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| **Personal Education Plan (PEP)**  **Secondary** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **EDUCATION SETTING TO COMPLETE ALL SECTIONS**  Please ensure all information is completed in full. Failure to do so will result in delays in finalising the document and any Pupil Premium Plus applications. For boxes which say ‘choose an item’ please click in the box and a drop-down menu should appear. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **This is my term**  Summer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Details of Child:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Family Name | | | | | | | | **Example** | | | | | | | | | | | Given Names | | | | | | | | | **Roberta** | | | | | | |
| Actual DOB | | | | | | | | **17/09/2011** | | | | | | | | | | | Likes to be known as | | | | | | | | | **Bobby** | | | | | | |
| Ethnicity | | | | | | | | **White-British** | | | | | | | | | | | Gender I identify as | | | | | | | | | **Female** | | | | | | |
| Age | | | | | | | | **14 Years** | | | | | | | | | | | Primary Language | | | | | | | | | **English** | | | | | | |
| UPN | | | | | | | | **N000000000001** | | | | | | | | | | | ULN (once acquired) | | | | | | | | | **9477700892** | | | | | | |
| School Year | | | | | | | | **Year 10** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| This PEP Meeting Date | | | | | | | | **28/04/2025** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date set for next PEP Meeting | | | | | | | | **05/10/2026** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is this my initial PEP OR the first PEP since the move to a new education setting or school OR are there any changes in my carer details since my last PEP? | | | | | | | | **No** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Are there any planned transitions this academic year? | | | | | | | | **No** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| If yes, please provide name of school or college | | | | | | | | **N/A** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is this PEP meeting a joint EHCP review? | | | | | | | | **No** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **My Personal Education Plan:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My School/Education Setting is: | | | | | | | | **Sunnydale High School** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Designated Teacher/Person is: | | | | | | | | **Steve Samson** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone and Email is: | | | | | | | | **0151 336 1111**  **samsons@sunnydale.com** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Headteacher is:  (Please note we must have the headteachers contact details for any pupil premium plus requests to be approved) | | | | | | | | **John Smith** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | | | | **head@sunnydale.com** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Key Person is: (‘Which adult do I spend time with at school?’ e.g. My class teacher, a learning mentor etc.) | | | | | | | | **Mr Clough** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | | | | **cloughm@sunnydale.com** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Social Worker is: | | | | | | | | **Helen Hill** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone Number is: | | | | | | | | **07796 611000** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PEP Meeting** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| People who were involved with completing this form: *(please add more rows below if needed)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name | | | | | Their Role | | | | | | | | | | | | | | How to contact them | | | | | | | | | | | | | | | |
| **Bobby Example** | | | | | **You** | | | | | | | | | | | | | | **Through Helen your social worker** | | | | | | | | | | | | | | | |
| **Helen Hill** | | | | | **Your Social Worker** | | | | | | | | | | | | | | **Helen.hill@cheshirewestandcheshire.sch.uk** | | | | | | | | | | | | | | | |
| **Marc Clough** | | | | | **Your Head of Year 7** | | | | | | | | | | | | | | [**cloughm@sunnydale.com**](mailto:cloughm@sunnydale.com) | | | | | | | | | | | | | | | |
| **Sam Smart** | | | | | **Teacher at Vision** | | | | | | | | | | | | | | **s.smart@visionap.co.uk** | | | | | | | | | | | | | | | |
| **Phil Stott** | | | | | **Your Dad** | | | | | | | | | | | | | | **Through Helen your social worker** | | | | | | | | | | | | | | | |
| **Kathryn Willmott** | | | | | **Your School Nurse** | | | | | | | | | | | | | | **kwillmott@nhs.net** | | | | | | | | | | | | | | | |
| **Emma Furness** | | | | | **Your Dad’s Supervising Social Worker** | | | | | | | | | | | | | | **emmah@caretodayparallelparents.net** | | | | | | | | | | | | | | | |
