

**PEP Quality Assurance Measures**

This self-evaluation checklist has been devised to enable Designated Teachers to quality assure their school’s Personal Education Plans (PEPs). The Suffolk Virtual School also uses it as a framework to moderate all PEPs as part of our drive to develop high quality, meaningful PEPs that reflect individual pupil’s learning needs and support. Integral to this, is the use of and impact of the Pupil Premium Grant.

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| School: |  |

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| Overall Quality Measures | Highly Effective  | Effective | Requires Improvement | Non-compliant |
| Section 1 (The Child and their Care Team) has up-to-date information which informs all parties involved the relevant information.  |  |  |  |  |
| Section 1 (The Child and their Care Team) evidences an SDQ score from within the last six months, either provided by the CiC’s social worker or completed by the school.  |  |  |  |  |
| Section 2 (Education Setting) has all relevant sections completed for the pupil and the section has been populated with the most up-to-date information available to the school. |  |  |  |  |
| Section 2 (Education Setting) clearly states the member of leadership who has quality assured the PEP and that person has taken actions to support the PEP writer to make sure there is highly effective practice.  |  |  |  |  |
| Section 3 (The PEP Meeting) shows collaborative working that places the voice of the pupil central to the decisions and actions made.  |  |  |  |  |
| Section 3 (The PEP Meeting) the school has taken the views of all parties in a ‘you said, we did’ approach to the meeting and (8) helps drive the school’s provision for the CiC.  |  |  |  |  |
| Section 4 (SEND): If the pupil is on the school’s SEND register, the section is completed accurately and with supporting documentation attached.  |  |  |  |  |
| Section 5 (Progress & Attainment) has been completed accurately using the school’s assessment systems and pupil data.  |  |  |  |  |
| Section 8 (School and Education Setting Moves) has been completed fully if there has been an in-year transition or if a transition is planned.  |  |  |  |  |

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| Section 6: Targets and Section 7: Live Records | Highly Effective  | Effective | Requires Improvement | Non-compliant |
| The review of the previous targets show progress since the previous term and are of sufficient depth and detail to demonstrate a full term of learning. |  |  |  |  |
| If previous targets were not met, then the key barrier to learning has been identified.  |  |  |  |  |
| Within the new targets the CiC’s views informs the school’s provision.  |  |  |  |  |
| New targets are of sufficient depth and detail to reflect a full term’s learning. |  |  |  |  |
| New targets are reflective of the child’s barriers to learning with clear and precise support to enable progress.  |  |  |  |  |
| New targets are aspirational, challenging and SMART. They include detail on how and when it will be achieved and who will be responsible for actions. |  |  |  |  |
| New targets include the proposed use of the Pupil Premium and how this funding will support the achievement of the target.  |  |  |  |  |
| New targets include measurable outcomes which can be understood by the pupil and all staff so that objectives are easily recognised when met. |  |  |  |  |
| The request for the Pupil Premium Grant is well-targeted to meet the specific academic needs or barriers to learning which is directly linked to the targets for the pupil, the provision in place and the existing capacity of the school.  |  |  |  |  |
| Section 7 (Live Records) Live Record of Educational Provision, Progress and Impact clearly identifies the impact of the educational provision the pupil has received. ‘Hard’ data and ‘Soft’ data are used to comment on the progress of the pupil. This includes details on the school’s capacity to offer the CiC quality education and support and is not restricted to commenting only on the use of PPG.  |  |  |  |  |
| Section 7 (Live Records) Live Record of SEMH Provision, Progress and Impact shows an understanding of the pupil’s SEMH needs and the impact the support within school and collaborative support with outside agencies is having on the pupil. A deeper understanding of the pupil’s wellbeing and the CiC’s needs is shown, and how this impacts the CiC’s education is shown.  |  |  |  |  |
| The mandatory required attachments include: PEP meeting notes, pupil voice sheet, work samples and pathway plan (Years 8 -13). |  |  |  |  |
| Attachments to support the progress and provision of the CiC are thorough and support the Targets, Live Record of Educational Provision, Progress and Impact and Live Record of SEMH Provision, Progress and Impact paragraphs. |  |  |  |  |

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| Quality Assurance Judgements | Highly effective | Effective | Requires improvement | Non-compliant  |
| Quality of Targets |  |  |  |  |
| Quality of Provision  |  |  |  |  |
| Use of PPG |  |  |  |  |
| Pupil Voice |  |  |  |  |
| Quality of Attachments |  |  |  |  |
| Overall PEP judgement  |  |  |  |  |