



KS4 Exemplar PEP

Oscar Exemplar

Oscar is in Year 10 at a mainstream school. On the whole he enjoys school & is doing well however he has a pattern of low attendance on Mondays and Fridays linked to family visitation times. Oscar is studying for GCSEs and requires support in English. He has been in care for almost two years, residing with his siblings with the same foster carer. It is expected that his current living arrangements will remain constant.

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PEP Detail

PEP ID:10583
 Meeting Date: 11/03/2025
 Starting Date: 27/08/2024



Social Worker Section

Personal Information

The Personal Education Plan records our commitments to ensuring young person in our care get the very best possible education experience and outcomes.

First name	<input type="text" value="Oscar"/>
Family name	<input type="text" value="Exemplar"/>
Name known at	<input type="text" value="Ozzie"/>
Date of birth	<input type="text" value="08/08/2009"/>
Gender	<input checked="" type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Non Binary <input type="radio"/> Prefer not to say <input type="radio"/> Prefer to Self-describe
Self-describe G	<input type="text"/>
Ethnicity	<input type="text" value="A1 - White British"/>
Religion	<input type="text" value="Christian"/>
1st Language	<input type="text" value="English"/>

↑ CARE INFORMATION

Carer Name	<input type="text" value="Janette and Andy (test) Heart"/>
Carer's email	<input type="text" value="jandaheart@outlook.com"/>
Carer's address	<input type="text" value="3 Priory Avenue, orton Longville Peterborough PE3 6HG"/>
Carer's contact numbers: Mobile	<input type="text" value="078887845454"/>
Date became looked after	<input type="text" value="02/08/2012"/>
Legal Status	<input type="text" value="CLA - C2 - Full Care Order"/>
Who has parental responsibility?	<input type="text" value="Peterborough City Council and parents. Darren Exemplar (father) and Tracy Shaw (mother)"/>
What is the expected care plan?	<input type="text" value="Oscar is expected to say in long term foster care with his current foster parents until 18. Oscar's two young siblings"/>
Is there anyone that the child/young person should not have contact with?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If Yes, who should not have contact with the child/young person?	<input type="text" value="Oscar should not have contact with Nathan Shaw (stepfather)"/>

What should the school do if this person arrives at the provision?

Adhere to school policy on authorised visits. Call the police if he refuses to leave. School to call social worker or foster carers to collect Oscar at the end of the day, he should not be allowed to leave site on his own.

Contact with family arrangements

Oscar has supervised family time with Mum and Dad separately. He sees Mum six times per year and Dad three times per year. Oscar does find these meetings difficult and is often very dysregulated after them but he has told us that he wishes to continue to see them. SW will inform school of when the meetings are scheduled for.

Who will sign permission slips for school (eg. Trips)?

Foster carer or social worker

Who will attend parents evenings?

Foster carer and social worker

Space for any additional care information (eg. Sensitive issues, internet safety concerns, curriculum triggers, cultural needs...)

Oscar does find any work around healthy relationships, domestic violence and drug/alcohol use very difficult. School should speak to Oscar ahead of any lessons which may include these themes to talk through the content with him and ensure appropriate support or alternative arrangements are in place.

↑ HEALTH INFORMATION

Health and Emotional Well Being

Essential Medical Information (prescribed medicines, important conditions)

Oscar has a peanut allergy and although he has never had an anaphylactic reaction, he is prescribed adrenaline pens. School should keep one pen with school medical team, Oscar carries one with him and he has two at home. Foods which "may contain nuts" are not a problem for him, only whole pieces of peanut.

Most recent SDQ score

15

Who is the first point of contact for the school in an emergency?

Foster carer or social worker

Designated Teacher Section

My Review

Comments from previous PEP Quality Assurance:

PLEASE REVIEW THE PREVIOUS DESIRABLE OUTCOMES

Target ID	Created At	What is the intended outcome?	What needs to happen/be put in place to achieve the outcome?	Who is responsible for ensuring the outcome is achieved?	How much will it cost?	Funding status	Intervention Type	Review
24511	16/08/2024							Achieved View
24512	16/08/2024							Achieved View
24513	16/08/2024				£ 575.00	Funding Approved by VS		Not Achieved View

If any PP+ remains unspent, please state how much?

