

# PEPs: Everything you need to know

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# What is your context?

- Primary / Secondary / all through / mainstream / academy / special / independent ?
- How many Looked After Children do you have on roll? How many are Enfield LAC?
- What is your position in school? Do you feel that your colleagues give Looked After Children enough of a focus?
- How long have you been a DT?
- Love/hate relationship with PEPs?
- What would you hope to have found out by the end of this workshop?

# Enfield

## As of today:

- 12 Early Years
- 213 Statutory School age
- 130 Post 16

## 355 PEPs

- Stuart Chatterton: Nursery, reception-year 5 and year 8.
- Ronnie Simpson: Year 6, Year 7, Year 9-11
- Rianna Dixon: Year 12 and 13.

# PEPs

- Held termly for all LAC from 3 years old (if in nursery) and continue until they are 18.
- New into care / new school mid year should be held within 20 working days
- Nursery PEP, Reception-Year 11 PEP, Post 16 PEP.
- Reception-Year 11 can claim £520 per term, per child. However, if this isn't written on the PEP targets the money will not be allocated to the school.
- Post 16 funding – is on a case by case basis. Request any funding on the PEP, this is then reviewed.

# PEP formats:

Early Years:

<https://extranet.welfarecall.com/epep/form/84334/NurseryReceptionTransition>

Statutory Age:

<https://extranet.welfarecall.com/epep/form/77503/Education>

Post 16:

<https://extranet.welfarecall.com/epep/form/220049>

# Questions?



# What does Virtual School do after reading and signing off a PEP?

- Raise concerns in weekly VS SEN meeting and monthly Enfield SEN meeting.
- Refer for any tuition requested.
- Offer additional interventions for those who require, e.g. boxing mentor, Precious moments mentor, suggest CAMHs consultation to SW.
- Log whether a child is making good progress from their starting point
- Use data for our termly report, including detailed paragraphs on why a child is not making good progress from their starting point.
- Review attainment data for Year 6 and Year 11 in termly attainment meetings. Put in additional tuition in place.
- Analysis of student voice section.

# Confession Time...

Primary Schools seem to provide more detail in PEPs than secondary schools.

Why might this be?



# Areas that could be tightened up

- What are the child/young person's current strengths/interests/talents within the school or out of the school? (eg subjects, clubs, activities, Aim higher) How have these been celebrated?
- Review Dates for existing EHCP and annual review
- Attainment Tab
- Full name and address of setting being applied for  
If your child is not in year 6, year 11 or requiring a school move for other reasons then please write N/A

# Attainment Page

Overall am I making good progress regardless of my attainment

Subject	Autumn Term	Spring Term	Summer Term
	Good Progress	Good Progress	Good Progress
	No		

Attitude to Learning

Subject	Autumn Term	Spring Term	Summer Term
	Attitude	Attitude	Attitude
Attitude to Learning	3	-	-

Please provide details of achievement in all subjects currently being studied.

Subject	Course Type	End of KS4 target	Autumn		Spring		Summer	
			Grade Level Child Is working At	Progress Towards End Of KS Target	Grade Level Child Is working At	Progress Towards End Of KS Target	Grade Level Child Is working At	Progress Towards End Of KS Target
Mathematics	GCSE (f)	7	5.5	BEP	Distinction	-		-
English language	GCSE (f)	6	4.8	BEP		-		-
English literature	GCSE (f)	6	5	BEP		-		-
Biology/ Science 1	GCSE (f)	7	6.5	EP		-		-
Chemistry/ Science 2	GCSE	7	6.5	EP		-		-
Physics	GCSE	7	6.5	EP		-		-

‘We do not assess year 7s’

‘mock data not available at time of PEP’



# Questions?



# Would you be interested in being part of a PEP working group?

- Right balance of key information and admin pressures for school
- Format / questions