



e-PEP User Guide

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ePEP User Guide

Introduction

What is a Personal Education Plan (PEP)

The Personal Education Plan (PEP) is the statutory tool to ensure that everyone is actively prioritising the education of the child or young person, carefully tracking their progress and supporting them to achieve well and to be aspirational.

All Looked After Children (LAC) have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for LAC from being in preschool provision up to the age of 18.

The key personnel who should be involved in every PEP meeting are:

- The child or young person
- The child or young person's Social Worker
- The child or young person's Carer
- The Designated Teacher or named lead for LAC from the child or young person's education or training setting, nursery, school, college or provider.

Giving the child or young person a voice

Everyone should ensure that at every stage the child or young person is fully involved in the meetings and the decision making processes in relation to their care and education. The young person should be fully supported to participate in their PEP meetings to ensure that their wishes and feelings about their education are taken into account in the development, implementation and review of their PEP.

The Virtual School wants all professionals to begin the completion of each child or young person's PEP by talking with them and completing with them the child/young person's voice section within their ePEP. These views should then be referred back to at each stage of developing the rest of the young person's PEP.

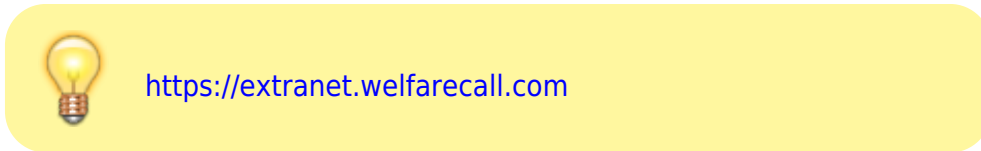
These conversations will take very different forms depending upon the young person's age, abilities, specific learning or language needs and/or frame of mind at the time. Everything should be done to support them in an appropriately personalised way to be able to voice their views, wishes and feelings. It should be noted that each young person will be expressing their views on a daily basis and not just in preparation for their PEP meeting.

If the child or young person is either too young or feels unable to attend their PEP meeting their views must be brought to the PEP meeting by the most appropriate person and the key discussion points should be shared in an appropriate way with the child or young person after the meeting.

Electronic Personal Education Plan (ePEP)

The Welfare Call ePEP is a web based application.

The login page of the application can be accessed by any device that has internet access capability such as laptop, PC , smart phone, ipad etc. No additional software is required to be added to devices in order to access the electronic PEP system. All users will be required to enter the following web address into their browser:



As the ePEP is held on a secure website it can only be accessed by users entering their login credentials which Welfare Call has provided.

The ePEP system is accessible at anytime from anywhere meaning that you can access it from school, within the authority, during the PEP meeting or at home etc. This gives you the ability if you wish to do so to complete certain sections of the ePEP document prior to a meeting taking place. However we do strongly emphasise the fact that the ePEP is not to be used instead of an actual meeting taking place. The meeting, involving all parties who have a responsibility to the child, including the child themselves, is a fundamental part to the whole PEP process and it must be ensured that this still continues so that everyone's input, feedback and comments can be taken into consideration for the future planning of the child.

Which browser should I use?

We have found that accessing the website using 'Google Chrome' as your browser rather than 'Internet Explorer' does mean that the ePEP website runs quicker.

PLEASE NOTE: We only develop our product to work with current, maintained versions of internet browsers. For example: Internet Explorer 10 (IE10) and earlier are no longer supported by Microsoft and can no longer be considered secure. Current versions of browsers that are supported are as follows:



- Internet Explorer 11
- Chrome version 87 ¹⁾
- Firefox version 86 ²⁾
- Microsoft Edge version 11
- Safari version 14 ³⁾

We always recommend you update to the latest version of your chosen browser. We don't support versions older than 12 months old where there is a newer version.

Microsoft publish a list of browsers and the operating systems they support them on. This list is freely available at this site :

<https://www.microsoft.com/en-gb/WindowsForBusiness/End-of-IE-support>

but should also be available through your IT Support department.

Once Microsoft stop support for a browser any security vulnerabilities discovered will not be fixed and your PC and the data on it may be at risk under certain circumstances if you continue to use it. This is not limited to accessing the Welfare Call Extranet but may relate to accessing data on any website even if it appears to be secure (i.e. is using a https: prefix on the name)

Here is an independent article relating to using unsupported browsers :

<http://www.pcmag.com/article/3032562/browsers/its-official-older-versions-of-internet-explorer-are-now-at-risk.html>

If you don't use Microsoft Browser software but use Mozilla Firefox, Google Chrome, Apple Safari or another browser please be sure to keep it up to date to ensure it remains as secure as possible.

If we identify that you are using an unsupported browser you may be presented with the following image:



It looks like you're using a version of Internet Explorer that Microsoft no longer supports ([more details](#)).
When security issues are identified with your browser Microsoft will *not* fix them. We recommend you update your software to use a more secure supported version. If you experience issues with this site please test with a supported version of your browser before reporting the issue to Well Call.

You may already have Google Chrome downloaded on your PC. If so you should have the following icon on your desktop :

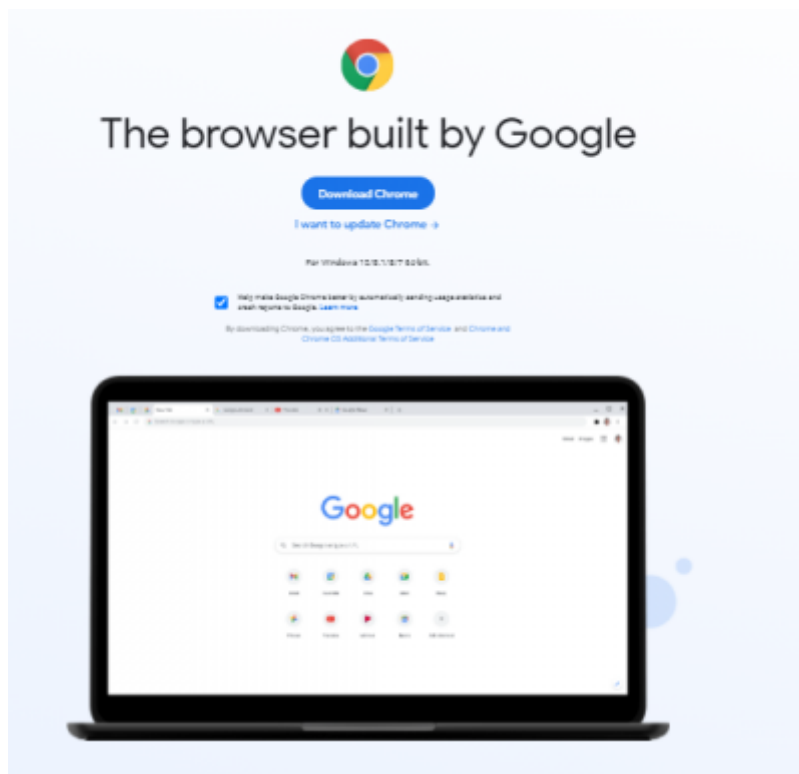


If you don't have it on your desktop you may be able to access it by clicking on start, all programs and then Google Chrome.

If neither of these options are available to you, and you do have the ability to download programs on your computer please use the following web address:

<https://www.google.co.uk/chrome/browser/desktop/>

If you click on the 'Download Chrome' option within the page and follow the very simple instructions you should be able to download Google Chrome in less than 5 minutes.

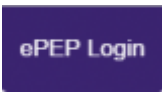


However if you are unable to do this then please use another browser such as Microsoft Edge, Mozilla Firefox, Opera or Safari etc. to gain access to the ePEP system:



How to log in

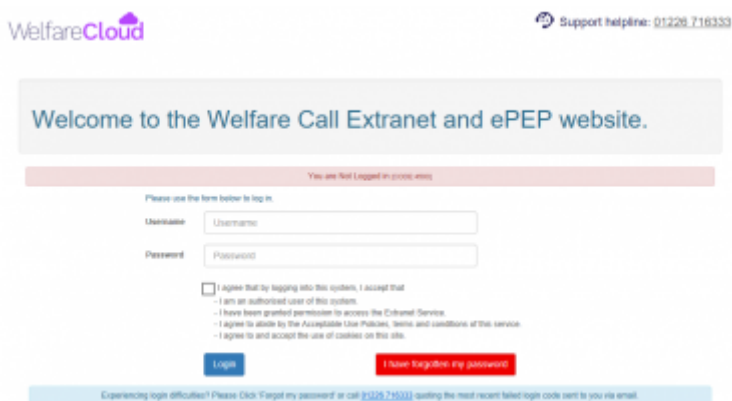
Once you have entered <https://extranet.welfarecall.com> in your address bar and clicked enter or selected ePEP



from the Welfare Call webpage



you should be presented with the following page

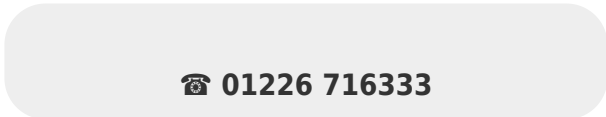


This page will allow you to enter your username and password in order to gain access to the ePEP. Your username and password should have been sent as two separate emails to the email address which the authority has provided:

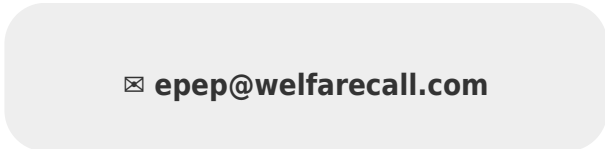
Usually for designated teacher this is your school email address e.g. *designatedteacher@schoolname.authority.sch.uk*:

and for social workers this will be your authority email address e.g. *socialworker@authority.gov.uk*:

If you believe that you have not been sent a username and/or password and need access to the ePEP system please call:

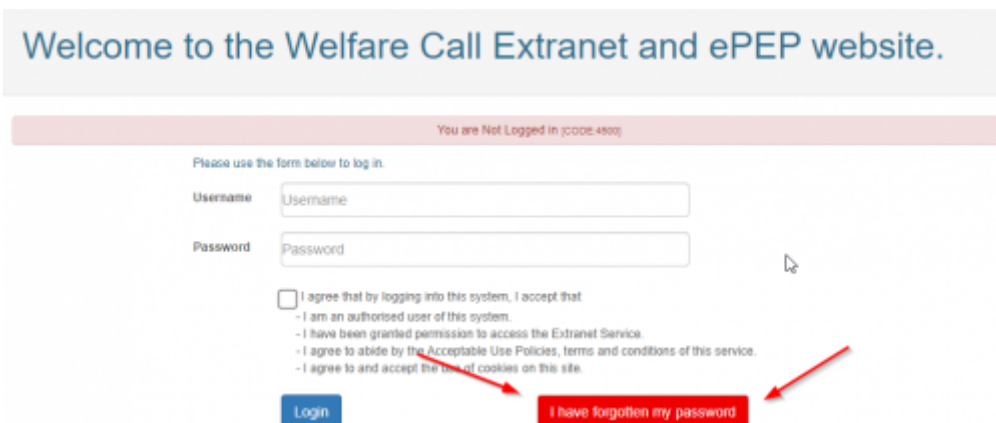


Or email:

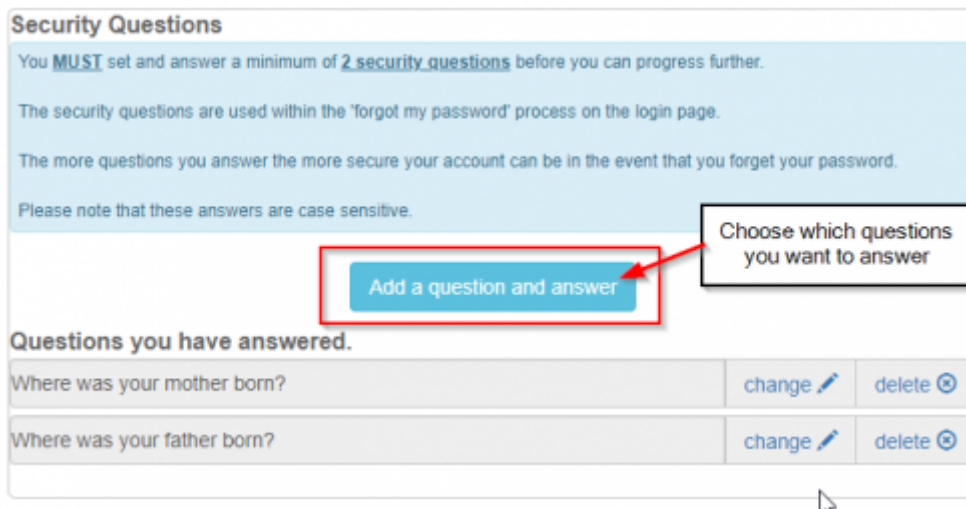


Remote password reset

In situations where you may have forgotten your password please utilise the **I have forgotten my password** reset option available from the login screen.



Please note this is only of use if you have previously answered the required security questions within your **My Account** page.



Two Step (factor) Authentication [2fa]

What is “Two Step Authentication” ?

An extra layer of security that is known as “multi factor/step authentication”.

In today's world of increasing digital crime and internet fraud many people will be highly familiar with the importance of online security, logins, usernames and passwords but if you ask them the question “What is Two Factor Authentication?” the likelihood is they will not know what it is or how it works even though they may use it every single day.

With standard security procedures (especially online) only requiring a simple username and password

it has become increasingly easy for criminals (either in organised gangs or working alone) to gain access to a user's private data such as personal and financial details and then use that information to commit fraudulent acts, generally of a financial nature.

How does it work?

Two Factor Authentication, also known as 2FA, two step verification or TFA (as an acronym), is an extra layer of security that is known as "multi factor authentication" that requires not only a password and username but also something that only, and only, that user has on them, i.e. a piece of information only they should know or have immediately to hand - such as a physical token.