£0

NB. To review each desirable outcome, click on the "view" button, a pop out box will then appear (see below).

Desirable Outcome

Section

My Attendance Outcome

Area of Need

Attendance and Engagement

What can I do at the moment?
What is my baseline?

At the moment my attendance is 91%. All of my absences have been on a Monday or a Friday around weekends when I am seeing Mum or Dad.

By...

10/02/2024

What will I be able to do?
What will I have achieved?

My overall attendance will be at least 93%.

How will I achieve this?
What interventions / support will be put in place?

Mrs Granger will know when my family time with Mum or Dad are and see me sometime in the week, we will make a list of things I would like to tell Mum and Dad as I sometimes worry about what I am going to talk to them about. Jeanette

REVIEW OF THE INTENDED OUTCOME

Has the outcome been achieved?

Yes No

Further comments:
(Includes progress towards outcome if not achieved; Impact of actions and funding)

My attendance is now 94%, I am really proud that it has increased. I still find it hard to come into school on a Monday after I have seen Mum and Dad but I like having a plan about what I am going to talk to them about and I am not so

My Education Journey

School Information

This information pulls through from the child's core data and shows current setting and school history.

Transition

My intended post-16 pathway

Education

My intended post-16 destination (name of school/college/employer)

My first choice is Stamford College to do level 3 computer science but I have the level 2 digital media and uniformed services course as a back up. I am still thinking about school sixth form

My intended post-16 course(s)/employment type

Level 3 computer science

Required grades I need for my intended pathway

GCSE maths and English and 3 other subjects at grade 4 and above.

Am I at risk of becoming NEET?

Yes No

If relevant, has my new Designated Teacher been invited to the transition PEP?

Yes No N/A

My Interests and Aspiration

My carer's views around my interests / hobbies / aspirations

Oscar does spend a lot of time gaming and on the computer. It would be nice to encourage him to do some kind of coding to prepare him for college and to

Extra-curricular or enrichment activities I currently participate in (clubs, teams, hobbies).

I have just started air cadets and I really enjoy it. I still play for the basketball team on a Friday night and go to training on a Tuesday.

Ar
En My ideas about what job / career I would like to have.

Maybe the RAF to work in intelligence - that is cyber security. We had a talk about it at air cadets and it looked really interesting.

To achieve this I will need to have the following (detail required qualifications, skills, and experiences)

I will need to pass my GCSE maths and English. It would be useful to continue to go to air cadets, they have a camp coming up. If I go, I can see what it might be like to be in the RAF. I could try and get some work experience in the

I have already received the following careers guidance.

- None
- Careers fair
- Work experience
- Online careers questionnaire
- 1:1 structures conversations
- Workplace visits
- Open FE/HE
- Collapsed timetable days
- Other

I would like to know more about.

- I would like to know more about.
- Higher Education (University)
- Apprenticeships
- Post-16 options

My Education Journey Desirable Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	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?	Amount of funding required	Funding status
24517	27/08/2024	Enrichment and Aspirations	At the moment I am interested in a career in IT, maybe cyber security or coding. I have never done any coding before.	19/12/2024	I will be able to write my own code for 3 simple applications.	I will go to after school coding club.	£ 150.00	View Delete

NB. To add a desirable outcome and request funding, click "add desirable outcome" - an editable pop out box will appear.

My Attendance

Attendance

My attendance in current year to date (%)

94

My carer's views around my attendance (please detail my strengths and any areas of concern)

Ozzie really does like coming to school but is still finding Mondays after family time quite difficult. He is often upset for a few days afterwards.

What are the barriers and facilitators affecting my attendance data?

I don't like coming to school if I think I might get upset in front of my friends. I can't concentrate in my lessons because I am thinking about the weekend.

Attendance collection

Live attendance data will appear here

Alternative Provision

Have I attended any alternative provision as part of my timetable this term?

