

## Smart Targets

PEP targets should always include at least one academic target. Where a child has SEN and there is an EHCP or SEN Support Plan in place, PEP targets should be informed by these.

### STEP-BY-STEP GUIDE TO DEFINING MEASURABLE 'PLANNED OUTCOMES'

**All targets should be driven by the outcome we want to achieve. Targets set should be SMART (specific, measurable, achievable, relevant and time-bound) and should present a balance of academic and personal development targets. Targets should not only address areas of difficulty and should also aim to develop areas of strength.**

- **Step 1: Identify the unmet needs:** Before anything else, it's necessary to be clear about the child's *unmet* developmental and educational needs as well as their developing areas of strength.

*Eg: Billy is working at a GCSE grade 3 in Maths but needs a grade 4 for college.*

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**Step 2: Identify the services/support:** Once the child's needs are clearly identified we can then look at areas of appropriate support or referral to additional services.

*Billy needs support with specific areas of weakness in Maths, such as trigonometry and algebra. He would benefit from 1:1 tuition for an hour each week at a cost of £55, to be requested from PPG. Ten weeks will cost £550.*

• **Step 3: Ask a few questions** about *each* identified need/risk factor:

- If this need was being met sufficiently (or if this risk was sufficiently reduced), how would I know?
- What would I see/measure/count etc. that would tell me?
- What would be tangibly different about or for the child?
- How would I determine that the child's development / wellbeing / care / safety has really improved?
- Have the services provided or the actions taken had any impact?

*Effective intervention will mean Billy will improve in Maths from a 3 to a 4. His confidence will increase and he will be able to answer more questions correctly and complete practice papers in a faster time.*

**Early Years/KS1**

Target (What)	Specific Action (How)	Responsibility (Who)	Timescale (When)	Expected outcome (What will it look like)	Pupil Premium Plus
<b>Social/Emotional</b> Ronnie to be able to work as part of a group (up to 5 children) and be able to listen to other's ideas and viewpoints	Small circle time activities (15 minutes) Problem solving activity Adult support – asking provoking questions	Class Teacher	24/07/2020	Ronnie engages in circle time and team games and is an active participant. She listens to other ideas and accept other points of view	£600 to purchase appropriate team building resources – indoor and outdoor
<b>Social/Emotional</b> I will separate from my carer when I arrive and settle at a chosen activity within 5 minutes.	Key-person to be available for Beth when she arrives at nursery. Visual timetable in place to reinforce key routines of the day. Have an activity / resources available that Beth particularly likes. Communicate plan with primary carer with regular reviews.	Nursery teacher Key person Carer	24/07/2020	Beth can separate from carer and choose an activity within 5 minutes of arriving at nursery	None needed

**KS2**

Target (What)	Specific Action (How)	Responsibility (Who)	Timescale (When)	Expected outcome (What will it look like)	Pupil Premium Plus
<b>Academic</b> Improved SPAG mark on SATS past papers by 5 marks between January and February half term	Attend intervention group once a week with HLTA and complete set tasks	HLTA Young person	28/02/2019	SPAG mark improved by 5 marks	None needed as intervention run during lesson time by HLTA
<b>Academic</b> To be able to recognise her name in written form.	Gracie to play games to support this. Gracie to have a name card as a place setting at the dinner table. Gracie to make a 'snap' game of different names in the family.	Gracie Class teacher Foster carers	27/05/2020	Gracie will be more independent and feel more included within the class. Gracie will be able to pick out her name from a group of other names beginning with a 'G'.	Funding for 1.1 support
<b>Social/Emotional</b> To remain in her space at carpet time even when others are not.	Staff to remind Sinead at the beginning of the carpet session that she needs to remain in her space for the session. Adults remind Sinead to ignore others and to make the right choices. Foster carers to talk at home about making right choices.	Staff within class Foster carers	27/05/2020	Sinead will not distract others. Sinead will remain calmer and quieter. Sinead will be more focussed on learning and ignore others who are not behaving properly. Sinead will join in with carpet sessions.	Funding for 1.1 Support

**KS3**

Target (What)	Specific Action (How)	Responsibility (Who)	Timescale (When)	Expected outcome (What will it look like)	Pupil Premium Plus
<b>Academic</b> To ensure full understanding of the studied text (The Strange Case of Dr Jekyll and Mr Hyde) and the language it is written in.	Reading the set text and making notes about any words/phrases he doesn't understand. Highlight quotes and key words in exercise book to help memorise and aid revision in future. Being able to zoom in on quotes and analyse the language and techniques used as well as explain in detail why they have been used.	English teacher Young Person	28/02/2020	Dan will have a detailed understanding of the set text and will be able to recall key quotes and explain in detail why they have been used.	£20 to purchase set text and resources such as highlighter pens, post it notes, dictionary/thesaurus
<b>Social/Emotional</b> Improved Behaviour	Meet and greet at the beginning and end of each day	Key worker and young person	End of term	Reduced behaviour points by 50%	Funding for TA time (15 minutes per day).
<b>Academic</b> To improve understanding of 3D shape knowledge	This includes naming shapes, defining key words such as face, edges and vertex and being able to calculate surface area and volume of shapes.	Maths teacher Young person		Vikki will be able to name 5 shapes accurately and add labels (face/edge/vertex) correctly	5 x £25 breakfast club maths session

**KS4**

Target (What)	Specific Action (How)	Responsibility (Who)	Timescale (When)	Expected outcome (What will it look like)	Pupil Premium Plus
<p><b>Academic</b> Development of knowledge and application of knowledge for English Literature set texts and power and conflict poem comparison, to secure progress towards Grade 4/5 in Summer GCSE English Literature exam.</p>	<p>Weekly 1:1 tutoring session with AQA exam board English examiner. Session content is directed by M's English teacher and Curriculum Leader for the school.</p>	<p>Young person DT Class teacher and Curriculum Leader for English Tutor</p>	<p>28/02/2020</p>	<p>Secured grade 5 in English Literature March mock exams.</p>	<p>6 x £50 sessions = £300</p>
<p><b>Academic</b> Develop competence with analysis of unseen poetry and language analysis within known poems / texts. Show continued progress in grades towards Grade 4/5 with Grade 4 achieved in February 2019 mock exams.</p>	<p>Weekly 1:1 tutoring session with AQA exam board English examiner. Session content is directed by M's English teacher and Curriculum Leader for the school.</p>	<p>Young person DT Class teacher &amp; Curriculum Leader for English Form tutor</p>	<p>28/02/2020</p>	<p>Secured grade in English Literature March mock exams.</p>	<p>6 x £50 sessions = £300</p>