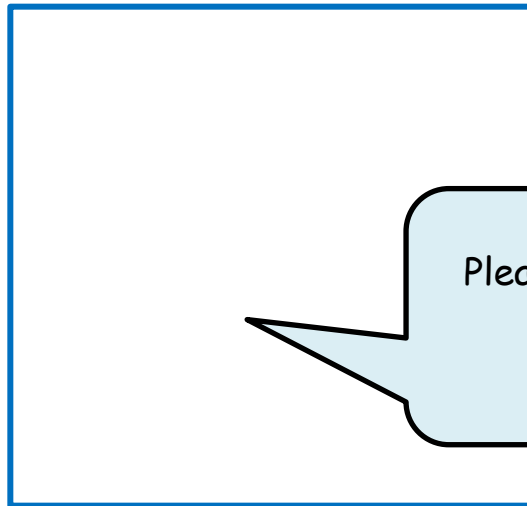


VIRTUAL  SCHOOL



Please insert a photograph
of the child.

Early Years Personal Education Plan

for

New place for child's name.

--

EARLY Y

Please insert all data and information which is the most up to date available.

My name is:	
My date of birth is:	
My current age in months is:	
My early years setting/school is:	
The name of my Key Person/Designated Teacher is:	
The name of my social worker is:	
The name of my carer is:	
The date of my EYPEP meeting:	
Is this my first PEP or a review PEP?	
The date of my next EYPEP is:	

Dates for this meeting and the next meeting must be discussed and included for the PEP to be completed.

The Early Years Setting or School will provide the following assessment information for each PEP and provide the social worker with a copy after the PEP meeting, either in print or electronically, to be recorded onto the social care system.

Review of Previous Steps and Progress Made:

Targets from last PEP	Achieved Yes/No	Previous Attainment	Current Attainment	Increase	Progress and impact of PP+
1.					
2.					
3.					
4.					

For both please indicate precise current attainment in month bands

The attached chart explains the points of progress.

Please comment on the difference that the use of PP+ has made

How am I doing now?

(Please provide a short summary of strengths and any areas requiring support - including details of any support received.)

Good Practice
This box should really make the child come alive to any one reading the completed PEP. For example, it should include:

- ☑ Any achievements they have made,
- ☑ Any awards they have received (even small class ones),
- ☑ Any difficulties they are having in school and how they feel they can be supported with these.
- ☑ Any clubs/activities they take part in or going to attend

This box should also include comments from carers and social workers about how the child is doing both in and out of school.

This is also, where any care related issues should be recorded for example, contact arrangements, placement issues, court proceedings etc.

Summative Assessments

Key for Summative Assessments

E = entering

D = developing

S = secure

Prime Areas

Date current assessments were made: _____

Please enter E, D or S in the relevant columns based on continued assessment and observations

Personal, Social and Emotional Development						
Making Relationships	0-11 months	8 - 20 Months	16 - 26 months	22 - 36 months		
Self-Confidence and Self-Awareness	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
Managing Feelings and Behaviour	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months

Communication and Language						
Listening and Attention	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
Understanding	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
Speaking	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months

Physical Development						
Moving and Handling	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
Health and Self-Care	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months

Specific Areas

Literacy						
Reading	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
Writing	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months

Mathematics						
Numbers	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
Shape, Space and Measures	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months

Understanding the World						
People and Communities	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
The World	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
Technology	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months

Expressive Arts and Design						
Exploring and Using Media and Materials	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
Being Imaginative	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months

Early Learning Goal Predictions

Key for Early Learning Goals:

- **Emerging** - If a child is described as emerging, please describe the age band in 'development matters' which best describes the child's development.
- **Expected** - the development expected by the end of the Early Years Foundation Stage
- **Exceeding** - describes attainment beyond that which is expected by the end of the Early Years Foundation Stage

If the child is described as EMERGING at the end of EYFS then consideration should be given to continuing within the EYFS on transition to Y1 and continue to use the EYFS PEP.

Prime Areas Stages of Development		Personal, Social and Emotional Development			Communication and Language			Physical Development	
		Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care
Early Learning Goals	Emerging								
	Expected								
	Exceeding								

Specific Areas Stages of Development		Literacy		Mathematics		Understanding the world			Expressive arts and design	
		Reading	Writing	Numbers	Shape, space and measure	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative
Early Learning Goals	Emerging									
	Expected									
	Exceeding									

Make a judgement as far as possible based on current attainment and interventions.

	Emerging	
Good Level of Development - am I	Achieving	
	Exceeding	

My next steps are:

	What is my target?	Why do I need this target?	What do I need to do to achieve it?	Who will help me achieve it and what will they do?	When do I need to achieve it by?	How will I know I am on track?
1	Next steps or gaps in learning	What will this achieve?	Each step towards success.	Who will do what, when and for how long	Usually the end of the term	What will they be able to do now. In numerical terms if possible.
2		How is this affecting learning.				

Pastoral target relating to behaviour or need can be included alongside targets for gaps in learning.

How is this affecting learning.

Do you wish to apply for Early Years Pupil Premium? Yes / No Please highlight which answer.

Which target(s) will my Pupil Premium be used for? (Input corresponding number)	What will the Pupil Premium be used for?	How much will each intervention <u>cost for the term</u> ? (Please provide hourly rate if applicable)	How will the impact of the Pupil Premium be measured?
Which numbers?	Intervention/ external provision/ resources etc	Hourly rate x hours each day x sessions each week x weeks in term.	What will be the outcome and how can this be evidenced?