

Outcomes and Actions

Outcome:	For C to feel she has an appropriate space to express her emotions and feel safe to do so appropriately within the school environment
Actions:	<ul style="list-style-type: none"> • Learning Mentor support 1x weekly • Protective Behaviour group sessions x 4
Evaluation:	C's SDQ score's at school/home will be reflective of each other, illustrating she is expressing emotions appropriately in both settings. C will be able to identify her 'helping hand' of key adults who she can access

Outcome:	D will be able to demonstrate a greater confidence in completing Maths independently
Actions:	<ul style="list-style-type: none"> • Small group maths intervention – 3 x a week • Foster carer to be taught calculation methods used by school to reinforce at home • Foster carer to ensure D does My Maths at home 2 x a week
Evaluation:	D to move up 3 points on maths continuum

Outcome:	L achieve qualifications she needs for the college course she has chosen
Actions:	<ul style="list-style-type: none"> • Small group cognition training with DT to include revision techniques • Key worker to meet twice a week to review revision timetable • Key worker to communicate with foster carer once a fortnight re revision tips • 1:1 maths tuition once a week
Evaluation:	5 A* - G at GCSE and successful transfer to college

Outcome:	R to make a successful transfer to secondary school
Actions:	<ul style="list-style-type: none"> • Small group additional visit to new school • DT and SENCO from sending and receiving schools to meet and discuss needs and adjustments needed • Small group resilience group working on transfer issues including making a photo book
Evaluation:	R attendance and engagement at secondary school. R reports that he is happy and confident

Outcome:	P to be able read fluently, texts at his level, in a range of contexts
Actions:	<ul style="list-style-type: none"> • FFT reading intervention 4 x a week for 20 minutes during tutor time • Teachers to ensure that in ALL lessons P is given texts that he can access and therefore work independently. DT and SENCO to support teachers to ensure equity of access • P to read out loud for 10 minutes every day to foster carer
Evaluation:	Current reading age 7.8 years, chronological age 14 yrs. By next PEP P would have made at least double the rate of progress.

Reviewed: January 2021