Yes No

Please provide a summary of why I attended this provision and what I achieved there.

Name(s) of provider(s):

Start date.

End date or planned end date.

Reduced Timetable

Have I had a reduced timetable at any point this term?

Yes No

Please provide a summary of why I had this and what my timetable looked like.

Start date.

End date or planned end date.

Suspensions and Permanent Exclusions

Internal Exclusions

[Add an Entry](#)

Have I received any internal exclusions this term?

Yes No

Start Date

Reason for Internal Exclusion

Action

If yes, how have you supported me to make sure I don't receive any more?

Suspension / Permanent Exclusion

Add an Entry

Have I received any exclusions (suspensions or permanent exclusions) this term? Yes No

Start Date	Reason for Suspension/Permanent Exclusion	Action
If yes, how have you supported me to make sure I don't receive any more?		
<input type="text" value="Very unlikely"/>		
How likely am I to have an internal exclusion next term?		
<input type="text" value="Very unlikely"/>		
How likely am I to have a suspension next term?		
<input type="text" value="Very unlikely"/>		
How likely am I to have a permanent exclusion next term?		
<input type="text" value="Very unlikely"/>		

Desirable Outcome (with PP+ funding request if relevant)

INTENDED OUTCOME

Add Intended Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	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?	Amount of funding required	Funding status
24537	03/09/2024	Attendance and Engagement	At the moment my overall attendance is 94%, all of the days I have missed have been on a Monday.	11/02/2025	I will be able to come to school on a Monday after my weekends of family time.	I will be allowed to work in the quiet space on a Monday morning after family time, my teachers will set work for me. Mrs Granger will be in the hub to spend some time with me to chat if I would like to.		<input type="button" value="View"/> <input type="button" value="Delete"/>

NB. To add a desirable outcome and request funding, click “add desirable outcome” - an editable pop out box will appear (see below)

Desirable Outcome

Section	My Attendance Outcome
Area of Need	Attendance and Engagement
What can I do at the moment? What is my baseline?	At the moment my overall attendance is 94%, all of the days I have missed have
By...	11/02/2025
What will I be able to do? What will I have achieved?	I will be able to come to school on a Monday after my weekends of family time.
How will I achieve this? What interventions / support will be put in place?	I will be allowed to work in the quiet space on a Monday morning after family time, my teachers will set work for me. Mrs Granger will be in the hub to spend

REVIEW OF THE INTENDED OUTCOME

Has the outcome been achieved? Yes No

Further comments:
(Includes progress towards outcome if not achieved; Impact of actions and funding)

FUNDING

Funding

Please provide breakdown of cost
(including if relevant – cost per session,
number and frequency of sessions,
itemised resources)

Amount of funding required:

£

Save Intended Outcome

My Individual Needs

Emotional Health and Wellbeing

How is my emotional health and wellbeing?
(Please include as appropriate my relationships with peers and adults, my strengths, things I find more difficult and any support systems which are in place for me).

I usually feel happy at school and at home, I only feel upset after family time. I don't know why it makes me feel like that because I enjoy seeing them. I have good friend at school, I always have someone to spend time with at break and lunch. I know that I can go to Mrs

My carer's views around my emotional health and wellbeing? (Please include as appropriate my relationships with peers and adults, my strengths, things I find more difficult and any support systems which are in place for me).

Ozzie is quite open about his feelings but is confused as to why family time upsets him. Now that he's getting older, I am going to see if it might be possible for family time to happen

My SDQ Score.

15

Have you used another screening tool to understand my emotional health and wellbeing?

Yes No

If yes, please give details.

SEND

My SEND Status

EHCP

What is my primary area of need?

Cognition and learning

Have you uploaded my most recent EHCP?

Yes No

What is the date of my most recent annual review?

Attachments

Add an Attachment

Access Arrangements

What reasonable adjustments / access arrangements are in place for me?

- Additional Time
- Scribe
- Reader
- Modified Scripts
- Alternative Locations
- Rest Breaks
- Accessibility Objects
- Access to IT
- Other
- None

If required, has JCQ approval been granted?

