

# Ealing Virtual school – PEPs on Welfarecall from Sept 2024

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Ealing Virtual School:

*Nurturing relationships for educational success.*

# Agenda

1. Purpose of a PEP.
2. PEP templates and changes from previous approach.
3. Getting started
4. Process overview.
5. live demonstration.

The slides will be made available after the session with the flow charts.

Further guidance can be found: [Personal education plan \(PEP\) | Ealing Grid for Learning \(egfl.org.uk\)](https://www.egfl.org.uk/personal-education-plan-pep)

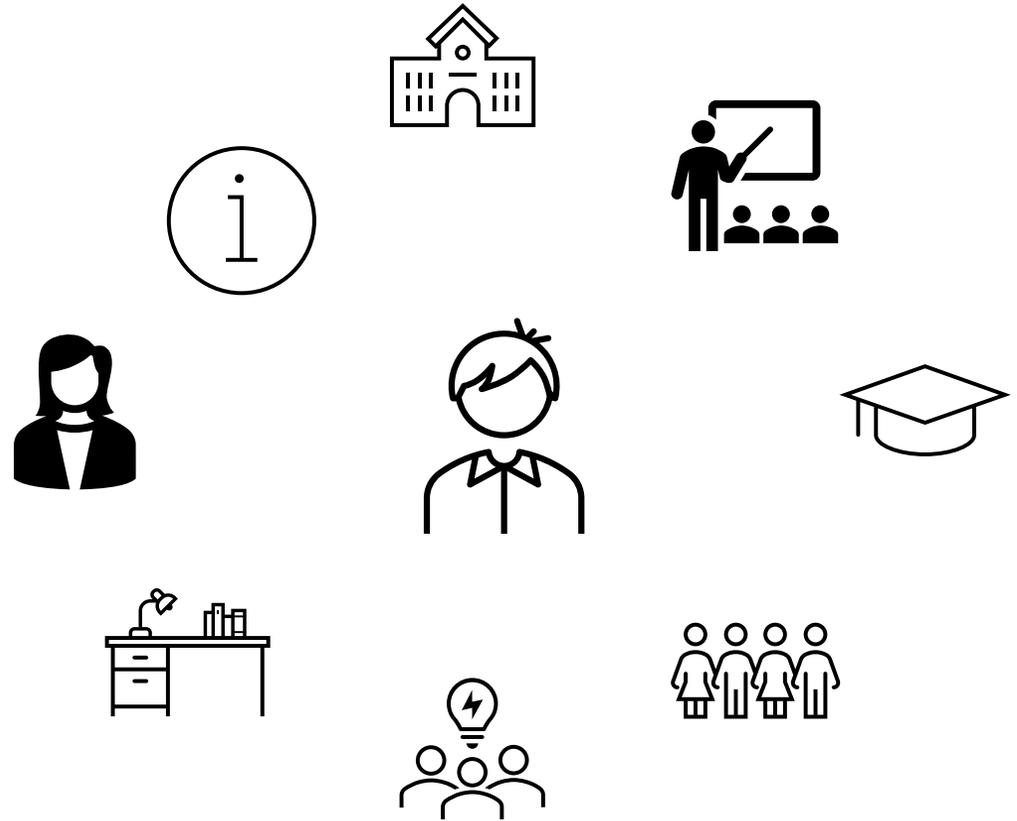
[ePEP video guides | Ealing Grid for Learning \(egfl.org.uk\)](https://www.egfl.org.uk/epep-video-guides)

[ePEP process | Ealing Grid for Learning \(egfl.org.uk\)](https://www.egfl.org.uk/epep-process)

# 1. Purpose

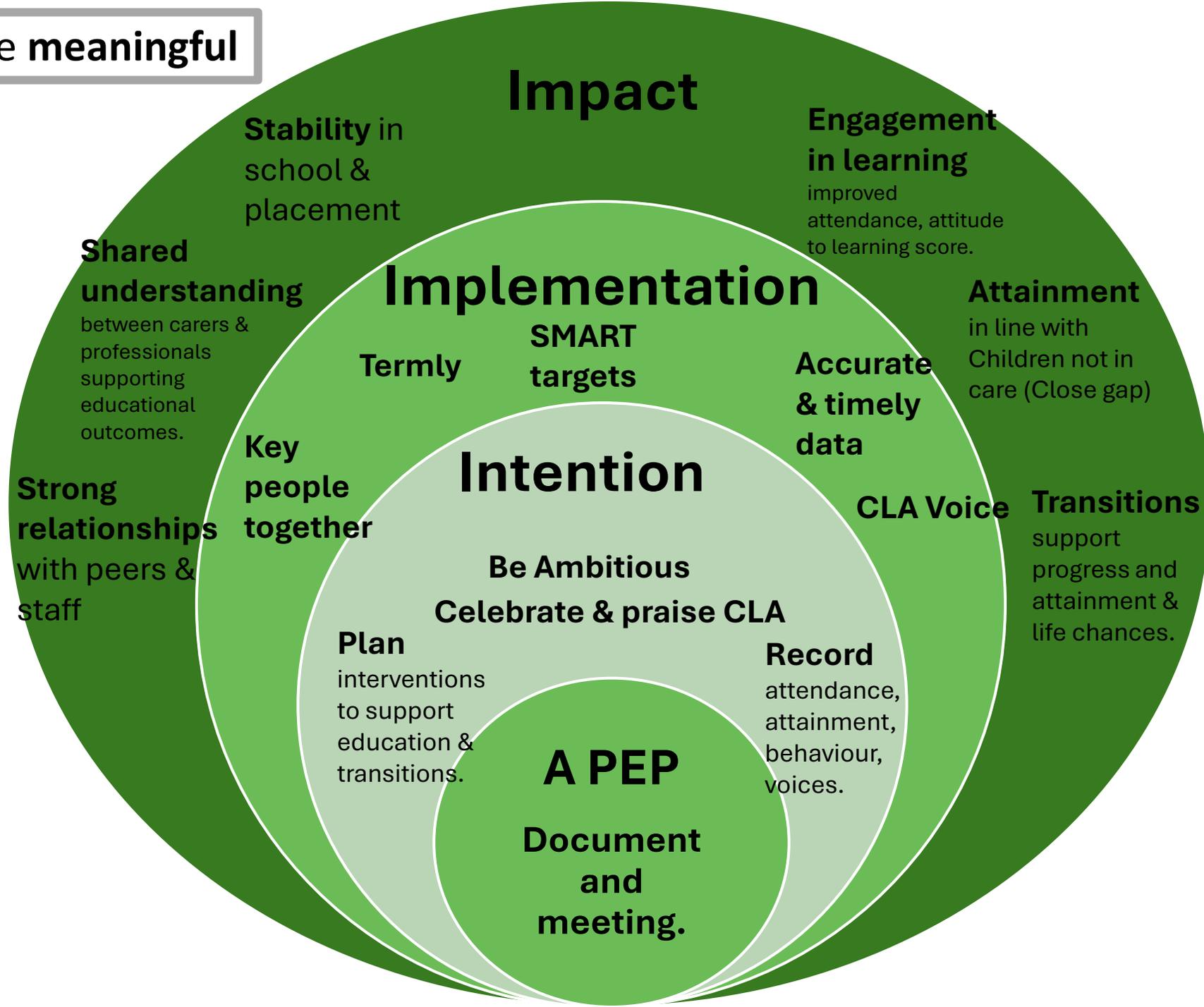
# Ensure PEPs are meaningful

**A PEP**  
Document  
and  
meeting.



Ensure PEPs are **meaningful**

Use of Pupil Premium Plus grant



**SMART**

- Specific
- Measurable
- AMBITIOUS
- Realistic
- Timely: PEP to PEP

# 2. PEP templates

# PEP types:

## **Early Years PEP.**

Small number of CLA – but specific template will be used

## **Statutory School age PEP.**

Majority of PEPs are on this template. Differences across template, depending on age of the child.

