



## Peterborough Virtual School – Personal Education Plans – A Guide For Carers and Families

The PEP is a statutory document and an integral part of the overall care plan for a young person in care. The Virtual School have a duty to report performance data on the quality and compliance of PEP documents to the Children's Services leadership team and elected members.

**Carers play a crucial role in the Pep process:- sharing their views on the young person's progress, successes, aspirations, wishes and any challenges which they may face which may impact upon any educational decisions taken. These are recorded in Section D Carer Views.**

**In addition, carers may also be representing the views of the young person should they choose to not attend their termly meeting. Carers will ask relevant educational questions during the meeting and provide appropriate challenge in the best interests for their young person.**

**Every PEP should be a review of the current term with desirable outcomes set and PP+ requested for the following term.**

The PEP document is updated three times during an academic year and should be completed with the young person and all other key workers around them working in collaboration. The PEP should:

- Provide an overview of their personal, care and health information (social worker section)
- Be a celebratory record of their educational achievements.
- Track their attendance and academic attainment and progress.
- Provide an overview of SEND and or/pastoral support required and monitor its impact.
- Set SMART desirable outcomes which accelerate attainment and progress and address needs.
- The PEP documents together will provide the young person with a record of their education and achievements when they look back on them in the future.

All personal education plans are completed on the ePEP platform. Click [here](#) to access ePEP.

### When should a Pep meeting take place?

The PEP meetings should be held once in the Autumn (beginning of December), Spring (mid March) and Summer (beginning of July) terms and form a review of the **current term** and set desirable outcomes for the **following term**. It is the responsibility of the Designated Teacher, supported by the social worker, to ensure a



meeting date is set and invitations are sent to all relevant parties. Peterborough Virtual School do not ordinarily attend Pep meetings (although they do quality assure every single ePep document) unless requested to do so to support with specific issues such as low attendance or behavioural issues. It may be necessary for the professionals around a child to hold additional meetings, for example where there is a mid-year transition, attendance concerns or where a child is new to care, but these can occur separate to the PEP meeting and minutes uploaded to the child or young person's documents on ePEP.

Who should attend the Pep meeting?



**The child/young person.** We encourage all children and young people to play an active part in their personal education plan . They should be invited to the meeting when this is stage appropriate, supported and given the opportunity to attend some or all of the meeting. Their views wishes and feelings should be completed on the PEP document in section C. The interactive or squiddle feature presents the questions in a child friendly and age appropriate way. They can complete this section independently or with the support of their trusted adult as appropriate.

**You = the parent/carer.** Parents and carers should be encouraged and supported to express their views by attending the meeting and answering the questions in section D of the PEP document. These should ideally be completed ahead of the Pep meeting using the carer’s log in facility. The carer’s contribution is important throughout the Pep meeting as each section is discussed and completed.

**The Designated Teacher.** This is the person in school who has a responsibility to support all children in care in their setting. The Designated Teacher will act as lead professional in this process.

**The child/young person’s social worker.** It is important that the social worker (just like the carer), has a good understanding of the child/young person’s achievements, successes and educational needs. This information is needed to inform decisions at key points in their education journey eg when applying for primary/secondary schools and supporting careers aspirations or subject/course choices.

**Other professionals** such as a SENDCo, class teacher, carer's social worker or IRO may be invited as appropriate. Please click [here](#) for an overview of the responsibilities of the key professionals in this process.

Section D = The Carer’s Section

D. Carer Views

Parent/Carer Views

You, the carer are responsible for ensuring that Section D is fully completed ahead of the Pep meeting. Please refer to the Carer’s Guide To Logging On To The Pep system. Example below:-

Parent/Carer Views	
What do I call my carers at home?	<div>By first names</div>
My carer’s views around my interests / hobbies / aspirations.	<div>I really hope that xxxx is able to enrol on to the level 3 computer science course at Stamford College. I think that some extra support in Maths and English would be really beneficial to give him the best possible chance of achieving his potential in those subjects and meeting the entry requirements.</div>
My carer’s views around my attendance (please detail my strengths and any areas of concern).	<div>We are so proud of xxxx for the improvement he has made to this attendance figure. The extra support he has had in coming back into school on a Monday morning following weekend family time has really made a difference to him.</div>
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).	<div>It is lovely to see that xxxx is much happier now that he has that Monday morning safety net in place. He has a lovely group of friends and he is starting to feel like he belongs.</div>
My carer’s views around my attainment and progress (please detail my strengths and any areas where I may need further support).	<div>We are pleased that xxxx has made progress from last term but still concerned that he is below national standards in Maths and English at this stage. What can school put in place now to help him to bridge the gap between his current level and where he should be at this time of year, about to take his mock GCSEs?</div>

## Pep Meeting Agenda



The Designated Teacher will chair the meeting but you should ask relevant education questions throughout as you need to.

1. Welcome and Introductions
2. My Review. Review the Desirable Outcomes set at the previous meeting.
3. My Education – discuss and complete:- school

information, transitions, interests and aspirations.

### 4. My Attendance.

- Discuss current attendance and celebrate good attendance or improvements made.
- Look for and discuss patterns and themes in non-attendance. What barriers to good attendance is your child currently facing (if any)? The DT will set an appropriate desirable outcome which outlines the support in place to overcome these barriers (if applicable).
- Alternative Provision – details to be given if appropriate & impact discussed.
- Reduced Timetable – details to be given if appropriate & impact discussed.
- Suspensions/Permanent Exclusions.

The DT will set desirable outcomes around these areas if relevant.

### 5. My Individual Needs – this section will be discussed & completed.

- Emotional Health and Wellbeing
- SEND. If SEN support is in place or if the child/young person has an EHCP, the DT must upload the relevant documents.
- Access Arrangements (exams and learning).

