|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Green** | **Green** | **Amber** | **Red** |
| PEP Tab | Outstanding | Meeting | Approved but improvements are required next term | Requires work before it can be approved |
| Information about Me(To be prepopulated, please ensure details are correct) | Fully completed | Fully completed | Partially completed | Not completed |
| My Education | Fully completedIf not receiving full time education this is identified.Information provided on young person’s strengths and how the curriculum is being extended to meet their needs. | Fully completed | Partially completed | Not completed |
| Part Time/ Alternative provision(only to be completed if young person is on part timetable) | Fully completedIf not receiving full time education reasons are provided.Details of AP (including impact) and plans to increase hours are provided. | Fully completedIf not receiving full time education reasons are referenced.Details of AP and plans to increase hours are provided. | Partially completedNot all sections are completed with detail. | Not completed |
| Attendance | Fully completedAttendance and exclusion barriers are clearly reflected in Desirable Outcomes. | Fully completedAttendance and exclusion barriers are clearly reflected in Desirable Outcomes. | Partially completed | Not Completed |
| SEND  | Fully completedEHCP and other relevant documents are attached.Specific details with support provided and resources re SEND provision are included.Details of Health concerns that impact learning are included.There is evidence of support to limit impact. | Fully completedEHCP and other relevant documents are attached.Details of SEND provision are included.Details of Health concerns that impact learning are included. | Partially completed | Not completed |
| Live Record of my Progress and Attainment  | Fully completedAdditional Notes completed as relevant.Attainment in non-statutory assignments/courses are recorded.Other notable achievements are recorded. | Fully completed | Partially completed | Not completed |
| My Wishes, Aspirations and Feelings | Fully completedQuestions are answered fully, with appropriate detail, evidence and justifications.The young person’s views are reflected in desirable outcomes.The voice of the young person evidences high level of engagement with key adults. | Fully completedQuestions are answered fully, with appropriate detail, evidence and justifications.The young person’s views are reflected in desirable outcomes. | Partially completedSingle word answers or short sentences with little or no depth and no exemplification of key points.Refusal to engage is elaborated on by adult completing form. | Not completed |
| My Meetings and Targets(At least 3 SMART Targets must be provided) | Fully completedThe previous outcomes are analysed in full detail with explicit reference to baseline data to determine if they have been achieved. If not, reasons for this are fully explored, the outcome is reviewed, adjusted and carried over in order that it can be achieved next time.* New Targets are challenging and represent a term’s worth of learning.
* Clear details are provided on what the target is. A breakdown of how this will be achieved is provided and includes:
* Responsible personnel
* When the target will be measured
* How the PP+ will support the target
* Overall cost

Any barriers to learning that have been identified - reflecting the social, emotional and behavioural needs.The PP+ spending is accurately detailed, appropriately used for key provision and clearly linked to the outcomes for the impact to be effectively measured.There is evidence of what the expected impact will be.The targets prioritise the gaps in learning and the attainment data.The outcomes are SMART with a clear indication of how these will be reviewed against qualitative or quantitative data and who is responsible.The outcomes have clear actions scaffolded in order that they can be met. These have been broken down into micro steps that are regularly reviewed between PEP meetings.The baseline is clearly detailed, and outcomes built upon it. The child/young person fully understands what needs to be done to achieve their outcomes.The outcomes have been creatively linked to all areas of need identifiedthroughout the whole PEP document.The outcomes are aspirational. | Fully Completed The previous outcomes are reviewed, and the baseline is referred to. If the outcomes are not met, this is reflected in new outcomes, for example by being broken down into smaller steps.* New Targets are challenging and represent a term’s worth of learning.
* Details are provided on what the target is. A breakdown of how this will be achieved is provided and includes:
* Responsible personnel
* When the target will be measured
* How the PP+ will support the target
* Overall cost

The outcomes are SMART with a clear indication of how these will be reviewed against qualitative or quantitative data and who is responsible.The outcomes have been creatively linked to all areas of need identifiedthroughout the whole PEP document.The outcomes are aspirational.The PP+ spending is accurately detailed and appropriately used.The outcomes have clear actions with baseline detailed. | Partially CompletedThe previous outcomes are not fully reviewed.The targets do not provide enough detail. The outcomes are SMART but there is(the) limited detail in the actions.The previous outcomes are inconsistently reviewed. If the outcomes have not been achieved, it is unclear why not.The PP+ spend is poor- support has been offered.The outcomes are not aspirational. The PP+ use is mentioned but there are no projected costings.The outcomes have vague actions relating to them. | Not completed to standard required No new outcomes or outcomes are too vague.The minimum target requirement not met.PP+ use not mentioned or suggested use is not appropriate.The outcomes have no clear actions. |
| IAG-Yr 8-11 only | Fully completedClear details of support and guidance are provided. | Fully completedGuidance information is provided. | Partially completed  | Not completed.  |
|  |  |  |  |  |