Eg – year have post 16 planning questions.

Student voice is adapted to be more age appropriate.

## **Post 16 (Careleavers to 18yo) in school/college.**

Specific template will be available.

NEET young people to be held on Mosaic.

Questions are being developed where specific NEET/EET detail is to be entered by SW onto welfarecall. Increase accuracy of provision in place for young people.

This process is still under development.

~~“Missing PEP”~~ =

- Desktop PEP for children without a school.
  - To be completed with the Virtual School.
  - VST to act in the role of DT for these meetings.
  - All to be completed on welfare call.

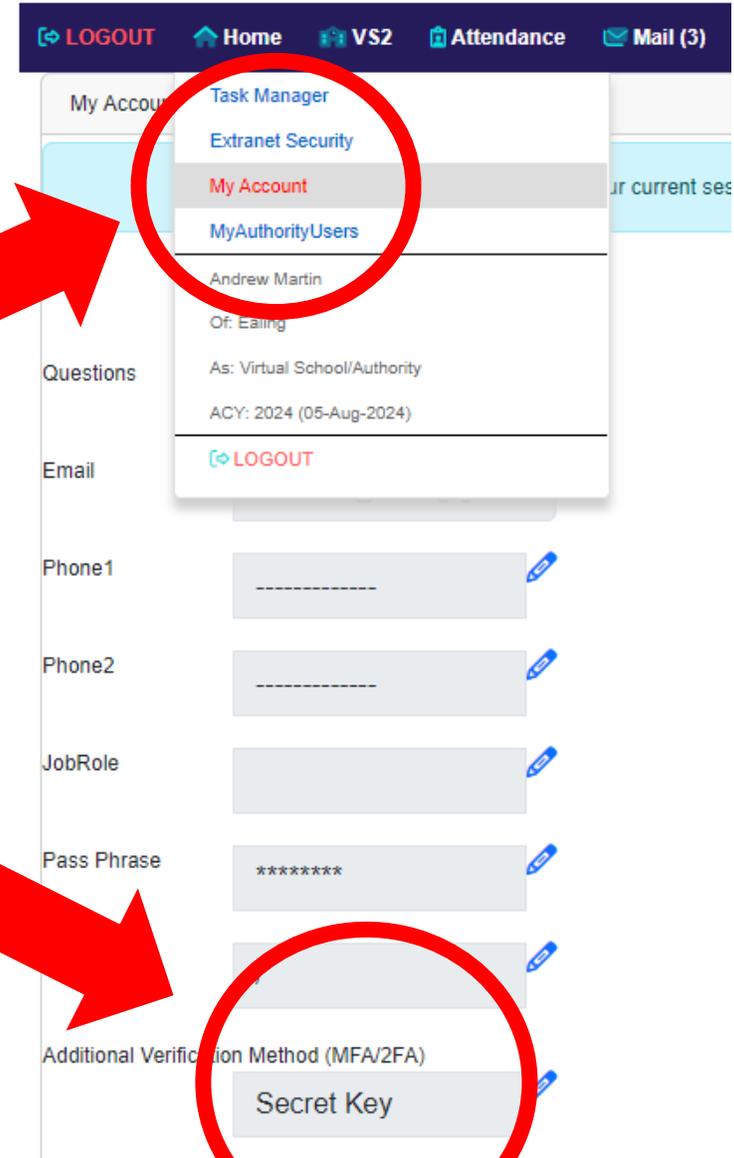
# 3. Getting started

# Getting started on Welfarecall.

1. Social Workers, Designated Teachers will receive log in emails from welfarecall.

Go to My Account in Welfarecall to set up security questions.

Set up 2 factor authentication, **secret key**.



# Getting started on Welfarecall.

2. Meeting dates will need to be set for every ***first*** PEP on welfarecall.

This step is required for all CLA as we move to this platform but also, in the future, for all children who are new into care.

The screenshot shows the WelfareCloud interface. At the top, the logo 'WelfareCloud' is displayed. Below it is a dark blue navigation bar with links for 'LOGOUT', 'Home', 'MS2', 'Attendance', 'Mail (3)', and 'EPEP (127)'. The main content area is titled 'Personal Education Plan for Bobby Test-Child (Year 11)'. Underneath, there is a section labeled 'PEP MEETING ON:' with a blue button that says 'SET PEP DATE'. This button is circled in red. A large red arrow points from the left towards the button. Below the button is a grey box with a camera icon and the text 'SEN:'. To the right of the button, the text 'There is NO PEP date set.' is visible.

# Training and updates

Ways to get help:

1. ask a VST (directly) or via [ealingvirtualschool@ealing.gov.uk](mailto:ealingvirtualschool@ealing.gov.uk)

we can support 1:1 or provide team meeting briefing.

2. Book onto training (via CPD) [BookNow](#)

Future dates: 5 Nov, 14 Jan, 11 Mar, 29 April, 10 June.

3. Social Workers: 25<sup>th</sup> September – in your diaries (delivered by welfarecall).

4. DT: To be confirmed ~ around half term ~ (delivered by welfarecall).

# 4. Process overview

Purple = ALL  
Orange = School & Social Care  
Red = School

Blue = Social Care  
Black = Virtual School  
Grey = Welfarecall/process

DT:  ResetDT  
Signed off by: Andrew Martin (VS) (on 02Jul2024)

SW:  ResetSW  
Signed off by: Andy Kerr (AD) (on 02Jul2024)

VS: How do you rate this PEP?

