



Early Years Personal Education Plan

Name: Adam Campbell

EARLY YEARS PEP

My name is:	Adam Campbell
My date of birth is:	24.10.2013
My current age in months is:	53 months
My early years setting/school is:	Nursery
The name of my Key Person/Designated Teacher is:	Jenny Flood
The name of my social worker is:	WH
The name of my parent/carer is:	Amy B
My attendance this term was:	97%
The date of my EYEP meeting:	10.04.2018
Is this my first PEP or a review PEP?	Review
The date of my next 2 EYEP meetings are:	14.07.2018 10.11.2019

The Early Years Setting or School will provide the following assessment information for each PEP and forward the completed document following the meeting (or within 5 working days) to pepcompletion@halton.gov.uk 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.	Yes	MF&B 30-50d	MF&B 40-60e	2 points	Adam can say how characters in a story can feel in different parts of the story and can talk about when he has felt sad, happy etc. He does understand these feelings.
2.	Yes	Writing 30-50e	Writing 30-50s	2 points	Adam is now making marks to represent members of his family and is attempting to write his name. He can explain his drawings to an adult and copy some of the words they write to explain who is who. We will now work with him to help him hear and represent letters for himself. We will combine this with the work planned on his reading.
3.	Yes	Understanding 30-50e	Understanding 30-50s	2 points	Adam can answer questions about stories he has been told and can sometimes relate events or feelings in stories to his own experiences. He is showing interest in books and wanting to be able to read to himself.

How am I doing now?

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

Adam really enjoys nursery school and is confident in routines and activities. He is making very good progress in all areas of the curriculum and we are really pleased with this as is his mum and foster carer. He has a strong bond with his key worker and will openly talk to her about his life and family. The extra sessions with her have clearly had impact on the relationship and the progress he is making.

Adam loves construction and the outdoor area where he is developing in his imaginative play. His key worker was really pleased to see him being the captain on the ship as he has previously been too shy to play the lead in game.



Adam knows how to be a good friend and will seek out adult help if he sees someone being unkind. This is a really endearing trait and shows his empathy for others.

Carers say he is becoming more caring towards his siblings at home but can sometimes still lash out at his older brother if he is teased or they both want the same toy. We will continue to work with mum and carers regarding this and his social worker assures us that the current family support will continue for the foreseeable future as there are still a number of concerns around physical contact between siblings which need addressing.

Boxall Profile is attached and One Page Profile.

What I want you to know.

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

I Like:



Playing and writing in the sand.

My Friends are:



Jacob is my best friend in nursery. Ben is my friend at home.

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

Jenny and my teachers



I'm trying to get better at:

Being kinder to my brother and
not getting cross with him.

I'm good at:

I am a good friend.

Jenny says I am a good
listener.

People I like to spend time with:

Mum and Amy.

Jake my dog.



Would I like to attend my PEP meeting? No

Summative Assessments

Key for Summative Assessments

E = entering

D = developing

S = secure

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
					S	E
Self-Confidence and Self-Awareness	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
					D	E
Managing Feelings and Behaviour	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
					D	E

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

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

Specific Areas

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

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

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

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
					E D	
Being Imaginative	0-11 months	8 - 20 months	16 - 26 months	22 - 36 months	30 - 50 months	40 - 60 months
					E D	

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				X	X	X	X	X
	Exceeding	X	X	X					

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	X	X	X	X	X	X	X	X	X
	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	I will be able to hear and say the sounds in simple words and blend them together.	To get better at my reading.	Work with Jenny in school for group work. Read at home with Amy.	Jenny will model blending sounds to make words and play word letter bingo with me and my group. <u>She will spend an extra 15 minutes each day</u> helping me to hear all sounds and blend them. Amy will help me segment and blend words in books, in the house and the environment and use flashcards sent home to play word games with me.	End of term.	I will hear all sounds in words and be beginning to read back familiar words. I will be working in 40-60 band E/D I will be able to tell Amy what all the words on the flashcards say.
2	I will be able to write my own name and some of my family's names and some other things such as labels or captions for my pictures	To be able to hear and write some of the sounds I hear in words.	To link sounds to letters in my name and other familiar words.	Jenny will demonstrate writing my name and show me how to form the letters in my name and other words. <u>She will spend an extra 15 minutes with me each day</u> to encourage me to try to write letters in the sand, paint, lap top and other mediums.	End of term.	I will be able to write all 4 letters of my name and at least 6 other letters used frequently in other words (mum, Amy, cat, dog eg) I will be working within 40-60 for writing.
3	I will be able to solve problems without hitting.	To get on better with my brother and stop hitting	Know what being fair is and be able to share my toys and time.	Jenny will talk to me about how to make things fair and praise me when I am fair with others. Amy will do the same at home and keep a chart to	End of term	In nursery, I will get stickers for being kind to my friends and will get at least 5 a week. I will be working in 40-60 D/S for MF&B

				record all the times I am fair with my brother		At home, I will fill my fridge chart with gold stars and Amy will take me and my brother to the play centre to celebrate being kind to each other.
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Do you wish to apply for Early Years Pupil Premium? Yes / No

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?
Yes	1 & 2	2 $\frac{1}{2}$ hours a week 1:1 work with my key worker. 2.5 x £9.00 x 12 weeks = £270.00	I will progress through ages and stages in targeted areas shown above.

Signed: M Hilton

Name: Mary Hilton (Designated Teacher) Date: 10th April 2018