

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

T PERSONAL INFORMATION						
The Personal Education Plan records our commitments to ensuring young per	son 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	○ Male					
Self-describe Gender						
Ethnicity	B2 - White and Black African					
Religion	None					
441.	Farith					
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.					
s there anyone that the child/young person should not have contact with?						
f 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	Sienna has had 3 placement breakdowns in the last two years following an adoption placement breakdown. Family celebrations and occasions such					

24522	28/08/2024				£ 232.50	Funding Approved by VS		Achieved View
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
PLEASE REVIE	W THE PREVIOUS DI	ESIRABLE OUTCOMES						
Comments from previous PEP Quality Assurance:								
Му	Review							
Designated Teacher Section								
/ho is the first point	of contact for the scho	pool in an emergency?	Foster Carer					10
lost recent SDQ sco	ore		16					
		neutaines, important conditions)	morning and night when necess	-		s of not anno and logs. One has an er		h

£ 15.35

£ 45.00

Funding Approved by VS

Funding Approved by VS

Achieved View

↑ HEALTH INFORMATION

Health and Emotional Well Being

28/08/2024

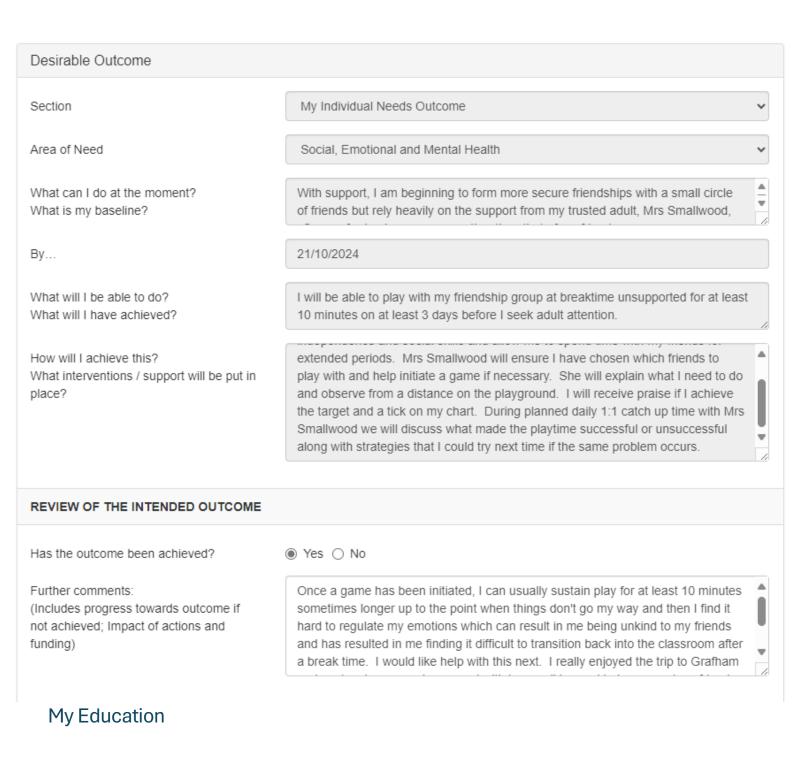
29/08/2024

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

24523

24527

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



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	○ Yes ○ No ⑥ N/A

My Interests and Aspirations

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

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

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

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

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.

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.

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

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 (%)

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

What are the barriers and facilitators affecting my attendance data?

96

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.

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?

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

Name(s) of provider(s):

achieved there

Start date

End date or planned end date.