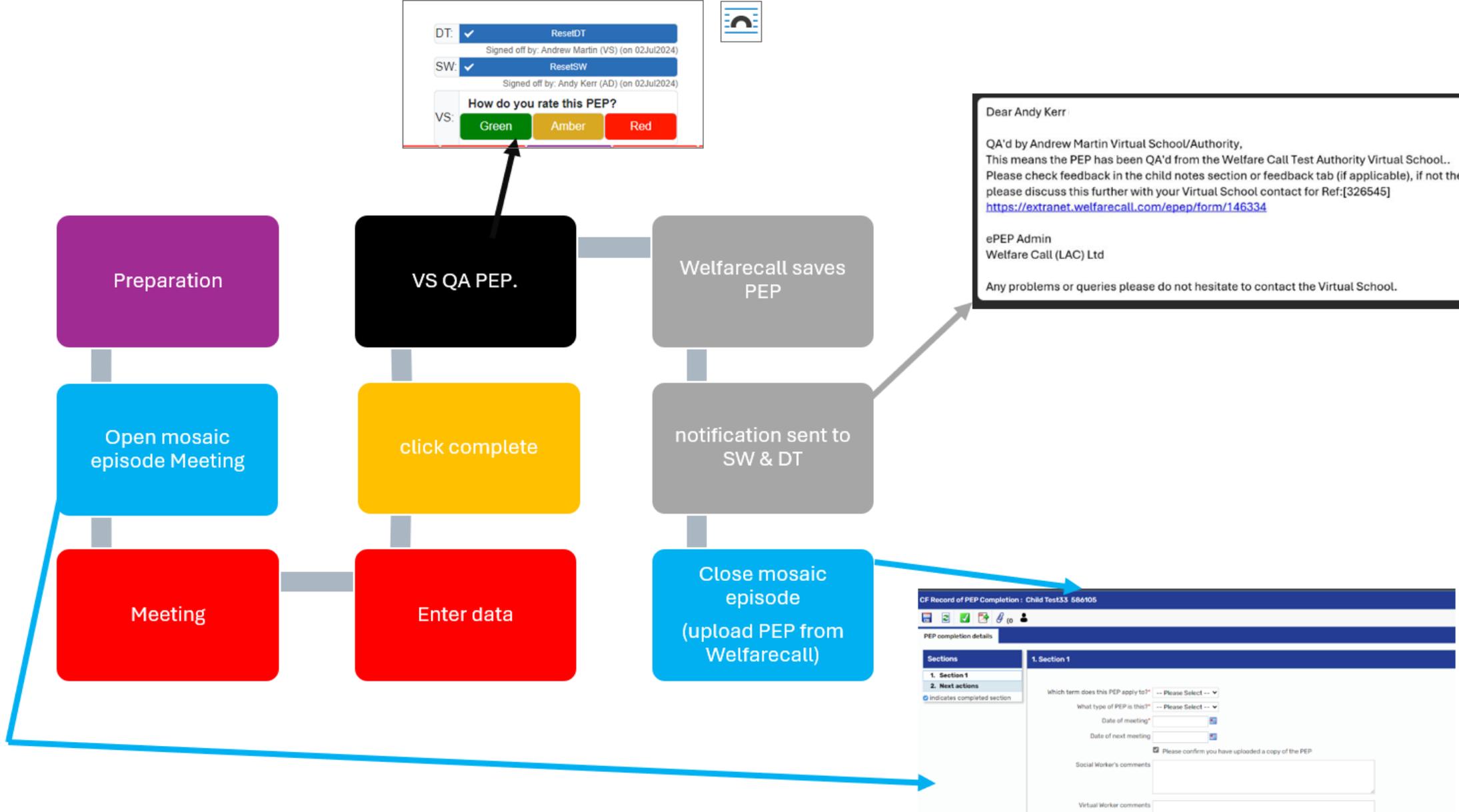


Dear Andy Kerr

QA'd by Andrew Martin Virtual School/Authority,  
This means the PEP has been QA'd from the Welfare Call Test Authority Virtual School..  
Please check feedback in the child notes section or feedback tab (if applicable), if not then  
please discuss this further with your Virtual School contact for Ref:[326545]  
<https://extranet.welfarecall.com/epep/form/146334>

ePEP Admin  
Welfare Call (LAC) Ltd

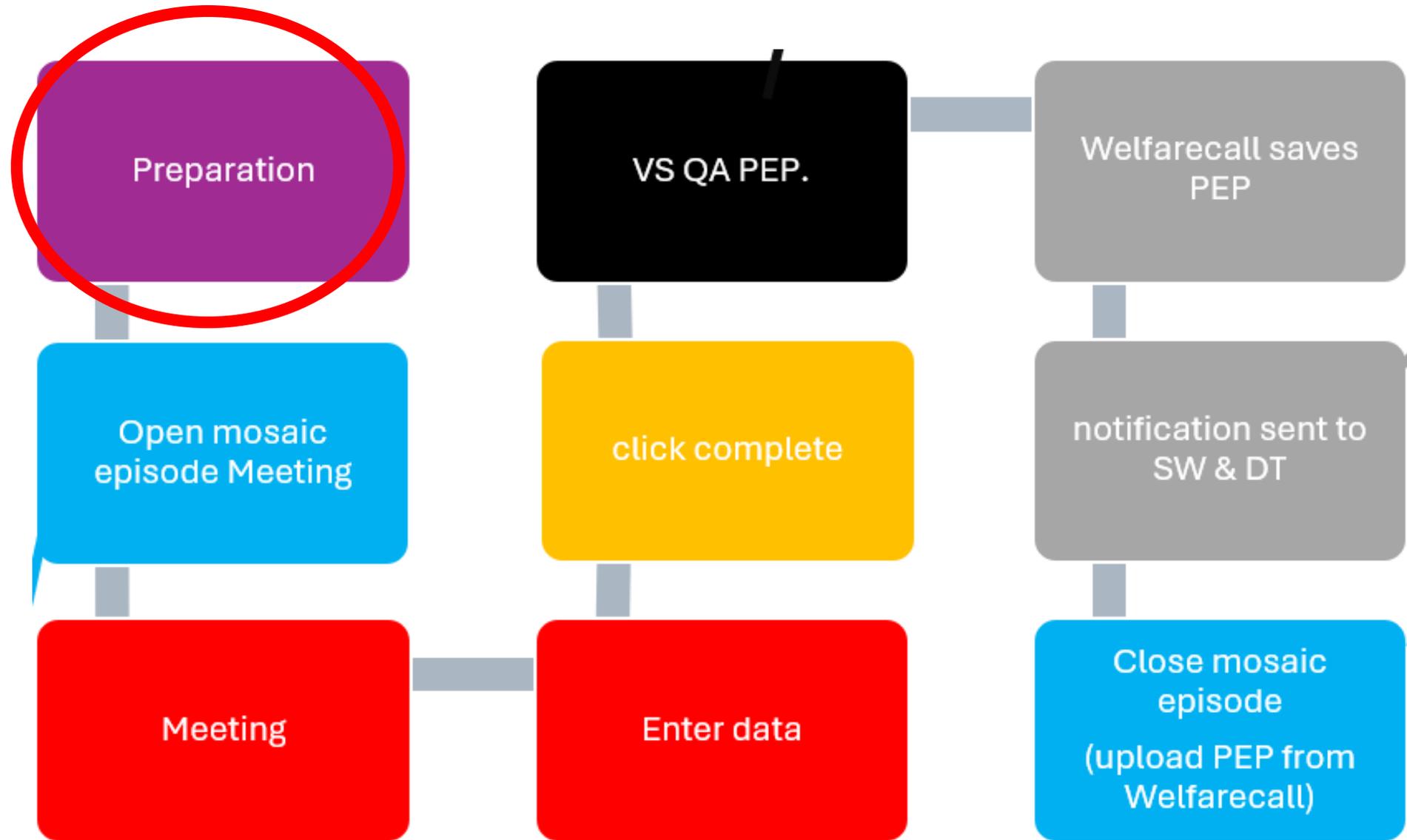
Any problems or queries please do not hesitate to contact the Virtual School.

