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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Welsh Personal Education Plan (PEP)**  **Reception to Year 11** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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**  Autumn | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Details of Child:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Family Name | | | **Smith** | | | | | | | | | | | Given Names | | | | | | | **Jolene** | | | | | |
| Actual DOB | | | **10-May-2017** | | | | | | | | | | | Likes to be known as | | | | | | | **Jolie** | | | | | |
| Ethnicity | | | **White-British** | | | | | | | | | | | Gender I identify as | | | | | | | **Female** | | | | | |
| Age | | | **8** | | | | | | | | | | | Primary Language | | | | | | | **English** | | | | | |
| UPN | | | **M89496893903282** | | | | | | | | | | | ULN | | | | | | | **N/A (only for Year 10&11)** | | | | | |
| School Year | | | **4** | | | | | | | | | | | | | | | | | | | | | | | |
| This PEP Meeting Date | | | **02/10/2025 at 11am** | | | | | | | | | | | | | | | | | | | | | | | |
| Date set for next PEP Meeting | | | **06/02/2026 at 12.30pm** | | | | | | | | | | | | | | | | | | | | | | | |
| 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/IDP review? | | | **No** | | | | | | | | | | | | | | | | | | | | | | | |
| **My Personal Education Plan:** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My School/Education Setting is: | | | **YSGOL WALES** | | | | | | | | | | | | | | | | | | | | | | | |
| My Designated Teacher/Person is: | | | **Mrs Sharon Smyth** | | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone number and Email is: | | | **01364 385627 Pennaeth@ysgolwales.sch.uk** | | | | | | | | | | | | | | | | | | | | | | | |
| My Headteacher is:  (Please note we must have the headteachers contact details for any pupil premium plus requests to be approved) | | | **Mrs Sharon Smyth** | | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | **Pennaeth@ysgolwales.sch.uk** | | | | | | | | | | | | | | | | | | | | | | | |
| My Key Person is: (‘Which adult do I spend time with at school?’ e.g. My class teacher, a learning mentor etc.) | | | **Hayley Hart – the school’s nurture and wellbeing TA**  **Flora Fall - your class teacher** | | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | **Pennaeth@ysgolwales.sch.uk** | | | | | | | | | | | | | | | | | | | | | | | |
| My Social Worker is: | | | **Charles Chingford** | | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone Number is: | | | **07384 465927 / Charles.chingford@cheshirewestandchester.gov.uk** | | | | | | | | | | | | | | | | | | | | | | | |
| **PEP Meeting** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| People who were involved with completing this form: *(please add more rows below if needed)* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name | | | | Their Role | | | | | | | | | | How to contact them | | | | | | | | | | | | |
| **Jolie Smith** | | | | **You, the young person** | | | | | | | | | | **Through Charles, your social worker** | | | | | | | | | | | | |
| **Suzie & Sam Short** | | | | **Your Foster Carers** | | | | | | | | | | **Through Charles, your social worker** | | | | | | | | | | | | |
| **Jo Jones** | | | | **Your Class Teacher** | | | | | | | | | | **Through your HT, Pennaeth@ysgolwales.sch.uk** | | | | | | | | | | | | |
| **Charles Chingford** | | | | **Your Social Worker** | | | | | | | | | | **Charles.chingford@cheshirewestandchester.gov.uk** | | | | | | | | | | | | |
| **Nina Field** | | | | **Virtual School PEP Coordinator** | | | | | | | | | | **Nina.field@cheshirewestandchester.gov.uk** | | | | | | | | | | | | |
|  | | | |  | | | | | | | | | |  | | | | | | | | | | | | |
| **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 younger children, young people who need help to communicate or those who do not wish to contribute, an adult can help with this)*  Jolie, you talked at length with Michelle Morris in school and shared the following:  “I feel happy in school. The best bit of school is lunchtime because they cook the best food.  I find the work a little easy. I think that I listen better, I look at Miss Jones when she is talking. I do not like writing Welsh because there are long words. I like Maths because it is numbers. I like English as I like writing. I like speaking Welsh; I know numbers, colours, feelings and some sentences.  I ask someone when I need help. I know that Miss Jones or Mrs Smyth could help me if I needed. I know that I can also ask my talking partner, Michelle, or any teacher if I need help.  I enjoyed studying ‘Myths and Legends’. I thought that the story of Gelert was sad.  I like the small group sessions. Maybe a fidget toy would help me to concentrate a little better.”  Jolie, you said that you like going on day trips out and have recently been to the cinema and enjoyed bowling – you got a strike and shared that you would like to go bowling again so you can get even better! You would like to visit somewhere on a train and would really like to go to a new town that you haven’t explored before. Your foster carers Suzie and Sam have said that they will arrange this with you and would like your ideas of where you could all go too. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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?*  N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Additional Learning Needs (ALN)** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Do I have any identified ALN or developmental needs?** No | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Additional Learning Needs/Disability Status  None | | | | | | | | | | | | Primary Area of Need  Choose an item.  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)*  No | | | | | | | | | | | |  | | | | | | | | | | | | | | | |
