

## PERSONAL EDUCATION PLAN

Name of young person	Rhianna Taylor	Age	15
School	Stockton Academy	Year group	10
Date of PEP meeting	10 <sup>th</sup> January 2020		

### Documents/information you'll need:

- Previous PEP form
- Attendance print out (attach to this PEP)
- Round Robin from staff (attach to this PEP)
- Attainment data including full and interim reports (attach to this PEP)
- SIMS (or equivalent) data – positive and negative since last meeting (attach to this PEP)
- EAL action plan, if applicable
- IEP/PSP where appropriate (attach to this PEP)
- Reports/comments from additional support/Work 2 Learn/TA feedback (attach to this PEP)
- Exclusion information – internal and external (attach to this PEP)
- Any positive examples of work or achievements (attach to this PEP)

### Monitoring the PEP

These people will be expected to monitor the PEP via the processes outlined to ensure that actions and activities recorded in the PEP are implemented without delay.

Headteacher –Pupil progress meetings

IRO – CiC Review

SIO – Core Visit

The HOPE Virtual School will monitor the quality of the PEP using Ofsted terms. The monitoring form will be returned to the designated teacher.

### Reviewing the PEP

A full PEP meeting needs to be held within 28 calendar days of a young person coming into care, then at three months and then every six months.

The PEP needs to be reviewed each term (3 times a year). The review process should be timed so that an up to date version of the PEP is available in time for the statutory review of the young person's care plan. Designated teachers can use The HOPE's PEP review form to complete their review.

There should be a review meeting involving the SW, YP, carers and others, such as the VSH ([The designated teacher for looked-after and previously looked-after children](#), DfE February 2018; para 34 page 19).

*A copy of the PEP including all attachments/print outs and the PEP Essential Information Record **must** be sent securely to everyone at the meeting and the Independent Reviewing Officer. If you are completing the PEP form via the Establishment Portal, it will be received by the young person's social worker and The HOPE, along with the attachments.*

## Section 1: People at this PEP meeting

Name	Role	Contact details CHECK: DO ANY NEED TO BE KEPT CONFIDENTIAL?
Rhianna Taylor	Student	confidential
Hazel Peters	Foster Carer	hazelpeters@hotmail.co.uk
Jonathan James	Social Worker	jjames@bristollocalgov.uk
Nicola Martin	Designated Teacher/Vice Principal	nicmartin@stockton.sch.uk
Sue Thomas	HOPE Deputy Head	sthomas@bristollocalgov.uk
Tom Henry	Head of Year 10	tomhenry@stockton.sch.uk

## Section 2: Discussion of Last PEP's Actions

**Actions not completed from last PEP** (write N/A below if this is the first PEP or 'All completed' if there are no actions to carry forward. Add actions to be carried forward to the S.M.A.R.T action plan)

Action	Revised timescale	Lead person
Rhianna wanted to have a careers interview and have a chance to access university events to start deciding plans for Post 16. This was delayed until term 1 in Year 10 so Rhianna could be settled into her GCSE work. DT to arrange interview by half term and also add Rhianna to the "Flying High" group . HOPE to invite Rhianna to Year 10 Exeter University trip Johnathan (SW) to make referral to Thinking Aloud	By half term	DT
Hazel to access Show My Homework from home to support Rhianna to plan and complete her homework Rhianna to move seats in Science to help her to concentrate	Completed Nov 19 Completed – Choice appointment 4 <sup>th</sup> December Completed Jul 19	Sue– HOPE V Johnathan James Hazel
Rhianna to ask for help in lessons if she doesn't understand the content – DT will include this on Rhianna Pupil passport English tuition to continue	Completed Jul 19 Ongoing Ongoing	DT/ Science teacher. Rhianna/DT DT

**What are the significant actions from the last meeting that have had the greatest impact?**

Rhianna has made improved progress in English since last PEP – Rhianna and Class teachers feel tuition has made a positive impact on this.

Rhianna reports that she can concentrate better in Science since the change of seating plan and teacher feedback supports this.

Rhianna is much more confident in asking for help now at school if she is finding something difficult, Hazel reports this has reduced Rhianna's anxieties around school and she is happier at both home and school.

**Section 3: The Young Person's Voice**

What's **going well** at school: I am really enjoying English Literature as we are reading a book I like. I like all my GCSEs so far. I have stopped falling out with my friends so much and we are all getting on better.