Yes No

If relevant, please set an outcome to ensure reasonable adjustments / access arrangements are in place for me.

Desirable Outcome

INTENDED OUTCOME

Add Intended Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	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?	Amount of funding required	Funding status
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My Attainment and Progress

My Record of Attainment and Progress

Early Years: Good level of development	Year 6 (End of KS2)				
	GPS	Reading	Writing	Maths	Science
Achieved					
<input checked="" type="radio"/> Yes <input type="radio"/> No	WTS: Working t	WTS: Working tow	WTS: Working tow	EXS: Working at t	HNM: H

Attainment and Progress (Current)

What pathway is the young person studying?

- Level 2 pathway (including GCSEs)
- Entry / Level 1 pathway (including other accredited qualifications, eg. functional skills or AQA unit awards)
- Non-subject specific study/Engagement model

Year 10 Progress Report

Subject	Course Level	End of KS4 Target (from KS2 data)	End of KS4 Prediction (teacher assessment)	Autumn Term		Spring Term		Summer Term		Actions
				Progress	Attitude to Learning	Progress	Attitude to Learning	Progress	Attitude to Learning	
Business 16/08/2024	Level 2	4-6	4-6					EP = Expected Progress	Engaged	Edit Delete
Design & Technology 16/08/2024	Level 2	5-7	5-7					EP = Expected Progress	Engaged	Edit Delete
English Language 16/08/2024	Level 2	4-6	3-5					BEP = Below Expected Progress	Engaged	Edit Delete
English Literature 16/08/2024	Level 2	4-6	3-5					BEP = Below Expected Progress	Engaged	Edit Delete
Geography 16/08/2024	Level 2	4-6	4-6					EP = Expected Progress	Engaged	Edit Delete
Maths 16/08/2024	Level 2	6-8	5-7					EP = Expected Progress	Confident	Edit Delete
Physical Education 16/08/2024	Level 2	4-6	6-8					AEP = Above Expected Progress	Confident	Edit Delete
Science 16/08/2024	Level 2	5-7	5-7					EP = Expected Progress	Engaged	Edit Delete

Which areas of the curriculum are a strength or an interest?

I really like PE and Science. I am pleased with my grades in maths, I think that will help me with computer science later.

Which areas of the curriculum have been more difficult or challenging?

The laptop has helped me a bit in English and I am still trialling the blue overlay to help my reading. I have got better but I still find it difficult.

My carer's views around my attainment and progress (please detail my strengths and any areas where I may need further support)

We are really pleased with Ozzie, it does try really hard and wants to do well. We feel some additional support in English would help to increase his confidence.

Desirable Outcome

There must be a desirable outcome set in this section every term.

Area of Need	What can I do at the moment? What is my baseline?	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?	Amount of funding required	Funding status
Cognition and Learning	At the moment I am using my laptop in subjects that need a lot of writing. This has helped with my essays and my grades in English in timed assessments have increased to 3.	28/02/2025	I will have a good understanding of the Macbeth story and be able to find quotes quickly and include them in my writing.	I will have a reader pen to help me to read the story a little faster and understand it a bit more. I will have some English tutoring to support me.	£ 725.00	View Delete

My Desirable Outcomes

This section will show a list of all of the desirable outcomes set throughout the PEP. You can also add extra ones here.

Details of previous outcomes will also be detailed here,

My Meeting

My Current PEP Meeting

Current Meeting Date 11/03/2025

Current Meeting Time 07:00:00

Who attended my meeting?

Name	Role/Relationship
Andy Harte	Carer
D R Others	DT
Anna Granger	Pastoral support/DT support
Jamenah Bashi	Social worker

Is my social worker in the meeting? Yes No

Is my carer in the meeting? Yes No

Am I in the meeting? Yes No

If not, who will feed back to me?

Name of person completing this document

Additional information from my meeting not covered elsewhere

My Next PEP Meeting

DATE FOR THE NEXT MEETING	
Date	11/03/2025
Time	15:00
LOCATION OF THE NEXT MEETING	
Location	teams