○ Yes ● No

Reduced Timetable

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

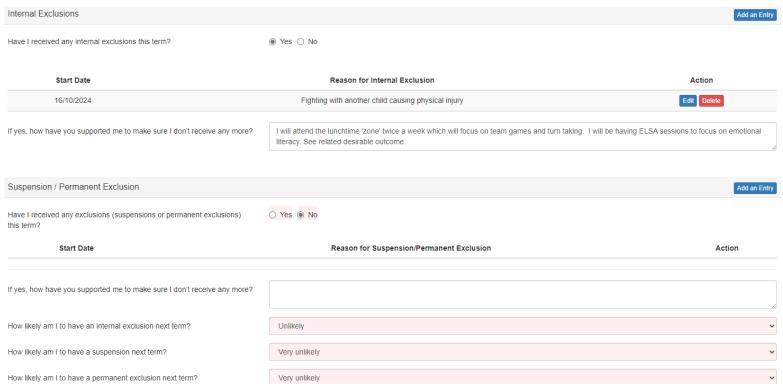
Please provide a summary of why I had this and what my timetable looked like

Start date.

End date or planned end date

○ Yes No	0		

Suspensions and Permanent Exclusions



My Attendance Desirable Outcomes

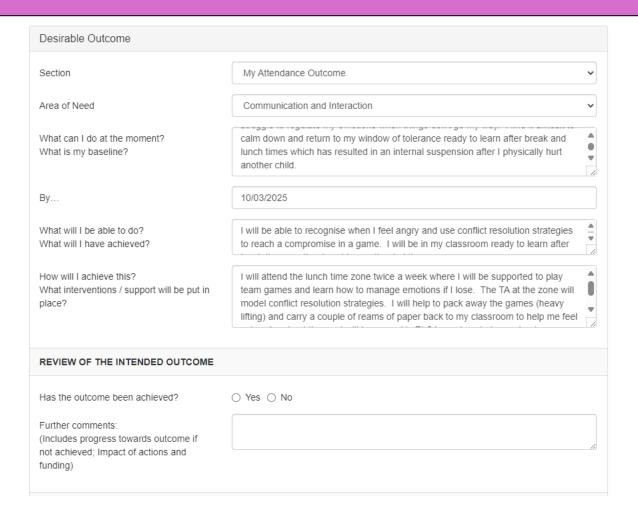
Transf ID	Overded of	A of No. of	What can I do at the moment? What is my		What will I be able to do? What will I have	this? What interventions / support will be	Amount of	Funding	
Target ID	Created at	Area of Need	baseline?	Ву	achieved?	put in place?	funding required	status	
24529	29/08/2024	Communication and Interaction	At the moment, I am	10/03/2025	I will be able to	I will attend the			View
			sustaining play with my		recognise when I	lunch time zone			Delete
			friends for at least 10		feel angry and use	twice a week			
			minutes, but struggle to		conflict resolution	where I will be			
			regulate my emotions when		strategies to reach	supported to play			
			things don't go my way. I find		a compromise in a	team games and			
			it difficult to calm down and		game. I will be in	learn how to			
			return to my window of		my classroom	manage emotions			
			tolerance ready to learn after		ready to learn after	if I lose. The TA at			
			break and lunch times which		lunch times on the	the zone will model			
			has resulted in an internal		days I have	conflict resolution			
			suspension after I physically		attended the zone.	strategies. I will			
			hurt another child.			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.			

How will I achieve

What will I be this? What What can I do at the able to do? What interventions / moment? What is my will I have support will be Amount of Funding Target ID Created at Area of Need baseline? Bv achieved? put in place? funding required status 24528 29/08/2024 Attendance and Engagement 10/03/2025 I will be able to Mrs Smallwood will At the moment, I attend on most days but I am late on arrive at school on greet me in the Mondays and Wednesdays time on a Monday morning at when there is assembly. This morning and reception and walk is because I don't feel safe in attend assembly me to my assembly because of the for at least 10 classroom. She will large number of children all minutes. sit with me at in one space and because registration and Mrs Smallwood is not always chat about the there. I am therefore not weekend. I will attending assembly on these have a special days and this is helping a object that belongs to Mrs Smallwood anxieties in the morning. 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

How will I achieve

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



My Individual Needs

Emotional Health and Wellbeing

If required, has JCQ approval been granted?