| **ALN 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.*  N/A – you have no ALN identified currently  **If I have a Statement/ Local Authority IDP please comment on my progress made:** N/A  **Date of EHCP/ Statement/ LA IDP/ 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% | | 2% | | | | 0 | | | No | | | | | | None | | | 0 | | | | | | 0 | | | |
| **Is the child/young person in full time education?** | | | | | | | | | | | | **If yes, are they engaging with this?** | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | Yes | | | | | | | | | | | | | | | |
| **If they are not engaging with the full offer, please complete the following:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Details: | | | | N/A | | | | | | | | | | | | | | | | | | | | | | | |
| 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?** No *If the answer is yes, please indicate the following:* | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name/s of Alternative Provision/s: | | | |  | | | | | | | | | Is this provision Ofsted / Estyn Registered? | | | | | | | |  | | | | | | |
| Alternative Provision start date: | | | | Click here to enter a date. | | | | | | | | | Alternative Provision End date | | | | | | | | Click here to enter a date. | | | | | | |
| What does my week look like? | | | |  | | | **Monday** | | | **Tuesday** | | | | | | **Wednesday** | | | **Thursday** | | | | | | **Friday** | | |
| **am** | | |  | | |  | | | | | |  | | |  | | | | | |  | | |
| **pm** | | |  | | |  | | | | | |  | | |  | | | | | |  | | |
| Expected Outcomes: | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| Progress towards outcomes: | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| Review date: | | | | Click here to enter a date. | | | | | | | | | | | | | | | | | | | | | | | |
| 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*** | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| **Attainment** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Areas of Learning and Experience | | **Method of Assessment** *(eg Teacher Assessment, Progression Step Assessment /*  *Achievement Outcome)* | | | | **Previous term assessment**  *Progression Step and progress within that, eg Emerging, Developing, Secure* | | | **Current term assessment**  *Progression Step and progress within that, eg Emerging, Developing, Secure* | | | | | | **Progression Step expected by the end of the next Achievement Outcome**  *(Step 1 age 3-5, Step 2 5-8, Step 3 8-11, Step 4 11-14, Step 5 14-16)* | | | **Am I on track for:**  My next Progression Step Assessment/ Achievement Outcome? | | | | | | **Am I making Expected Progress from my starting point?** | | | |
| Languages, Literacy & Commmunication | | Teacher Assessment | | | | Developing Step 2 | | | Secure Step 2 | | | | | | Developing Step 3 | | | Yes | | | | | | Yes | | | |
| Maths & Numeracy | | Teacher Assessment | | | | Developing Step 2 | | | Secure Step 2 | | | | | | Developing Step 3 | | | Yes | | | | | | Yes | | | |
| Science & Technology | | Teacher Assessment | | | | Developing Step 2 | | | Secure Step 2 | | | | | | Developing Step 3 | | | Yes | | | | | | Yes | | | |
| Other area/s of learning: | |  | | | |  | | |  | | | | | |  | | | Choose an item. | | | | | | Choose an item. | | | |
| NB: The questions below must be filled in for all children and young people: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Overall am I on track to achieve Age Related Expectations (ARE)?** Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Overall am I making Expected Progress from my starting point:** Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Are there concerns over my school place?** No | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **How do YOU think I am doing now?** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **School view:**  *(Please provide a short summary of strengths and any areas requiring or having support, this may include dyslexia, dyscalculia, hearing, visual, Wellbeing Assessment Tool information, etc.)*  Jolie, you have settled well into Year 4. As you have made good progress in your learning and are now working at the level we would hope you to be for your age and year group, you no longer have ALN status.  