What's **not going well** at school: I find maths really hard as I missed a lot when I was younger. It makes me feel stupid when everyone else knows the answer so I mess around so I get sent out. I also get stressed when my mum doesn't turn up for contact as I worry what she is doing.

I'm **doing well** at: everything but maths! I am doing well in English Lit and Language but I want to try and get the highest grade now. I want to be part of the Flying High group as I am more interested in visiting university now.

I need more **help** with: maths and getting the top grades in English.

Also I feel uncomfortable and stressed sitting in with everyone in the sports hall during exams.

When I **leave school**, I'd like to be: I am not sure so I want a careers interview. Maybe a teacher or something like that

Who is helping me in school? Mr Henry and Hazel.

To do that, I need to: find out what grades I need and see if I can reach these

What further support do I need? A careers interview. Do my Work Experience

Is there anything stopping me doing even better at school? Yes ☒ No ☐

If yes, what is it and what can be done about it? Feeling stressed about doing well in Exams and more help in Maths.

Bullying can be a problem for young people.

Have I been bullied? Yes ☐ No ☒

If yes, what did I or an adult do about it? If I was I would speak to Hazel or Mr Henry.

Has the bullying stopped? Yes ☐ No ☐ N/A

I find it easy to attend school every day Yes ☒ No ☐

If no, why not? I am moving house soon and the journey will be 20 minutes longer

What have I achieved and how has it been celebrated? (e.g. house points, certificates)

I Have 39 House points.

I received a certificate and voucher from the HOPE for good attendance.

Mr Henry congratulated me in assembly for arranging my own WEX.

Hazel took me for a pizza for a Positive school report.

### **Resilience (the ability to get back on track and be yourself even when things don't go to plan)**

What helps me and what do I want to do more of to:

- **keep positive relationships with others?** I am able to have good learning relationships with my teachers and am improving my confident asking questions if I don't understand. I have good friendships that are important to me.
- **manage my emotions and let people know how I am feeling?** I check in with Miss Martin during tutor time if I am worried or stressed. I am able to talk to adults about things I am finding difficult.
- **be more independent?** I am asking for help in lessons if I need, I have found my own WEX placement. I am organised every day for school.
- **participate in activities at school and outside of school?** I still enjoy swimming; I would like to be part of the School university Flying High project and want to find out more about the CiC Council.

Did the young person attend the meeting? Yes ☒ No ☐

If not, please give reasons.

N/A

Who will let the young person know what was discussed?

Rhianna stayed for the whole meeting and contributed throughout

## Evidence of listening to the young person's voice

### Action/s to carry forward to the S.M.A.R.T. action plan

1. Careers interview to be arranged
2. Help to get highest grades in English
3. Maths gaps and problems in lessons – DT to arrange tuition
4. Smaller room and support during exams
5. Support with coping with anger/stress/worry to continue with Miss Martin
6. Mr Henry to let all staff know R is moving placement and to be flexible with late sanctions for 2 weeks until R is familiar with the new bus route.
7. Jon to give R information on CiC Council.
8. Arrange a date to visit R whilst she is on WEX
9. HOPE to invite R to university visits

## Section 4: School's Contribution - Achievement and Attainment

*Please provide a print out of all available SIMS/other assessment data.*

Please fill in the KS2 table below and one of the following two tables if the young person is in KS3

KS2			
	Reading	Writing	Maths
TA	WaT	WaT	WB
Scaled Score/Level	101	105	98

KEY STAGE 3	Attainment Bands	Current Attainment	EoYT	Progress
	<ul style="list-style-type: none"> <li>• 789 – 456 - 123</li> <li>• A*AB – ABC – DEFG - U</li> <li>• EL1,2,3</li> <li>• FS1,2</li> <li>• Pre key stage</li> </ul>			<ul style="list-style-type: none"> <li>• Progress being made above this band</li> <li>• Progress being made within this band</li> <li>• Progress being made below this band</li> </ul>
English				
Maths				
Science				

If the above table is not relevant to the young person's progress and attainment at KS3, please complete the table below instead.

