

Personal Education Plan

OFFICIAL-SENSITIVE

Cambridgeshire

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Date of Meeting: 15.11.2023

Date of Document: 20.11.23

Cambridgeshire PEP Guidance

What is a Personal Education Plan (PEP)?

All Children in Care have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan and must be reviewed termly for all Children in Care from being in preschool provision up to the age of 18.

The PEP ensures that everyone is actively prioritising the education of the child or young person, tracking their progress, and supporting them to achieve their academic potential through the setting of aspirational, targeted desirable outcomes (SMART targets).

PEP meetings should be attended by:

- Child/Young Person
- Social Worker
- Parent/Foster Carer
- Designated Teacher for Children in Care at the school
- Other relevant professionals

*For all children up to Year 11 The Designated Teacher is responsible for agreeing the PEP date, chairing the PEP meeting, ensuring all relevant parties are able to attend.

*For all Post-16 young people the Social Worker is responsible for agreeing the PEP date, chairing the PEP meeting, ensuring all relevant parties are able to attend.

The Virtual School acknowledges that there may, on rare occasions, be unforeseen circumstances that impact on professionals' ability to attend the PEP meeting. In these situations, it is expected that the PEP meeting will go ahead and that absent parties ensure they still review and update any required elements of the PEP. Alternatively, if the PEP can be rescheduled within PEP submission deadlines, then it is up to attendees to agree this.

What Should Happen at the PEP Meeting?

The PEP meeting is an opportunity to review and celebrate a child or young person's academic progress; accounting for their current wellbeing and aspirations. This information should be used to guide further discussion about the next steps and to inform the desirable outcomes/SMART Targets for the next term. Consideration should be given as to how PP+ funding can positively impact the learning outcomes for the young person where appropriate.

The child's voice should be central to the PEP meeting and, where possible, the child or young person should be fully involved in the meeting and decision-making process. If the child is unable to attend, their voice must be captured in advance and shared at the meeting to inform outcomes. Following the meeting, key discussion points and outcomes should be shared in an appropriate way with the child or young person.

What is Cambridgeshire Virtual School's Role?

The Virtual School's role in the PEP process is to ensure that PEPs are of a high quality. Following the termly PEP quality assurance process, there may be occasion where it is necessary for the Virtual School to contact you to offer support around any matters arising. The Virtual School can provide support and guidance as appropriate - contact your link Education Advisor or our PEP Champion for more information. Useful guidance documents can be accessed in the documents section on Welfare Call.

My Details

ESSENTIAL PUPIL INFORMATION

First name	Surname
Alfie	Blacker
Likes to be known as	Date of birth
Alfie	21/11/2010
How do I describe my gender	The pronouns I like to describe myself
Male	He / Him
My Ethnicity	Religion / culture
White British	Agnostic
First language	UPN
English	Y446217894778
Liquid Logic ID	
000000	

CARE INFORMATION

Date became a child in care	Legal status
21004-2016	Full Care Order
Name of person(s) with parental responsibility	Placing Authority
Cambridgeshire County Council shared with parents	Cambridgeshire
Educating Authority	Number of care placements in last 12 months
Cambridgeshire	2
Total number of care placements	Current placement type
3	U4 – foster placement with other foster carer
Is Alfie an Unaccompanied Asylum Seeking Child (UASC)?	
No	

UASC Education Information - *This information only needs completing in the initial discussion*

Have you been to school?	If Yes, up to what age did you attend?
What language were you taught in?	Which language(s) can you speak?
Which language(s) can you read?	Which language(s) can you write?
Which subjects have you studied before?	

What is the expected care plan for Alfie?

The care plan for Alfie is long term fostering.
Alfie came into care when he was 5 years old. His first placement was short term, and he moved to new carers after 8 months. This was a planned move with the expectation of this being long term. However, the carers gave notice after 5

years owing to personal issues. Alfie moved to his current placement at the end of March 2022 and had to start a new secondary school. He is settling well both with his carers and at the new school and it is hoped he will be long term matched with Sally and Peter Cornish.

Has Life Story Work been discussed / how can school contribute to this process?

Alfie has a comprehensive life-story book covering the period up until 2022.

Work will be completed by his social worker with the support of Alfie's current carers. School is able to contribute to this with any school photographs, records of achievements or certificates.

Sensitive Issues (Other information e.g. internet safety concerns, school photos, sex education, mothers' day, cultural needs etc)

Alfie is living apart from his birth family. Contact with family members can lead to increased anxiety and impact upon him emotionally and behaviourally.