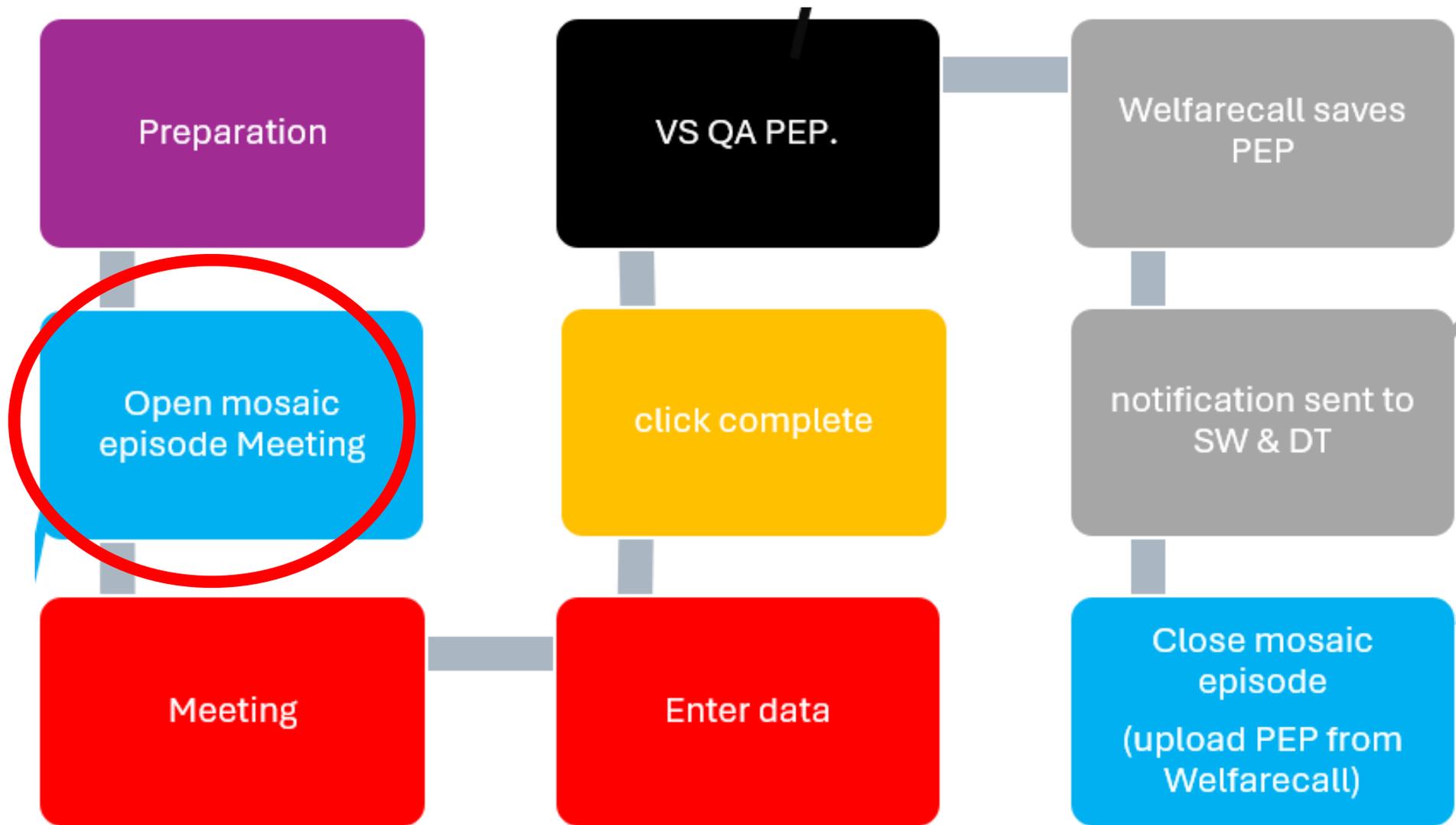


CF Record of PEP Completion : Child Test53 586905

PEP completion details

Sections	1. Section 1
1. Section 1	Which term does this PEP apply to? -- Please Select --
2. Next actions	What type of PEP is this? -- Please Select --
	Date of meeting* <input type="text"/>
	Date of next meeting <input type="text"/>
	<input checked="" type="checkbox"/> Please confirm you have uploaded a copy of the PEP
	Social Worker's comments <input type="text"/>
	Virtual Worker comments <input type="text"/>





# EALING PEP PROCESS (SOCIAL CARE)

## Preparation

Check attendance (available on welfarecall)

Gather views from carer and young person

## Begin mosaic episode for current PEP

Enter date of PEP meeting

## Using Welfarecall

Enter Data Into Key Information Tab 1

Check demographic and safeguarding information is up to date and correct if needed.

## Attend PEP meeting

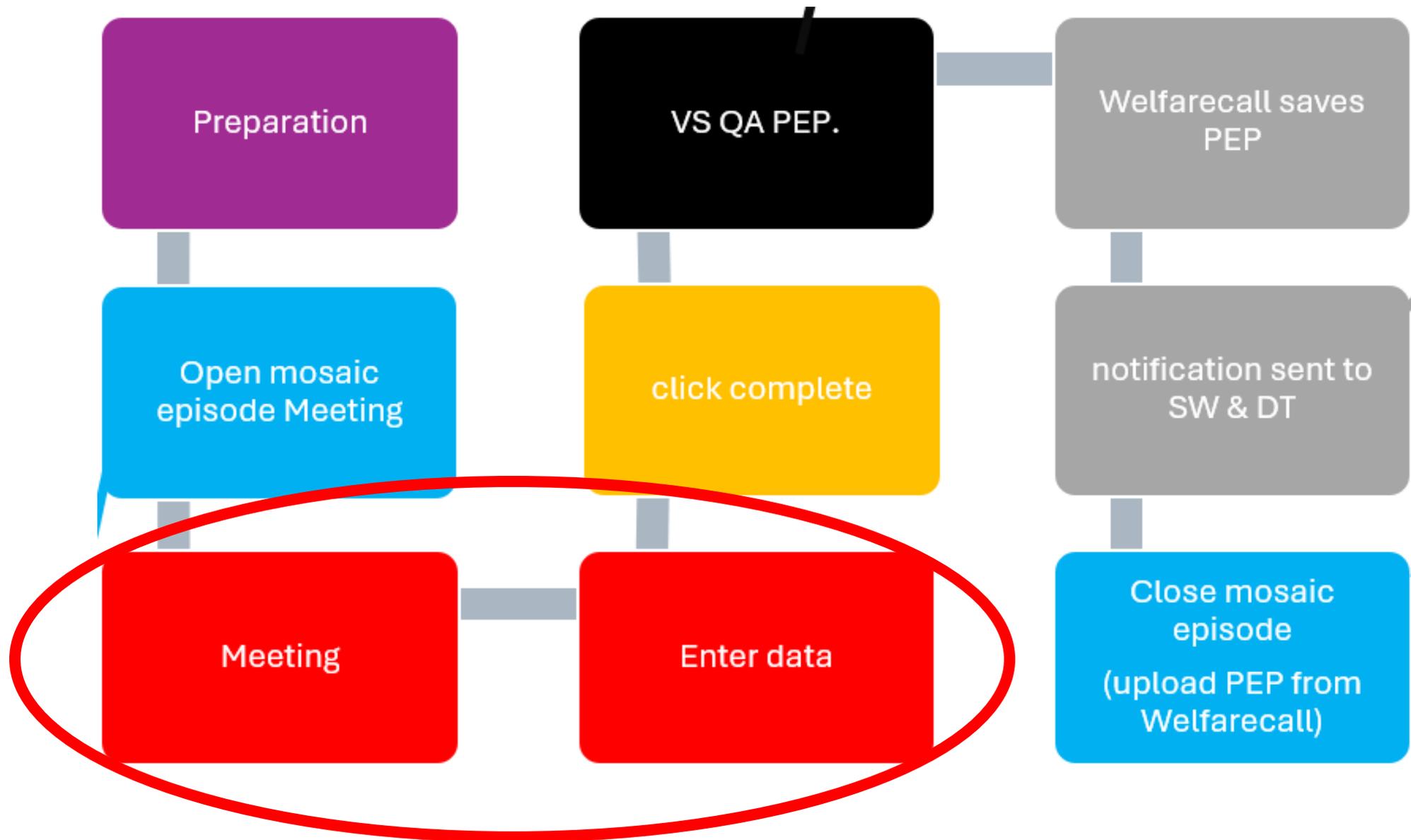
Contribute views from above

Ask about progress, attainment and targets designed to promote progress and attainment

Agree and enter date and details of next meeting

Click SW button on front page of PEP to complete

When notified by Welfarecall, upload PEP from Welfarecall into mosaic and close mosaic episode.



# EALING PEP PROCESS (DT)

## Preparation - in WelfareCall

Gather information from class teachers, gather attainment data and pupil voice.

Check information in red sections, of the PEP in WelfareCall, for accuracy. Complete with information gathered.

## Chair PEP meeting

Enter information from PEP meeting into red sections of the PEP including minutes of meeting recorded and agreed next PEP date

## Using Welfarecall

Check Red sections are complete and accurate

**Click DT button on front page of PEP to complete.** This indicates to Virtual school that PEP is ready for QA

When notified that PEP is complete, view QA feedback in Welfarecall and download PEP for own records

# Personal Education Plan for Test Child (Year 11) [goto MyChild](#)

PEP MEETING ON: **08-07-2024** [Change meeting](#)



SEN:

Last PEP: 01-07-2024  
Last Doc Gen: 09-07-2024  
Social Care ID: 256456  
UPN:  
DT:  
SW:  
DOB: 02-07-2008

DT: ! Mandatory fields incomplete

SW: ! Mandatory fields incomplete

VS:  
Sign off buttons will appear once the DT and SW have signed off the PEP.