SEND (Specialist provision)				
	Attainment Bands	Current Attainment	EoYT	Progress <ul style="list-style-type: none"> <li>More than expected progress</li> <li>Expected progress</li> <li>Less than expected progress</li> </ul>
Communication (English)	N/A SEND			
Cognition (Maths)	N/A SEND			

Please fill in one of the two tables below if the young person is in KS4

Subject	Level 0,1,2 or 3 <i>e.g. GCSE-level 2</i>	Exam board	Current Attainment Grade 9-1 or A*-U for GCSE subjects Distinction Merit Pass EL1,2,3 FS1,2	End of KS4 Target As Current Attainment Grade options (see column to left)	Progress <ul style="list-style-type: none"> <li>Progress being made above this grade</li> <li>Progress being made within this grade</li> <li>Progress being made below this grade</li> </ul>	Teacher Predicted Grade 9-1 or A*-U for GCSE subjects Distinction Merit Pass EL1,2,3 FS1,2	Mock Results English Lang, English Lit and Maths only	Actual Attainment For Y11 outcomes only
English Lang	2	AQA	5	7	Within	6		
English Lit	2	AQA	5	7	Within	6		
Maths	2	Edexcel	4	6	Within	5		
EBacc 1 Science	2	AQA	4	6	Within	4		
EBacc 2 History	2	AQA	6	6	Above	7		
EBacc 3 French	2	Edexcel	4	6	Within	5		
Design Technology	2	AQA	4	6	Within	6		
Drama	2	AQA	6	6	Above	7		

If the above table is not relevant to the young person's progress and attainment at KS4, please complete the table below instead.

SEND (Specialist provision) N/A for Rhianna						
	Current Attainment Grade	End of KS4 target	Progress <ul style="list-style-type: none"> <li>More than expected progress</li> <li>Expected progress</li> <li>Less than expected progress</li> </ul>	Teacher Predicted Grade	Mock Results (if applicable)	Actual Attainment For Y11 outcomes only
Communication (English)						
Cognition (Maths)						

Current reading age

16 Years (tested on 23<sup>rd</sup> Sept 2019 when Rhianna was 15 years old)**English as an additional language (EAL)**

Learner who has English as an additional language (EAL)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> First language:	Is the young person able to <b>read</b> in his/her first language? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, to what standard? (Basic, More advanced, Fluent) Is the young person able to <b>write</b> in his/her first language? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, to what standard? (Basic, More advanced, Fluent)
Please specify EAL assessment being used <i>e.g. Solihull, NASSEA etc.</i>	
Additional languages spoken (list which and to what standard in reading and writing)	

### Section 5: School's Contribution - Report from English and maths teachers with details on academic barriers to learning

<b>English</b>	Rhianna is now fully focused in lessons and has been moved to the highest set to challenge her further. The new GCSEs have more expectations for extended writing so Rhianna will need to focus on higher order sentences and writing for different purposes to achieve the highest possible grade. Rhianna achieved a Grade 5 in a recent mock and could achieve a grade 6 or higher in her GCSEs if she continues working hard and making great progress.
<b>Maths</b>	R can be disruptive in lessons but, after marking her books, it is clear that this happens when she has been reluctant to ask for help. I have mapped out the specific areas where she needs 1 to 1 support, particularly within algebra and fractions and have passed this onto her tutor as well as highlighted these to R as something to work on. We have changed our seating plan in Maths and I am hoping this will help R to focus and achieve her target grade of a 6. R is currently working at a grade 4.
<b>Other (please ensure feedback from 1:1 tuition)</b>	<p>Rhianna has ability in science but tends to be less interested when physics is a focus of the lesson, mainly due to her lack of confidence in the maths. After discussion with her maths teacher, small group support will be provided within science alongside any 1 to 1 tutoring in maths so she is able to apply her knowledge outside of maths lessons. It would be useful if Rhianna could use the AQA Physics revision guide at home to accelerate her progress in Science.</p> <p>History Teacher- I am delighted that Rhianna has made so much progress this year, she is able to transfer her writing skills in English whilst applying the knowledge she is gaining on the topics studied this term. Reviewing the knowledge before assessments will secure the higher grade she is capable of. She is a pleasure to teach.</p> <p>French is new to Rhianna and she has shown resilience and commitment during lessons; however this needs to be supported with follow up work at home to enable further progress and confidence in the speaking elements of the subject. There is the French Speaking club at lunchtime, I'll ask Mr Henry to bring Rhianna along next Wednesday so she can experience it and see if she would like to continue coming on her own after that.</p> <p>Ian Red (English Tutor) It has been a pleasure working with R since year 9, she always arrives promptly and ready to learn. We have recently been looking at Macbeth and R has shown a good understanding of this text – it would be useful for her to go to the local production of this to support her learning. Over the next term we will be focusing on writing for different purposes in line with her class work in school. It could be helpful for R to start reading a daily newspaper or magazine to explore writing styles.</p>

Emma Barton (Maths tutor) R lacks a little confidence in Maths and is often reluctant to give things ago in case it is wrong – we are working on improving this and R uses a ‘maybe’ list system in the back of her book to overcome this. I have let her class teacher know about this strategy. This term we will be looking at algebra and fractions ready for her Year 10 mock exams and I have recommended R look at the GCSE bitesize maths site.