Good communication between home and school is essential so Alfie can be fully supported, as he struggles with transitions and adjusting to any unplanned changes. He also finds conversations around family difficult. He may need support during these times and with making new friends and maintaining relationships.

Things that are important to Alfie

Alfie says:

My mum and dad and my brother – but I don't get to see them much.
I'd really like to stay at this school. I feel more part of things here than I did before. I like Sally and Peter – they listen to me and I really like going for walks with their dog. I might be able to take her for walks on my own soon. I miss my carers from before though but Simon helps me stay in touch with them.

The adults around Alfie say:

Simon: We make sure that Alfie has the chance to speak with his previous carers on a regular basis and so far this has worked well – they are really keen to stay in touch too. Alfie sees his parents in the school holidays (6 times a year) and we know he would like this to be increased and we are talking with him about this.
I know how much he loves his football and playing the guitar!

Please detail any further information shared by Alfie in CiC reviews/ statutory visits which is relevant to education:

Alfie has experienced a great deal of loss in his life and has shared that he finds it hard to establish trusting relationships.

CONTACT INFORMATION

Key adults

	Name	Address	Contact Number	Email
Foster carer/ Residential worker	Sally and Peter Cornish	xx	xx	xx
Children's social worker	Simon Smith	xx	xx	xx
Designated Teacher	Claire Miller	xx	xx	xx
Parent (if S20 in place)				

First contact in an emergency or if Alfie is unwell

☐ Mother
☐ Father
☐ Carer
☐ Social worker
☐ Other

Person who will sign permission slips for school (eg. Trips)

☐ Mother
☐ Father
☐ Carer
☐ Social worker
☐ Other

What are the contact arrangements?

Supervised contact with parents during school holidays (6 times per year)

If any additional contact is sought via a school/education provider what should their response be?

Refuse and contact social worker

HEALTH CONCERNS

Medical conditions school/education provider should be made aware of

Prescribed medication

N/A

N/A

Date of most recent Strength and Difficulties Questionnaire (SDQ) (only to be completed for young people aged between 4 and 17)

SDQ Score

05/07/2023	16
Where the SDQ is 17 or above - has school been requested to complete an SDQ	
N/A	
Current PEP RAG rating for 'My Details'	

My Education

Year group	School/Setting/Provider name
8	Sunrise Academy
Designated teacher/person	Designated teacher/person email address
Claire Miller	Clare.miller@sunrise.org

SCHOOL/SETTING HISTORY (CHRONOLOGICAL ORDER)

School/Setting address	Date from	Date to	Type of school/setting	Reason for leaving
Little Thorpe Primary	04.09.2015	23.07.2022	Mainstream Primary	Moved from Primary to Secondary
Longthorpe Village College	01.09.2022	23.03.2023	Mainstream Secondary	Care Placement move
Sunrise Academy	16.04.2023		Mainstream Secondary	

Significant periods without a school place

Date from	Date to	Details
24.03.2022	15.04.2023	Delay in accessing new school following placement move. Work provided by previous school during this period.

SPECIAL EDUCATION NEEDS-EHCP PROVISION/SUPPORT

Please ensure EHCP review dates adhere to the SEND Code of Practice 2015

Including being reviewed at least annually for all children and young people and held within the Autumn term prior to a transition year.

Please ensure amended EHCPs and annual reviews are uploaded to the PEP. This can be in a draft format whilst awaiting agreed finalised documents.

Does Alfie have special educational needs?	Has an EHC needs assessment been submitted?
EHCP	No
If yes, Date EHC needs assessment submitted	Name of Local authority to whom the EHC Needs Assessment has been submitted
What is the primary SEND need? (Please leave blank if non-applicable)	Does Alfie have a SEND diagnosis
SEMH	No
If yes, please select from the following options:	If other please specify
<input type="checkbox"/> ASD <input type="checkbox"/> ADHD <input type="checkbox"/> Dyslexia <input type="checkbox"/> DCD (Developmental Coordination Disorder, formerly known as Dyspraxia) <input type="checkbox"/> Epilepsy <input type="checkbox"/> Cerebral Palsy <input type="checkbox"/> Learning Disability <input type="checkbox"/> Down Syndrome <input type="checkbox"/> Global Developmental Delay <input type="checkbox"/> Other	