Using a username and password together with a piece of information that only the user knows makes it harder for potential intruders to gain access and steal that person's personal data or identity.

Historically, two-factor authentication is not a new concept but its use has become far more prevalent with the digital age we now live in. As recently as February 2011 Google announced two factor authentication, online for their users, followed by MSN and Yahoo.

Many people probably do not know this type of security process is called Two-Factor Authentication and likely do not even think about it when using hardware tokens, issued by their bank to use with their card and a Personal Identification Number when looking to complete Internet Banking transactions. Simply they are utilising the benefits of this type of multi factor Authentication - i.e. "what they have" AND "what they know".

Using a Two Factor Authentication process can help to lower the number of cases of identity theft on the Internet, as well as phishing via email, because the criminal would need more than just the users name and password details.

What methods of two step authentication do we offer?

We currently offer three methods of two step authentication, which can be found below and also on your MyAccount page.

2nd-Step Verification Information

: Google Authenticator

This requires that you install the Google Authenticator application on your portable device (Android, Apple phone or tablet). Once installed you link it to the Welfare Call Extranet by scanning a code (that will appear on the page above) using the "scan" option in the application.

Advantages : The codes are generated at regular intervals and cannot be reused. There is no delay in waiting for an email to arrive, your device generated the next code at regular intervals. It works with or without access to your email account and works even if your device has no internet connection.

Disadvantages : The codes change regularly so you must have your portable device with you.

Security Level : These type of one time codes are considered one of the most secure and as such are used by many online services including online banking.

: One time code by email

The system will email you a random string of characters and request that you type in selected characters from that string. The Welfare Call Extranet uses this as the **default** method of 2 step verification.

Advantages : you don't need any additional devices or services. You are already on the Internet if you want to access Welfare Call Extranet Services and you must already have an email address for us to have set you up with an account

Disadvantages : Unless you have access to your email when using the Welfare Call Extranet you will not be able to log in as you will need the unique code emailed to you at the point of logging in. Some organisations have rules governing where their email systems can be accessed from. Eg it may only be permitted from a devices managed by the organisation so you may not be able to use a school PC or your home PC if you work for an Authority. Sometimes email systems may introduce a delay whilst they check for spam or malware in the email, or they may just be slow in processing email. In our tests the one time codes are all delivered to our email inboxes within 30 seconds

Security Level : One time codes are considered one of the most secure and as such are used by many online services including online banking. As long as access to your email account is secure then this is also a good solution.

: Secret Key

This is an additional word, phrase or code of your choice. You will only be asked for selected characters from your secret key reducing the chance of anyone ever knowing your full login details. We will NEVER ask for your secret key in full other than when you initially enter it into the system. As it is encrypted by the system we do not know what it is set to.

Advantages : You need no additional devices and can use it even when you don't access to your organisations email.

Disadvantages : As it never changes you may be tempted to write it down somewhere.

Security Level : Many online services use secret phrases as part of their authentication. As the whole phrase is never used in a single login event it is much more difficult for someone to obtain and reuse your details by looking at the data you type in or transmit over the internet. However if you write it down on a post it note and stick it to your monitor or if you share it with colleagues you are no more secure than before.

Managing two step authentication in MyAccount

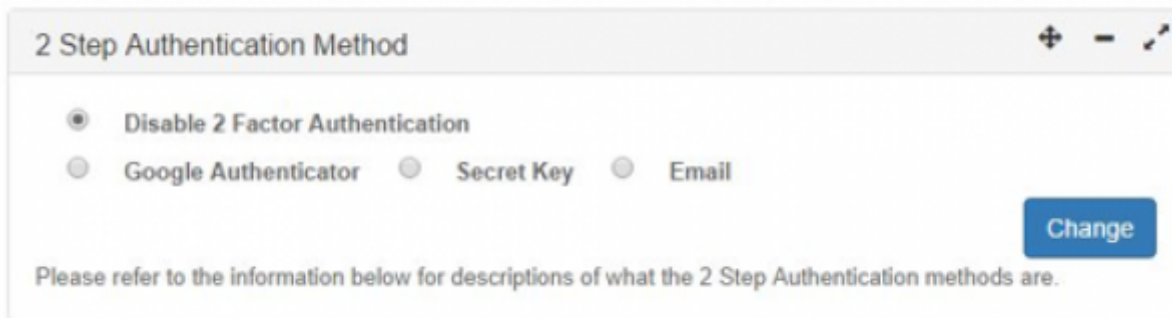
We have added an extra option on the MyAccount page to assist you with the two step authentication, you can choose which ever is most convenient for you.

We will go through and explain how to setup each method

At first your "Additional Authentication Method" will be disabled, allowing you to choose which ever option you wish to use.



To choose your method just click the circle beside it and click "Change".



Some Authorities will have opted to force their users to use the second step. In this case you will be presented with the second step immediately even though you have not set it up.

The DEFAULT second step is email, so please be sure to check your spam or junk folders in case it goes in there.

One Time Code via email

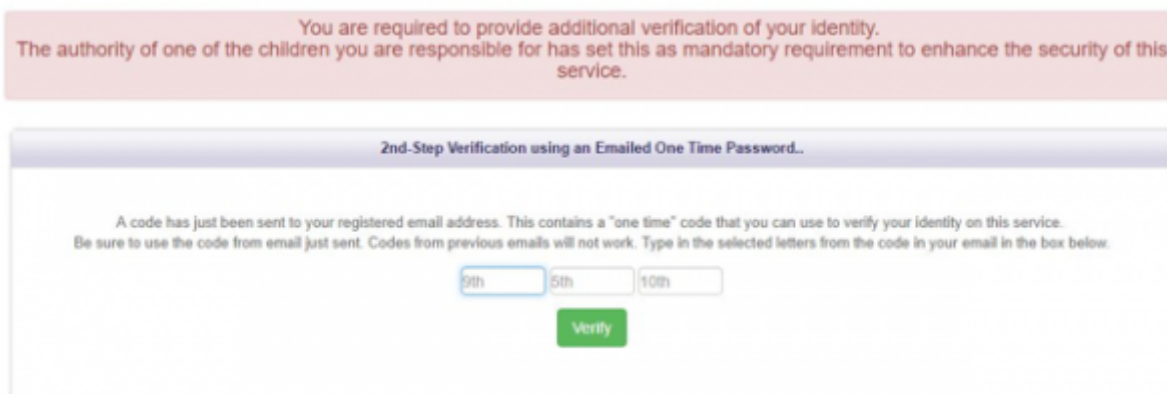
Where either the Local Authority or the individual user has selected to use the email method of 2fa the users are sent the following email

Dear <Full name >,
 At <date time> your username and password were used to log in to the Welfare Call Ltd Extranet system from a computer with an IP address of <ip address>.
 Your account is set to use 2 step verification. This email contains a random 'one time password' to verify your identity.
 Please use the code below to fill in the characters requested on the verification web page.

x	r	3	b	e	c	5	3	d	g	8	x	5
1	2	3	4	5	6	7	8	9	10	11	12	13

The first line above contains a random code. Use this to find the letters requested by the 2 step verification web page. The second line contains sequential numbers to help identify each character's position. These might not line up exactly depending on how your email reader displays the font.
Please note:
 This code is only valid for the single session it was created for. A new code will be sent for each future log on.
 Kind Regards
 Customer Services

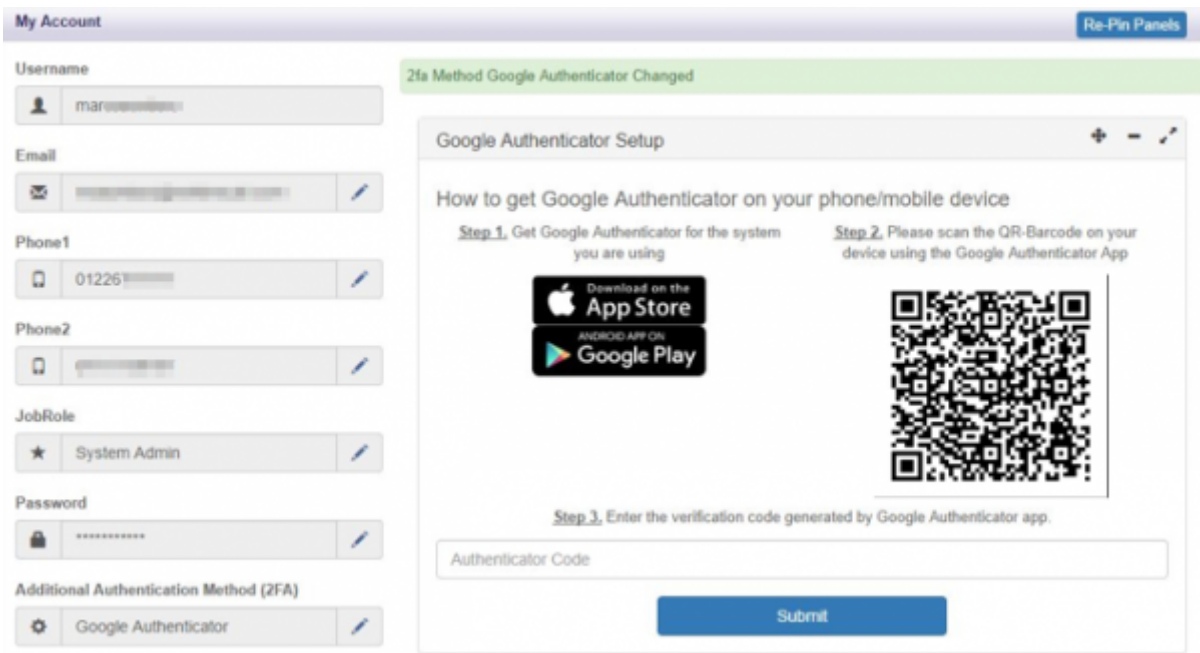
When users are logging in they are presented with the following screen after they have input their username and password:



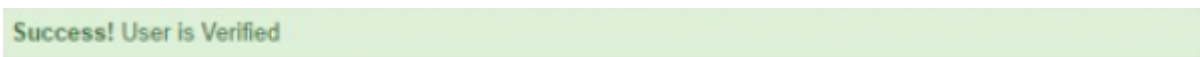
Using Google Authenticator

When choosing Google Authenticator you will need to follow the onscreen steps to ensure it is correctly setup.

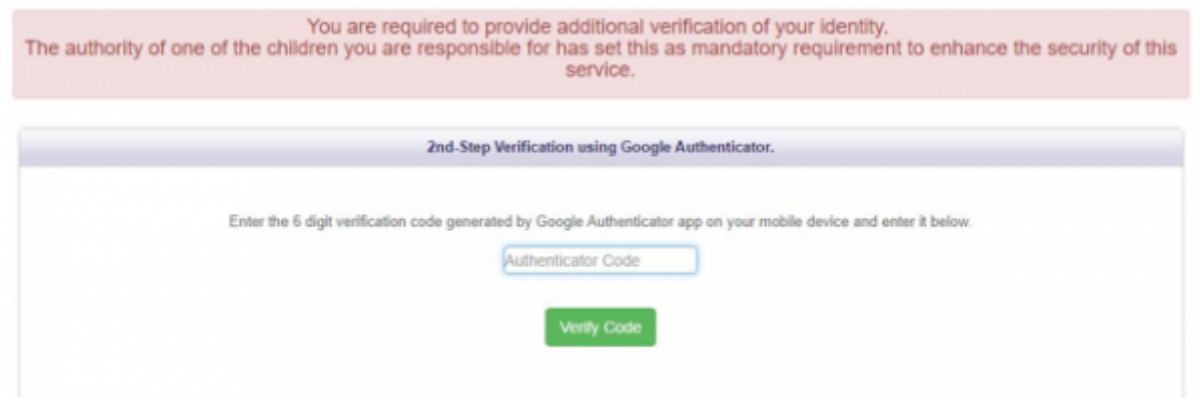
1. Download the Google Authenticator from your app store.
2. Add the QR code to the Authenticator app by clicking the add ('+') option, then take a picture of the code on the website.
3. Enter the code you receive to check that everything is setup correctly.



Once activated you will be presented with following message:



When users are logging in they are presented with the following screen after they have input their username and password:



Using Secret Key

Where the user or authority have selected to utilise the Secret Key option the following screen is presented.

2fa Method Secret Key Changed

Secret Key Change

The Secret Key should be a phrase or group of words that you will remember easily
Please note the Key has the following rules.

1. Minimal of 8 characters
2. Maximum of 100 characters
3. Can include Numbers (1234567890)
4. Can include Capital Letters (ABCDEFGHIJKLMNOPQRSTUVWXYZ)
5. Can include Lower Case Letters (abcdefghijklmnopqrstuvwxyz)
6. The system will automatically remove all punctuation marks and spaces.

Please ensure you do not use anything too obvious, like birth dates, names or addresses.

When users are logging in they are presented with the following screen after they have input their username and password:

You are required to provide additional verification of your identity.
The authority of one of the children you are responsible for has set this as mandatory requirement to enhance the security of this service.

2nd-Step Verification using Your Secret Key word/phrase.

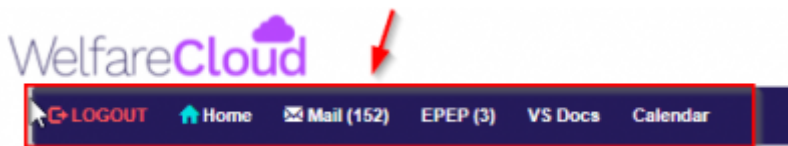
You previously selected to use a secret key code as your chosen method of authentication.
Type in the selected characters from your secret key code in the boxes below

5th 7th 4th

Verify Codes

Navigation Bar

Across the top of every page is the navigation bar - as shown below



This includes **Logout, Home, Mail, EPEP, VS Docs and Calendar** (Authority level users have additional menu options which are covered in a separate user guide).