### Discussion/Explanation/Narrative on Progress

English and maths teachers agree with Rhianna’s own evaluation of her needs. Rhianna is now settled with her foster carer and now clearly wishes to do well. Very aspirational targets have been set for Rhianna due to the ground she is now making in catching up on missed learning. We will continue the 1:1 tuition in English and start Maths tuition.

## Section 6: School’s Contribution - Transitions

**What changes or transitions are coming up that we need to plan for? (e.g. new teacher, change of key stage/school/care placement, moving on to FE, employment or training. What careers information, advice & guidance have been given for FE, employment or training?)**

Work experience is calendared for this year and R has secured a placement at a local primary school. Her career interview will support R in what to expect and what she may want to achieve from this. R will have support during Mocks and GCSEs in Year 10 and be allowed to sit in a small room for exams to enable her to feel less anxious.

Rhianna is moving house soon; school to monitor the impact of this.

### What enhanced careers information, advice & guidance, and opportunities, are in place?

R will have an early Careers interview in Year 10 to help her plan her Post 16 options. School will ensure that R is included in ALL aspirational visits and sessions. During WEX R’s tutor will visit her as well as the HOY to ensure she feels supported.

In Year 11 we will provide R with an additional careers session and ensure carer has all information on open evenings etc.

R will have access to universities through HOPE projects and also through the Flying High class.

## Section 7: School’s Contribution – Behaviour and Attendance

Available Sessions	Sessions Attended	Authorised Absence (Sessions)	Unauthorised absence (Sessions)	Sessions excluded	No. of exclusions	Attendance Percentage
124	122	2	0	0	0	98.3%

Is there a Pastoral Support Plan in place? Yes ☐ No ☒

### Behaviour and Attendance – contextual information and any interventions made

No concerns around behaviour or attendance, this will be celebrated at the end of term. Attendance is good, Rhianna missed 2 sessions due to illness; school was notified by carer.



## Section 8: School's Contribution – Core Offer and Support

What support is accessed within the core offer from school?

Graduated approach		Please write what is in place
Whole class work	<input checked="" type="checkbox"/>	Rhianna attends all mainstream lessons. Top ability classes in English. Head of maths teaching Rhianna's Maths class. Support and revision classes Tuesday and Thursday lunchtimes and after school with subject teachers.
Small group work	<input checked="" type="checkbox"/>	Booster classes for maths, in tutorial periods twice a week. Flying High English group to challenge the more able with opportunities to access universities. Small group work to be provided in science.
Individual work	<input checked="" type="checkbox"/>	1 to 1 support is provided as needed within lessons by an HLTA. Careers Interviews with specialist company. DT meets with Rhianna weekly. 1:1 English is provided by a member of school staff for all yr 10 CiC .
Any other support e.g. counselling	<input checked="" type="checkbox"/>	Rhianna has the same mentor she had last year due to the close bond. This mentor will also be available as needed by Rhianna if needed. Counsellor available but Rhianna does not wish for this at present.

## Section 9: School's Contribution - Special educational needs and disabilities and/or mental health needs

No SEND ☒

If the young person has anything in the list below, please check the box and make sure a copy is with this plan (including a provision map if applicable):

School Support ☐

Bristol SEND Support Plan (if at a Bristol setting) ☐

Other SEND Support Plan (if at a non-Bristol setting) ☐ Transition Plan ☐

Individual Education Plan ☐

Pupil Passport ☐

EHCP ☐

(if yes, please indicate the primary need below) Top up band (number) .....

CI ☐ CL ☐ SEMH ☐ SPN ☐

Top up band (amount) .....