SEND case worker name:	SEND Case worker Email:
Alison Cooper	alison.cooper@cambridgeshire.gov.uk
What was the date of the previous EHCP Annual Review meeting (where applicable)? Please refer to guidance banner above.	What reasonable adjustments / access arrangements are required for Alfie?
30.06.2023	<input type="checkbox"/> Additional time <input type="checkbox"/> Scribe <input type="checkbox"/> Reader <input checked="" type="checkbox"/> Smaller room <input type="checkbox"/> Access to IT <input checked="" type="checkbox"/> Rest breaks <input type="checkbox"/> Other <input type="checkbox"/> None needed
If 'other' please describe the reasonable adjustment / access arrangements required for Alfie	
TRANSITION PLANNING	
Are any transitions planned for next term for Alfie? Eg change of school, change of class teacher, change of key stage, change of TA.	If yes, please give further details and outline the support planned for the transition.
No	N/A
If Alfie is due to change school at the end of the academic year, please name planned destination. The new DT must be invited to the summer term PEP meeting.	
Current PEP RAG rating for 'My Education'	

My Wellbeing and Aspirations

Alfie's relationships in school / college

Alfie Says:

I think I've made some good friends since I've been at this school. I didn't really like it at Longthorpe much. Some of the people there were mean to me. I'm getting used to break times. I'm not feeling as lonely as I was because Ms Miller helped me find some people I could play football with.

I like the music teacher, Mrs Peacock. She's funny. And Ms Miller says she's always there for me.

The adults around Alfie say:

Ms Miller: Alfie really seems to be part of the school community now. I see him every day and mostly he is with friends – he sits with Kieron at lunch times. He knows I am there for him and knows where to find me. His form tutor always tells me how Alfie is doing and they have a really positive relationship.

Peter (carer): We're really happy now that Alfie seems more settled at school. Kieron has been round to ours after school. He's a nice lad.

Simon (social worker): This is all really positive. Thank you to school for supporting Alfie to begin to feel part of Sunrise Academy. I'm pleased that he gets on with his form tutor.

Alfie's strengths in school / college

Alfie says:

I think I'm ok at Music. I like it in that class, it's more sort of relaxed. I was quite pleased with a rap I did earlier this term – Mrs Peacock got me to record it and play it to the class – embarrassing! I don't really like classes where I have to sit quietly for ages, like History and Maths. I find it hard to keep concentrating I think and then I get stressed.

The adults around Alfie say:

Ms Miller: Alfie is doing really well in Music and PE lessons – also Art. The Art teacher has shown me some really lovely printing he did last week. Alfie does find it hard to stay focussed sometimes so we are going to see if we can help him manage this by giving him an exit card. I am also going to talk to his teachers about letting Alfie move about the classroom more.

Alfie's wellbeing in school / college

Do you have any concerns about your wellbeing and/or about school that you would like an adult to speak with you about?

No

If yes, please give details

Do you have a trusted adult that you can speak to?

I know I can always talk to Ms Miller. And my form tutor. Sometimes I can go with Kieron to the Music room at breaks or lunch times. Mrs Peacock lets me play the drums (sometimes). I feel more part of the school now. It was hard starting part way through Y7 but this term I started back along with everyone else.

Adults: would you like support with the wellbeing of Alfie in your setting?

At the moment Alfie seems to feel comfortable in seeking out those adults he knows can support him. We will keep this under review.

How often does Alfie's presenting behaviour require reasonable adjustments?

- ☐ Frequently
☒ Occasionally
☐ Rarely

SDQ completed by social care

16

Where the SW has requested an education SDQ, please input score

N/A

Alfie's extra-curricular and enrichment opportunities

What extra-curricular or enrichment activities do you participate in (clubs, teams hobbies etc) both in and out of school?	Is there anything you would like to have the opportunity to participate in (both in and out of school)?
I'm going to join the school football team and maybe learn the drums at school.	I'd like to get some friends together to make a band! That would be my dream.

CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE

The Education (Careers Guidance in Schools) Act 2022 requires schools to secure independent careers guidance to pupils in school years 8 to 13.

Children in Care may need particularly strong individualised support to ensure high levels of ambition and successful transition.

The Careers Leader should engage with the school's designated teacher to:

- ensure they know which students are in care or who are care leavers;
- understand their additional support needs
- ensure that, for children in care, their personal education plan can help inform careers advice.

Alfie's voice: what are your aspirations for your future?	What do you need to do to achieve this?
I don't really know yet – I only know what I like doing and that's playing football and doing Music. Ms Miller says I'm going to have a chat with someone about jobs or something next term.	I think I need to make sure I choose music as a GCSE option, and maybe PE too, but I can talk about this when I see the careers advisor.