School’s relationship with your foster carers is still really good through using the app Seesaw and by talking at the school gate. School and home continue to work well together. Jolie, your attendance is excellent with only a few explained absences. You are happy, polite and have a wide circle of friends.  Jolie, you like to share your opinions with others. Sometimes we support you to let others finish what they are saying before you share your thoughts with them. We have introduced the idea of using little counters to help you understand when the appropriate time to talk is, and you enjoy collecting these and being praised for waiting your turn.  Since the beginning of term, you have become so much more willing to try tasks without asking for lots of support. You are able to work on most of your learning tasks independently. You like to help others if you have completed your work early.  Jolie, you continue to receive extra support from Michelle, during 1:1 activities and in small group times. You enjoy these sessions and are sure to ask if there is any change to the timetable.  You are responding well to the sensory breaks that you have with Michelle. After these big movement activities, you find it much easier to concentrate in class.  At times, you can have little misunderstandings with other children in the playground. You like to play with your close friends, and we support you to cope with your feelings if they want to play with someone else. When returning to class after something has happened outside you sometimes share that you feel upset because of your past experiences and not because of an incident in the playground. You like to be liked by everyone and sometimes we help you to enable you to manage your emotions when you feel that someone is upset with you.  Jolie, you have made an excellent start at learning Welsh and you are able to follow simple instructions and ask some questions.  You have made a great start to Year 4, Jolie, and I’m super proud of you!  NB - The Virtual School have agreed to let us use £175 that was left over from your summer term Transition Grant, as well as apply for any new PP+ funding this term. This will enable us to support you in our creative and flexible manner in response to your needs on a day-to-day basis. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jolie, your meeting was a very positive one with everyone saying how much progress you are making in your learning and relationships.  Suzie, your foster carer, shared with everyone that things have been much better at home in terms of how you are getting along with the other looked after child living with you. She feels that you have a greater understanding of your own feelings, words and actions now and that you are more aware of how to ‘get on’ with him. Suzie feels that you have noticed yourself that you aren’t “annoying D as much now”. She shared that there have been less squabbles of late.  Suzie also shared that you love coming to your new school and how you have made many new friends. She said that you are enjoying playing with your friends in the local park and having children come over to play. This is a real positive for you.  Jolie, everyone in school shared that they are happy with the progress you are making. Your class teacher said that you are becoming more independent now, as you seemed hesitant or unsure about working without an adult when you first came to the school. Miss Jones, your class teacher, also shared that you are making good progress. She talked about the small group activities and individual support that you have taken part in. She also explained what your targets for this term are and that handwriting would be one of these.  Nina, from the Virtual School, asked if school could send home some handwriting examples to help you to practise at home in the same style that you use at school. Suzie asked whether it would be possible for school to send some of the work home for her to do with you. This was agreed. It was also explained that the virtual parent’s evenings would take place over the next two weeks and that Suzie and Sam would get more information about this then.  It was agreed that your mum, Barbara, would also get a short update from school to let her know how you are progressing. This would be after the meeting.  Michelle then joined your meeting and she gave an outline of what she had been doing with you each day. Everyone at the meeting agreed that a lot had been done to support you last term and all felt that this level of help should carry on. It is clear that this support is having a really positive impact on you, both in school and at home.  Mrs Smyth talked through your latest test and attainment scores. She also explained about the new Welsh curriculum and the changes in how pupils will be assessed. Your teachers feel that you are definitely making up for lost time and that you should be working at Level 4 by the end of Y6, which is where we would hope you will be. Mrs Smyth then answered a few questions about the Welsh Second Language assessment.  Jolie, everyone at the meeting were really positive about how you are progressing and a new PEP meeting was planned for early February. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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) | | | | |
