

Personal Education Plan (PEP) Toolkit

A guide to Personal Education Plans in
Hammersmith and Fulham



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Hammersmith and Fulham Virtual School

The Virtual School is exactly that – virtual! It is not a building but a group of professionals who work closely with children who are looked after or those with social care support to help them get the best outcomes. It does not replace the school they go to, but is additional support to make sure they are happy, supported and thrive in their education.



In Hammersmith and Fulham, the Virtual School consists of a headteacher, 2 Senior Practitioners, an Advisory Teacher for Children with a Social Worker, 4 teachers, a learning mentor and a Pathways Coordinator. Every young person in care has their own Virtual School Teacher up until they are 18 years old. Any child who has social care support, or has been adopted or under an SGO, can have help from the Advisory Teacher.

They all work closely with the schools that our children go to, social workers and parents or carers to support them in their education and to make sure they are getting any help they need. The Virtual School also help make sure children have access to activities that interest them or that may help with their career plans.



The Virtual School has "an unwavering, laser focus on getting the relationships and support right for individual children and schools"

Ofsted 2024



What is a Personal Education Plan (PEP)

What is a PEP?

All Children Looked After (CLA) must have a PEP (Personal Education Plan) every school or college term. PEPS are statutory and are aimed at providing an evolving working plan/record of what needs to happen for Children Looked After to make progress and fulfil their potential. Targets set at each PEP are reviewed each term to make sure that progress is being made.

When do they take place?

Every Child Looked After needs to have a PEP for every school term. A PEP meeting must take place within 10 working days of a child becoming Looked After. The professional team around the child need to make sure that a date for the PEP is arranged within this timescale, to ensure vital support is put in place efficiently.

Who needs to attend?

The Child Looked After's Virtual School Teacher, the child (if they are not too young to do so), Social Worker, Carer, the school's Designated Teacher for CLA and any other relevant professionals, if appropriate.

Who chairs a PEP meeting?

At Hammersmith & Fulham Virtual School, the child's Virtual School Teacher chairs all PEP meetings.

Who writes the PEP report?

The Virtual School Teacher writes the PEP report (within 20 working days of the PEP being held) based on what was discussed and agreed at the PEP meeting. This is then circulated to the team around the child and to all those in attendance at the PEP meeting.



What makes a good quality PEP and how to prepare

Review of actions from the previous PEP

1) XX will revise set 2 sounds. learn all set 3 sounds and recognise them within words.

MET - XX is now working on Set 4 sounds.

2) XX will continue trying to use capital letters, full stops and leaving a space between words in writing.

ONGONG - XX continues to make progress with her writing.

3) XX will learn number bonds to 20.

ONGOING - XX continues learning this.

4) XX will attend the Nurture group until the end of the academic year.

MET - this group has started again this term.

5) XX will begin attending the Homework Learning Club every Monday.

MET - XX attended until the end of term.

6) XX will continue attending LAMDA classes, which will be funded by the Virtual School.

MET - XX attended these classes until the end of the summer term.

7) The School will notify Virtual School Teacher if any further useful learning resources for XX are identified.

NOT MET - No resources have yet been identified.

During the PEP, you will be asked to comment on the targets set in the previous term. Ensure you have up to date information on the child's progress towards these in order to review them effectively.

Summary of child's views those expressed before and during the PEP.

XX was supported to attend towards the end of this PEP meeting.

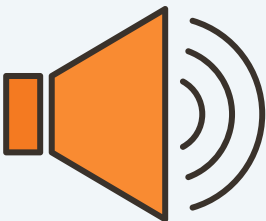
XX's school blazer was adorned with badges - mainly silver and gold. When asked what they were for, XX was able to explain and he was very proud of the fact that he tends to receive more achievement points than most in his year group.

XX was proud to state that six of the badges were awarded for positive conduct.

XX was praised by all at the meeting for his ongoing progress and achievements. He said that he can't always get his prep/homework finished at the after-school club but he can finish 3 in the hour he has at school, so needs to finish the other 2 at home. XX is prepared to do an extra 30 minutes prep at home in the evenings, before starting his gaming.

XX says everything is fine and he has nothing else to add - he is enjoying school and has friends at school.

You will need to support the child to engage with their PEP, this can be through pupil voice tools (see resources) or, depending on the age of the child, they can attend the meeting and share their views.



What makes a good quality PEP and how to prepare

Attendance and exclusion

Current attendance %	Number of suspensions and days
Is there a concern about attendance / suspensions?	If there are concerns, what action is being taken to support?

You will need to have this information available for the PEP meeting.

