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| **Personal Education Plan Start Date:**  | **Personal Education Plan Next Review Date:** |
| **School/Setting Designated Lead for CLA/Link Person:**  | **Social Worker:**  |

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| **Name:** |  | **School/Setting:**  |
| **DoB:** |  | **Other Placement:**  |
| **Age in Years & Months:** |  | **Year Group:** |
| **Date of PEP Review:** |  | **Expected Transition Date to :**  |

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| **SEND status**  |
| SEND Register – Support: **Y/N** | Request for a Statutory Assessment (EHCAR): **Y/N**  |
| Education, Health & Care Plan: **Y/N** | Date EHCP Granted: | Date EHCP review:  |
| EHCP Primary Need:   | EHCP Secondary Need: |

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| **Section A: Pupil Voice SCHOOL TO OBTAIN** |
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| **Who my friends are**  | **Who helps me in school**  |
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| **What I do well in school** | **What I find difficult in school**  |
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| **What I like about school**  | **What I would change about school**  |
|  |  |
| **My interests at school and out of school** (clubs, music lesson etc.) | **Things I would like to do at and out of school** (clubs, music lesson etc.) |
|  |  |
| **What I would like to do in the future**  | **How I will achieve this** |
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| **How I travel to school**  | **Achievements and work I’d like to share in my PEP meeting** |
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| **Section B: Updates and Overview SOCIAL WORKER TO COMPLETE** |

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|  | **Significant Changes:**e.g. Placement moves, school transfers, key transitions, transport etc. |
| **Since the previous PEP** |  |
| **Planned before the next PEP** |  |

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| **Background**Reasons for coming into care / legal status information |  |
| **Other important details**Anything you need to know about siblings / family members, family time, who gets copies of school reports, invites to meeting, appropriate methods of communication etc. |  |

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| **Section B: SCHOOL TO COMPLETE**  |

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| **What’s going well** |  |
| **What are we worried about** |  |
| **Strategies and interventions to support pupil** |  |

**Pastoral Update**

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| **How does the child/young person present in school on a day-to-day basis?** |
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| **Snapshot of behaviour**  | **What support is in place, or will be put in place to help the child/young person manage their behaviour?**  |
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| **Snapshot of emotional health and well – being**  | **What support is in place or will be put in place to help with the child/young person’s emotional health and wellbeing?**  |
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| making progress all subject areas4/10/22 ncdjencvoewnvne |   Unrestricted |

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| **Attendance information**  | **Current academic year** | **Previous year** |
| **Present %** (to date)  |  |  |
| **Authorised Absence %** |  |  |
| **Unauthorised Absence %** |  |  |
| **NOTES –** Reasons What actions are being/have been taken to improve attendance?  |
| **Number of occasions late (before register closed)** |  | **Number of occasions late (after register closed)** |  |  |

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| **Fixed Term Suspension (to date this academic year)**  |
| Date from  | Date to | Number of days  | Reason  |
|  |  |  |  |
| **Permanent Exclusion** |
| Date from  | Reason  |
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**Section C: Review of Current Targets (as agreed in previous PEP) SCHOOL TO COMPLETE**

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| **Date**  | **Subject**  | **SMART target/outcome**  | **How will this be achieved?**  | **Frequency**  | **Who will be responsible** | **Timescale by…**  | **RAG progress target**  | **Comments**  | **Next steps**  |
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**Section D: Attainment and Progress**

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| **Standardised Assessment Clarification** |
| **Point**  | **Classification** | **Explanation (**\*ARE Age Related Expectations) |
|  **3** | Working well above age related expectations | Working towards mastery/ Very able  |
|  **2** | Working above age related expectations | Greater Depth of knowledge  |
|  **1** | Working slightly above age related expectations | Accessing some higher-level learning  |
|  **0** | **Working at age related expectations**  | **On track to meet end of year/key stage expectations**  |
| **-1** | Working towards age related expectations  | Working within year group expectations. Accessing some aspects of ARE but slightly off track to meet end of year/key stage expectations. Approx 1 term behind. |
| **-2** | Working below age related expectations | Working slightly below year group expectations. May be accessing some aspects of ARE but not on track to meet end of year /key stage expectations Approx 2 terms behind. |
| **-3** | Working significantly below age related expectations | Working more than a year or more behind ARE **Please indicate which year group expectations they are working within in the comments box**  |

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| **ATTAINMENT**  | Use the above points to record the current attainment of the pupil |
| **PROGRESS** | RAG – RED, AMBER, GREEN Highlight to clearly show whether the pupil has made progress since the previous PEP reviewRED – regressed AMBER – no progress GREEN – expected/good progress BLUE – accelerated progress |

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| **EYFS Good Level of Development**  |  **Y/N**  |
| **Comments**  |  |

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**Ks1 Attainment and Progress SCHOOL TO COMPLETE**

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|  | **Rec Summer**  | **Y1 Autumn** | **Y1 Spring** | **Y1 Summer**  | **Y2 Autumn** | **Y2 Spring** | **Y2 Summer**  |
|  | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** |
| **Reading** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Maths**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **KS1 Attainment & Progress Comments:** |
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| Ks1 Snapshot  |   Unrestricted |

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| **End of Key Stage 1**  | **Attainment**  |
| **Reading** |  |
| **Writing** |  |
| **Maths**  |  |
| **Phonics Screening**  |  |
| Comments  |  |

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| **KS2 Attainment & Progress SCHOOL TO COMPLETE** |

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|  | **Y3 Autumn** | **Y3 Spring** | **Y3 Summer**  | **Y4 Autumn** | **Y4 Spring** | **Y4 Summer**  |
|  | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** |
| **Reading** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Maths**  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **Y5 Autumn** | **Y5 Spring** | **Y5 Summer**  | **Y6 Autumn** | **Y6 Spring** | **Y6 Summer**  |
|  | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** |
| **Reading** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Maths**  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **KS2 Attainment & Progress Comments:** |
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| **CLA Pupil Premium SCHOOL TO COMPLETE** |
| **Details of intervention, activity or resource** | **Estimated Costs** | **Expected Outcome** | **Impact of intervention, activity or resource**How has the LAC pupil premium impacted upon the child’s/young person’s academic progress/emotional well-being? |
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**Section F: New Targets and Actions SCHOOL TO COMPLETE**

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| **Date**  | **Subject**  | **SMART target/outcome**  | **How will this be achieved?**  | **Frequency**  | **Who will be responsible** | **Timescale by…**  | **RAG progress target**  | **Comments**  | **Next steps**  |
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