Logout

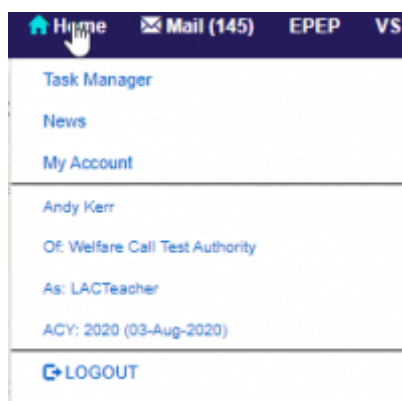


- For security purposes please click on this option every time you have finished what you want to do on the system and then close the window by clicking the 'x' in the top right hand corner of the screen. This will end your session rather than just removing the image from your device.

Home

This button is seen by all users of the ePEP.

When the cursor is placed over '**Home**' a dropdown menu appears as per the image below.



As seen above, users can access **Task Manager, News, My Account and Logout**

Task Manager

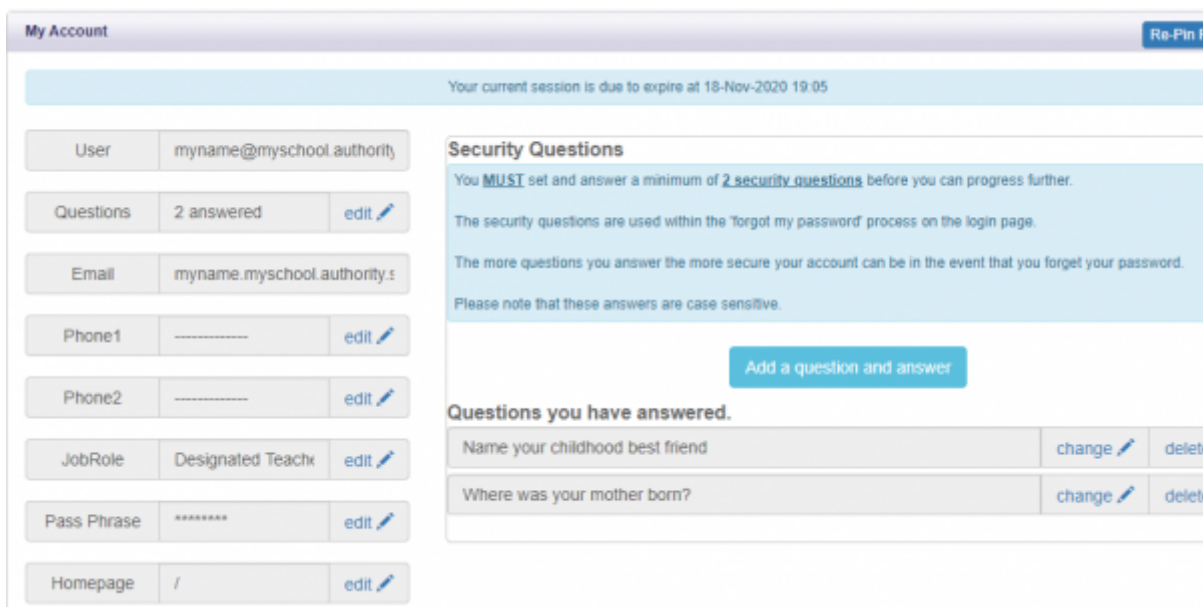
Within this menu option users are given the opportunity to create and review tasks that they have set for themselves as an 'aid-memoir'. It is to be used in a similar way as the offering provided by Microsoft in Outlook. The difference being that the task manager here is limited to the Welfare Call extranet platform. Users can add a new task, create a new Task Category, review targets and mark as complete by selecting the appropriate on-screen options.

News

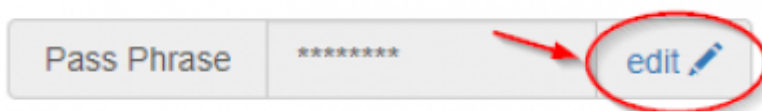
This is where Welfare Call shares it's news with you. This may relate to updates to the platform or business news.

My Account

- Within this menu option users are given the opportunity to review their current settings/profile and make some changes themselves if required.



- To amend any of the current settings please click on the pencil icon accordingly
- **Changing Pass Phrase/ Password**
- When you log in for the first time you are required to change your password/pass phrase to one of your choosing. If you wish to do this at a later stage you will be required to access your account settings by following this route.
- **home - My Account** - and then click on the pencil icon alongside 'Pass Phrase' as per screenshot below.



Logout - An alternative route to logging out of the system

Mail

Within the ePEP system users can access and review the mail that they receive from, and send to, Welfare Call.

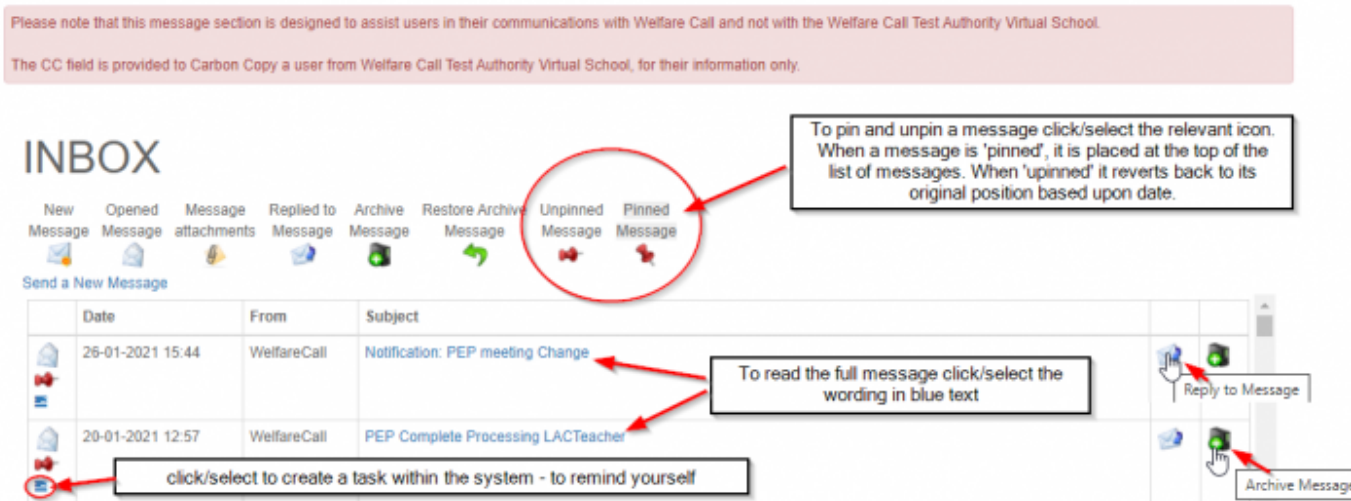
Messages/Mail/Notifications

As part of the process within the ePEP, the system automatically sends out a number of notifications via email to the users. These may be to advise of a PEP meeting is due to take place, a PEP document is still outstanding or that a note has been added to a child’s record that the user is linked to. No child level information is stated within the emails, as it would breach data protection, but the message advises the user of the need to login and see an internal message within the system that will give the relevant child level information. These messages can be found by moving the mouse over ‘mail’ and then clicking on ‘inbox’ from within the drop-down menu. As per the screenshot below.

The number within the brackets tells you how many messages you have unopened (lets all hope that you do not have 145!)



This is the view once the 'inbox' option has been selected.



Once the title/subject of the message has been selected (text in blue) the full message is presented in a table below the list.

14:42

Message View

FROM: WelfareCall **received:** 26-01-2021 15:44

SUBJECT: Notification: PEP meeting Change

MESSAGE:

URGENT

Dear Implementation Test DT1 (Designated Teacher),


The PEP meeting for Peter Johnson has been changed to 01:00:00 on 19-Jan-2021 at School, by Rachael Mellor the reason given is: Testing the change of date

Regards


ePEP Staff
Welfare Call LAC

No Attachments

You can reply to the message or archive it by simply selecting the appropriate icon



If you need to retrieve a message from the archive, simply select **archive** from the menu option and then click/select the green back-arrow icon. this will place the message back into your inbox.

	Date	From	Subject
	20-01-2021 12:57	WelfareCall	Notification: PEP meeting Change
<div data-bbox="300 1122 624 1178" style="border: 1px solid black; padding: 2px;">Restore Message to INBOX</div>		WelfareCall	Notification: PEP meeting Change

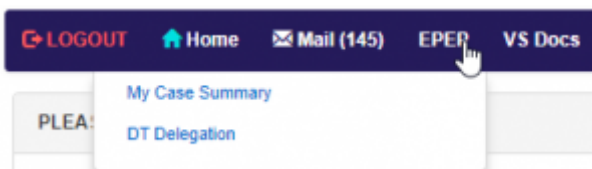
ePEP

For most users of the PEP this is the button they will utilise the most and make use of the options within the dropdown menu.

If a user has only one child allocated to their account they are taken immediately to that child's ePEP document.

For those users with more than one child linked to their account, when the ePEP button is clicked, the user is taken to the ePEP summary page. This will be covered in the ePEP Homepage

When the cursor is placed over 'EPEP' within the main menu, the following dropdown menu appears.



For additional information on these areas please click on the following links: DT or SW Delegation, My case summary

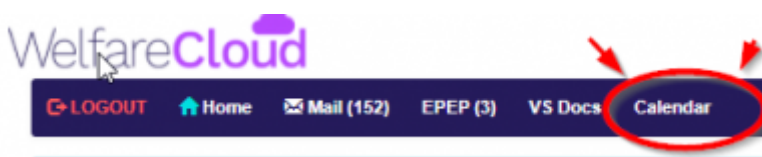
VS Docs



This section is utilised by the Virtual School Team to share information and documents with their users. Examples of documents that are shared are;

- Pupil Premium Policy
- SMART targets document
- Pupil views PDF version

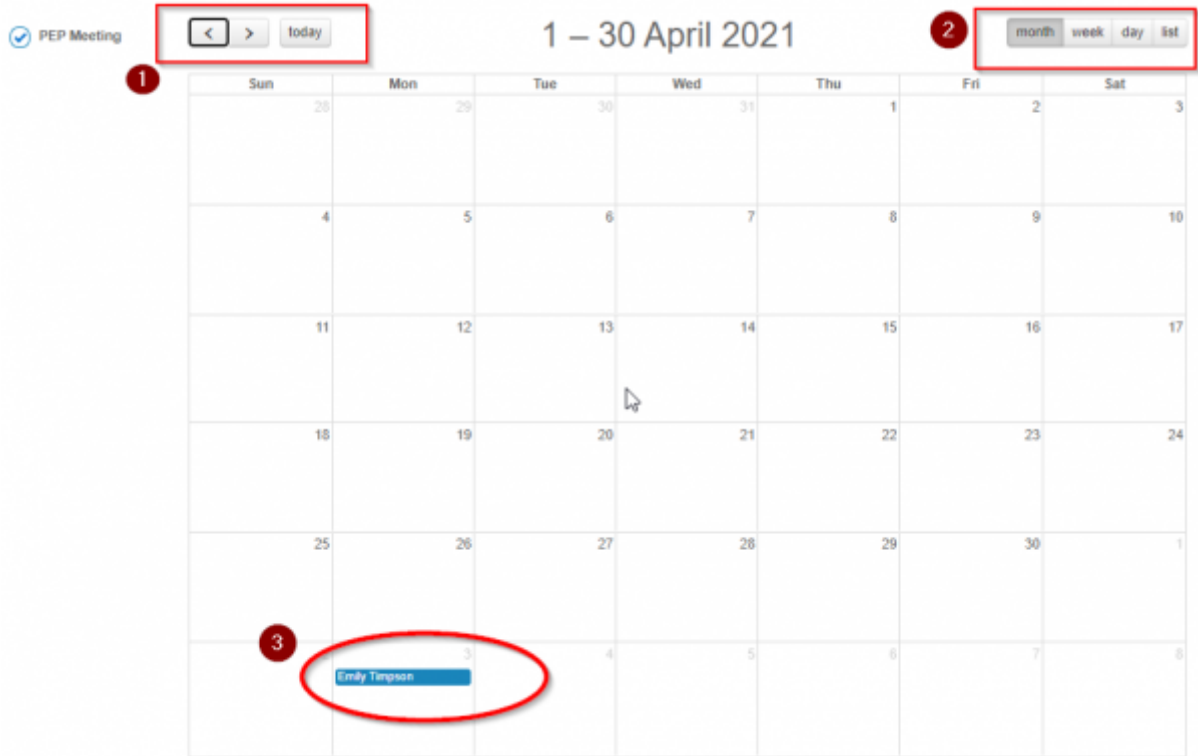
Calendar



If you click/select the Calendar option from the Navigation Bar you can see all the PEP meetings that are 'live' for your account. In other words, you can see the details of all the PEPs based upon the date that is set on the 'live' screen.

You have a number of view options.

- 1 You can simply jump to 'Today' or backwards and forwards through the calendar
- 2 You can also change the view, from **month** calendar view to **week** or **day**. The option to show in **list** view is also available.