| **About Me - How am I doing now?**  E.g. How am I feeling? What do I enjoy and dislike? How do I let you know I am happy? How do I let you know if I am worried or if I need help with something? What am I interested in right now and next? What would help me? What might be preventing me? What am I proud of at home and at school? What would I like to do or try at home and at school? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Child or Young person’s view:**  *(for young people who need help to communicate or those who do not wish to contribute, an adult can help with this)*  Bobby, you say you can feel very overwhelmed and anxious in school. You shared that lessons are ‘not going good’. In Maths your teacher sits with you and goes through the work you need to do to ensure you know what to do. If you are still unsure your teacher helps further but you say that this makes you look different to your peers so you try to avoid this where you can.  Bobby, you shared that you often find you get angry and aggressive when you don’t understand the work; you feel the need to leave lessons or not attend them at all to try and avoid these feelings. Mr Clough, Miss Meadows and Mrs Connelly in ‘The Base’ are supporting you with strategies you can use to help with this. You feel you are trying really hard with the ideas and that they are helping a bit.  You say you enjoy working in ‘The Base’ and that you work better in the quiet and calm environment. You shared that you are able to focus in there most of the time.  Bobby, you said you would like some support for English, Maths and Science.  In the future you say you would like to open and run your own animal rescue centre. You walk the dogs to help with jobs around the house. Pat has also shown you how to use the washer on an Eco cycle and you now know how to do your own washing. You think that you should probably learn to iron next! | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **My Future Aspirations (Year 9 onwards)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *What are your current career aspirations? What careers advice, support and opportunities have you accessed and are planned? Have any other agencies been involved?*  Bobby, you have expressed an interest in opening and running your own animal rescue centre. You have begun to explore animal care courses at local colleges with the careers advisor in school. You will be supported to visit college open days, create your CV and access independent travel training during the autumn and spring terms of Year 11. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Special Educational Needs** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Do I have any identified SEND or developmental needs?** Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Educational Needs/Disability Status  Additional SEND Support | | | | | | | | | | | | | | | | | | Primary Area of Need  Social, Emotional and Mental Health  Secondary Area of Need, if applicable  Choose an item. | | | | | | | | | | | | | | | | |
| **Do I have a formal diagnosis?** | | | | | | | | | | | | | | | | | | **Please state my diagnosis/diagnoses:** | | | | | | | | | | | | | | | | |
| *(eg Foetal Alcohol Syndrome, Irlens, ADHD, Dyselxia, Dyscalulia and/or other)*  Yes | | | | | | | | | | | | | | | | | | Bobby, you have been diagnosed with ADHD and you take medication twice a day to support you with the effects this has on your ability to concentrate and manage your school day.  You are on the ‘Behaviour Pathway’ to further explore possible ASC traits. | | | | | | | | | | | | | | | | |
| **SEND Strategies and Support** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Please supply a summary of the strategies and support in place for me, excluding those funded by Pupil Premium Plus:**  *Where appropriate, please attach a copy of the Provision Map to accompany the PEP.*  Bobby, all staff in school have a copy of your one page profile and are aware of what can make you feel anxious. You have completed the ‘What works for me?’ section to help your teachers know how best to support you. You also have:  Quality First Teaching in lesson time  TA support in lessons  Scaffolding of tasks using the ‘Step by Step’ approach  Access to ‘The Base’  You have daily ‘check-in time’ with Miss Meadows, Mrs Connelly or Mr Clough as and when needed.  **If I have an EHCP please comment on my progress made:** N/A  **Date of EHCP/Top-Up review where applicable:** Click here to enter a date. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Attendance and Progress** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall Percentage | | | Percentage of absences authorised: | | | | | | | Percentage of absences unauthorised: | | | Are there concerns over my attendance? | | | | | | | Details of Concerns | | | | | Number of fixed term suspensions to date this academic year | | | | | | Number of internal suspensions to date this academic year | | | |