**Last VS Rating**  
On: 09-07-2024  
Rating: Amber

Attendance monitored by Welfare Call

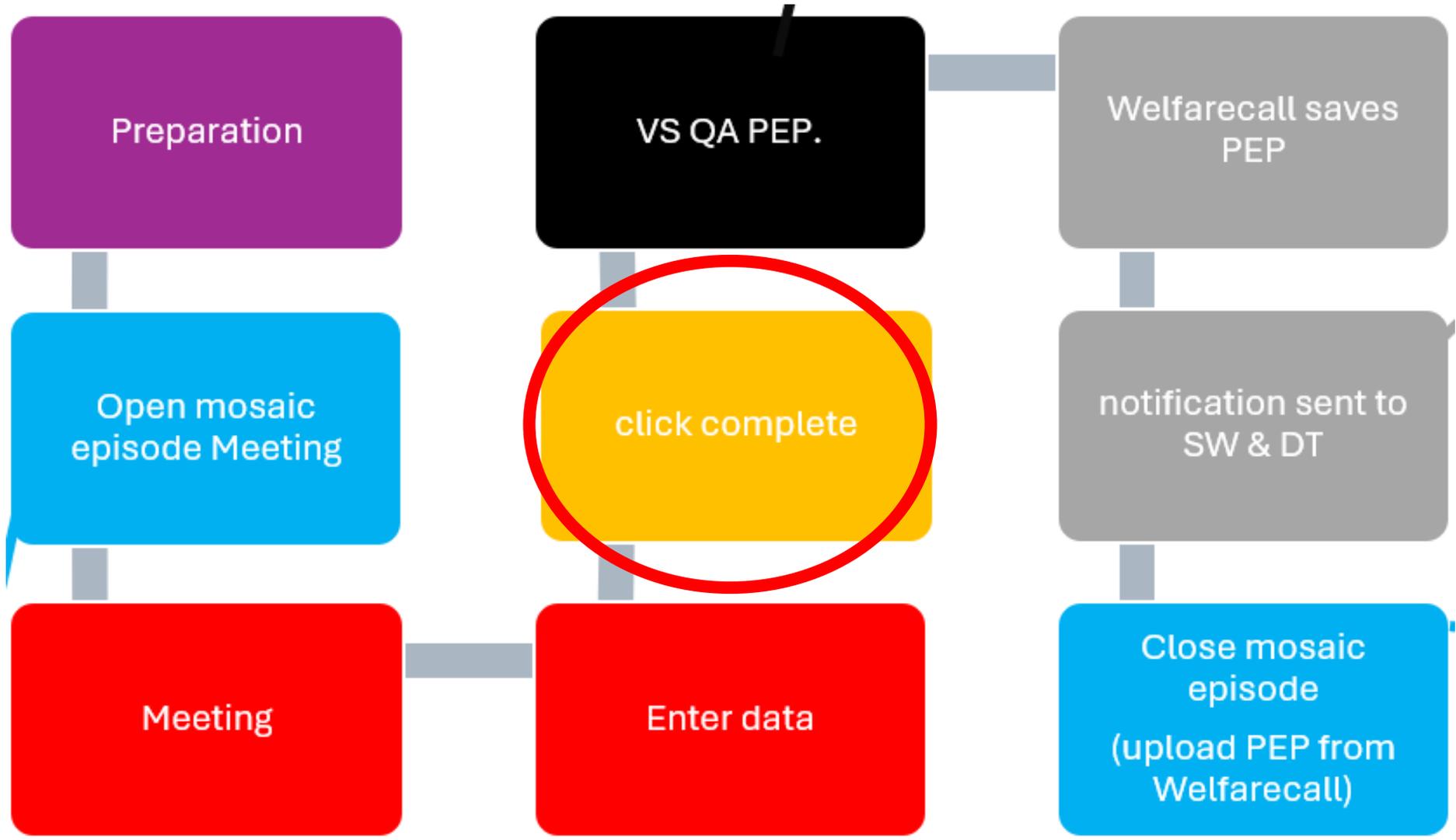
[Child menu options](#) ▾

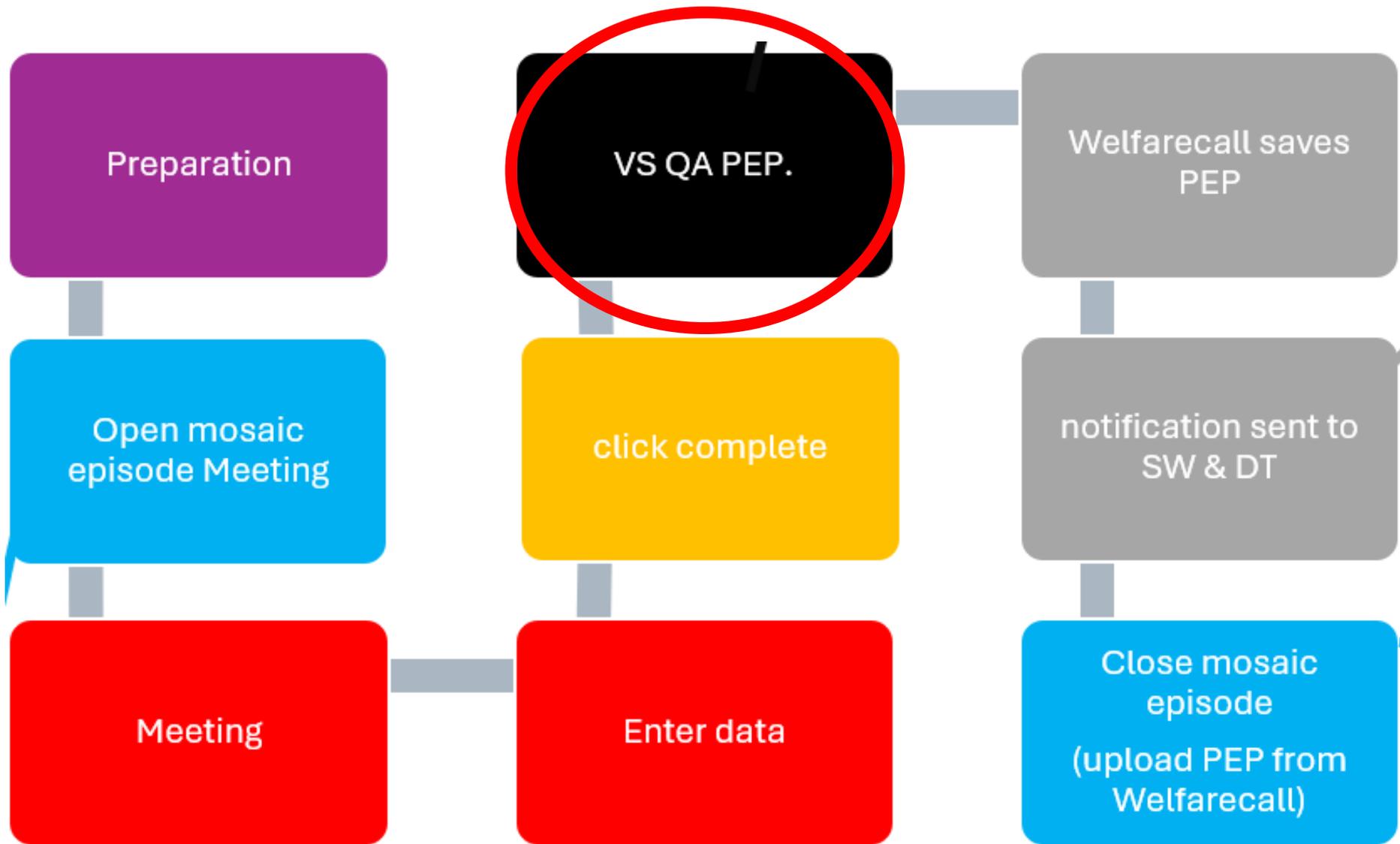
[Download options](#) ▾

[Virtual school details](#) ▾

<b>1.Key Information (SW)</b>	2.Designated Teacher Information	3.Progress and attainment	4.My Views, Wishes and Feelings	5.The PEP meeting	6.Future Needs, Targets and Intervention	7.Next PEP Meeting	8.Evaluation QA feedback	9.VS ONLY Form
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# EALING PEP PROCESS (VS)

## Preparation

Check details in welfareCall and on Central spreadsheet.