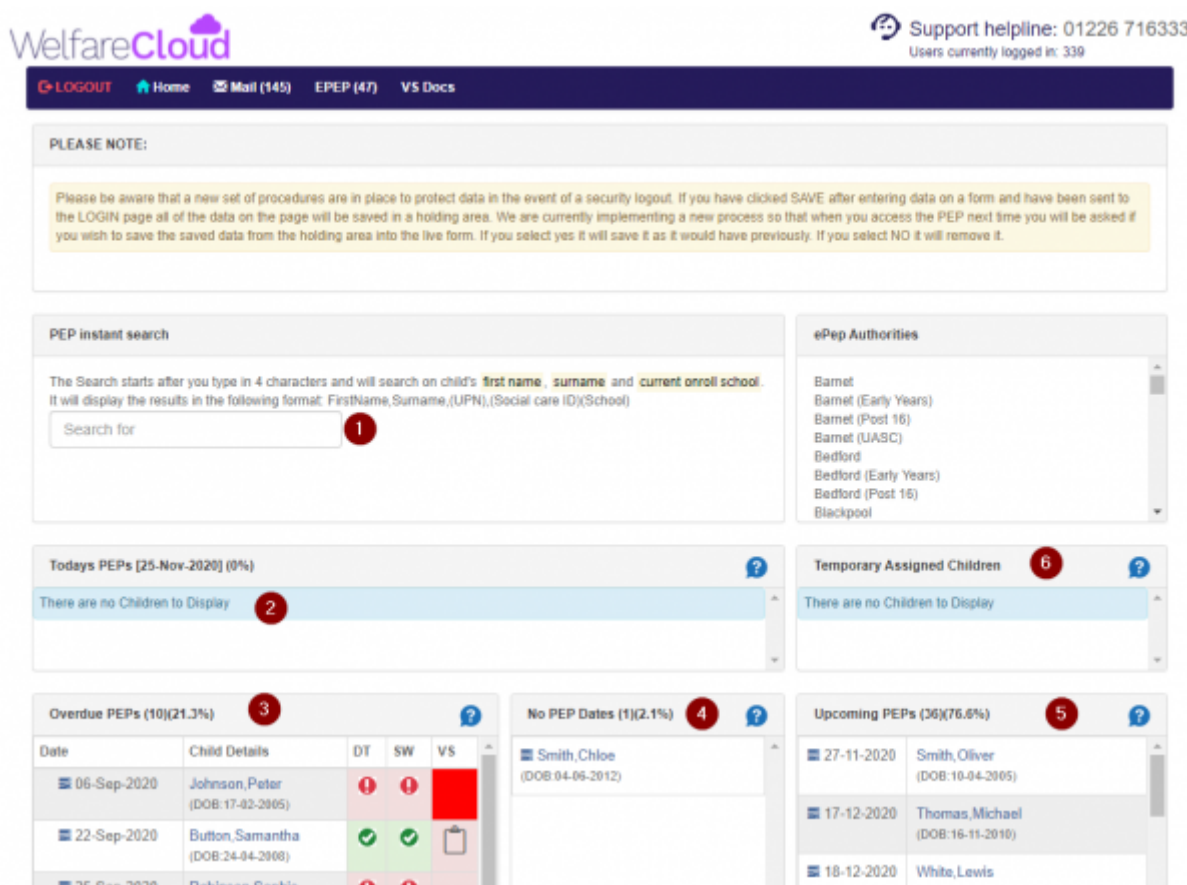


- **3** If you wish to jump directly to a chil/young person's PEP then click/select their name within the calendar.

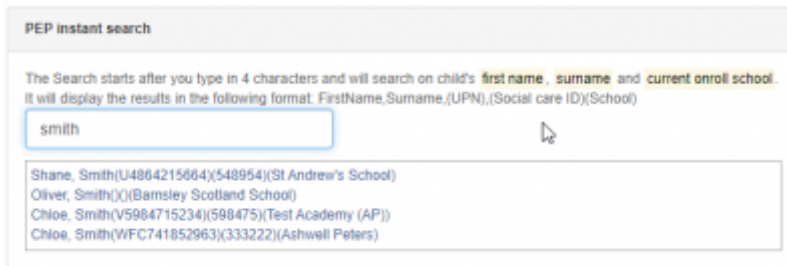
General features of the ePEP homepage

This chapter will introduce the general features of the homepage and the simple tasks users should undertake when they first login to the system

Once you have entered your username and password into the login page and pressed login (please remember that both the username and passwords are case sensitive) and have more than one child allocated to you then you will be presented with the following page. If you only have one child allocated to you, you will be immediately taken into the child’s ePEP. The number at the side of the ePEP button on the blue navigation bar dictates how many children you have allocated to you.



1 An instant search function is available if you wish to go direct to the PEP screens for a particular child/young person. It is possible for you to find a child by inputting at least 4 characters of forename, surname, or school.



Search Results

You will only be able to search for children that have been assigned to you and will not be able to access any child’s ePEP documents who you haven’t got access rights to.

If you prefer to use any of the other search options into the homepage you will then be presented with a list of children which match those criteria. Simply press the drop down arrow to be presented with a list of the children that match what you have searched for. From this list you can choose one child whose ePEP you wish to view.

If no criteria is entered and the ‘show child’ button is depressed, you will be presented with your caseload in the dropdown list.

- 2 **Today's PEPs** section displays the details of those with a PEP meeting taking place today
- 3 **Overdue PEPs** section displays the details of those for whom a meeting has taken place and the PEP has yet to be signed off as complete by all parties. The document has yet to be created.

In the 'overdue' column there are an additional three markers (DT = designated teacher, SW = social worker and VS = Virtual School). These markers highlight which users have completed the necessary sections of the children’s PEP (a green tick) and more importantly which haven’t (a red exclamation point).

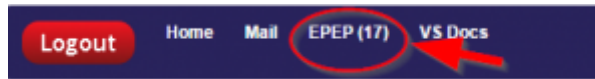
Overdue PEPs (1)(33.3%)				
Date	Child Details	DT	SW	VS
23-Dec-2020	Parker, Sonya Leigh (DOB:04-06-2009)	!	✓	

- 4 **No PEP Dates** section identifies any cases where no PEP date has been set in the system
- 5 **Upcoming PEPs** section identifies all PEP meetings that are due to take place in the future
- 6 **Temporary Assigned Children** section identifies those cases where you are not the normal DT, but have been granted temporary access to the case record by the Virtual School.

Children linked to your account

Another task that users should undertake is to ensure that the correct number of children are linked to their account. Firstly, look at the number in the brackets alongside the EPEP within the top menu bar as shown below.

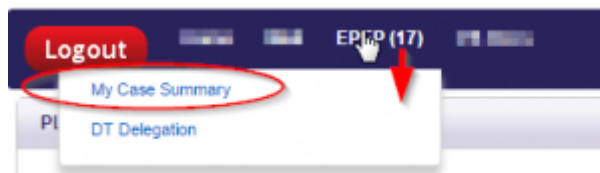
- For Social Workers this will be the Looked After Children on their caseload of the age range that the ePEP is being used for i.e. Reception to Year 11.
- For Designated Teachers this will be the Looked After Children placed within their school who are the responsibility of one or more of the Local Authorities who are using the Welfare Call ePEP.
- Independent Reviewing Officers will have access to the Looked After Children on their caseload for whom the PEP is active.
- Social Work Team Managers will be able to see the details of the children who are allocated to the Social Workers within their teams.
- Authority level users, such as members of the Virtual School Team, will have access to all children from the authority.



When the user clicks on this option they are presented with the ePEP Homepage.

My Case Summary

Select the option 'My case summary' from the dropdown list when you move the cursor over 'EPEP', as shown below:



When the user clicks on this option they are presented with the details of the cases allocated to their account.

Once this has been done, the basic details of the children you are linked to will be shown on screen, along with the details of the other users who are also linked. This is particularly useful when you are not aware of the name and contact details of the people you need to arrange the PEP meeting with. As shown below:

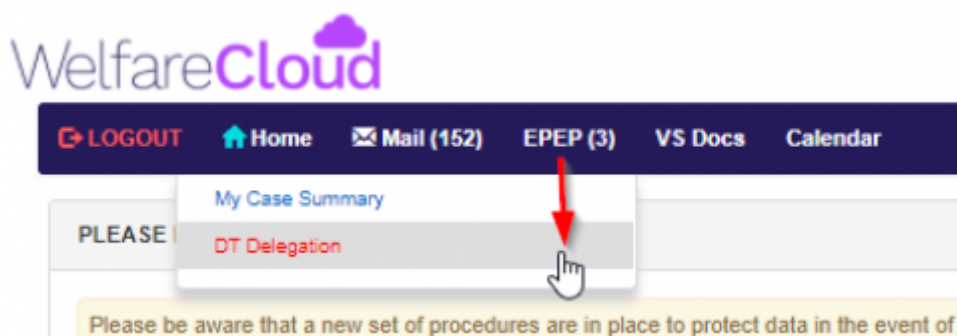
Susan Elrington		Gender: Female	UPN:	SWIFT:
Next PEP Date: 18-Apr-2016 The PEP is OVERDUE				
Social Worker has signed off		Waiting for Designated Teacher sign off		
Ethnicity: Unknown				DateInCare: 10-09-2010
DOB: : 24-10-2000	Age::	Year: 11	Key Stage:: KS4	
Current School: Penny Black Primary School				
LAC Teacher: Mr Smith		Tel: 09809 898 878		email:
Social Worker:		Tel:	email:	
SW Team:		Manager:	Email::	
Carer: Dennis Bolton		Tel: 4582697562166	Tel2:	
Virtual School Advocate: 204Unassigned				
Goto Susan Elrington's PEP				

- 1 The current status of the PEP document is displayed to enable a quick review
- 2 The details of the other linked users
- 3 A hyperlink to the PEP screens for each child

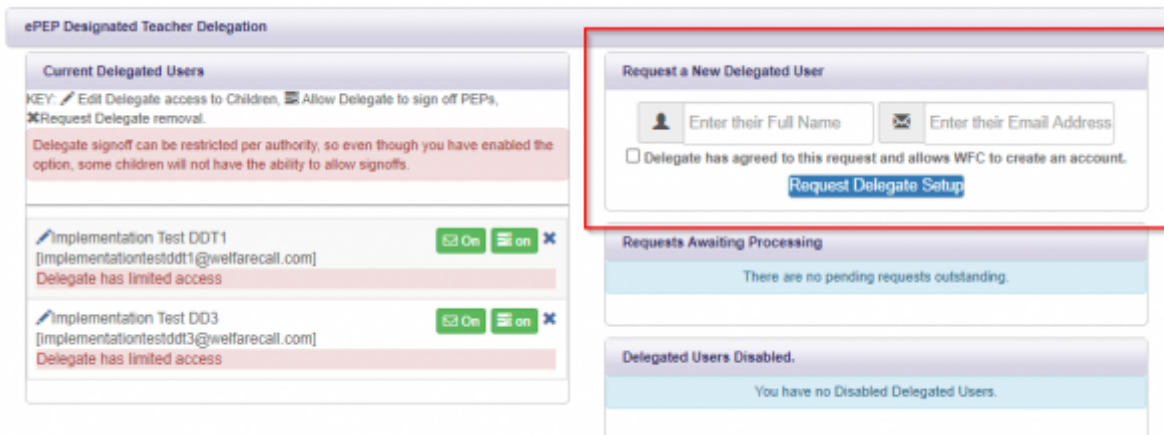
DT Delegation or SW Delegation

We understand that sometimes as a designated teacher or social worker you may want to delegate parts of the ePEP to be completed by another work colleague within your school or team that may have a better understanding or have more up to date information about the young person. Therefore within the ePEP system we have built in the facility for the primary users to request additional users to be set up who will have access to the children who they can see. To do this you will need to access the section called 'DT Delegation' or 'SW Delegation', dependent upon your role.

To access the page you will need to highlight the EPEP button (as shown in the screenshot below).If you cannot see these menu options, 'click' on EPEP to refresh the page and then hover over EPEP once again.

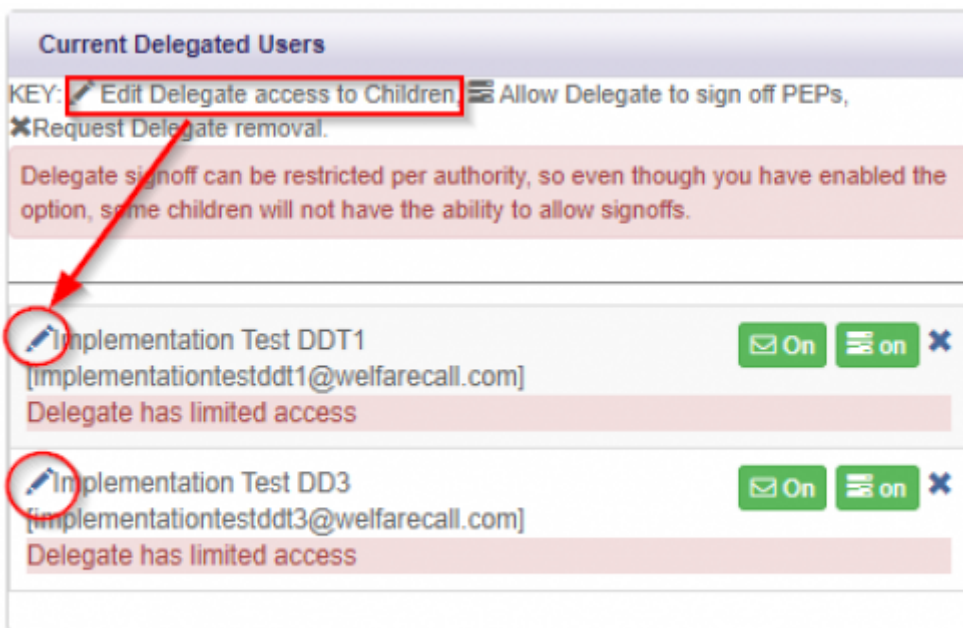


and then click on the dropdown the 'DT Delegation' or 'SW Delegation' link. This will then present you with the following screen

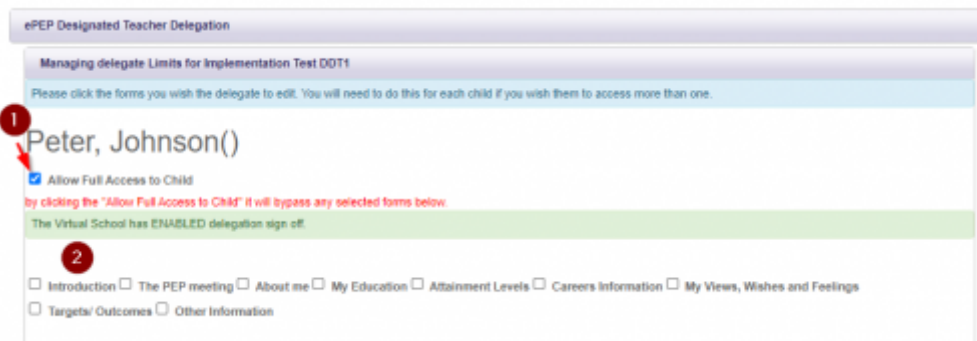


Within this screen you have the ability to enter in the details of the additional user you wish to set up. As shown in the screenshot above you will have to enter in the user's full name and email address and then click on the 'Request Delegate Setup' button. This will then send the information to Welfare Call to be reviewed and clarified before the request is then either processed (and the new user given access) or denied. Whilst the user is being reviewed they will appear in the area called 'Requests awaiting processing'. You have the option to cancel any request at any point if you wish.

