



# KS2 Exemplar PEP

## Sienna Exemplar

Sienna is a Year 4 child attending a mainstream primary school. She does not have any identified SEND needs but is a low attainer. Sienna has been in care for most of her life, since she was 1 year old. In the past two years, Sienna has had 3 placement breakdowns following an adoption placement breakdown.

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# PEP Details

PEP ID: 10587

Meeting Date: 21/10/2024

Starting Date: 29/08/2024

## 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	Sienna
Family name	Exemplar
Name known at school	Sienna
Date of birth	14/05/2016
Gender	<input type="radio"/> Male <input checked="" type="radio"/> Female <input type="radio"/> Non Binary <input type="radio"/> Prefer not to say <input type="radio"/> Prefer to Self-describe
Self-describe Gender	
Ethnicity	B2 - White and Black African
Religion	None
1st Language	English
Unique Pupil Number	D567434
Liquid Logic ID	7463

### ↑ CARE INFORMATION

Carer Name	Jeanette and Andy Heart
Carer's email	jandaheart@outlook.com
Carer's address	45 New Street, Peterborough
Carer's contact numbers: Mobile	078524456478
Date became looked after	07/07/2017
Legal Status	CLA - C2 - Full Care Order
Who has parental responsibility?	Peterborough City Council and mum. Tracy Exemplar (mother)
What is the expected care plan?	Sienna is expected to stay in long term foster care following an adoption placement breakdown.
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?	Nathan Shaw (stepfather)
What should the school do if this person arrives at the provision?	Call the police if they do not leave when asked. Adhere to school policy. Contact foster carer or social worker.
Contact with family arrangements	Sienna does not have any contact with mum currently. She does see her older brother during the school holidays. Meetings arranged by foster carers.
Who will sign permission slips for school (eg. Trips)?	Foster carers or social worker
Who will attend parents evenings?	Foster carers and social worker.
Space for any additional care information (eg. Sensitive issues, internet safety concerns, curriculum triggers, cultural needs...)	Sienna has had 3 placement breakdowns in the last two years following an adoption placement breakdown. Family celebrations and occasions such as mother's day and Christmas are particularly difficult for her.

Health and Emotional Well Being

Essential Medical Information (prescribed medicines, important conditions)

Sienna has slight eczema which is worse during the Summer months in the creases of her arms and legs. She has an emollient cream that she uses morning and night when necessary.

Most recent SDQ score

16

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

Foster Carer

## 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
24522	28/08/2024				£ 232.50	Funding Approved by VS		Achieved <a href="#">View</a>
24523	28/08/2024				£ 15.35	Funding Approved by VS		Achieved <a href="#">View</a>
24527	29/08/2024				£ 45.00	Funding Approved by VS		Achieved <a href="#">View</a>

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 Individual Needs Outcome
Area of Need	Social, Emotional and Mental Health
What can I do at the moment? What is my baseline?	With support, I am beginning to form more secure friendships with a small circle of friends but rely heavily on the support from my trusted adult, Mrs Smallwood,
By...	21/10/2024
What will I be able to do? What will I have achieved?	I will be able to play with my friendship group at breaktime unsupported for at least 10 minutes on at least 3 days before I seek adult attention.
How will I achieve this? What interventions / support will be put in place?	extended periods. Mrs Smallwood will ensure I have chosen which friends to play with and help initiate a game if necessary. She will explain what I need to do and observe from a distance on the playground. I will receive praise if I achieve the target and a tick on my chart. During planned daily 1:1 catch up time with Mrs Smallwood we will discuss what made the playtime successful or unsuccessful along with strategies that I could try next time if the same problem occurs.

## REVIEW OF THE INTENDED OUTCOME

Has the outcome been achieved?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Further comments: (Includes progress towards outcome if not achieved; Impact of actions and funding)	Once a game has been initiated, I can usually sustain play for at least 10 minutes sometimes longer up to the point when things don't go my way and then I find it hard to regulate my emotions which can result in me being unkind to my friends and has resulted in me finding it difficult to transition back into the classroom after a break time. I would like help with this next. I really enjoyed the trip to Grafham

## My Education

### School Information

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

### Transition

Is there a plan for me to change my school/setting?	No
If yes, what is the name of my destination school/education provider?	.
If relevant, has my new Designated Teacher been invited to the transition PEP?	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A

## My Interests and Aspirations

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

Sienna is always singing! She loves being part of the choir and attending the youth theatre group at the weekend. It is so good for her social development too. She was shy at first but she is gradually getting more comfortable as she learns to trust the adult leaders there. We can definitely see her on the stage in the future.