My Log of CEIAG

What careers advice and guidance has Alfie received to date?

Date	Description of enhanced CEIAG intervention:	Outcome	Further Action Required?
20.11.2023	Alfie loves playing football and is really enjoying his music lessons. He can explore these further next term when he has a 1:1 with the careers advisor.	We will ensure Alfie has drum lessons and encourage him to choose Music as a GCSE subject. He has also been selected to play for the school football team.	Date has been confirmed with the careers advisor – 23/01/2024

Current PEP RAG rating for 'My Wellbeing and Aspirations'

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My Progress and Attainment

Year 8 results

Please provide the End of KS4 target, the level the child is currently working at, and if on track to meet KS4 target

Subject		Autumn Teacher Assessment		Spring Teacher Assessment		Summer Teacher Assessment	
	End Of KS 4 target*	Progress To End Of KS4 Target	Effort	Progress To End Of KS4 Target	Effort	Progress To End Of KS4 Target	Effort
English	4	EP	RI				
Mathematics	4	BEP	RI				
Science	5	EP	G				

Please indicate below which educational pathway the young person is following **Level 1 / 2 GCSEs**

Additional notes for Year 8

Year 7 results

Please provide the End of KS4 target, the level the child is currently working at, and if on track to meet KS4 target

Subject		Autumn Teacher Assessment		Spring Teacher Assessment		Summer Teacher Assessment	
	End Of KS 4 target*	Progress To End Of KS4 Target	Effort	Progress To End Of KS4 Target	Effort	Progress To End Of KS4 Target	Effort
English	3	BEP	RI	EP	G	EP	G
Mathematics	3	BEP	RI	BEP	RI	EP	RI
Science	4	BE{	RI	BEP	RI	EP	G

Please indicate below which educational pathway the young person is following **Level 1 / 2 GCSEs**

Additional notes for Year 7

SATS Results for Key stage 2

Please enter the SATS results below:

Subject	Results			
	Raw Score	Scaled Score	Has Made Expected Standards	Teacher Assessment Code
[GPS] Grammar, Punctuation and Spelling		95	NS	WTS
Mathematics		96	NS	WTS
Reading		94	NS	WTS
Writing		93	NS	WTS
Science				EXS

Additional notes for SATS Results for Key stage 2

My Views on My Progress and Attainment

What are Alfie's views on their progress and attainment? (Use specific progress and attainment data to stimulate discussion)

Alfie says:

I want to get Good for effort in English and Maths next time – I'm a bit annoyed I only got RI. Ms Miller says though that she thinks having a card will help me. I also want the teachers to let me walk about a bit cos that really helps me – I think that's why I got Good for Science.

The adults around Alfie say:

Ms Miller – we have raised Alfie's targets for GCSEs up to 4s for English and Maths and a 5 for Science. Alfie can achieve these – we just need to make sure all teachers know what helps Alfie to focus. Alfie and I are going to do a Pen Portrait together.

Sally (carer) – we're really pleased with the way you are now getting more organised with your homework.

Which areas of the curriculum are difficult or challenging for Alfie

Alfie says :

I think Maths and History – there's so much information in History lessons! And the teacher speaks too quickly for me so I sort of zone out.

The adults around Alfie say :

Ms Miller – I've spoken with Alfie's History teacher and he's going to provide Alfie with a written summary before the lesson which he can refer to.

Alfie's achievements

Please share Alfie's achievements this term. This is an important opportunity within the PEP to celebrate and share the personal achievements the young person has made this term. This could include descriptions of events they have positively engaged with; examples of 'wow' work they have produced or challenges they have overcome.

Alfie didn't want me to play you the rap he made in Music! I've uploaded the photos of the printing he did recently in Art.

Current PEP RAG rating for 'My Views on My Progress and Attainment'

My Attendance

Is Alfie currently being supported with a temporary reduced timetable?
After you have made your selection, please 'Save Page' for relevant questions to show, if applicable.

No

Is Alfie currently accessing alternative provision?
After you have made your selection, please 'Save Page' for relevant questions to show, if applicable.

No

ATTENDANCE

Attendance this year (by term)

	Present	Authorised absence	Unauthorised absence
Autumn	99%	1%	
Spring			
Summer			

Comments on Alfie's attendance

Alfie says:

Yeah – I like coming to this school. It's better than the old one. I'm usually on time – sometimes I get a bit muddled with my school bag though and that can make me a bit late. And stressed.