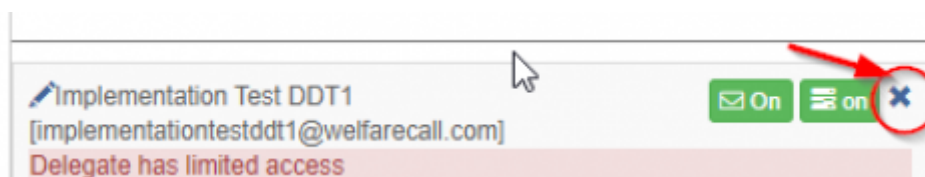
Once the user has been approved their details will then appear in the box marked 'Current delegated users'. To grant/edit/limit access please select the pencil icon (as shown in the screenshot below)



The access can then be granted access to certain cases **1** and/or in addition, limit the forms that the delegates are able to view. **2**



If you feel that a user you have requested to be set up in the past no longer needs access then you can request removal of the user. To do this you must click on the 'X' to the side of the name (again this is shown in the screenshot below).



As soon as you are no longer a designated teacher or social worker for a particular child the other additional users will also have their access rights removed for that child.

Temporary User Access

It is possible for users to be set up with access to a child's record on a temporary basis to enable professionals to complete the PEP documentation, where the situation is out of the normal allocation process.

Examples where this might be appropriate are

- Other than the allocated social worker is required to cover the PEP meeting
- Another school is to be given access to a child's record in order to facilitate a school transition
- The previous school is given access to a child's record in order to enter exam results received after the child has left the provision

The Virtual School users have the access rights to enable temporary access. Social work team managers can also use this facility to ensure a member of their team attends the meetings. Alternatively a request can be made direct to Welfare Call to set up the access rights.

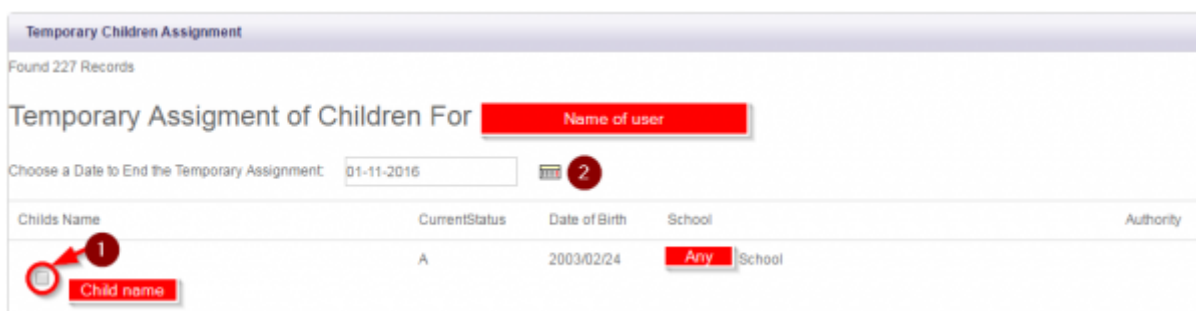
This is done by selecting *Temp user assign*, from the menu option that appears when the *EPEP* menu option is highlighted within the top menu bar.



The user is required to identify the temporary user for whom access is to be granted, from a dropdown list. This list is limited based upon either

- the Social Workers in the team - if the assignment is being set up by the manager
- or the Designated Teachers or Social Workers linked to children from the authority, if being set up by the Virtual School or Welfare Call.

The child can be selected by either typing in part or all of their name and selecting the child, or alternatively clicking on *display results* and then selecting from the names presented (as identified by the 1) . The date until which the user is to be granted access to the child's record is then selected by using the calendar option identified with the 2) .



What an ePEP looks like on screen

The layout of every PEP, no matter which authority template you are using, is the same. The Form names and questions may vary, but the general structure and the functionality around the system is consistent.

Top section

The top section of all pages when displayed on your device will be the same layout - showing:

1. the details of:
 - o the child/young person you are completing the PEP for
 - o their picture (where one has been uploaded)
 - o date of the meeting/review that the live screen content refers to
 - o details of the most recent PEP completed on the platform
 - o details of DT and SW linked to this record
2. the sign-off buttons that are required to be 'clicked' in order for the PEP to be completed
3. the details of the Virtual Head/Contact person for the authority
4. the name/logo of authority responsible for their care
5. date and rating of the previously completed ePEP on the platform
6. 'Child menu options' provides you with dropdown options giving you the ability to access Change History, Attendance reports, Previous PEPs, Documents, Notes
7. 'Download Options' gives you the ability to generate downloads of the current 'live' screens as a whole document, a single form, or a 'Blank' which is a complete form without any content



Signing off a PEP as complete

When the designated teacher(DT) and Social Worker(SW) have written up the decisions and actions during or following the meeting, and completed the rest of the PEP forms, they are required to 'click' on the sign-off button. They only have access to the button that relates to their role.

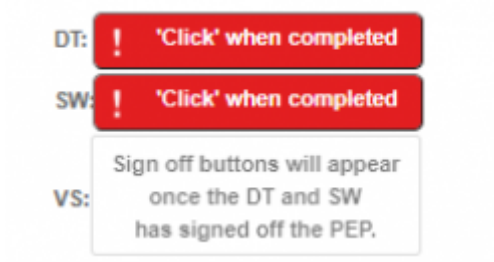
Authority level users i.e. Virtual School team members can access the buttons and sign them off on behalf of the other users if required to do so (in exceptional circumstances).

Only when both the DT and SW have signed off the PEP as completed will Virtual School team members be able to sign off the PEP as part of the QA process.

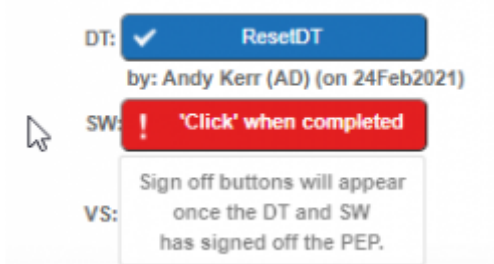
PLEASE NOTE: It is impossible for anyone to sign off a PEP in the following circumstances:

- No PEP date is set
- The PEP date is in the future

The buttons to be 'clicked' look like this:



and look like this when 'clicked': showing both the date it was signed-off and by whom



Once all parties have signed the PEP off as complete, the finalised and approved document will be generated. A notification is sent to the DT and SW to advise that the PEP document has been generated and the rating it has been given. It will be date and time stamped and stored in the 'Documents' section on the child/young person record. From there it can be accessed and downloaded if required.

To access the documents select '**Previous PEPs**' from the dropdown list within the **Child menu options** found within the top section of the child/young persons PEP screen.

Child Menu options

Attendance information

Within the ePEP we have a form/section regarding attendance which the schools are expected to complete. This will obviously only include the period whilst the child has been on their school roll. However, within the overall statistics there may be a story to tell, in that the attendance might have been very poor prior to coming into care, and since then been much improved. We encourage the school to present this to celebrate the improvement rather than just entering an overall figure.

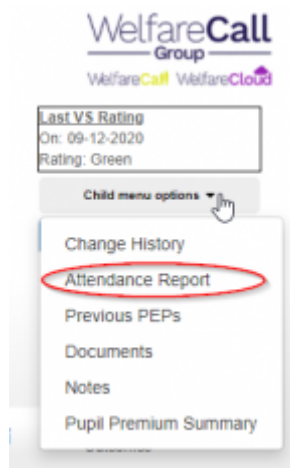
Also, for those children that Welfare Call monitor the attendance, we offer an attendance report that will show an up to date 'school register' for the whole of the academic year. This enables social workers and IROs to access the current attendance without the need to contact the school.

From a schools perspective, they can view the attendance information at the previous provision and any patterns of attendance that might be of concern.

This can be accessed by selecting the 'Child menu option'



and then selecting - Attendance Report



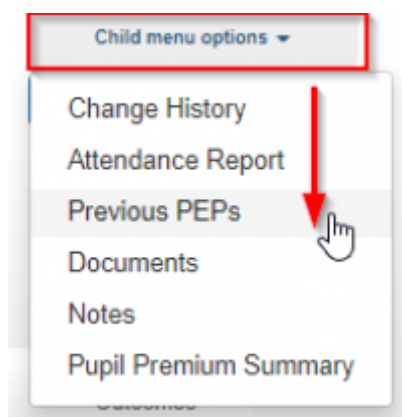
....what it looks like..

WelfareCall individual attendance report for Child name								
Year starting 2016	School name	25-10-2016 10:39:15						
Attendance Record		Ending 24-Jul-2017						
Child name		Mo	Tu	We	Th	Fr		
Date of Birth	04-12-2004	1	01-Aug-2016	11	11	11	11	11
Class : Year	7	2	08-Aug-2016	11	11	##	##	##
UPN	XXXXXXXXXX	3	15-Aug-2016	##	##	##	##	##
SWIFT	XXXXXXXXXX	4	22-Aug-2016	##	##	##	##	##
PEP Date		5	29-Aug-2016	##	##	##	##	##
Change of School	NO	6	05-Sep-2016	##	C\	Λ	Λ	Λ
*Possible Attendance	34	7	12-Sep-2016	Λ	Λ	Λ	Λ	Λ
*Actual Attendance	33.5	8	19-Sep-2016	Λ	Λ	BB	Λ	Λ
		9	26-Sep-2016	Λ	Λ	Λ	Λ	Λ
		10	03-Oct-2016	Λ	Λ	Λ	Λ	Λ
		11	10-Oct-2016	Λ	Λ	Λ	Λ	Λ
		12	17-Oct-2016	Λ	Λ	Λ	Λ	Λ
		13	24-Oct-2016	##	##	##	##	##

Completed ePEPs

This is the area where the Welfare Call ePEP system places completed documents prior to the rollover from one PEP to another. They are stored as word documents, date stamped, and cannot be deleted by users. The documents can be downloaded by users in able for them to upload into other systems if required.(e.g. uploaded to internal Social Care case management systems).

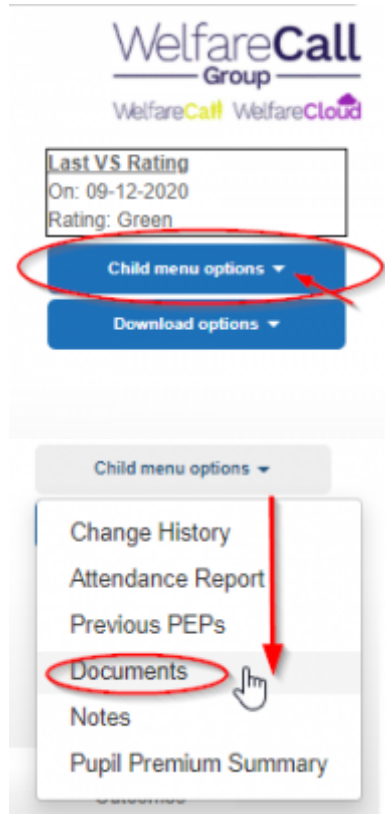
To do this click/select the **Child menu options** and from the dropdown that appears click/select **Previous PEPs** as shown below.



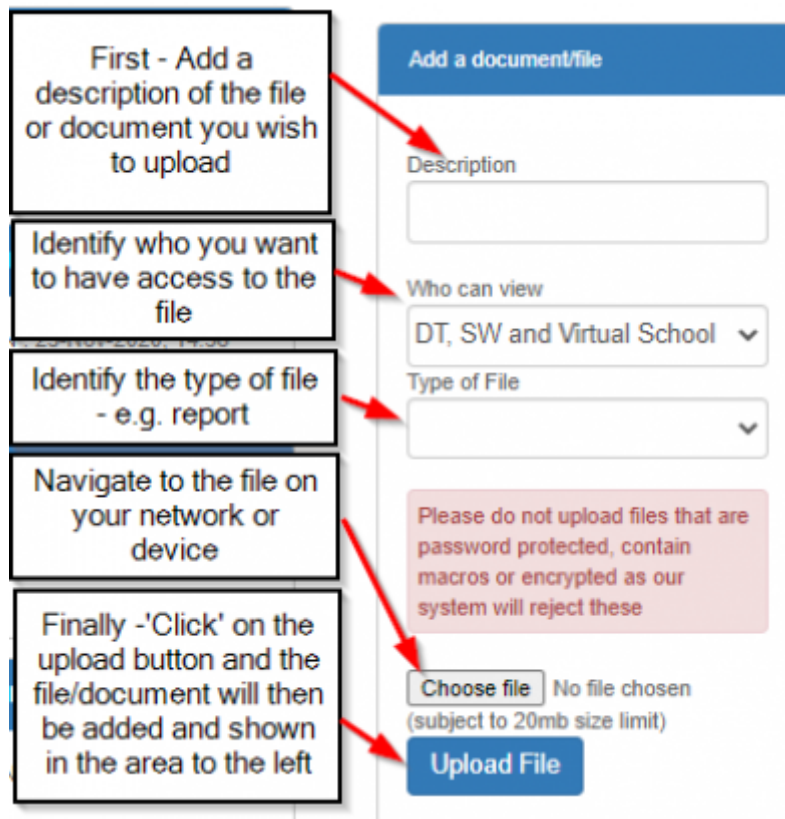
How to upload supporting documents/ files/ images/ video etc

Users with full access to a child record (i.e. Not delegated users granted limited access only), can also upload other supporting documents or files to a child record. We encourage schools to upload Statements of SEN or EHCPs, school reports, support plans etc. In addition to the 'educational' documents a number of our users are also uploading other information to the system that enable this section to be used as a 'child memory box', celebrating the child's achievements, experiences, awards - the things they like to do!. This will enable a more holistic view of the child to be created and accessed.