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

I currently attend times table club at lunch time. I am a member of the school choir and attend girls football club after school. At the weekend, I go to Youth Theatre.

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

At the moment I think I would like to be an actress/singer on stage in musical theatre.

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

I will need to continue to attend youth theatre, possibly look at attending some kind of drama/performing arts school or college. I will definitely need to pass GCSE English and Maths in the future.

## My Attendance

### Attendance

My attendance in current year to date (%)

96

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

Sienna generally likes school when she is there and she attends every day but at the start of this term, it has been a struggle to get her there on time. Mondays and Wednesdays are problematic - she won't get out of bed and when she eventually does, she is very slow to do anything. We have had tears and reluctance to leave the house. After we initially thought that it was because she'd been at home for the weekend, Sienna has since told us that she doesn't like assemblies which are on a Monday and Wednesday. We think it's the large number of people in the hall and the fact that she feels trapped. She really doesn't like being away from Mrs Smallwood either.

What are the barriers and facilitators affecting my attendance data?

Although my attendance figure is good, I am reluctant to attend on days when we have assembly first thing in the morning which results in me being late to school. At the moment, I have been missing assemblies and that has helped to remove some of the anxieties on assembly days and I sometimes arrive on time on those days. See desirable outcome to support this further.

### 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
16/10/2024	Fighting with another child causing physical injury	<a href="#">Edit</a> <a href="#">Delete</a>

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

I will attend the lunchtime 'zone' twice a week which will focus on team games and turn taking. I will be having ELSA sessions to focus on emotional literacy. See related desirable outcome.

### 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?

How likely am I to have an internal exclusion next term?

Unlikely

How likely am I to have a suspension next term?

Very unlikely

How likely am I to have a permanent exclusion next term?

Very unlikely

## My Attendance Desirable Outcomes

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
24529	29/08/2024	Communication and Interaction	At the moment, I am sustaining play with my friends for at least 10 minutes, but struggle to regulate my emotions when things don't go my way. I find it difficult to calm down and return to my window of tolerance ready to learn after break and lunch times which has resulted in an internal suspension after I physically hurt another child.	10/03/2025	I will be able to recognise when I feel angry and use conflict resolution strategies to reach a compromise in a game. I will be in my classroom ready to learn after lunch times on the days I have attended the zone.	I will attend the lunch time zone twice a week where I will be supported to play team games and learn how to manage emotions if I lose. The TA at the zone will model conflict resolution strategies. I will help to pack away the games (heavy lifting) and carry a couple of reams of paper back to my classroom to help me feel calm when I get there. I will have weekly ELSA sessions to learn about recognising and coping with my emotions.		<a href="#">View</a> <a href="#">Delete</a>

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
24528	29/08/2024	Attendance and Engagement	At the moment, I attend on most days but I am late on Mondays and Wednesdays when there is assembly. This is because I don't feel safe in assembly because of the large number of children all in one space and because Mrs Smallwood is not always there. I am therefore not attending assembly on these days and this is helping a little bit to reduce my anxieties in the morning.	10/03/2025	I will be able to arrive at school on time on a Monday morning and attend assembly for at least 10 minutes.	Mrs Smallwood will greet me in the morning at reception and walk me to my classroom. She will sit with me at registration and chat about the weekend. I will have a special object that belongs to Mrs Smallwood to look after while I'm in assembly. I will sit at the end of a row so that I know I can get out easily if I need to. I will stay for 5 minutes at first (use a sand timer) and gradually build up to 10 minutes. Mrs Smallwood will greet me at the end of my assembly time so I can give back the special object and chat about what happened in assembly. Other staff will be made aware of his arrangement and I will have a special signal that indicates if I need to leave before my time.		<a href="#">View</a> <a href="#">Delete</a>

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

**Desirable Outcome**

Section

My Attendance Outcome

Area of Need

Communication and Interaction

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

calm down and return to my window of tolerance ready to learn after break and lunch times which has resulted in an internal suspension after I physically hurt another child.