The adults around Alfie say:

Sally – we do try and help Alfie to get his school bag ready the night before but sometimes things are still left to the last minute. We'll make sure we're a bit more consistent with this.

Ms Miller – Alfie's form tutor knows being late makes Alfie stressed so he lets him have some calm time before going to lessons.

Barriers to attendance and factors affecting the attendance record

Just punctuality occasionally.

Suspensions and Permanent Exclusions

Record of Suspensions

Type of Suspension	Date From	Date To	Reason	Was education provided from first day of exclusion?	What provision has been made for any suspension exceeding 5 days?

Using the options below, please use your professional judgement regarding the likelihood of an internal suspension in the forthcoming term:

- ☐ Very unlikely
☒ Unlikely
☐ Neither likely nor unlikely
☐ Likely
☐ Highly likely

Using the options below, please use your professional judgement regarding the likelihood of a suspension in the forthcoming term:

- ☒ Very unlikely
☐ Unlikely
☐ Neither likely nor unlikely
☐ Likely
☐ Highly likely

Using the options below, please use your professional judgement regarding the likelihood of a permanent exclusion in the forthcoming term:

- ☒ Very unlikely
☐ Unlikely
☐ Neither likely nor unlikely
☐ Likely
☐ Highly likely

Current PEP RAG rating for 'My Attendance'	

My SMART Targets

Please state the amount of any unspent PP+ (where applicable) from the previous term. (Please record £0 if none)

REVIEWING AND SETTING SMART TARGETS

Within this section, please detail any additional interventions that are school funded or EHCP funded. Please note that no PP+ will be granted for interventions in these categories.

New targets should be reviewed termly and should arise from needs identified through this meeting. Please include all SMART targets regardless of whether they require PP+ funding.

New SMART Targets

SMART Target	Why	How	Who will be responsible?	When	PP+ Request
By the time of the next PEP Alfie will have made Expected Progress towards his KS4 target in Maths	Currently Alfie is just below EP in Maths with a target of a 4.	Alfie to receive 1:1 Maths tuition from his current Maths teacher after school once a week. Alfie's Maths teacher to receive a Pen Portrait which will describe positive ways of supporting Alfie with his concentration	Ms Miller Ms Miller and Alfie to work together on the Pen Portrait	By the time of the next PEP meeting (23 rd March)	12 weeks of 1:1 (Spring term 2024) @£25 per hour = £300
By the time of the next PEP Alfie will have achieved 'Good' effort in English and / or Maths	Currently Alfie is at Requires Improvement for Effort in English and Maths	Alfie will be provided with an exit card and a safe place to go to when he feels overwhelmed Alfie's teachers will receive a Pen Portrait to help with strategies to develop Alfie's concentration skills	Ms Miller	By the time of the next PEP meeting (23 rd March)	£0
Alfie will have further information about possible careers options relating to his current interests	To ensure we build on Alfie's current aspirations	1:1 independent careers meeting	Ms Miller	The meeting is arranged for 23/01/2024	£50 for 1:1 independent careers advice
Alfie's punctuality in the mornings will have improved to arriving on time 4/5 days per week	Alfie sometimes finds it hard to get to school on time every day. He is currently late on average 2 mornings per week	Carers will make sure they support Alfie to get his bag ready in the evenings for the next day	Sally & Peter Cornish Form tutor	By the time of the next PEP meeting (23 rd March)	£0

		If Alfie is late, his form tutor will allow him a few minutes to regulate before going to his first lesson			
By the time of the next PEP meeting Alfie will have had experience of playing the drums	Alfie has real potential in Music (he already plays the guitar) and further experience in another instrument is important in terms of his aspirations	1:1 drum lessons in school	Ms Miller to arrange this for next term	By the time of the next PEP meeting (23 rd March)	12 weeks of 1:1 music lessons @£20 per 30 min session = £240
Alfie's comment on previous Targets		Alfie's comment on new Targets			
I had an outcome about being on time to school last time but I didn't achieve it. I think having Peter and Sally helping me will be good.		I think they're ok. I'm looking forward to talking about jobs next term. I get on quite well with my Maths teacher so after school tuition should be ok, although I hope I'm not home too late. I can't wait to learn the drums!			
Current PEP RAG rating for 'Smart Targets'					

Attendance Log and Next PEP Meeting

ATTENDANCE AT PEP MEETING

PLEASE ENSURE FULL NAMES ARE RECORDED AND THE ATTENDANCE COLUMN IS COMPLETE - *This table MUST be completed to record adequate representation for our young people at their PEP meeting. It is essential that Social Worker attendance is recorded.*

People involved in the PEP

	Name	Attended
Parent		
Carer	Peter & Sally Cornish	Yes
Child's Social Worker	Simon Smith	Yes
Carers' Social Worker		
Designated Teacher	Claire Miller	Yes
Pupil	Alfie Blacker	Yes
Other		
Other		
Other		

Is Alfie present for their PEP meeting?

yes

If no, who will feedback to Alfie?