Firstly, click/select the **Child menu options** button as shown below-then select the **Documents** option in the dropdown



on the next screen



How to download supporting documents/ files/ images/ video etc

PLEASE NOTE: If a delegate user has any restrictions on their access rights regarding the selected child, as set up by the SW or DT, they will not be able to access this menu option.

Access the **Documents** or **Previous PEPs** sections by selecting from the menu, as shown above: All of the files the user has access to can then be downloaded from the system by users as required. Only the person who has uploaded the document/ file can delete it.

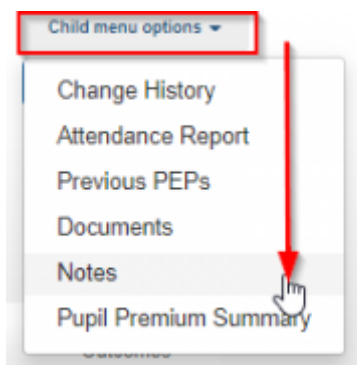
This can be simply done by clicking on the icon for the file you wish to download and then opening the downloaded file. This final process may vary dependent upon the version of software you are using.

Notes

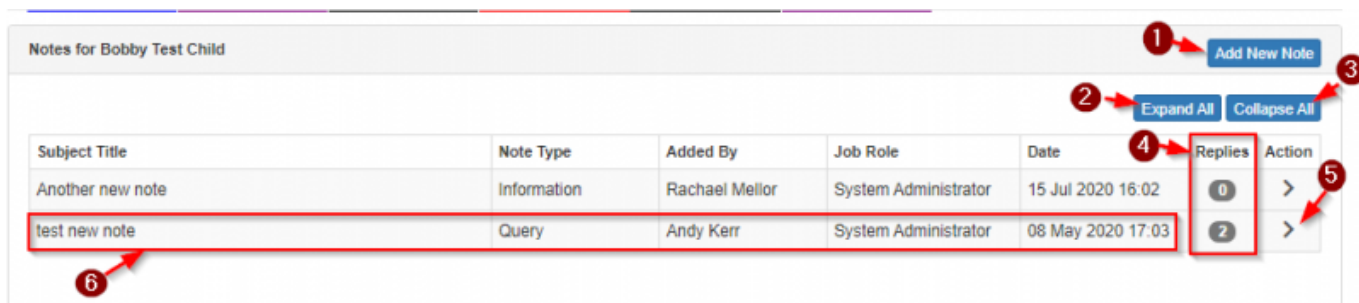
Within each child record users have the ability to add notes that can then be read by other users with access to the same record.

To access the notes to see one that has been added by another user or to add a new note, please follow the following process.

Click/select the Child menu option button and the select **Notes** from the dropdown list that is presented (as shown below).



The following page will then appear

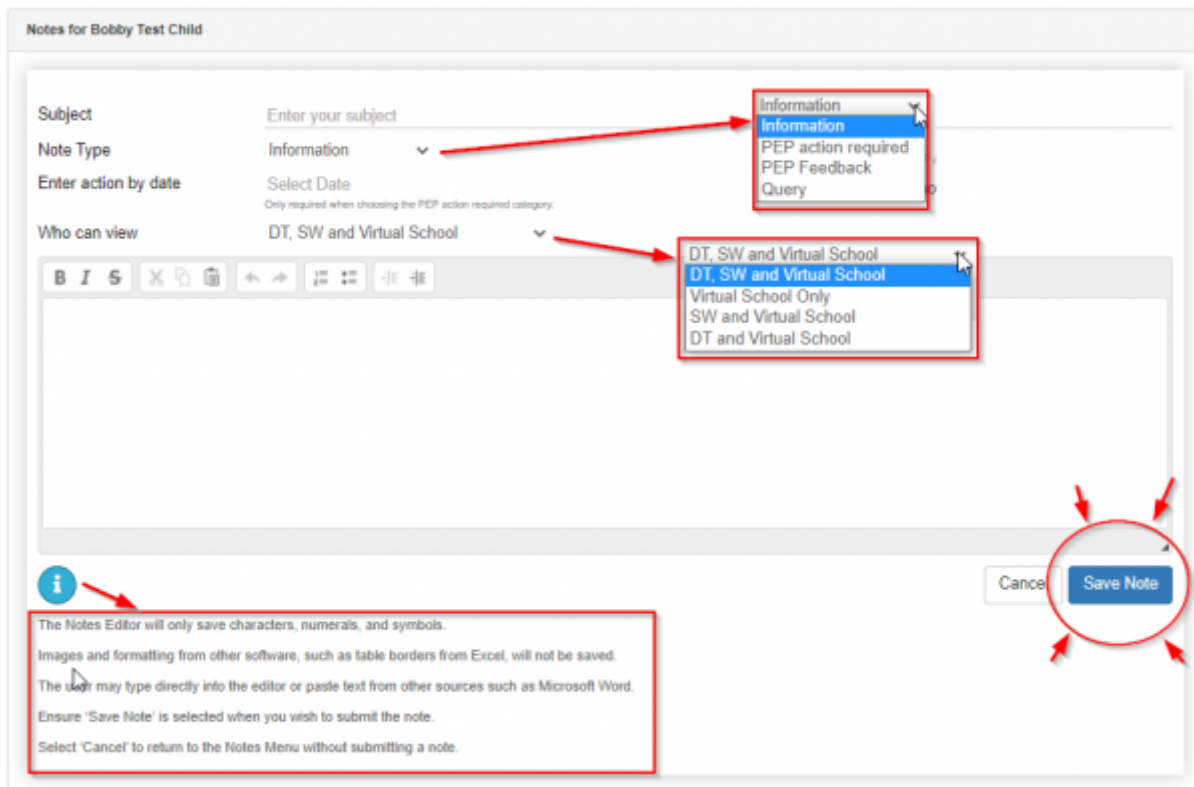


Users are then presented with the following options

1. **Add New Note**
2. **Expand All** the notes currently available to view - which means that you can see the full content within the messages and any replies associated with them
3. **Collapse All** - this reverts the notes section back to its original limited view
4. This column identifies how many replies have been recorded against the original notes
5. the > allows the user to view the full message and any replies to

How to add a new note

Click/select the **Add New Note** from within the **Child menu options** and the following screen will appear



What to do next is very straight forward.

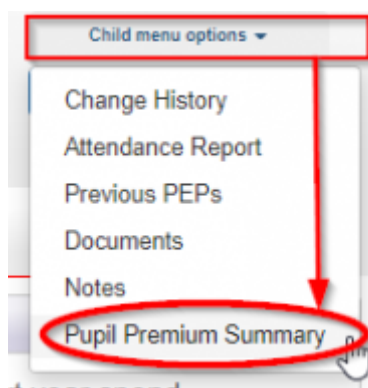
- Type in an appropriate 'Subject' title for the note that will make sense to the content held within it
- Select a 'Note Type' - the options available are shown in the pop out in the screenshot above
- Select a date - this is only really appropriate if an 'action' is required to be completed by a specific dates
- Identify who you wish to be able to view the note. In most cases the user will not be required to change this from the default setting which includes all users.
- Then type in the box below the message. Standard text formatting options are available if you select the relevant icon in the Notes editor
- If the users click/select the **i** additional guidance is presented as shown in the image above. Remember it is possible to copy and paste from other sources if required
- REMEMBER: click/select **Save Note**

Pupil Premium Summary

For templates which utilise the combined **Target and PP+ module** we also offer the end users the ability to see a summary of how Pupil Premium (PP+) has been used, over time, for each child. This is of particular benefit when there is a need to see what has been tried previously and review what interventions have been most successful when it comes to the use of Pupil Premium. Please note, this section only shows target information for those where PP+ was used.

The 'live' screens for **Targets** only show those from the previous PEP and the new ones that are being set. That is why we have created this additional oversight option.

To access it click/select the Pupil Premium Summary option from the Child menu option dropdown list, as shown below.



Once selected you are provided with a screen that will look like this

Displaying Pupil Premium Summary for Sonya Leigh Parker

Last year spend		Current year spend		Next year spend	
Academic year 2019-2020		Academic year 2020-2021		Academic year 2021-2022	
PP+ Cap	£2100	PP+ Cap	£2200	PP+ Cap	£2200
Requested	£0	Requested	£300	Requested	£0
Allocated	£0	Allocated	£0	Allocated	£0
Balance remaining	£2100	Balance remaining	£2200	Balance remaining	£2200
Additional Requested	£0	Additional Requested	£0	Additional Requested	£0

PP+ Target details (limited to current and previous academic years)

Outcome/Target	Intervention	Requested	Allocated	Approved by VS	Academic Year	Achieved
Improve reading ability.	extra support in class and extra sessions supported by TA	Pupil Premium Plus (PP+) £300.00	£300.00	Not reviewed	2020-2021	

The Academic year tables are updated with target values and status as and when they change. In this example you can see that the amount is included in the summary and, as shown in the **Requested** row, it is yet to be agreed/signed off by the Virtual School.

Download options - from the 'live' screens

As a user you have the option to generate downloads of the '**live**' screens which you can then print if you wish.

Click/select the blue button found within the top section of every child/young person's PEP entitled **Download options** as shown below.



Once clicked/selected you will be given the following options to choose from - The standard options to choose from are **Download whole document**, **Download this page only** and **Download blank**, the last two options will not be viewable for the PEP you are looking at if the options have not been enabled.

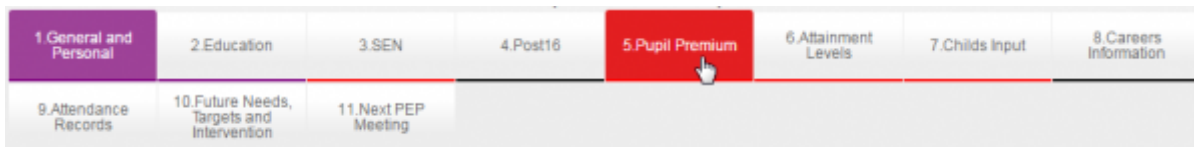


N.B. These options are for the current **live screens only** and content.

If you wish to see previously completed PEP documents access them via **Child menu options - Previous PEPs**

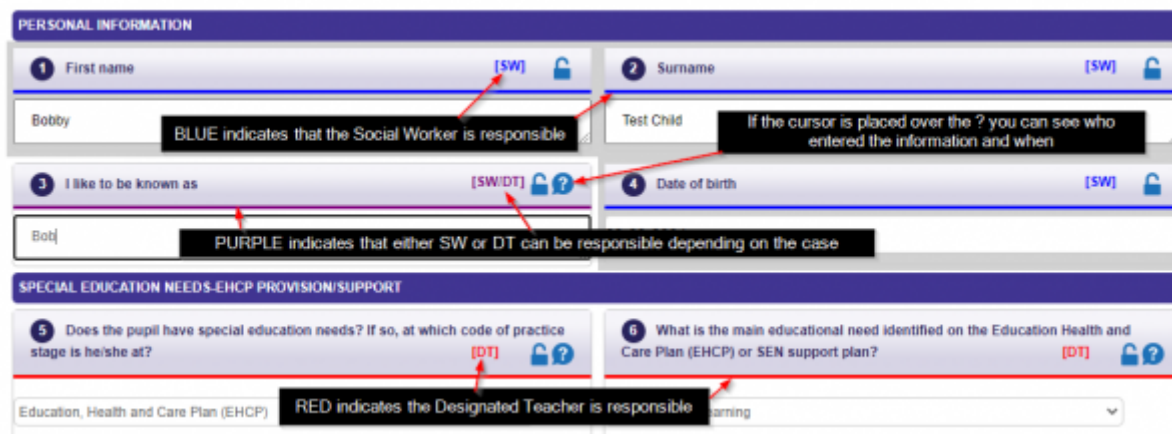
General features of the forms

Within the ePEP system there is the ability to assign particular forms and/or fields to particular user groups. These identifiers indicate who, in most situations, be expected to fill in the forms and fields. Please note however, the access to these forms and fields is not locked down to these user groups.



As can be seen in the screenshot each form name has a colour coded tab to indicate which user is required to fill in the information.

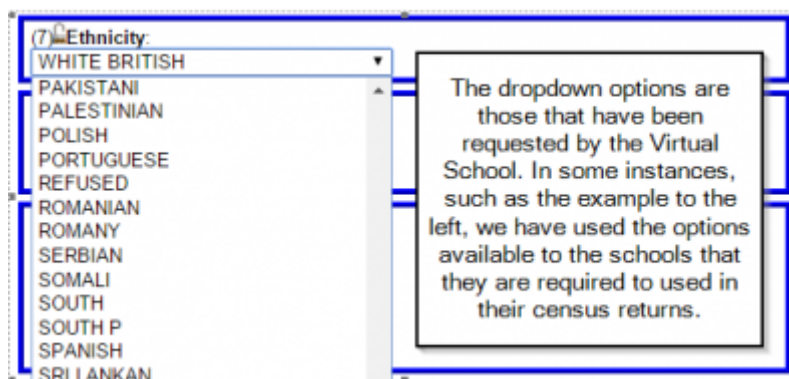
The fields are also colour coded in the same way so you can easily identify which are relevant to you.