The DT will set desirable outcomes around these areas if relevant.

### 6. My Achievements

- Record of Attainment and Progress. This is where you will find attainment data/results for any statutory tests or exams. If the child/young person has recently completed any statutory tests or gained additional qualifications, they should be entered here.
- Attainment and Progress (Current). The DT must complete the attainment and progress table for the current term (if not done so prior to the meeting). They should celebrate success and good progress & discuss any barriers to learning which may be affecting academic progress or attitude to learning.

The DT must set at least one desirable outcome relating to academic attainment and progress.

### 7. My Desirable outcomes – all the desirable outcomes (targets) set in the other sections will now appear in a list here for you to check through.

### 8. My Meeting. The DT enters the details of all who attended the meeting before agreeing and setting the date of the next meeting.

## Desirable Outcomes and Pupil Premium Plus Funding



Desirable Outcomes are **SPECIFIC** and **ATTAINABLE** statements of what everyone at the meeting would like the child or young person to be able to do or to have achieved by the next PEP meeting or before, making them **TIMELY**. There will be a clear overview of what the child or young person can already do which will provide a baseline and enable the outcome to be **MEASURABLE**. They may be set at the end of and be **RELEVANT** to the My Education, My Attendance, My Individual Needs and My Achievements sections of the PEP. Desirable Outcomes should have the ultimate goal for the end of the year or key stage in mind but be written as shorter term targets which build towards that final outcome.

**It is mandatory that a Desirable Outcome is set to accelerate progress and attainment in the My Achievements section for every PEP.**

The Department for Education allocates the Pupil Premium Plus (PP+) grant for all children in care of statutory school age to **promote aspirational educational outcomes, overcome barriers to education and close the attainment gap**. It is the responsibility of the Virtual School Head to determine and be accountable for the distribution of the grant.

For children and young people of statutory school age, PP+ can be requested to fund interventions and resources needed to through the PEP, linked to their desirable outcomes. It must be clear in the desirable outcome what the need, barrier or gap is and how the support and intervention will be effective.

PP+ funding cannot be used for:-

- School uniforms
- School lunches
- Transport to and from school
- Out of school activities (including childcare and EYFS additional hours)

## FREQUENTLY ASKED QUESTIONS

### Can PP+ be used to fund IT Equipment?

IT equipment, including laptops and tablets, may be purchased using PP+ so long as need is identified and recorded within the PEP.

- The maximum PP+ available to purchase a laptop or tablet and accessories is £500 (at KS3&4) or £250 (at KS1&2); if a device is required in upper KS2, consideration should be made as to which device would best support through into secondary education.
- Software, including Microsoft Office packages, may also be purchased using PP+ except for specific packages detailed in EHCPs as these should be provided through SEND funding.
- Appropriate safeguarding, licensing and maintenance should be undertaken in line with school policy.
- Any equipment purchased using PP+ is the property of the child and therefore should transfer with them in the case of school or placement moves; IT safeguarding packages should be removed ahead of planned transitions away from the education setting.
- It is recognised that IT equipment does become out-dated over time, however it is expected that PP+ should not be used to replace equipment more frequently than every 3 years.

### Can PP+ be used to fund trips and visits?

- PP+ may not be used to fund any trips which form part of the pupil's core education offer [Charging for school activities \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/collecting-fee-charges). This includes education provided outside school hours if it is part of the national curriculum, part of a syllabus for a prescribed public examination, or part of religious education.
- Voluntary contributions may be requested; the carer's allowance enables such contributions. Where an individual carer's personal circumstances prohibit this, they should be treated as any other parent on a limited income in line with school policy.
- Schools can charge for board and lodging for a pupil on a residential visit, and it is recognised that this cost may be a barrier for some Children in Care. Therefore, PP+ may fund up to 50% of a residential trip with the remaining 50% being made up of contributions from social care, carers, school, or another funding stream.

### Can PP+ be used to fund extra-curricular or enrichment activities?

We understand the value of extracurricular and enrichment activities for children and young people. PP+ grant can only be used to fund evidence-based activities which lead to improved **educational** outcomes. Funding will not be continued if there is no, or limited, positive impact on educational outcomes.

Foster carers are expected to encourage extra-curricular activities; weekly allowances include funding for additional activities such as swimming, scouts, beavers, tennis, football, dancing etc. Where the allowance is insufficient to cover the costs of a child's enrichment or extra-curricular this should be referred to the child's social worker who is able to seek funding through the social care panel.

- There is some evidence to suggest cultural capital positively impacts on educational outcomes. Funding will be authorised for interventions or experiences which build cultural capital and therefore support access to the curriculum. (eg. 1:1 pre-teaching on political or historical contexts ahead of studying specific texts in English).
- There is some evidence to suggest a link between arts education and overall educational attainment. Where engagement in the arts is being used to boost academic achievement, schools should carefully monitor whether this aim is being achieved. It must be clear within the desirable outcomes what the need or gap is and how it is being addressed, measured and evaluated. [EEF: Arts Participation](#)
- Physical activity has important benefits in terms of health, wellbeing, and physical development. Participation in sports does not straightforwardly transfer to academic learning although it is recognised that involvement in extra-curricular sporting activities may increase attendance and retention. It must be clear within the desirable outcomes what the need or gap is and how it is being addressed, measured and evaluated. [EEF: Physical Activity Participation](#)
- PP+ may be used to fund activities or awards that contribute to an aspirational career pathway or an accreditation (eg Artsmark, AQA awards, music grades etc).

**Our full PP+ policy which includes further guidance on effective use of these funds can be found on the Noticeboard page of the ePEP platform or on our [website](#)**