



## Early Years Desirable Outcomes and PP+ Request Examples

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## My Attendance:

<p><b>What can I do at the moment?</b> <i>What is my baseline?</i></p>	<p><b>By</b></p>	<p><b>What will I be able to do?</b> <i>What will I have achieved?</i></p>	<p><b>How will I achieve this?</b> <i>What interventions / support will be put in place?</i></p>	<p><b>PP+</b> <i>Amount of funding required: £ Please provide breakdown of cost (including if relevant – cost per session, number and frequency of sessions, itemised resources)</i></p>
<p><b>Context:</b> Child is currently struggling to arrive on time in the morning due to separation anxiety from carer. Monday is a particular problem due to it following extended time at home with the carer.</p>				
<p>Once I am at school, I am happy to stay and engage in activities with my peers</p>	<p>October half term</p>	<p>I will consistently arrive at school on time on a Monday morning with support</p>	<p>I will have photos of my TA, the breakfast club room and menu options at home so my carer can prepare me for the session on a Monday morning on a Sunday. My TA will meet me at the school office at 8:15am and take me to breakfast club. She will sit and eat with me and then we will play games once I've eaten my breakfast. I will bring a small transitional object from home to form a connection with my carer so I know they are thinking of me while I'm at school. My TA will take me to class in time for registration at 8:50am.</p>	<p>TA time @ £x per hour 35 mins per week for 12 weeks</p>
<p>I am attending more readily on a Monday morning and have built up good relationships with breakfast club staff.</p>	<p>End of Autumn term</p>	<p>I will consistently arrive at school on time on a Monday morning independently</p>	<p>I will be met by the regular breakfast club staff at the office with the other children who attend the club. I will bring a small transitional object from home to form a connection with my carer so I know they are thinking of me while I'm at school. I will be taken to class with the other children at 8:50am</p>	<p>No funding required</p>

## My Education

Baseline/What I can do already: At the moment I.....	By.....	What will I be able to do/What will have achieved?	How will I achieve this? What interventions/support will be put in place?	PP+
<p><b>Context:</b> Child is placed for adoption and is therefore moving out of area which will also involve a mid-year school move. Child has taken a long time to develop strong relationships with their key adults</p>				
<p>I am settled at my current school and have a good relationship with a particular trusted adult.</p>	<p>The date of starting new school</p>	<p>I will be familiar with my new school setting and be able to identify my new teachers and trusted adults by name from a photo as well as in person.</p>	<p>I will have regular visits to my new setting that build up in terms of length of time and progress from accompanied by my trusted adult in my current school to being unaccompanied or with my carer. I will have a photo book created by my new school that includes photos of my new teachers/trusted adults, key entrances to school, cloakrooms and my new classroom.</p>	<p>TA time @ £x per hour for 2 hours per visit x 2 visits (to accompany child on visit to new school)</p>
<p>I have looked at photos of key adults and met them on visits. I know who my key adults are.</p>	<p>The end of my first term</p>	<p>I will begin to form a trusted relationship with one or more adults in my new school.</p>	<p>My trusted adult will meet me at the office for the first couple of weeks first thing in the morning. We will chat and do a few 'special jobs' on the way to the classroom. At the end of each day, I will have a chat with my trusted adult to review the day and record events/achievements in my 'positives book'. I will have daily 1:1 special time for 20 minutes to complete a play-based activity of my choice with my trusted adult.</p>	<p>No funding required</p>

## My Individual Needs

Baseline/What I can do already: At the moment I.....	By.....	What will I be able to do/What will have achieved?	How will I achieve this? What interventions/support will be put in place?	PP+
<p><b>Context:</b> I do not have any siblings and have had limited pre-school experience. This has affected my social skills and ability to play and take turns with others. I lash out and take toys from others and walk away to a different activity if anyone else comes over to play near/with me.</p>				
I can engage in solitary play for up to 20 minutes. I will play 1:1 with an adult.	The end of Autumn term	I will engage in a group play activity with at least 2 other children for at least 5 minutes.	I will start playing with an adult and my adult will encourage others to come and join in. My adult will help to facilitate the play and model turn taking and associated language. I will receive praise for positive play and interactions.	£250 cost of Lego Therapy training to train staff ready to implement therapy next term
I am beginning to engage in play with other children, but I struggle to communicate my needs appropriately in a play situation which results in me getting cross.	The end of the Spring term	I will engage in a group play activity with at least 2 other children for at least 10 minutes. I will recognise when I am feeling angry and know how to regulate myself when I feel like this.	My adults will continue to model and encourage collaborative play. I will attend ELSA sessions to learn how to recognise when I feel angry and strategies I can use to cope with this feeling. I will attend a Lego therapy session once per week to facilitate my communication skills and teamwork in collaborative play.	TA time @ £x per hour for 20 minutes per session x 1 session per week for 12 weeks. Divided by 4 children (to just get the cost for this child for Lego therapy)
<p><b>Context:</b> Child has not yet developed appropriate toileting routines. They are leaving it to the last-minute resulting in frequent wetting and soiling incidents which cause distress.</p>				
I can take myself to the toilet and wipe myself after a wee when reminded. I often have soiling accidents as I know I am reluctant to wipe as it often results in a mess.	By the end of the summer term.	I can take myself to the toilet without reminders 50% of the time. I will be able to wipe myself and wash my hands afterwards.	I will be encouraged to create routines of going to the toilet at key times. My adults will model handwashing. I will have a discrete visual reward chart which is just shared between me and my keyworker. I will share stories about toileting routines and listen to an individualised social story written about myself and my toileting routines at pre-school.	£20 for stories about toilet routines and hygiene.

# My Achievements

Baseline/What I can do already: At the moment I.....	By.....	What will I be able to do/What will I have achieved?	How will I achieve this? What interventions/support will be put in place?	PP+
<b>Context: Child has limited verbal communication</b>				
I can tell people when I need some things like the toilet using accompanying symbol cards.	October half term	I will have improved my communication skills to be able to say the associated word with the symbol card. Words to focus on are: toilet, dinner, book, sand, home, sing, paint, draw	My adults will model the words when showing the symbol to me in day to day activities. They will encourage me to repeat the words. I will play games with the word cards such as matching/snap to encourage my use of vocabulary.	No funding required
I can use appropriate words to accompany key symbol cards. I am learning new symbols and words.	End of Autumn Term	I will use the appropriate words to indicate my wants/needs in a half day session. Words to focus on are: toilet, dinner, book, sand, home, sing, paint, draw	I will say the appropriate word to indicate my want/need. My adults will continue to model the correct language. I will receive verbal praise and have a visual reward chart when vocabulary is successfully used.	No funding required
<b>Context: Child is at pre-school and already has quite an advanced grasp of early number beyond their developmental age</b>				
I can count by rote up to 10 and touch count quantities up to 5	End of Spring term	I can consistently and accurately touch count quantities up to 10	My teacher/TA will model moving objects as they are counted and arranging in lines when not in an ordered group to aid accuracy. I will have access to a variety of contexts for counting in guided group sessions	No funding required
I can subitise numbers up to 5	End of Summer term	I will be able to subitise numbers up to and including 5	I will engage in guided group sessions 3 x per week and a 1:1 session 1 x per week. I will play snap and matching pairs games to familiarise with these numbers. I will complete partitioning using numicon. I will use the White Rose 1 minute Maths App in school. School will purchase an iPad for me so that I can access the app at home too.	£250 to purchase iPad