Attainment and Progress

Subject	Current attainment level	Year end expected attainment	Is pupil making expected progress?

You will need to have this information available for the PEP meeting.



What makes a good quality PEP and how to prepare



You will need to have this information available for the PEP meeting.

Overview	<ul style="list-style-type: none">• If a new school or year group, has the child settled well?• Do they enjoy school?• Have they got secure friendship groups?• What are their relationships like with staff? Could they identify a trusted adult in school?• Can they organise themselves independently (at an age appropriate level)?
Pupil engagement with learning	<ul style="list-style-type: none">• Do they engage with learning?• Have they got positive learning behaviours?• Are they self motivated and able to start tasks/focus on tasks?• Do they enjoy any particular subjects?• Are there any subjects they struggle to engage with?• Do they need any adaptations to the learning environment?• Do they complete homework on time and to an appropriate standard?• Do they contribute in class?• Do they work well with others?
Achievements	<ul style="list-style-type: none">• What have they done well this term?• Have they received any school awards?• Do they participate in any extra-curricular activities?• Have they made accelerated progress in any areas?
Concerns	<ul style="list-style-type: none">• Please consider emotional and physical wellbeing as well as academic.
Suggested new targets	<ul style="list-style-type: none">• Ensure the targets are related to their academic and or emotional development.• Targets must be specific and not a broad curriculum outcome.• Identify who or what will help to achieve this outcome.• Can this target be achieved by the next PEP meeting (if not, be clear on the end review date).

Pupil Premium Plus (PP+)

What is Pupil Premium Plus (PP+)

Children are eligible to receive Pupil Premium Plus (PP+) from the first day that they enter care. The overall grant allocated to each LA is calculated on a per child basis. This is based on the census of the previous year. For both looked after and previously looked after children PP+ is not a personal budget for individual children. The VSH and school manage their PP+ allocation for the benefit of their cohort of looked after or previously looked after children and according to children's needs.

How it's allocated in H&F

The Looked After Children Pupil Premium Plus (PP+) is managed by the Virtual School Head in the local authority that looks after the child. The Virtual School Head works with schools to ensure that PP+ money is spent to the educational benefit of the eligible child and address their individual needs as identified in the PEP.

In Hammersmith and Fulham all PP+ spend decisions should be made at the PEP meeting, any funding agreed will be paid directly to the school or supplier delivering the intervention.



How it can be used

The PP+ can be used to facilitate a wide range of educational support for looked after and previously looked after children. It is important that interventions supported by pupil premium should be evidence based and in the best interests of the child.

Getting the most from PP+

Approaches that are:

- Individually tailored to the needs and strengths of each pupil
- Consistent: based on agreed core principles and components, but also flexible and responsive
- Based on evidence of what works
- Focussed on clear short-term goals which give opportunities for pupils to experience success
- Include regular, high quality feedback from teaching staff
- Engage parents/carers in the agreement and evaluation of arrangements for education support (e.g. via the PEP)
- Supporting pupil transition (e.g. primary-secondary/KS3-4)
- Raising aspirations through access to high-quality educational experiences
- Promote the child's awareness and understanding of their own thought process (metacognition) and help to develop problem-solving strategies



EP toolkit - Pupil Voice

Here you will find a wide range of resources to support gathering pupil voice and ensure the child is included in their PEP review.



[Click logo to access](#)

EBSNA Google drive link

Here you will find a wide range of resources to support children with Emotional Based School Non-Attendance.



[Click logo to access](#)



Appendices

✓ Education Checklist for PEP meetings

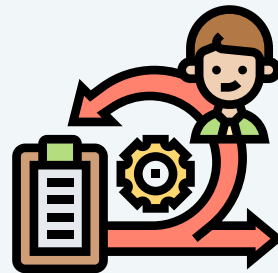
Please use this to prepare for the PEP meeting.



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✓ PEP review form

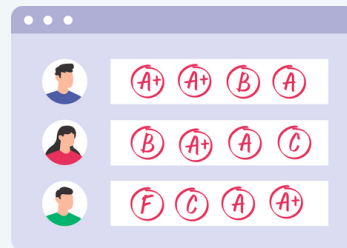
Please use this if the Virtual School teacher has requested a PEP paper review (this will usually be only once a year).



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✓ PEP round robin form

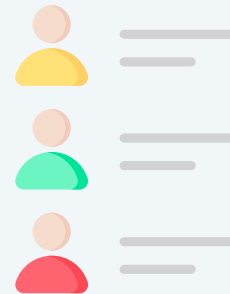
Please use this form when collating information prior to a PEP meeting where a child has multiple teachers.



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Contact List



Name	Role	Email
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