Please ensure you have discussed the barriers preventing Alfie from attending, and how they might be supported to attend for all or part of the meeting next time, should they wish to.

VIEWS OF ATTENDEES

Alfie's views about their PEP meeting (If Alfie attended)

I thought it was a bit long so I was a bit bored in some parts. But everyone did listen to me and when I got bored I was allowed to go outside for a while. I don't like it when everyone talks about me behind my back so it was good to be there.

What are the views of the carer?

We are so proud of the way Alfie has settled in at Sunrise. He's really made an effort to make new friends and seems much happier coming to school now. I think all the plans for next term will be helpful. Well done Alfie!

What are the views of the social worker?

It's good to see Alfie enjoying school much more than at Longthorpe. I think the tuition will be good in helping Alfie to catch up in Maths.

What are the views of the Designated Teacher/Person?

We have been really impressed with Alfie's progress this term – lots of his teachers tell me about the good work he's producing in lessons and how he is managing his homework much better this term. I'm sure that things will settle down in Maths and History and am really glad that Alfie felt able to join the meeting this time.

Did the social worker send carers a copy of the last PEP?

Yes

All relevant documents must be uploaded - please indicate below

The most recent EHCP document MUST be uploaded if applicable

- ☐ Careers action plan
☒ EHCP (Final plan/proposed plan/annual review paperwork/professional report)
☐ SEN Support (APDR / Provision mapping / individualised and personalised plans)
☒ SEMH Screening Tools
☐ AP Reduced Timetables (Risk reduction plan)
☐ Attainment and progress tracking
☒ Examples of work
☐ Age 2/3 check
☐ Child voice
☐ Other

Additional information from the meeting not covered elsewhere

Next PEP Meeting

PEP submission dates:

- [Spring term 2024 - Wednesday 4th March 2024](#)
- [Summer term 2024 – Wednesday 26th June 2024](#)
- [Autumn term 2024 - Wednesday 29th November 2024](#)

Date of next PEP review meeting

28/02/2024

Next PEP meeting

Time	Venue	Person responsible for co-ordinating meeting
10am	Sunrise Academy / Via Teams	Claire Miller

Current PEP RAG rating for 'Attendance Log and Next PEP Meeting'

VS Feedback

RAG ratings pulled through from individual pages

Previous PEP RAG rating for 'My Details'	Current PEP RAG rating for 'My Details'
Previous PEP RAG rating for 'My Education'	Current PEP RAG rating for 'My Education'
Previous PEP RAG rating for 'My Wellbeing and Aspirations'	Current PEP RAG rating for 'My Wellbeing and Aspirations'
Previous PEP RAG rating for 'My Progress and Attainment'	Current PEP RAG rating for 'My Progress and Attainment'
Previous PEP RAG rating for 'My Views on My Progress and Attainment'	Current PEP RAG rating for 'My Views on My Progress and Attainment'
Previous PEP RAG rating for 'My Attendance'	Current PEP RAG rating for 'My Attendance'
Previous PEP RAG rating for 'My Access and Inclusion'	Current PEP RAG rating for 'My Access and Inclusion'
Previous PEP RAG rating for 'Desirable Outcomes'	Current PEP RAG rating for 'Desirable Outcomes'
Previous PEP RAG rating for 'Attendance Log and Next PEP Meeting'	Current PEP RAG rating for 'Attendance Log and Next PEP Meeting'
Previous PP+ amount allocated by Virtual School	Final PP+ Allocation

Previous Overall PEP QA Comment/ Advice.

	Virtual School Feedback
Designated Teacher	
Social Worker	

Current Overall PEP QA Comment/ Advice

	Virtual School Feedback
Designated Teacher	
Social Worker	

Follow up comments from the Virtual School

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Additional PP+ Allocation

Date	Amount (£)	Reason for allocation	Duration of intervention	Agreed by: (VS Initials)

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