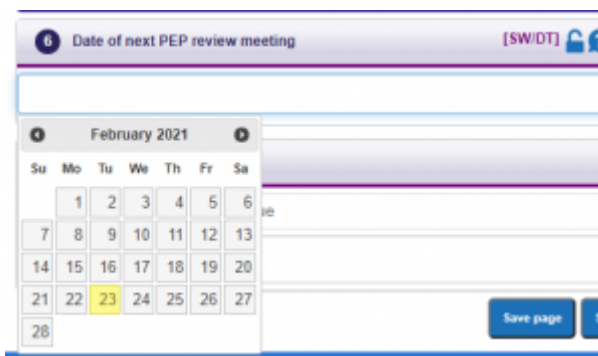
Each authority dictates which forms and fields relate to which user group and this has been implemented within the ePEP.

There are a number of other features within the form which are provided to make the whole process of completing the fields a lot easier.

Firstly, the incorporation of drop down boxes has been used. This has been done so that each user has a set list of options which they can choose from. This reduces the time it would take to type the response but will also help remove human error i.e. spelling mistakes and also inputting the wrong information. This in turn will help when it comes to producing reports either for the individual child or for the whole cohort of looked after children.



Another thing that has been added to the form is date boxes. When a user is required to enter a date within a field instead of manually entering a date which could result in different formats being entered i.e. dd/mm/yy or dd/mm/yyyy the user simply clicks on the calendar at the side of the field, selects a date (as shown in the pictures below) and then the system will automatically enter the date in a standard format that is used throughout the ePEP. This will also help for reporting purposes.



Once the first PEP has been completed for a child/young person, the majority of information is retained on the live screens to be reviewed and amended as necessary for the next PEP review. This removes the need for users to re-input the same information time and time again. A new DT or SW working with the child would have sight of this information from the outset.

Welfare Call creates the child records from information provided by the Virtual Schools. Some fields on the PEP screen will therefore be pre-populated with the information e.g. Name, school, date of birth, year group, gender, UPN.

Saving of information in fields and tables



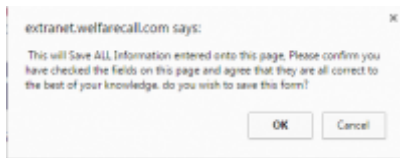
One very important thing to note is that at the top and bottom of every form within the ePEP (with the exception of the attainment page which will be explained further down the page) there is a 'save page' and 'save page and go to next page' button which must be pressed in order for any changes and updates which you may have inputted to be saved correctly (the buttons are shown on the screenshot above).

If you try to navigate to another form there is a warning message which will appear explaining that any data which has been inputted will be lost if the save button has not been pressed beforehand.



(Please note this message will always appear regardless of whether you have actually saved the data already or not). Therefore we do ask that if you can make it a habit that you scroll to the top or bottom of the page and click the save button this will ensure that no data is lost.

On clicking the save button you will be presented with the following message:

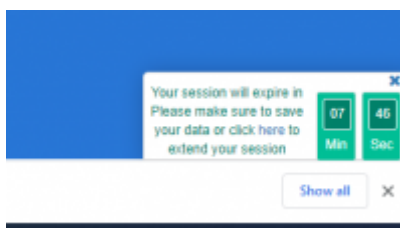


Once you have clicked 'ok' the system will then save the necessary fields that have been updated. The system will also show you which fields it is updating so you can be sure that it is saving everything that you have inputted. This is shown on the screenshot below:



Timeout function

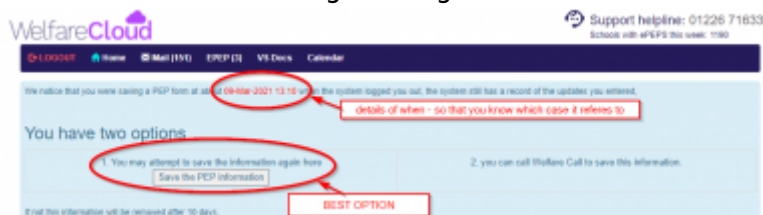
Users are timed out of the system after 40 minutes of inactivity (for security purposes). During the last 10 minutes there is a countdown timer presented at the bottom right hand corner of the screen as shown below:



Please simply either save the page that you are working on at the time, or move to another page, to refresh the counter which will then revert back to 40 minutes again.

If it is the case that you have returned to the screen after completing another task and the counter is at zero, and you have information on screen that has not been saved yet Don't panic! Follow these steps:

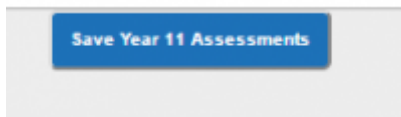
- click/select save page (don't worry that the system will then automatically take you back to the login screen)
- log back in
- You will then be presented with the following message:



- select option 1 'Save the PEP information'
- the information will be saved and presented on screen within the PEP as expected

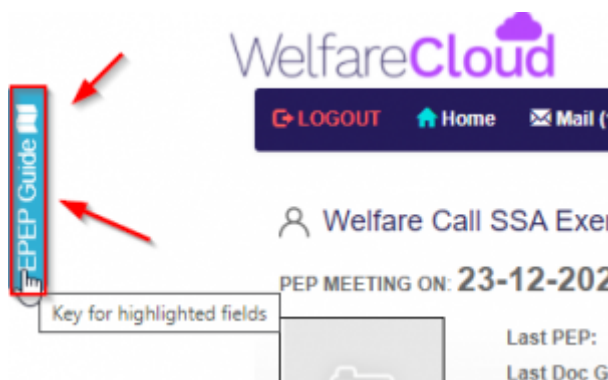
Saving attainment data

As mentioned above the attainment form works slightly differently in that instead of the save button being at the bottom of the page there is actually an individual save button for each year group. The reason for this is due to the potential amount of data that can be input within the attainment form the only way to ensure that it saves 100% correctly was to break each year down into its own section. The screenshot below highlights how there is a save button for each year:



Please ensure that when entering in attainment data that you do it one year at a time and click on the save button once you have completed each individual year.

ePEP Guide side menu - Key for highlighted fields



Once this has been clicked the Key is shown as a pop out bar.

Key for highlighted fields

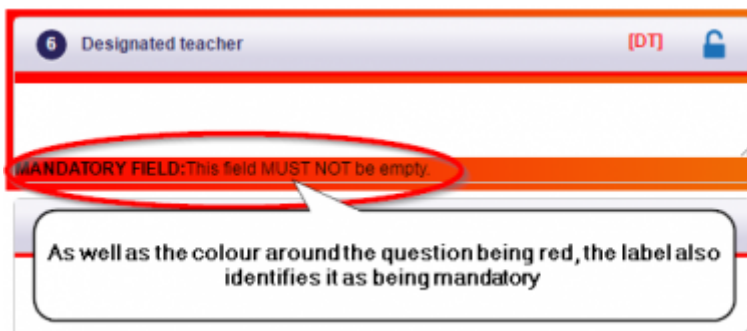
Field Highlights				Status	Padlock	Field Details	New or Updated	Pep RAG Rating		
Designated Teachers (red) ?	Social Workers (blue) ?	Both SW and DT (purple) ?	To change update your LA system ?	! ?	🔒 ?	?	New field Updated ?	PEP OK to complete ?	Minor issues to resolve ?	Major issues to resolve ?

For additional information, move your cursor over the blue question mark to see a pop up which describes the icon or colour code in further detail. To remove the pop out key, simply click on the blue bar again.

Mandatory Fields

In some templates, at the request of the Virtual School, we have made some tables and fields mandatory. This means that the PEP cannot be signed off by any user until all of the mandatory fields have some information entered within them.

Mandatory fields will be highlighted with a coloured background, and will also have a label identifying them as such. (as shown below).

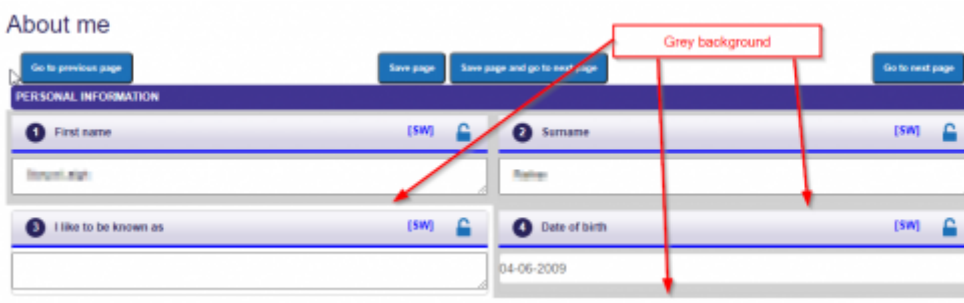


PLEASE NOTE: The system cannot decipher the quality of the content, merely that something has been entered. For any question/table fields that is mandatory, even if the question does not apply for the child/young person you are completing the PEP for, please enter n/a or something similar in order to move on.

If you attempt to sign off the PEP when there is something outstanding, you will be advised of the name of the form in which the missing information is required. This will be displayed in the same place as the sign-off buttons.

Pre-populated fields

Within the PEP forms you will see that some fields already have information within them. They will be pre-populated with information already shared with Welfare Call by the Virtual School. The background of the question is greyed out, as shown below.



Google maps icon

There are a number of places where we present the Google maps icon alongside an address. This is mainly relating to the School address, either on the *My Case Summary page*, or on the form within the ePEP where the Education provision address is shown. If the user chooses to click on the icon they are then taken to Google Maps in a separate window on their device and presented with a map showing the location. The user can then choose to select *navigate* to the location to be shown the directions if required.

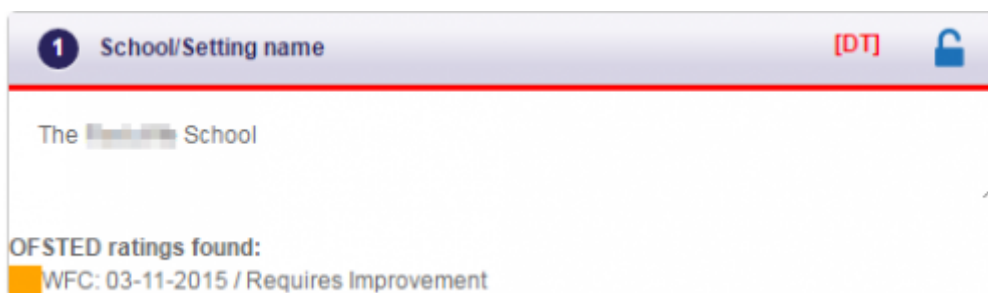


This may be of use to professionals travelling to a provision they are not familiar with.

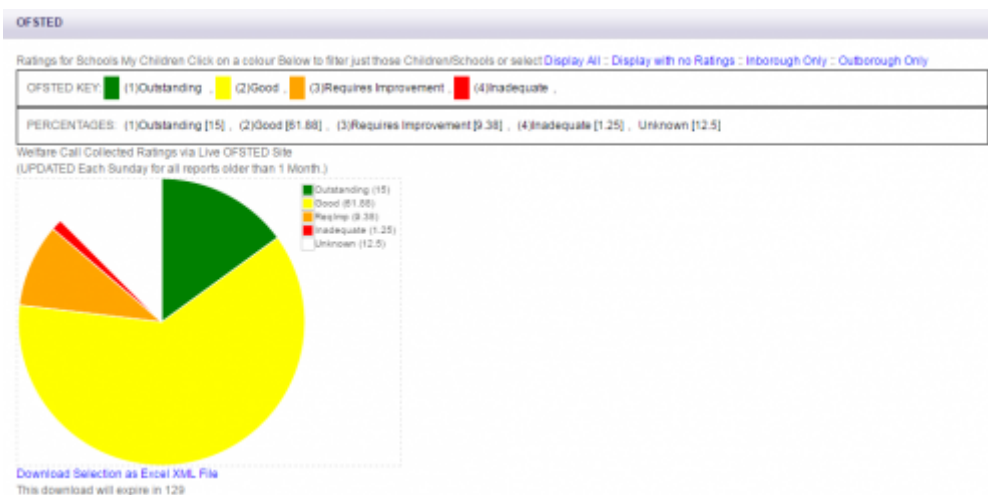
Ofsted ratings

Within the ePEP we provide data regarding the Ofsted ratings and associated Inspection documentation of the education provisions the children are attending. We present this in a number of areas within the site. This information is updated weekly from information presented on the GIAS website (Get Information About Schools - which replaced Edubase). Obviously, this will only provide the information for establishments that are inspected by Ofsted and not those that come under another inspectorate, such as the Independent Schools Inspectorate. Any new school, or recent academy conversion, will also have no rating against them until an inspection takes place.

Wherever an education provision is presented within the ePEP we also identify the current rating and the date of the inspection.



We also provide data reports and charts which identify, for authority level users, cohort level statistics. This is very useful for Ofsted inspection purposes as well as ongoing work with the children.



Attainment pages

This is probably the area of the PEP document that varies the most between the various authority templates that Welfare Call provide within the ePEP system. This is due to the personalised requirements of each authority regarding what is to be requested from the end user, how it is presented and the terminology that is used.

If you complete the ePEPs for a number of children from differing authorities that use Welfare Call you may well be presented with slightly different tables to complete.

Early Years

As the Early Years curriculum and assessment levels are used across the country, the tables and wording is more or less the same across all templates.

Early Years / Foundation | Key Stage 1 | Key Stage 2 | Key Stage 3 | Key Stage 4 | SATS Results | GCSE Results

Early Years / Foundation

Foundation Stage

Please answer all the questions below to give a clear indication of the young persons current attainment and the progress they are making. Please record any additional comments in the comments box.

