



Good Practice

Getting a photo is a good opportunity to explain/review the importance of a PEP and develop an understanding that it is about them. Encourage the child to take part and attend their meeting at the same time.

Please add in a photograph – maybe the school photo or one that is taken especially for the PEP.

Early Years Personal Education Plan

Name:

There is now space for the name to be inserted without causing issues.

EARLY YEARS PEP

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 parent/carer is:	
My attendance this term was:	
The date of my EYPEP meeting:	
Is this my first PEP or a review PEP?	
The date of my next 2 EYPEP meetings are:	

This is now compulsory especially for Reception children.

This must be arranged at the meeting between Social Worker and all relevant parties present and is a statutory requirement.

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.					

Please insert data and increase in terms of ages and stages and point increase as per the information provided.

Focus is on use and impact of PP+, it is therefore essential that accelerated progress is made if funding is to continue. Repeat funding will not be authorised if progress is not being made.

Boxall Profiles should be being used to support social and emotional issues now and should be scanned in to support the PEP.

How am I doing now?

Please provide a summary of strengths and any areas requiring support. Include comments from all relevant parties. Include termly Boxall Profiles.

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.

What I want you to know.

(To be completed by the child or with the support of the designated teacher)

I Like:

My Friends are:

All of this page should be done by the child with support from key worker or designated teacher as far as possible. Where language is not developed, pictures or photographs can be used to evidence staff comments.

If I have a problem in school I can talk to:



I'm trying to get better at:

I'm good at:

People I like to spend time with:

Would I like to attend my PEP meeting? Yes / No

Summative Assessments

Key for Summative Assessments

E = entering

D = developing

S = secure

We are now requesting that each terms assessment is included and the easiest way of doing this is to record this in different coloured ink. The document should be saved and amended each term to avoid duplication of work. Please remember to indicate E, D or S in the appropriate column.

Please insert Autumn assessment in brown ink, spring assessment in green ink and summer assessment in blue ink.

Prime Areas

Date current assessments were made: _____

Personal, Social and Emotional Development						
Making Relationships	0-11 months	8 - 20 Months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 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

As it says, this is a prediction only based on where the child is currently and where you would expect them to be at the end of EYFS.

Early Learning Goal Prediction

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									

Good Level of Development - am I	Emerging	
	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						
2	Next steps or gaps in learning.	What will this help me	Each step towards success.	Who will do what, when and for how long?	Usually by the end of	What will I be able to do now? Where will I be in terms of data?
3	Pastoral targets relating to behaviour or need should be included					

Do you want to use Early Years Pupil Premium? Yes / No

Please highlight which answer

Which target(s) will my Pupil Premium be used for?	What will the Pupil Premium be used for?	How much will each intervention cost for the term? (Please provide hourly rate is possible)	How will the impact of the Pupil Premium be measured?
Which numbers?	Intervention/ external support/ resources etc – see guidance	Hourly rate x hours each day x sessions each week x weeks in a term	How will the outcomes be evidenced in terms of progress (usually data)