| 98.3 | | | 1.7 | | | | | | | 0 | | | No | | | | | | | None | | | | | 1 | | | | | | 3 | | | |
| **Is the child/young person in full time education?** | | | | | | | | | | | | | | | | | | **If yes, are they engaging with this?** | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | | | | | | | No | | | | | | | | | | | | | | | | |
| **If they are not engaging with the full offer, please complete the following:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Details: | | | | Bobby, you have been finding it difficult to engage with education in your mainstream setting. You are being supported to re-engage with your education via, timebound, attendance at a local alternative provision as detailed below. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reduced Timetable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Is the child/young person on a reduced timetable?**  No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of hours accessed: | | | | |  | | | | | | | | | | | | | Reason for reduction: | | | | | | | | | |  | | | | | | | |
| Plan to increase provision/ timetable: | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Start date of reduced timetable: | | | | | Click here to enter a date. | | | | | | | | | | | | Date to be reviewed (6 weeks on): | | | | | | | | | | Click here to enter a date. | | | | | | | |
| **Has the person with parental responsibility given consent for a Reduced Timetable?**  Choose an item. | | | | | | | | | | | | | | | | | **For CWaC schools, has the Reduced Timetable form been sent directly to the Education Team within CWaC?**  Choose an item.  [school.relationshipteam@cheshirewestandchester.gov.uk](mailto:school.relationshipteam@cheshirewestandchester.gov.uk) | | | | | | | | | | | | | | | | | |
| *Please make sure a copy of the most up to date Reduced Timetable form is attached to this PEP* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alternative Provision | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Is the child/young person accessing alternative provision?** Yes *If the answer is yes, please indicate the following:* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name/s of Alternative Provision/s: | | | | | | | Vision AP | | | | | | | | | | | Is this provision Ofsted / Estyn Registered? | | | | | | | | | | Yes | | | | | | | |
| Alternative Provision start date: | | | | | | | 17/04/2023 | | | | | | | | | | | Alternative Provision End date | | | | | | | | | | 30/06/2023 | | | | | | | |
| What does my week look like? | | | | | | |  | | | | **Monday** | | | **Tuesday** | | | | | | | **Wednesday** | | | | | **Thursday** | | | | | | **Friday** | | | |
| **am** | | | | 9-12  On site at Vision | | | 9-12  On site at Vision | | | | | | | 9-12  On site at Vision | | | | | 9-12  On site at Vision | | | | | | 9-12  On site at Vision | | | |
| **pm** | | | | 1-3  Blended Face to Face & online learning at ‘The Base’  Sunnydale High School | | | 1-3  Blended Face to Face & online learning at ‘The Base’  Sunnydale High School | | | | | | | 1-3  Blended Face to Face & online learning at ‘The Base’  Sunnydale High School | | | | | 1-3  Blended Face to Face & online learning at ‘The Base’  Sunnydale High School | | | | | | 1-3  Blended Face to Face & online learning at ‘The Base’  Sunnydale High School | | | |
| Expected Outcomes: | | | | | | | * To support you to be able to engage with your education * To target gaps in your learning so that you can make progress and achieve well * To embed your understanding so that you feel more able to access learning in your mainstream setting * To develop your confidence and raise your self esteem | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress towards outcomes: | | | | | | | Bobby, you have completed one week of your Alternative Provision package so far. You have begun to settle well into the individual and small group sessions for English and Maths at Vision. You are finding it a little more difficult to engage with online learning in the afternoons. We think this may be because online learning is not your preferred way to learn so this is something we will continue to monitor and adjust as required. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Review date: | | | | | | | 26/05/2023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name and contact details of person in school who is responsible for quality assurance:  ***(This must be the Designated Teacher for CLA from the school where the pupil is on roll)*** | | | | | | | Steve Samson  [samsons@sunnydale.com](mailto:samsons@sunnydale.com)  0151 336 1111 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Attainment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | **Method of assessment**  *(e.g. Teacher Assessment, SATs, Summative Assessment, Mock exam)* | | | | **Previous term assessment** | | | | | | **Current term assessment** | | | | | | **Type of qualification working towards**  *(eg GCSE, BTEC, Entry Level)*  Years 10 & 11 only (Y7-9 n/a) | | | | | **Expected end of Key Stage 4 target grade – based on current attainment**  *(eg GCSE, BTEC, Entry Level)*  Years 10 & 11 only (Y7-9 n/a) | | | | | **Am I on track to achieve National Expectations?** | | | | | **Am I making Expected Progress from my starting point?** | | |
| English | | Teacher Assessment | | | | 2 | | | | | | 2 | | | | | | GCSE | | | | | 4 | | | | | No | | | | | No | | |
| Maths | | Teacher Assessment | | | | 2 | | | | | | 2 | | | | | | GCSE | | | | | 4 | | | | | No | | | | | No | | |
| Science | | Teacher Assessment | | | | 2 | | | | | | 2 | | | | | | GCSE | | | | | 4 | | | | | No | | | | | No | | |
| Other Subjects: | | N/A | | | |  | | | | | |  | | | | | |  | | | | |  | | | | | N/A | | | | | N/A | | |
| NB: The questions below must be filled in for those young people who are in Reception and above. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Overall am I on track to achieve Age Related Expectations (ARE)?** No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Overall am I making Expected Progress from my starting point**: No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Are there concerns over my school place?** No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **How do YOU think I am doing now?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **School/College view:**  *(Please provide a short summary of strengths and any areas requiring support, this may include dyslexia, dyscalculia, hearing, visual, Wellbeing Assessment Tool information, etc.)*  Bobby, you were keen to contribute to your PEP form but preferred not to attend your meeting as you find the number of people involved a bit daunting. You agreed that you were happy for me (Mr Clough) to share your wishes and feelings on your behalf. You shared that you know what the PEP meeting is for and understand that, as the team around you, we meet to ensure that all the right things are in place for you so that you can reach your full potential. We also had a chat about the funding that can come with the PEP and what we plan to use that for this term whilst we wait for your EHCP to be finalised. This has been added to the ‘*Next Steps’* section of your PEP form.  Bobby, we have received feedback from your teachers who have shared that you have been struggling to engage in lessons for a while. You can find learning difficult. You have talked about your mind going blank when you see something in a lesson that you think you might not be able to do and we are working with you to give you strategies to help with this. An Educational Pyschologist visited school to review your learning and she has given you and the team supporting you some really useful strategies which we are putting into place. These include helping you to feel calm when your mind goes blank in class and increasing your time in ‘The Base’ to re-visit anything you have found tricky and prepare you for the topics that are coming next. You have talked very openly about your perception of teachers ‘getting cross’ with you when you haven’t attempted work and how this only makes you panic more. You reach a point where you feel you need to leave a lesson to reduce the overwhelming feeling of panic you have. You have begun to not attended some lessons for this reason.  Staff are using the ‘Step by Step’ approach in your lessons; this means that they will detail, on a sheet, the main points of what they need you to do during the lesson so that you can complete the work set and you can then refer back to this throughout the lesson as a reminder. You have also said how helpful you have found time in ‘The Base’ as you have been able to use this time to revisit work you have found tricky in some of your lessons.  Prior to you starting at Vision, we have gained feedback from your subject teachers for English, Maths and Science:  English:  Bobby, you have not attended many of my lessons over recent weeks and this has impacted on your progress and achievements. However, when you do attend, you are able to analyse texts and demonstrate that you have a good understanding of the texts we are working on. Bobby, your creative writing is your strength and a recent poetry piece was very well structured.  