Support School and Social Care with process

## Attend PEP meeting if available

Advise -PPPG spend, strategies to support CLA

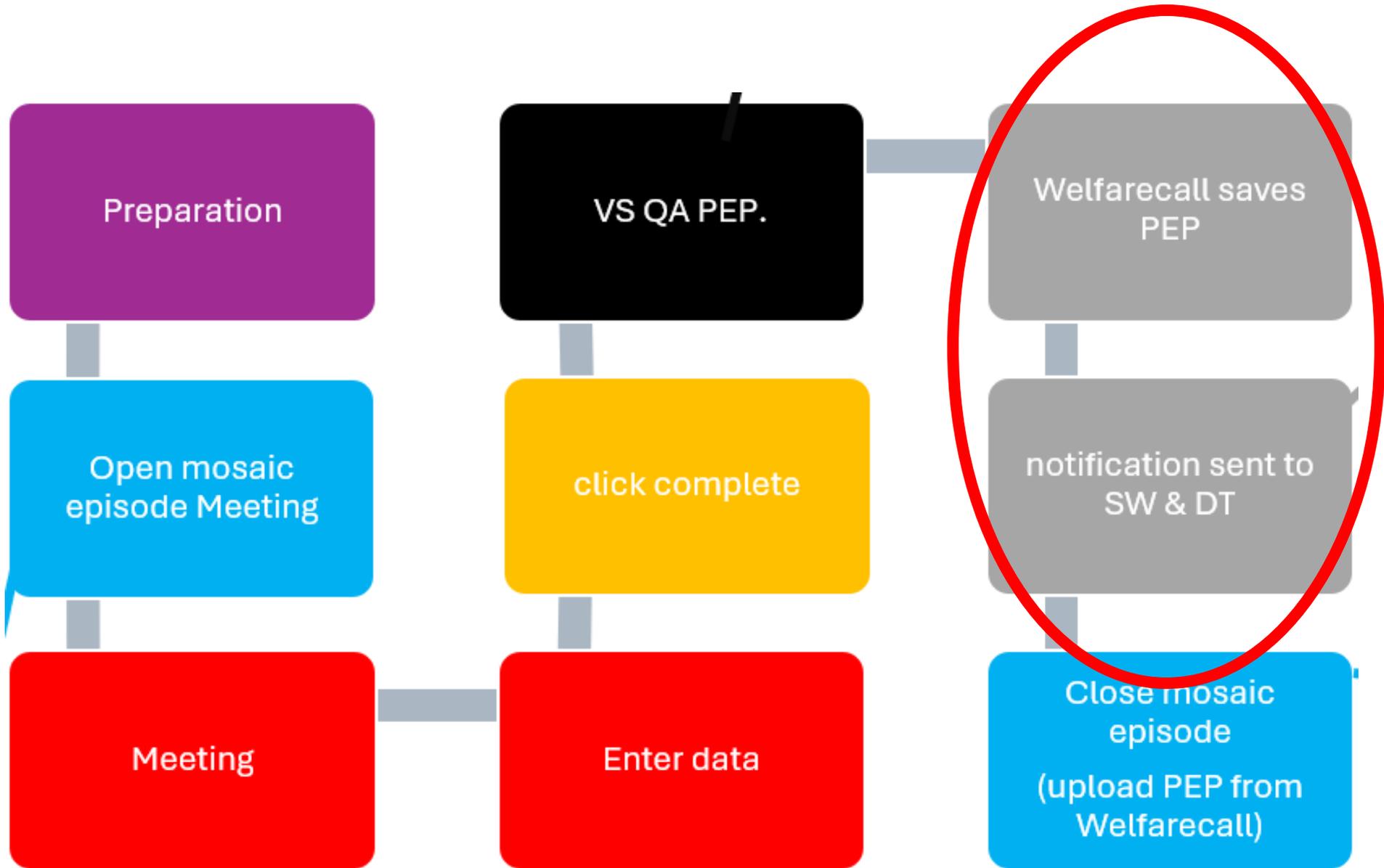
## Using Welfarecall

Chase DT and SW to ensure PEP completion. Support as necessary.

VS QA-Read PEP, check details with Social Care and DT as necessary. Ask for refinements if PEP is **RED** from QA process

Complete PEP feedback section of PEP (for Amber/Green rating). This is available for Social Care and DT to View

Support School and Social Care with feedback



# EALING PEP PROCESS (SOCIAL CARE)

## Preparation

Check attendance (available on welfarecall)

Gather views from carer and young person

## Begin mosaic episode for current PEP

Enter date of PEP meeting

## Using Welfarecall

Enter Data Into Key Information Tab 1

Check demographic and safeguarding information is up to date and correct if needed.

## Attend PEP meeting

Contribute views from above

Ask about progress, attainment and targets designed to promote progress and attainment

Agree and enter date and details of next meeting

Click SW button on front page of PEP to complete

When notified by Welfarecall, upload PEP from Welfarecall into mosaic and close mosaic episode.

# PEP buttons and functionality:

Seeing the date of the next PEP meeting (and if necessary changing it) is here:

When you have completed the information in all tabs, a 'click complete' button will be here. You must click this.

QA feedback will be available here:

Attendance details will be available here:

Education Plan for Bobby Test-Child (Year 11) goto MyChild

16-09-2024 [Change meeting](#) [Clear meeting date](#)

Last PEP: 16-09-2024  
Last Doc Gen: 16-09-2024  
Social Care ID:  
UPN: WFC357951  
DT: Test DT2  
SW: Implementation Test SW1  
DOB: 22-11-2008

DT: ! 'Click' when completed  
SW: ! 'Click' when completed  
VS:  
Sign off buttons will appear once the DT and SW have signed off the PEP.

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www.ealing.gov.uk

Last VS Rating  
On: 16-09-2024  
Rating: Green

Child menu options

Download options

Virtual school details

PEP submission date(s): Autumn: Wednesday 27th November 2024 Spring: Wednesday 19th March 2025 Summer: Wednesday 2nd July 2025

- 1. Key Information (SW)
- 2. Designated Teacher Information
- 3. Progress and attainment
- 4. Transition Planning
- 5. My Views, Wishes and Feelings
- 6. The PEP meeting
- 7. Future Needs, Targets and Intervention
- 8. Plans for Post 16
- 9. Next PEP Meeting
- 10. Evaluation QA feedback

Key Information (SW)

Tabs for DT and SW to complete – each of these are detailed on the follow slides.

Upload and see other documents (such as previous PEPs and EHCP) in the child's library here.

# 5. Live demonstration

- Please can everyone go to: [www.welfarecall.com](http://www.welfarecall.com)
- The following slides are available for reference and can be viewed in training in the event of technical difficulties.