CI – Communication and interaction CL – Cognition and learning SEMH – Social, emotional and mental health SPN – Sensory and/or physical needs

We have shared the above document/s and discussed the young person's provision at this meeting ☐

Date of last Annual Review (if applicable):

**School Strength and difficulties questionnaire (SDQ)**

<b>School SDQ Total Difficulties Score</b>	9
<b>Date SDQ completed</b>	November 2019
<b>Name of person/s who completed the SDQ</b>	Nicola Martin

If the young person or an adult who knows them has identified any mental health needs, please provide information below. Include the score/s from the young person's and/or carer's Strengths and Difficulties questionnaire (SDQ), if used, and any support that is required or ongoing from mental health specialist support services.

R has no identified Mental health needs although she is currently saying that she feels very anxious around the GCSE exams.

R has access to her mentor at all times as well as a weekly check in so can discuss these anxieties and strategies of how to manage this. R has been introduced to the mindfulness app and knows she can see the school counsellor for sessions around managing stress if she needs.

R will be in a smaller room for Exams which she has visited prior to the exams. Her mentor will meet her 15 minutes before each exam.

Carer and mentor to communicate weekly to keep checking in on how R is feeling.

**Action/s relating to attainment, progress, transitions, attendance and/or support to carry forward to the S.M.A.R.T. action plan**

1. 1 to 1 support in maths due to gaps in learning and to support writing skills needed for highest grades in English on top of school support.
2. Post 16 aspirations widened through Year 10 access to flying high, universities, aspirational work experience choices and careers interviews.
3. Mentor support for stress/contact and exam periods.
4. Special exam consideration applications due to emotional turmoil after contact and a different room to decrease anxiety.

**Section 10: CiC Pupil Premium** (80% of spend should be on improving outcomes in English & maths) *Please be specific about what is CiC Pupil Premium funding and state the funding source if other than CiC Pupil Premium.*

**Review of previous spend since last PEP**

Area of curriculum identified for support	Agreed intervention	Cost	Impact of intervention
<i>Example: Maths – grade 2 at GCSE</i>  <i>Poor conceptual understanding of maths in general leading to low confidence in own ability to use problem solving techniques</i>	<i>Weekly 1:1 tuition with maths teacher</i>	<i>£30 per hour for 30 weeks Total £900</i>	<i>Level increased from grade 2 – 3. Gaps in learning have been identified through diagnostic testing. Problem solving skills have improved and more independent working has been noted. Student is beginning to take risks and try independently with new learning.</i>
Maths-HLTA 1 to 1 support during key topics in the summer term	HLTA would provide 1 to 1 during 3 lessons a week	£548 per term	Progress from grade 3 to 4 during the term was achieved
English Literature	Trip to London for 4 nights in September to watch a series of theatre productions before completion of a higher ability project during the holidays	School contribution £100 PP+ £110	Rhianna took part in this trip and really enjoyed seeing Macbeth and An Inspector Calls, she has told her English teacher that these are her favourite books. Rhianna's Y10 first Project was graded 5
		<b>Total £658</b>	

**Forecast of spend before next PEP**

Area of curriculum identified for support	Agreed intervention	Cost	Expected impact of intervention
<i>Example: Maths – grade 2</i>	<i>Weekly 1:1 tuition with maths teacher</i>	<i>£25 per hour for 32 weeks Total £800</i>	<i>Increase level from grade 2 to 4. Continue to build confidence &amp; make connections in maths concepts. Apply knowledge. Maintain gains &amp; continue to make progress in learning towards or exceeding target band /grade.</i>
Maths-identified gaps to be covered by tutor in collaboration with teacher	1 to 1 specialist maths tutoring by a Maths teacher from Bristol tutors for 12 weeks	£30 per week x12 =£360	Making progress towards a Grade 5 in Maths by the end of this academic year.
English-higher order writing skills to achieve grades 6-7 at GCSE	1 to 1 specialist English tutoring by a qualified teacher from Bristol Tutors for 12 weeks	£30 per week x12 =£360	Make progress for a grade 5 to 6 in English by the end of this academic year.
		<b>Total £720</b>	

**Action/s from CiC Pupil Premium to carry forward to the S.M.A.R.T. action plan**

1 to 1 tutoring to continue for maths and English.

Regular (6 weekly) review of impact on progress with subject teachers and DT.

DT to check R has all revision guides for KS4 subjects .