Maths:  Bobby, you are finding some topics harder than others and your attendance to lessons hasn’t been great but your recent work on Pythagoras was good. Please feel able to accept the help you are offered so that you can make further progress.  Science:  Bobby, you have not been attending many of your lessons recently so you have been unable to make the progress we know that you are capable of. I hope that you are soon feeling more able to attend lessons and you can continue to achieve well. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Meeting summary and actions:**  **To include: any additional information provided, what needs to be done next and any actions required.**  e.g: Updates from parents and carers, any identified interventions required or referrals needed to support the child/young person. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bobby, the team around you discussed how your Social, Emotional, Mental Health and learning needs have been impacting upon your ability to access education and the decision that was made at your last PEP to explore Alternative Provision.  You have now been attending Vision for one week. The intended outcomes of this provision are that you will feel better equipped and more able to access your education in your mainstream setting. Mr Smart, from Vision, shared that you have settled well, started to make connections with other young people in the setting and engaged well in some practical learning activities.  The people in your meeting heard that, in the afternoons when you return to the ‘The Base’ in school, you are accessing a variety of other subjects, some of which you are choosing. You are finding it a little more difficult to engage with this online learning and this may be because online learning is not your preferred way to learn. The adults in ‘The Base’ will continue to monitor and modify this as needed.  Bobby, it was agreed that your review meeting will be held six weeks after starting Vision, on 26/5/2023. The plan is that you will then attend Vision for a further four weeks after the whit break followed by a slow, planned transition back to Sunnydale High over a two-week period prior to the summer break. The team around you agreed to continuing the transition timetable in September with the view to you attending Sunnydale, full time, from mid-autumn term. This plan will be reviewed regularly, based on your needs, and modified accordingly.  Bobby, we discussed the importance of really good communication between your school and your teachers at Vision. This will enable an informed and collaborative approach to your learning and will support a carefully planned transition back into school full time when we agree the time is right for you.  Bobby, we confirmed that your education at Vision is being funded by PP+ through the Virtual School, however Sunnydale High School are contributing the proportion of AWPU (the money school receive in their budget for you) for the time you need this provision. This has been agreed for up to the first six weeks until your review.  **Actions:**  Mr Clough to pass details of your teachers at Vision to your English and Maths teachers so that regular information and updates can be shared.  Teacher feedback from Vision will be collected and added to your Autumn term PEP.  Your Autumn term PEP meeting date was agreed for 4th October at 10am. Bobby, Mr Clough will have a chat to you nearer the time to see if you would like to attend. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Evaluation of Previous Targets:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Previous ‘SMART’ target  *(If first PEP put N/A)* | | | | | | | | | | Has this been met?  *(If first PEP put N/A)* | | | | | **If Yes**, please explain the impact this has had on progress.  **If no**, please explain why. | | | | | | | | | | | | | | | Was Pupil Premium Plus (PP+) accessed?  *(If first PEP put N/A)* | | | | | |
| Wellbeing:  To maintain a good sense of emotional well-being whilst at school. | | | | | | | | | | No | | | | | Bobby, in school, you have found it difficult to maintain a good sense of emotional wellbeing as you have felt increasingly challenged by the academic demands placed on you.  It is good to hear that you are settling into your morning sessions at Vision. | | | | | | | | | | | | | | | No | | | | | |
| English:  To broaden your understanding and enjoyment of poetry through exploration of a diverse programme of poems. | | | | | | | | | | Yes | | | | | Bobby, your English teacher at school has shared that you have not attended many lessons over recent weeks. However, in the sessions you have attended, you have been able to demonstrate a good understanding of poetry. You have been able to apply your creative writing skills into this genre of text. | | | | | | | | | | | | | | | No | | | | | |