## Key Information (SW)

Save page Save page and go to next page

KEY PUPIL INFORMATION	
1 First name Test	2 Surname Child
3 Likes to be known as	4 Date of birth 02-07-2008
5 Gender Male	6 Ethnicity
7 UASC (Unaccompanied Asylum Seeker)	8 Fluency in English
9 Is English an additional language?	10 If yes, is a translator needed?
11 First language	12 MOSAIC ID 256456

Social Care information populated from social care database and Social worker input.

Mandatory (red) safeguarding question for social care about access to children and their records.

Also, details about permissions and attendance at school events.

CARE INFORMATION	
16 Responsible Authority Ealing	17 School authority Warwickshire
18 Date into care 24-06-2024	19 Legal Status
20 Restricted access <input type="checkbox"/> NO <input type="checkbox"/> YES MANDATORY FIELD: This field MUST NOT be empty.	21 Include the name of anyone for whom contact is prohibited and what the school should do if contacted by this person MANDATORY FIELD: This field MUST NOT be empty.
CONTACT INFORMATION	
22 Who will receive school related correspondence? <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Carer <input type="checkbox"/> Social worker <input type="checkbox"/> Other	23 Who gives permission for school trips? <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Carer <input type="checkbox"/> Social worker <input type="checkbox"/> Other
24 Who should be contacted in an emergency? <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Carer <input type="checkbox"/> Social worker <input type="checkbox"/> Other	25 Who will bring and collect the student from school? <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Carer <input type="checkbox"/> Social worker <input type="checkbox"/> Other <input type="checkbox"/> Independent travel
26 If 'other' has been selected in Q:22-Q25 please provide details (Ealing)	

# Tab 1. Key information

Social worker details and sign off that the information on this tab has been updated – therefore DTs can update details on School MIS.



28 Social worker details <span>⚙️ 🔒 [SW]</span>		
Address	Telephone number(s)	Email address
<input type="text"/>	<input type="text"/>	<input type="text"/>
29 * If the social worker completing this PEP is not the allocated social worker, please give details <span>⚙️ 🔒 [SW]</span>		
<input type="text"/>		
30 Carer name <span>⚙️ 🔒 [SW]</span>		
<input type="text"/>		
31 Carer details <span>⚙️ 🔒 [SW]</span>		
Address	Telephone number(s)	Email address
<input type="text"/>	<input type="text"/>	<input type="text"/>
32 Any other relevant information, including other agencies involved e.g. CAMHS <span>⚙️ 🔒 [SW]</span>		
<input type="text"/>		
33 Placement Type <span>⚙️ 🔒 [SW]</span>	34 I CAN CONFIRM THAT THIS INFORMATION IS ACCURATE AND UP TO DATE <span>⚙️ 🔒 [SW]</span>	
<input type="text"/>	<input type="checkbox"/> Yes	

## Designated Teacher Information

Save page

Save page and go to next page

### CURRENT EDUCATIONAL SETTING

1 School name

Ashwell Peters  
(Good)(04-May-2016)

2 School address/ contact details

3 School telephone number

4 Year group

11

5 Date started at present school

6 Ofsted URN

7 Designated teacher

8 Designated teacher email address

9 Designated teacher telephone number(s)

10 Delegate user (If PEP was completed by a delegate)

11 Delegate user email address (if applicable)

### SPECIAL EDUCATION NEEDS-EHCP PROVISION/SUPPORT

12 Does the pupil have special education needs? If so, at which code of practice stage is he/she at?

14 Primary area of need (C&L, C&I, P&S, SEMH)

16 When is the EHCP due to be reviewed?

18 Name of EHCP Coordinator

20 SENCO Name

22 Have exam concessions been applied for?

13 If Pupil is SEN Support (formerly School Action/Action Plus), please state what additional support is in place

15 When was the EHCP finalised?

17 Which local authority is responsible for administering the EHCP?

19 Contact for EHCP co-ordinator

21 SENCO contact

23 Any special arrangements for the pupil in exams

Information about SEND profile and needs of the child. To be entered by DT in the Autumn term and subsequently updated when necessary.

DT and school details entered from VS database. Space for updating delegated access details by DT.

# Tab 2. Designated Teacher information

ATTENDANCE

26 Current academic year attendance to date [DT]

28 If there are attendance concerns, please give details (if not applicable, enter N/A) [DT]

30 Is the young person on a full time educational programme? (25 hours or more for compulsory school age young people) [DT]

32 Is the young person receiving any form of alternative provision as part of their statutory 25 hours? [DT]

34 What is the main or primary reason for the alternative provider? [DT]

36 Please list all qualifications or outcomes that the young person is working towards [DT]

27 Are there any concerns regarding this child's attendance e.g. the child's attendance is less than 95%? [DT]

29 If there are punctuality concerns please give details e.g. number of lates (if not applicable indicate N/A) [DT]

31 If the pupil is not in full time education, please state why and what other arrangements are currently in place (if not applicable, enter N/A) [DT]

33 If yes, please give details of the alternative provisions attended (if not applicable, enter N/A) [DT]

35 Please provide the name and role of the person quality assuring the alternative provision and overseeing the young person's daily attendance and progress [DT]

37 What is being done to support the young person to return to full time programme, including timescales? [DT]

DT to provide update / summary of suspensions and exclusions. This forms important records for school transition/transfer.

DT to provide detail around attendance. This is to provide information to social care.

SUSPENSIONS (FTE)

39 Internal suspensions/exclusions [DT]			40 External suspensions/exclusions [DT]		
Date from	Date to	Details of suspension/exclusion	Date from	Date to	Details of suspension/exclusion

		Term 1 Autumn	Term 2 Spring	Term 3 Summer			
Attitude to Learning		Good Progress	Good Progress	Good Progress			
		<input type="text"/>	<input type="text"/>	<input type="text"/>			
		Term 1 Autumn	Term 2 Spring	Term 3 Summer			
Attitude to Learning		Attitude	Attitude	Attitude			
		<input type="text"/>	<input type="text"/>	<input type="text"/>			
Please provide details of achievement in all subjects currently being studied.							
Subject	Course Type	Autumn		Spring		Summer	
		End of KS4 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	Grade Level Child Is working At
Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
English literature	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Biology/ Science 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chemistry/ Science 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

For children with EHCPs, a brief note about progress towards EHCP targets can be recorded. This can be an evidence base for EHCP annual reviews.

Have you attached a pdf, scan, or screen shot of the pupil's most recent subject level tracking document?

	Autumn	Spring	Summer
	Yes/No	Yes/No	Yes/No
	<input type="text"/>	<input type="text"/>	<input type="text"/>

DT to enter attainment and judgement around progress. Guidance is provided at the top of the web page. Drop downs provide grades and progress measures. Additional subjects can be entered.

Complete the table below if child/young person is on a SEND pathway.