| **Health & Wellbeing –**  To know and say when you need ‘talking time’ and to share how you are feeling with Michelle, our Nurture TA | | | | | Yes | | | | | | Jolie you have made good progress in the 1:1 and small group sessions. You have built a good relationship with Michelle and your class teacher. After returning from group, you can concentrate a little better in class. **(Target ongoing)** | | | | | | | | | | | | Yes | | | | |
| **Languages, Literacy & Commmunication –**  GPS –  To use the spelling strategies you are taught to help you to spell words with vowel diagraphs  e.g. ay comes at the end of the word, ai is in the middle of the word.  Reading –  To use key words in the question to help you retrieve answers in the text e.g. A who? question, is about a person. A where? question, is about a place?  Writing –  To independently compose and write a few sentences that make sense, linking your ideas. | | | | | Yes  No  No | | | | | | Jolie, you have shown that you can use these strategies in your weekly spelling tests and have scored within the age-related range in your most recent assessment.  You are making steady progress in the small group literacy sessions.  Jolie you are making steady progress with your reading skills. You work well when you have support to do comprehension tasks and value reassurance from teachers who help you to concentrate and complete the task.  Jolie, you can write sentences independently and, with help, you are learning to check your writing to make sure it makes sense and that your ideas are linked. We will keep working on this in all your lessons.  You are working on your handwriting/presentation so that you and others can read your work and we will have this as one of your new targets this term. | | | | | | | | | | | | No | | | | |
| **Maths & Numeracy –**  To understand the value of hundreds, tens and ones. | | | | | Yes | | | | | | Jolie, you are making steady progress in the small group activities and you are good at showing us you have understood the value of numbers when you play maths games. You are able to complete most of your maths tasks independently in class. | | | | | | | | | | | | No | | | | |
| (Year 7 onwards)  **Science & Technology –** | | | | | N/A | | | | | | N/A | | | | | | | | | | | | N/A | | | | |
| **Other area of learning:** | | | | | Choose an item. | | | | | |  | | | | | | | | | | | | Choose an item. | | | | |
| **Next Steps**  Please link targets set to IDP/ Statement if applicable. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **This term’s SMART targets** – please add at least 3, including a Health and Wellbeing target (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)* | |
| **Health & Wellbeing** | You will be able to identify and tell us when you need talking time and wish to share how you are feeling.  You will have dedicated time each day to talk about how you are feeling with our Nurture TA. | | | You will have a time every day for you to be able to talk and share your experiences or tell us what is on your mind -individually 1:1.  You will have help to build a relationship with a new member of staff in new school – 1:1.  You will work in a small nurture group setting to help you develop social and friendship skills.  This will be done both as a small group and at an individual level.  **Total = 1 hour per week, 12-week term** | | | | Jolie, you will feel comfortable to share how you feel with at least one adult.  You will use your talking time to talk about your feelings in a safe and trusted space.  You will continue to develop your understanding of relationships and friendships by taking part activities such as social stories. | | | | | | | Yes | | 15 | | | | | 1 | | | | 180 | |
| **Languages, Literacy & Commmuni-cation** | You will be able to answer comprehension questions in good detail and with answers that are linked to the text. | | | In your Literacy lessons you will have Quality First Teaching  You will take part in small group activities with Michelle.  **½ hour per week in group of 1:3 - cost of £90 shared by 3 pupils in group = £30**  **12-week term** | | | | Jolie, you will be able to answer comprehension questions in good detail using evidence from the text. | | | | | | | Yes | | 5 | | | | | 0.5 | | | | 30 | |
| **Maths & Numeracy** | To develop a deeper understanding of addition and subtraction, including  exchange. | | | You will have small group activities with Michelle and two other pupils.  You will have individual activities 1:1  Group -  **½ hour per week, 1:3 so cost of £90 shared by 3 pupils in group =**  **£30**  1:1 -  **½ hour per week, £15 per hour,**  **12-week term =£90**  **Total £120** | | | | Jolie, you will be able to confidently add and subtract three-digit numbers, using  exchange. | | | | | | | Yes | |  | | | | |  | | | | 120 | |
| Year 7 onward  **Science & Technology** | N/A | | | N/A | | | | N/A | | | | | | | Choose an item. | |  | | | | |  | | | |  | |
| **Other area of learning** |  | | |  | | | |  | | | | | | | Choose an item. | |  | | | | |  | | | |  | |