**Section 11: Additional Contributions****Attainment and Progress**

<b>Social worker's views on the young person's attainment, progress and resilience</b>	Rhianna has become a mature young woman and has clearly realised her talents in English. I would like to see the impact on her confidence in maths after tutoring. I am pleased she is receiving support around exam anxieties. I will ensure Contact arrangements are shared ahead of time.
<b>Carer's/parent's views on the young person's attainment, progress and resilience</b>	Well done Rhianna, you had worked so hard this year and a big thank you to school for all the support she has. I feel R is more confident in English due to the 1:1 tuition and trip away, and hopefully this will increase in maths too. Many thanks for being understanding during our house move – we will be practicing the bus route this weekend.
<b>Other adults* at the meeting views on the young person's attainment, progress and resilience</b> *To include HOPE staff, if present	<p>DT: I will request 6 weekly updates on progress from maths and English to assess the impact of all the initiatives and ensure collaborative planning between the tutor and teacher. I will share the PEP actions with Rhianna's teachers.</p> <p>HOY: I'm really pleased well done Rhianna. Looking forward to what can be achieved over the coming year, I'll be checking in regularly to keep an eye on your progress, any problems you are welcome to come and find me in Room 6G.</p> <p>Sue HOPE: I am pleased the tuition will continue and that R is finding this helpful. It is also great to see she is supported well pastorally and has someone she can talk to in school. Thank you for including R in aspirational trips and arranging an early careers interview. In the next PEP looking forward to hearing about your work experience.</p>

**Action/s from additional contributions to carry forward to the S.M.A.R.T. action plan (e.g. how school will support the carer to help the young person's learning at home and how the young person is supported to build resilience)**

Let staff know that R is moving house and as a result may be a little late whilst getting used to the longer and new bus route.

## Section 12: S.M.A.R.T Action Plan

Specific actions to improve progress and attainment (and attendance, if necessary)

Bring together all the actions discussed today and record them below.

Action to be taken	Lead person	By when?	Impact	Completed? (Yes/No)
<i>Example: Contact St Brendan's 6<sup>th</sup> Form College to arrange individual meeting with Designated Tutor regarding A level choices</i>	<i>Name of DT</i>	<i>Oct 2019</i>	<i>YP well informed about choices and confident about application process</i>	
Specialist Maths tutors to start 3rd February and English to continue. Briefing with expectations of class teacher as regards communication with tutors to ensure key needs addressed. Discussion with maths teacher re. inclusion and engagement in class	DT	3.2.20	Improved progress made towards meeting or exceeding target grades in both English and Maths	
Careers Interview, record of meetings and actions to be presented at the next PEP	DT	20.03.20	Rhianna will have clearer ideas on possibilities Post 16	
Support to arrange details of work experience placement that reflects Rhianna's interest in becoming a teacher.  Work experience visit agreed prior to WEX week	HoY and tutor	01.03.20	To ensure Rhianna feels supported on her WEX placement and to see how she is progressing with her WEX booklet.	
Weekly communication via phone or email to continue to ensure Rhianna is supported through school and home. Carer/SW to inform school of contact arrangements	F/Carer and mentor	ongoing	Continual support with wellbeing and raise any concerns quickly.	
Weekly sessions with the Mentor during tutor time	DT	17.1.20	Rhianna has someone she knows and trusts to talk through any issues	
Part of Flying High Group	DT	17.1.20	Visits to different universities and speakers to raise aspirations	
Booster sessions in maths in tutor times	HoY	Ongoing	To support classwork in lessons and help meet gaps	
Sue to ensure that Rhianna is included and invited on the HOPE KS4 university visit	Sue from HOPE	30.3.2020	To enable Rhianna to experience and	

			increase her knowledge of Higher Education.	
Review of progress using 1 to 1 tutors	DT	5.4.20	To assess success of initiative on progress	
Special consideration applied for at GCSE time if there has been further recent emotional concern (especially around exam stress and rooms)	DT	April/May 20	Extra points could make the difference in grades if Rhianna is struggling with other issues during the exam period	
Mentor support and small room arranged for GCSEs	DT	April/May 20	Lower anxiety and greater chance of fulfilling potential	
Ensure R's excellent attendance and behaviour is celebrated this term	HoY	Feb 20	To recognise R's efforts and encourage her to continue this good work.	
Let all staff and reception team know that R is moving house and as a result may be a little late due to buses – no behaviour points for lateness for 2 weeks	HoY	Jan 20	To ensure R's anxieties do not increase during this move.	
Jonathan to find out more information about the CiC Council and arrange a visit	Johnathan	Jan 20	To build confidence and be part of the CiC Council.	
Rhianna to use core subject revision guides and GCSE Bitesize at home to reinforce knowledge and understanding.  Attend French club and work on French Speaking at home  Rhianna to use small group support in science lessons to support Physics	Rhianna	Ongoing	To increase attainment in Core subjects	
Mr Henry to liaise with French teacher re lunchtime club next Wednesday	Mr Henry	Before next Wednesday	Rhianna to try out French Club	
Rhianna to start reading a daily newspaper or magazine, Foster carer to help with this	Hazel	From PEP date	To extend knowledge of world issues	
Rhianna to attend the local production of Macbeth.	Hazel	Mar 2020	To deepen and expand knowledge of	