Emotionat Hoatti and Wotts	701116					
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 prefe 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 considerabeth 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 where 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 toleranc 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).	day she is not there. She seems to like Mr Pope too. Frie developed coping strategies if she feels she isn't being list	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 Slenna if o lay she is not there. She seems to like Mr Pope too. Friendships continue to be an issue for Slenna. She likes to be in control and hasn't yet leveloped 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 individ	ual needs.					
Access Arrangements						
What reasonable adjustments / access	s arrangements are in place for me?	☐ Additional Time ☐ Scribe ☐ Reader ☐ Modified Scripts ☐ Alternative Locations ☐ Rest Breaks ☐ Accessibility Objects ☐ Access to IT ☐ Other ☑ None				

 \bigcirc Yes \bigcirc 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
			Reading	Writing	Maths	Science	
Achieved	Score	Score or NA					Score
○ Yes	27 🗸	0 🕶	EXS: Workin(🗸	EXS: Working 🕶	WTS: Workin 🗸	WTS: Workin 🗸	0

Attainment and Progress (Current)

What pathway am I studying?

National Curriculum

Non-subject specific study/Engagement model

fear 4 Progress Report									Add an En
		Autumn Term Spring Term			s	Summer Term			
Subject	End of Year 6 Target	Estimated Score for end of KS2	Progress	Attitude to Learning	Progress	Attitude to Learning	Progress	Attitude to Learning	Actions
Maths 29/08/2024	WTS		BEP = Below Expected Progress	Emerging					Edit Delete
Reading 29/08/2024	EXS		BEP = Below Expected Progress	Engaged					Edit Delete
Science 29/08/2024	WTS		EP = Expected Progress	Engaged					Edit Delete
Writing 29/08/2024	EXS		BEP = Below Expected Progress	Engaged					Edit Delet

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.

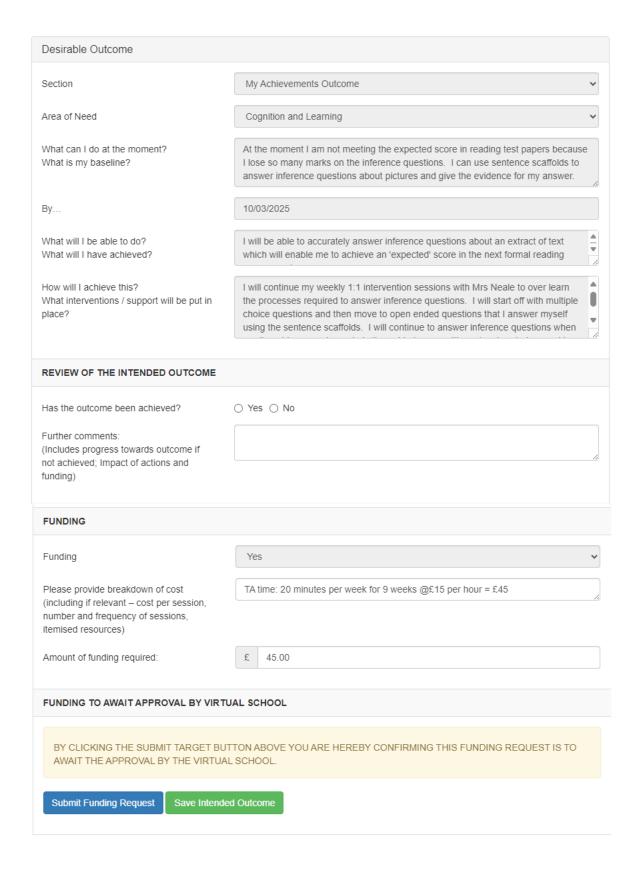
Please set at least one outcome to support my attainment and progress.

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

My Achievements Desirable Outcomes (with PP+ funding request)

,					0 1	,			
Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	Ву	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)			View Delete
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	View Delete

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)



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

LOCATION OF THE NEXT MEETING

Location

My Current PEP Meeting

Current Meeting Date	21/10/2024				
Current Meeting Time	10:00:00				
Who attended my meeting?					
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				

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