By...

10/03/2025

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

I will be able to recognise when I feel angry and use conflict resolution strategies to reach a compromise in a game. I will be in my classroom ready to learn after

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

I will attend the lunch time zone twice a week where I will be supported to play team games and learn how to manage emotions if I lose. The TA at the zone will model conflict resolution strategies. I will help to pack away the games (heavy lifting) and carry a couple of reams of paper back to my classroom to help me feel

**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 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 sometimes find it difficult to maintain friendships with my peers as I have an over-reliance on Mrs Smallwood who is my trusted adult and I prefer to be in her company rather than my peers. I have daily 1:1 check ins with Mrs Smallwood to discuss any worries and generally catch up and this is working well. Mrs Smallwood is also helping me with my friendship issues (See desirable Outcomes). Although I can be very kind and considerate to both adults and peers, I do struggle to self regulate when things don't go my way. I can say nasty things and become physically aggressive when I am in a heightened state but I am beginning to take myself to my calm zone station and, with support, will eventually return to my window of tolerance. My social worker, Karen, says I am doing very well considering my recent placement changes and that although I perhaps should not rely on Mrs Smallwood as much as I do, it is understandable and good that I have built such a strong relationship with her in school.

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).

She loves Mrs Smallwood and they have a great relationship but we think that she relies on her too much and worry about the impact on Sienna if one day she is not there. She seems to like Mr Pope too. Friendships continue to be an issue for Sienna. She likes to be in control and hasn't yet developed coping strategies if she feels she isn't being listened to by her friends or they disagree with her which has lead to some inappropriate behaviour in school. On the other hand she can also be so kind and caring towards her friends too. She definitely would benefit from some focused work on emotions and regulation.

My SDQ Score.

16

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

Yes  No

If yes, please give details.

## SEND

My SEND Status

No SEND

If relevant, please set an outcome to support my individual needs.

## 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



# My Achievements

## My Record of Attainment and Progress

Early Years: Good level of development	Year 1 Phonics	Year 2 Phonics (If required)	Year 2 (End of Key Stage 1)				Year 4 Multiplication
Achieved	Score	Score or NA	Reading	Writing	Maths	Science	Score
<input type="radio"/> Yes <input checked="" type="radio"/> No	27	0	EXS: Working	EXS: Working	WTS: Workin	WTS: Workin	0

## Attainment and Progress (Current)

What pathway am I studying?

- National Curriculum  
 Non-subject specific study/Engagement model

Year 4 Progress Report

Add an Entry

Subject	End of Year 6 Target	Estimated Score for end of KS2	Autumn Term		Spring Term		Summer Term		Actions
			Progress	Attitude to Learning	Progress	Attitude to Learning	Progress	Attitude to Learning	
Maths 29/08/2024	WTS		BEP = Below Expected Progress	Emerging					<a href="#">Edit</a> <a href="#">Delete</a>
Reading 29/08/2024	EXS		BEP = Below Expected Progress	Engaged					<a href="#">Edit</a> <a href="#">Delete</a>
Science 29/08/2024	WTS		EP = Expected Progress	Engaged					<a href="#">Edit</a> <a href="#">Delete</a>
Writing 29/08/2024	EXS		BEP = Below Expected Progress	Engaged					<a href="#">Edit</a> <a href="#">Delete</a>

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

My favourite subjects are music and PE and I definitely shine in these subjects. I enjoy English, especially when we have to write information texts and we can include diagrams in our final piece of writing.

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

I find Maths quite challenging as it takes me a long time to remember the processes for some calculations, especially long multiplication and division. General times table knowledge is an area for development as well as inference skills in reading.

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

She is happy to read with us at home and has enjoyed the picture inference. Maths is more of a struggle for her as she thinks she can't do it and won't ever be able to. The times table game helped and sometimes she was quicker than us to answer! She definitely favours writing and reading over Maths. We are concerned by her lack of progress but hope that as the year progresses this will improve.

Please set at least one outcome to support my attainment and progress.