| Maths:  To understand Pythagoras theorem and angles in polygons. | | | | | | | | | | No | | | | | Bobby, your maths teacher at school has shared that you have not attended many lessons over recent weeks. However, you have been able to demonstrate some understanding of Pythagoras theorem.  Unfortunately, you did not feel able to attend all of the sessions on angles, so you have not been able to evidence demonstrable progress with angles in polygons. | | | | | | | | | | | | | | | Yes | | | | | |
| Science:  To study GCSE B1 (Cells) and Physics P3 (Particle Model). For B1, osmosis, diffusion), stem cells and magnification linked to microscopes. | | | | | | | | | | Yes | | | | | Bobby, your science teacher at school has shared that you have not attended many lessons over recent weeks. However, you have been able to stay in some lessons without becoming overwhelmed and have therefore made some progress in your Biology and Physics GCSE knowledge and understanding. | | | | | | | | | | | | | | | No | | | | | |
| **Next Steps**  Please link targets set to EHCP if applicable. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **This term’s SMART targets** – please add a target for **each** subject area, **plus** Wellbeing  (Specific, Measurable, Achievable, Realistic, Time limited.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targets are needed for: | Current SMART target details:  *(These must relate to subjects in first column)* | | | | | | | | Details, how will this be achieved?  *(Name of intervention, 1:1 or small group, group size, T/HLTA/TA, when, how often, etc)* | | | | | | | Expected outcome  for this intervention | | | | | | Is PP+ requested this time? | | Cost per hour  *(Please only enter figures)* | | | | | Hours per week  *(Enter part hours in decimal e.g. 15 mins = 0.25)* | | | | | Cost per term  *(Please only enter figures)* | |
| **Wellbeing** | Bobby, we want you to feel emotionally safe in school; for your feelings of panic and anxiety to reduce and for you to develop strategies to manage this so that you feel emotionally well and confident to learn. | | | | | | | | You have access to Vision AP each morning for up to 6 weeks to support your emotional wellbeing and your engagement with learning  You will have 1:1 and small group work in both settings, supported by an adult    Daily (am & pm) ‘check-ins’  Access to your “self-soothe” box if you are feeling anxious  Additional time and resources to calm | | | | | | | Bobby you will have attended all education sessions with support from staff and the strategies in place to help you.  You will have been able to stay in your lessons for the full period. | | | | | | No | |  | | | | |  | | | | |  | |
| **English** | To plan, draft, edit and present an extended piece of writing on a theme of your choice. | | | | | | | | You are attending an AP each morning to support with your learning engagement  Bobby, tasks will be broken down into smaller, numbered tasks and sentence starters and writing frames will continue to be provided.  Teaching Assistant support is also available for you if needed. | | | | | | | You will have been able to plan, draft, edit and present an extended piece of writing on a theme of your choice.  You will plan, write and work with greater confidence. | | | | | | No | |  | | | | |  | | | | |  | |
| **Maths** | To consolidate your knowledge and understanding of Transformations so that you feel confident to answer questions focused on reflection, enlargement, rotation and symmetry. | | | | | | | | You are attending an AP each morning to support with your learning engagement  Bobby, tasks will be broken down into smaller, numbered tasks and learning prompts will continue to be provided.  Teaching Assistant support is also available for you if needed. | | | | | | | Bobby, your confidence will be increased in this topic and you will be able to answer questions at ease.  Your quiz scores will show your progress each fortnight and you will also have completed your mid-course assessment. | | | | | | No | |  | | | | |  | | | | |  | |
| **Science** | Bobby, to consolidate your knowledge and understanding of Energy and Atomic Structure | | | | | | | | You will learn via a blended approach (face to face & online)  You will work in ‘The Base’ at Sunnydale High  You will have adult support in  1:1/small groups | | | | | | | Bobby, you will have consolidated your knowledge and understanding of Energy and Atomic Structure.  You will feel more secure and confident with this area of science. | | | | | | No | |  | | | | |  | | | | |  | |
| **Other subject**  (if applicable) |  | | | | | | | |  | | | | | | |  | | | | | | Choose an item. | |  | | | | |  | | | | |  | |