Yes/No |
| In comparison to prior attainment | Yes/No |
| **MATHEMATICS** | |
| In comparison to Age Related Expectations | Yes/No |
| In comparison to prior attainment | Yes/No |
| **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** |
| D to maintain high levels of attendance above 95% and time keeping 99% of the time. | First Day contact on absence. Visit with 2 staff if required. Phone call to remind if late. | D has above 95% attendance since becoming LAC on 15th  March  D comes to school on time on 99% of occasions. |  |
| D to revisit 6 phase2 tricky words and begin phase3 | Within phonics and reading activities D will play games and read in context the 6 phase 2 tricky words and begin phase 3. | D is able to read 6 phase 2 and 6 phase 3 tricky words in a reading context.  D can spell 10 high frequency words. | LA support small group (max 6) 1 x per week, 15 mins  LA = £20.00  LA support small group (4) pm 4 x per week, 10 mins  LA = £54.00 |
| D to know and use all phase 3 phonic phonemes | Within phonic group and writing activities use look, cover, write, check to learn how to spell at least 10 Knowleswood high frequency words (phase 2/3).  phonemes. | D can use phase 3 phonics to spell cvc words correctly and others that are phonetically plausible. | LA support small group (4) pm 4 x per week, 10 mins  LA = £54.00 |
| D to write legible sentences using phonics and tricky words. | Pen Pals daily with support of a LA/Teacher to ensure correct pencil grip, sitting position.  LA/teacher to support D with saying a sentence before writing it. Use fingers to count how many words in the sentence and phonemes in words. Encourage look, cover, write, check to spell tricky words. Use of finger spaces to delineate words.  Within phonic group be able to read and write using phase 3 | D can write sentences independently that have clear finger spaces and can be read by an adult. | LA support paired work/small group (4) as appropriate 4 x per week, 10 mins LA = £130.00  LA support 4 x per week 10 mins = £54.00 |
| D  Is aware of and can accurately record numbers using place value in 2 digit numbers | D has support to form numerals correctly and in the correct order for numbers above 9.  D in a range of practical activities and play develops her understanding of tens and units in 2 digit numbers | D is able to use counting to 20 accurately in a range of situations in 95% of occasions.  D is able to form numerals to 20 accurately in 90% of occasions. | LA support paired work/small group (4) as appropriate in numeracy and 5 x per week, 30 mins  LA = £202.50 |
| D will be able to work cooperatively listening to others ideas and sharing resources. | D will develop turn taking in games and solving problems as a small group initially with adult support. | D is able to express her ideas to others and listen to their ideas to solve a problem. |  |
| D to read confidently and fluently at her level | LA to hear D read one to one at least 4 times weekly | D reads fluently at her level | Individual reading 4 x per week, 10 mins, LA = £200.00  Individual reading 2 x per week, 15 mins, LA = £171.00 |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| D achieves 25% of the year two expected statements in reading and 20% in Maths and Writing. | Provision will enable D to achieve progress within the year two expectations  See above | To achieve 25% of year 2 expectations in reading. To achieve 20% of year 2 expectations in mathematics and writing. | See 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** |
| D through target work is able to narrow the gap with ARE  D has a successful transition into year 3 | Review of progress towards targets half termly will provide evidence towards targeted next steps to ensure gap is narrowing through accelerated progress.  Class Teacher/ Designated LAC lead to facilitate a successful transition into year 3 transferring information and arranging additional visits as appropriate. | The gap with ARE is narrowed  D will maintain end of year attainment in transition and will rapidly begin to further close gaps in year 3. | See above |

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

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

|  |  |
| --- | --- |
| **Child’s views** | |
| **Well Being -** | C, D and L are always arguing and I wishes L L, C and D would stop fighting. C argues with Mum a lot. |
| **Achievement -** | I am struggling with all her homework. All my school work is hard. |
| **Attendance -** | 98.9% last year  100% this year |
| **Support -** | I get support from Mrs Cosgrove and my teachers. |
| **Relationships –** | My best friend is V and my next best friend is C. |

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