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

## My Achievements Desirable Outcomes (with PP+ funding request)

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	
24531	29/08/2024	Cognition and Learning	At the moment I can recall my 2, 5 and 10 times tables at speed and I have achieved my bronze times table award. I now need to be able to quickly recall my 3, 4 and 8 times tables so that I can achieve my silver award.	10/03/2025	I will achieve my silver times table award by being able to answer 40 questions about the 3, 4 and 8 times tables in a random order in 4 minutes.	I will use Times Table Rockstars to practice recall of facts at least 3 times per week at home. I will attend the times table lunch time club on a Wednesday where I can play times table games that focus on the 3, 4 and 8 times tables. I will have 1:1 intervention sessions with Mrs Smallwood for 5 minutes daily to focus on the facts that I find the most tricky to recall (identified through the Rockstars app)			<a href="#">View</a> <a href="#">Delete</a>
24530	29/08/2024	Cognition and Learning	At the moment I am not meeting the expected score in reading test papers because I lose so many marks on the inference questions. I can use sentence scaffolds to answer inference questions about pictures and give the evidence for my answer.	10/03/2025	I will be able to accurately answer inference questions about an extract of text which will enable me to achieve an 'expected' score in the next formal reading assessment.	I will continue my weekly 1:1 intervention sessions with Mrs Neale to over learn the processes required to answer inference questions. I will start off with multiple choice questions and then move to open ended questions that I answer myself using the sentence scaffolds. I will continue to answer inference questions when reading at home and remain in the guided group with my teacher during weekly whole class reading lessons.	£ 45.00	Funding Approved by VS	<a href="#">View</a> <a href="#">Delete</a>

NB. To add a desirable outcome and request funding, click “add desirable outcome” - an editable pop out box will appear. Remember to click the blue ‘Submit Funding Request’ button (see below)

**Desirable Outcome**

Section	<input type="text" value="My Achievements Outcome"/>
Area of Need	<input type="text" value="Cognition and Learning"/>
What can I do at the moment? What is my baseline?	<input style="width: 100%;" type="text" value="At the moment I am not meeting the expected score in reading test papers because I lose so many marks on the inference questions. I can use sentence scaffolds to answer inference questions about pictures and give the evidence for my answer."/>
By...	<input type="text" value="10/03/2025"/>
What will I be able to do? What will I have achieved?	<input style="width: 100%;" type="text" value="I will be able to accurately answer inference questions about an extract of text which will enable me to achieve an 'expected' score in the next formal reading"/>
How will I achieve this? What interventions / support will be put in place?	<input style="width: 100%;" type="text" value="I will continue my weekly 1:1 intervention sessions with Mrs Neale to over learn the processes required to answer inference questions. I will start off with multiple choice questions and then move to open ended questions that I answer myself using the sentence scaffolds. I will continue to answer inference questions when"/>

**REVIEW OF THE INTENDED OUTCOME**

Has the outcome been achieved?	<input type="radio"/> Yes <input type="radio"/> No
Further comments: (Includes progress towards outcome if not achieved; Impact of actions and funding)	<input style="width: 100%;" type="text"/>

**FUNDING**

Funding	<input type="text" value="Yes"/>
Please provide breakdown of cost (including if relevant – cost per session, number and frequency of sessions, itemised resources)	<input style="width: 100%;" type="text" value="TA time: 20 minutes per week for 9 weeks @£15 per hour = £45"/>
Amount of funding required:	<input style="width: 100%;" type="text" value="£ 45.00"/>

**FUNDING TO AWAIT APPROVAL BY VIRTUAL SCHOOL**

BY CLICKING THE SUBMIT TARGET BUTTON ABOVE YOU ARE HEREBY CONFIRMING THIS FUNDING REQUEST IS TO AWAIT THE APPROVAL BY THE VIRTUAL SCHOOL.

## 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.

# My Meeting

## My Current PEP Meeting

Current Meeting Date

21/10/2024

Current Meeting Time

10:00:00

### Who attended my meeting?

Name	Role/Relationship
Mrs Smallwood	TA and Trusted Adult
Mrs D Teacher	Designated Teacher
Miss S Worker	Social worker
Jeanette Heart	Foster carer
Sienna Exemplar	Child (Me!)

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

Mrs D Teacher

Additional information from my meeting not covered elsewhere

## My Next PEP Meeting

### DATE FOR THE NEXT MEETING

Date

10/03/2025

Time

10:00

### LOCATION OF THE NEXT MEETING

Location

Online via Teams and at school for those that can attend in person.