			Macbeth.	
Rhianna to be encouraged to ask questions in class and this added to her pupil passport	Nicola	From PEP date	To support Rhianna's confidence in class	
Share PEP actions with all Rhianna's teachers	Nicola	By 24 <sup>th</sup> Jan 2020	To ensure all staff understand the plan to support Rhianna	

### Section 13: PEP Essential Information Record

**School History** *(School to complete before the meeting. Speak to social worker if information not known)*

Name and address of school	Date started	Date left	Reason for leaving	Attendance %	No. of FTEs
Luckton Primary	9.08	4.09	Parent choice	55%	2
Compton Primary	5.09	7.10	Parent Choice	68%	3
Stockton Primary	9.11	7.12	To join Stockton Academy	98%	0
Stockton Academy	9.12				0

### Corporate parents who support this young person's education

*(Social worker to complete before the meeting.) If any of the details are confidential, do not include, but make sure the designated teacher has the information.*

Who?	Name	Address	Phone number & email
Carer the young person lives with	Hazel Peters	Confidential	Confidential
Parent/s	Emma Gray	12 The High Street, Flaxton	01234567
Designated teacher	Nicola Martin	Stockton Academy	nicmartin@stockton.sch.uk
Class teacher	Tom Henry	Stockton Academy	tomhenry@stockton.sch.uk
Social worker	Jonathan James	Bristol Social Services PO Box 1234	jjames@bristollocalgov.uk
Independent Reviewing Officer	Peter Pryor	Bristol LA	p Pryor@bristollocalgov.uk

The HOPE Virtual School	Sue Thomas	The HOPE Virtual School for Children in Care	sthomas@bristollocalgov.uk
Others Mentor	Helen Luca	Stockton Academy	helluca@stockton.sch.uk
Supervising social worker	Ian Grant	Bristol Local Hall	ian.grant2@bristollocalgov.uk

### Information for corporate parents

*(Social worker to complete before the meeting)*

Please fill in the information below for the young person before coming into care (for first PEP only)		
<b>Number of school changes</b>	<b>Attendance record</b> (choose one of options below) 95%+ /92-95% /Below 92%	<b>Exclusions record</b> Permanent/more than 3 fixed term/1-2 fixed term/none
Not first PEP		

Does the young person have a PC at home to use for school work? Yes ☒ No ☐



**Information for corporate parents – continued** *(Social worker to complete before the meeting)*

Care status (choose 1)	<input checked="" type="checkbox"/> Care Order <input type="checkbox"/> Interim Care Order <input type="checkbox"/> Section 20 <input type="checkbox"/> Placement Order	Ethnic background	White British
Level of delegated authority held by carer	Agreement finalised with Social worker	The person who will come to parents'/carers' evenings	Foster Carer
The person school needs to call in an emergency	Foster carer	The person responsible for health issues (vaccination/permission/medical emergencies)	Social worker
The person who will sign to say the young person can go on school trips	Foster carer	What information must be kept confidential?	Carers address
School should send letters and reports to	Foster carer and social worker	Who else should receive copies of the young person's school report?	No one
Is it permitted to take photos of the young person?	yes	The person who will sign to say if the young person can be in photos	Social worker
Who is not allowed to contact the young person?	Mum without SW	Who is allowed to pick the young person up from school?	Foster carer Social worker
Family members who can have contact with the young person	Gran Aunt June Tom (Step brother)	How does the young person get to school?	Bus

Date of next PEP meeting	11 <sup>th</sup> June 2020	Venue	Stockton Academy
Meeting time	1pm	Date of next CiC Review meeting	21 <sup>st</sup> January 2020
Date for PEP review meeting	2 <sup>nd</sup> April 2020		