EHCP targets	Area of Need	Term 1 Autumn		Term 2 Spring		Term 3 Summer	
		Progress Towards EHCP Outcome	Progress Towards termly Target	Progress Towards EHCP Outcome	Progress Towards termly Target	Progress Towards EHCP Outcome	Progress Towards termly Target
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional notes for Year 11

Term 1 Autumn Notes:

Term 2 Spring Notes:

Term 3 Summer Notes:

# Tab 3. Progress and attainment



## My Views, Wishes and Feelings

1 Please choose which Child Voice Form you wish to use



KS3 Child Voice

Save Selection

### KS3 Child Voice

Save page

Save page and go to next page

1 Who has completed this with me?



2 Have my views been shared at my PEP meeting?



3 Do you know who your social worker is?



4 Do you know how to contact your social worker?



#### Completion guidance:

- Talk about things I think are going well and record what we discuss below
- Talk about things I think are worrying me and record what we discuss below
- Discuss the score I feel best shows how well I think things are going for me
- Discuss with me the things I feel need to happen to help me and record what we agree below

Discuss with me the score from 0-10 I would choose to show how well I think things are going where 0 is I don't think things are going well at school and in my learning and 10 is where I feel everything is going really well, I feel I am making good progress and I am happy coming to school

6 Score recorded in previous PEP



- 0 😞
- 1
- 2
- 3
- 4
- 5 😐
- 6
- 7
- 8
- 9
- 10 😊

7 New score given in this PEP



- 0 😞
- 1
- 2
- 3
- 4
- 5 😐
- 6
- 7
- 8
- 9
- 10 😊

8 I enjoy the following subjects



9 I find the following subjects difficult because



10 The things that particularly worry me at or about school are



11 If I need to talk to an adult at school I would choose to speak to



12 If I get upset at school the things that I and others can do to help me are



13 The things that would help to make it better are



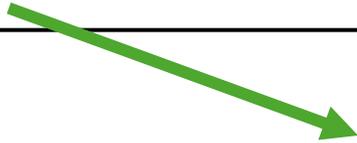
There are student voice templates for different keystages – selected here.

Questions are designed to be straightforward and provide the ability to compare responses from PEP to PEP.

# Tab 4. student voice

(views wishes and feelings)

Student voice also includes age appropriate questions about ambition, future plans and aspiration.



FUTURE PLANNING: CAREERS AND ASPIRATIONS - (ANSWERS TO Q's 16 -19 WILL BE DUPLICATE ON THE CAREERS PAGE)

16 Do you have a particular course, career or job in mind? If so, what is it?   [DT]

17 What qualifications and/or experience do you need to achieve your career ideas? e.g. specific subjects, grades, work experience or extra-curricular activities?   [DT]

18 Do you need any additional financial support to progress your career aims?    [DT]

19 Have you received information about the financial support available through the Government?    [DT]

20 Have you had a recent careers guidance interview or support? If yes in what ways was it helpful?   [DT]

21 Additional Information/Response to YP views  

# The PEP meeting

Save page Save page and go to next page

1 Is this meeting online or in person? [DT]

Meeting type (online or in person) can be recorded with attendees.

## ATTENDEES

2 People involved in this PEP meeting [DT]

	Name (and role if 'Other')	Contact details (email and/or telephone)	Attended
Child/young person			
Designated Teacher			
Social worker			
Parent			
Foster parent			
Supervising social worker			

Space for preparation questions, notes for the meeting and actions for the adults. Guidance is available in the blue box.

The PEP Meeting has a question-based agenda. Please record those questions below (Q3-8), agree on an agenda (write into box 9) and record notes from the discussion in box 10.

3 Questions from the child/young person [DT]

4 Questions from the school [DT]

5 Questions from the foster parent and/or parent [DT]

6 Questions from the social worker and/or supervising social worker [SW]

7 Questions from the Virtual School [DT]

8 Questions from other adults not named above [DT]

**RECORD OF THE MEETING**  
Record must be completed in full detail and include details from the Pupil's class teachers. These can be pasted into the text box below. A helpful format for these meetings is:  
1. What's going well (for the pupil in school, out of school, including pupil view – refer to Pupil Voice section of the PEP)  
2. Current attainment & progress in school  
3. Challenges for the Pupil (including SDQ information where relevant)  
4. How will challenges be addressed and any next steps? (rationale for new targets, Pupil Premium spend, any ongoing interventions)  
5. Carer's view on education  
6. Overall summary  
7. Arrangements for the next PEP meeting (remember to also record in the relevant section of the ePEP)

9 Record of meeting following agenda outlined above [DT]

10 Actions for adults arising from discussion not included in PEP targets [DT]

Actions to be taken	By whom	By when

# Tab 5. PEP meeting

## Future Needs, Targets and Intervention

Save page

Save page and go to next page

### ACADEMIC AND WELL-BEING TARGETS

#### 1 Reviewing and setting of targets

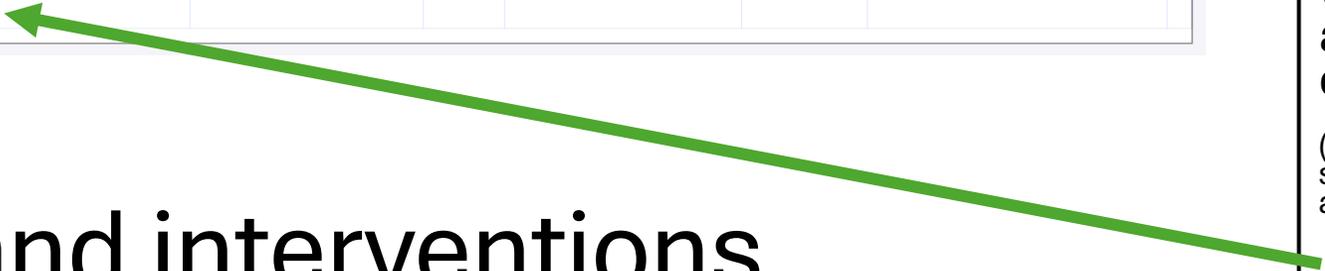
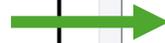
Outcome/target	Why	How	Who will be responsible?	When	PP+ Cost	PP+ agreed
test	test	test Peer tutoring	test	23-Oct-2024	Pupil Premium Plus (PP+) £250.00 Agreed (£250.00)	£250.00

Outcome/target	Achieved	Comments on actual Outcome/targets	Impact of funding
test			

Outcome/target	Achieved	Comments on actual Outcome/targets	Impact of funding
test			

Outcome/target	Why	How	Who will be responsible?	When	PP+ Request
This Outcome/targets funding has been agreed by the Virtual School					
nsnsns	anana	jwjwn	dd	No date set	Pupil Premium Plus (PP+) £100.00 Agreed (£10.00)
Obtain 4+ GCSE mocks	Student currently at a 2+	Tuition	Mr. Walker	31-Jul-2025	Pupil Premium Plus (PP+) £800.00 Agreed (0)

Previous PEP targets recorded on welfarecall, (this will be blank for the first welfarecall PEP) will be reviewed here:



PEP targets are set here.

DTs use the CREATE button and then completes details in the pop-up box.

PPPG can also be recorded within this section.

The intention for Sept 2024 is to release PPPG funds in termly allocations to schools. This means that schools will have immediate access to and control over spend.

(The buttons on the right of the screen shot – where it is pink – are for Virtual School use only)

# Tab 6. Targets and interventions

# How many targets?

- **At least 3.**

- 2 targets to be academic focused – linked to learning and attainment .
- 1 target linked to social / peer skills or wider needs of the child. This target should be linked to detail elsewhere in the PEP – such as student voice.

- **Pupil Premium Plus**

- Schools will receive £450 per term to support each Ealing CLA on roll. The spend of that money should be evidenced on this tab.

## Next PEP Meeting

[Save page](#) [Save page and go to next page](#)

**NEXT PEP MEETING**

1 Date of next PEP review meeting ⚙️ 🔒 [SW/DT]

NOTE: If this date is not set the system will schedule the next pep for 08-Jan-2025  
**MANDATORY FIELD:**This field MUST NOT be empty.

2 Details of next meeting ⚙️ 🔒 [SW/DT]

Time	Venue	Person responsible for co-ordinating meeting
<input type="text"/>	<input type="text"/>	<input type="text"/>

**MANDATORY FIELD:**This field MUST NOT be empty.

The PEP record cannot be completed without the date of the next PEP being entered.

Therefore, do not end the PEP meeting without setting this date.

Welfarecall sends reminders to DT and SW from two weeks before the scheduled date.

Please look to book PEPs within 3 weeks before or after a half term holiday.

# Tab 7. Next PEP meeting