Subject	Term 1 Autumn		Term 2 Spring		Term 3 Summer	
	Age/stage	Grade	Age/stage	Grade	Age/stage	Grade
ELG01 Listening and attention	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG02 Understanding	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG03 Speaking	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG04 Moving and handling	0-11	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG05 Health and self-Care	8-20	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG06 Self-confidence and self-awareness	16-26	Emerging Expected Exceeding ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG07 Managing feelings and behaviour	22-36	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG08 Making relationships	30-50	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG09 Reading	40-60	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG10 Writing	60-	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG11 Numbers	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG12 Shape, space and measures	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG13 People and communities	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG14 The world	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG15 Technology	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG16 Exploring and using media and materials	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼
ELG17 Being imaginative	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼	-- ▼

The only slight variation is that some use the terminology 'Beginning/ Developing/ Secure' throughout EYFS and then use 'Emerging/ Expected/ Exceeding'in the final term, whilst some use 'Entering/ Emerging/ Exceeding'.

Key Stage 1 and 2 attainment

For Reception onward the differing attainment templates come to the fore.

For Key Stage 1 and 2 the process being adopted by the Virtual School is that of collecting attainment data using a standard set of terminology or phrases, that the users can easily understand and find a correlation with the school levels. This will then enable cohort level analysis to be made by the Virtual School.

The questions being posed are similar across all the templates, in that the provisions are asked to provide the 'level' the child is working at - along with targets, as well as questions regarding the progress that is being made.

An example is shown below:

Overall am I making good progress regardless of my attainment

Subject	Term 1 Autumn	Term 2 Spring	Summer
	Good Progress	Good Progress	Good Progress

Attitude to Learning

Subject	Term 2 Spring	Summer
Attitude to Learning	Attitude	Attitude

Please provide current End of Key Stage targets, the levels the child/young person is currently working at and the progress towards end of Key Stage Targets.

Subject	End Of KS Target	Term 1 Autumn		Term 2 Spring		Summer	
		Year Level Child is working At	Progress Towards End Of KS Target	Year Level Child is working At	Progress Towards End Of KS Target	Year Level Child is working At	Progress Towards End Of KS Target
Reading	-	-	-	-	-	-	-
Writing	GDS	-	-	Foundation	-	-	AEP
Mathematics	EXS	-	-	Y1-	-	-	EP
[GPS] Grammar, Punctuation and Spelling	WTS	-	-	Y1	-	-	BEP
Science	PKF	-	-	Y1+	-	-	delete
	BLW	-	-	Y2-	-	-	
	delete	-	-	Y2	-	-	
		-	-	Y2+	-	-	

Phonics Check (Score) Year 2 (if applicable)

Where other abbreviations are being used, a key is presented at the top of the page for users to understand and follow, as per example below:

Year 2

Key to Attitude to Learning:

- 4 – Consistently engaged and well-motivated
- 3 – Engaged and motivated at most times
- 2 – Engaged and motivated some of the time
- 1 – Lacks engagement and self-motivation

Key for 'Target' – based on prior attainment/assessment:

- GDS: Working at Greater Depth within the expected Standard
- EXS: Working at the Expected Standard
- WTS: Working Towards the expected Standard
- PKF: Pre-Key Stage/Foundations of the expected standard
- BLW: Below the standard of the interim pre-key stage standards (e.g. P-Scales or NOTSEN etc.)

Key for 'Progress' – based on your professional judgement is the child making:

- AEP: Above Expected Progress towards target (likely to exceed target)
- EP: Expected Progress towards target (likely to achieve target)
- BEP: Below Expected Progress towards target (unlikely to achieve target)

As the generic terminology being used in the template does not give the 'detail' of the levels and progress being made by the child, we would strongly urge that the education provisions upload their assessment reports for other users to access in order to get greater detail and additional information.

Users can also draw attention to the fact that a supporting document has been uploaded, or add notes as appropriate using the free text fields available for each term.

Additional notes for Year 2

Term 1 Autumn Notes:

Term 2 Spring Notes:

Term 3 Summer Notes:

Key Stage 3 and 4 Attainment

It is in Key Stage 3 that schools adopt differing approaches to the curriculum, in that a number of schools commence the KS4 curriculum in Year 9. For this reason an additional column is added to the data table in order for the end user to identify if the child is following the 'National Curriculum' for year 9 or has indeed commenced a GCSE course of study or some other qualification.

An example of how the tables are set out is shown below:

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	Progress Towards End Of KS Target
Mathematics	GCSE	6	5.1	EP	5.3	EP	5.9	EP
English language	-		8.5	EP	4.7	EP	8.9	-
English literature	National Curriculum				4.8			AEP
	Functional skills				4.9			EP
	Entry Level 1				5			BEP
Biology/ Science 1	Entry Level 2				5.1			delete
	Entry Level 3				5.2			
Chemistry/ Science 2	Level 1				5.3			
	Level 2				5.4			
Physics	Level 3				5.5			
	Entry Level							
Combined Science	Adult literacy							
	Adult Numeracy							
Art	BTEC Award							
	BTEC Certificate							
	BTEC Diploma							
	GCSE							
	IGCSE							

In the example shown above, where a child is following a GCSE course the options 1-9 should be used for 'End of KS4 target'. For a 'Working at' option we have also included sub levels so that smaller levels of progress can be recorded.

We have also added additional questions regarding predicted Attainment 8 on a number of templates.

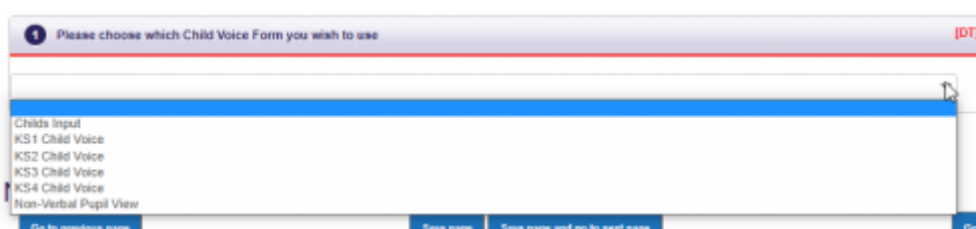
Capturing Pupil Voice

This can be done in a variety of ways.

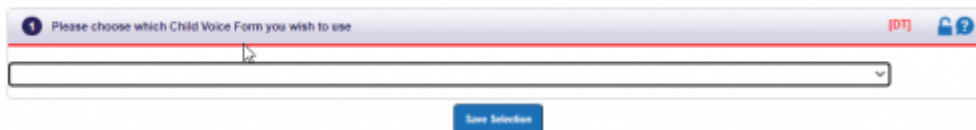
- Completing the pupil view (or whatever the form is called on the template you are completing) as presented on screen, following a conversation with the child/young person. This can be accessed by clicking on the appropriate tab, as shown below.



On a number of templates there is a multi-choice dropdown list to choose from, as shown below.

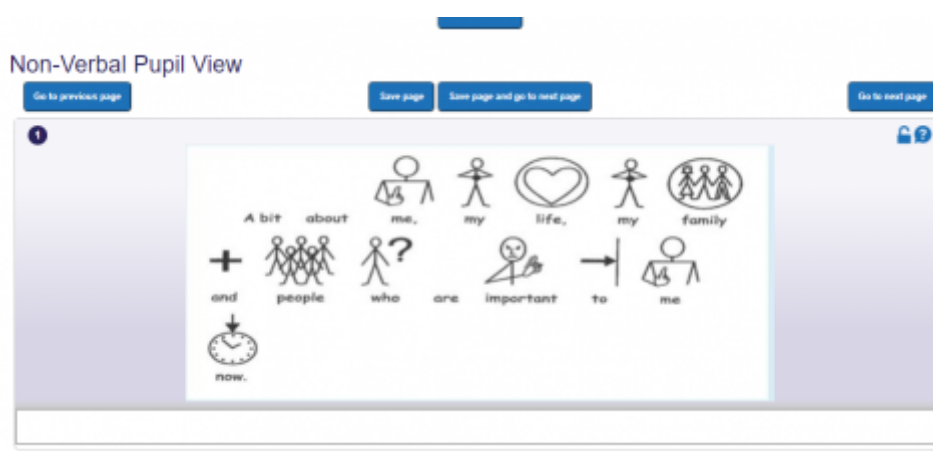


My Views, Wishes and Feelings



Select the form you wish to complete and then click/select **Save Selection** and then complete the responses to the questions presented.

A number of customers also have a non-verbal view option which presents images as part of the questions to support the engagement of the child/young person.



- Use the upload option to the child documents area
 - Uploading another pupil view form completed by the child/ young person
 - Uploading a video or audio file of your discussion
 - Uploaded a scanned copy of the child/ young person hand written notes

We encourage the professionals supporting the child to decide upon the most appropriate means to capture their view and present it within the ePEP. If an alternative means is used, we recommend that this is referred to in the pupil view form so that users know where they can find the information and that it has not been overlooked.

Targets-Outcomes-Interventions-Actions

The various screenshots shown below identify how the templates capture the 'Outcomes and intervention' that have been agreed in the meeting and then auto-fill the Target review section of the next PEP. In some templates it may be simply identified as the 'Targets' page.

This form has been designed to allow the reviewing of targets that have been set against the child in the previous PEP and setting of new targets for the current PEP.

When a target has previously been entered in a PEP, the details regarding decisions and actions agreed at the last PEP meeting are automatically moved forward to this section for review.

We generally have two ways in which targets are dealt with in the various templates.

We have developed an enhanced **Target Setting and Review module** which includes tracking the funding streams being utilised to support the target in being achieved. Within the module users are required to identify the **Outcome Category** the intervention comes under e.g. improving attainment and **Intervention category** that is being applied e.g. 1 to 1 tuition, small group work etc.

This module feeds into our analytics platform to further support the analysis and visual representation of the funding and outcomes.

To create a new target users simply select 'create' in the New targets table

	Outcome/Target	Why	How	Who will be responsible?	When	PP+ Request	
Edit	Support Peter to move from reading band 5 to 6, focusing on expanding frequent key word recollection	Peter is currently below ARE and has the potential to catch up with his peers	extra support	Mr Smith	27-May-2021	Pupil Premium Plus (PP+) £300.00	Delete
Create							
Create							

The following table will appear on screen (please note some of the text in the questions may vary slightly from one template to another).

Create NEW Desired Outcome/Target

Academic year 2020-2021	
PP+ Cap	£2100
Requested	£500
Allocated	£965
Balance remaining	£1105
Additional Requested	£200

Please describe the desired Outcome/Target and outcomes/success criteria that you are setting

Outcome/Target category

Why this Outcome/Target?
What is the baseline? (qualitative and/or quantitative)

How? What will be done?
Which strategies/actions in and out of the classroom will you focus on?

Who will be responsible?

Intervention category (EEF drop down)
(from Education Endowment Foundation Teaching & Learning Toolkit)

When will it be achieved/ reviewed?

Please be aware that if you have used the Zoom feature in your browser it might affect the display of the calendar, please set it to 100% and try again.

Complete, if you are allocating and/or requesting funding towards the Outcome/Target

Funding source and how much is allocated/ requested

How is the amount calculated? (e.g. 6 weekly sessions at £20 per session)

Financial year to be applied to

Academic year to be applied to

Save

Please note: Certain elements are mandatory, so you will need to provide content before you can 'save' the target.

The Outcome/Target category options are as shown below:

Outcome/Target category

Why this Outcome/Target?
Qualitative and/or quantitative)

How? What will be done?
out of the classroom will you focus on?

Who will be responsible?

Intervention category (EEF drop down)
(from Education Endowment Foundation Teaching & Learning Toolkit)

- Academic achievement and progress
- Attendance
- Emotional health and well-being
- Inclusion (reducing internal and external exclusions and detentions)
- Other
- Social Skills
- Transition
- Wider Achievement

The Intervention Categories are as shown below:

Intervention category (EEF drop down)
(from Education Endowment Foundation Teaching & Learning Toolkit)

When will it be achieved/ reviewed?

Complete, if you are allocating and/or requesting funding towards the Outcome/Target

Funding source and how much is allocated/ requested

How is the amount calculated? (e.g. 6 weekly sessions at £20 per session)

Financial year to be applied to

Academic year to be applied to

- Arts participation
- Behaviour Interventions
- Collaborative learning
- Digital technology
- Early years interventions
- Feedback
- Homework
- Individualised instruction
- Mastery learning
- Mentoring
- Metacognition and self-regulation
- One to one tuition
- Oral language interventions
- Other
- Outdoor adventure learning
- Parental engagement
- Peer tutoring
- Phonics
- Reading comprehension strategy

The target that has been created is then placed in the table as shown below.

- 1 If the target needs amending then select **Edit**
- 2 If funding has been identified as being used to support the outcome/target to be achieved then it is also identified in the table.
- 3 The user who created the target is the **only** person who can **delete** it if they have entered it by mistake (**only** prior to the PEP being completed by all parties and signed off - after that point it is in the system as an agreed target and cannot be amended).
- 4 The details of how the calculation has been made , if entered by the user, is shown by placing the cursor over the wallett icon.

	Outcome/Target	Why	How	Who will be responsible?	When	PP+ Request	
	Support Peter to move from reading band 5 to 6, focusing on expanding frequent key word recollection	Peter is currently below ARE and has the potential to catch up with his peers	extra support	Mr Smith	27-May-2021	Pupil Premium Plus (PP+)	£300.00 Funding Notes: 10 sessions @ £30

Once the PEP has been signed off as being completed by all parties and the document created, the targets are then automatically transferred to the review section in preparation ready for the next PEP review. The target is shown in its entirety in the top section (for review purposes only) with the target title being repeated below so that the user can identify it it was achieved or not, and make any comments as appropriate.

Targets/ Outcomes

Go to previous page | Save page | Save page and go to next page | Go to next page

TARGETS/ OUTCOMES

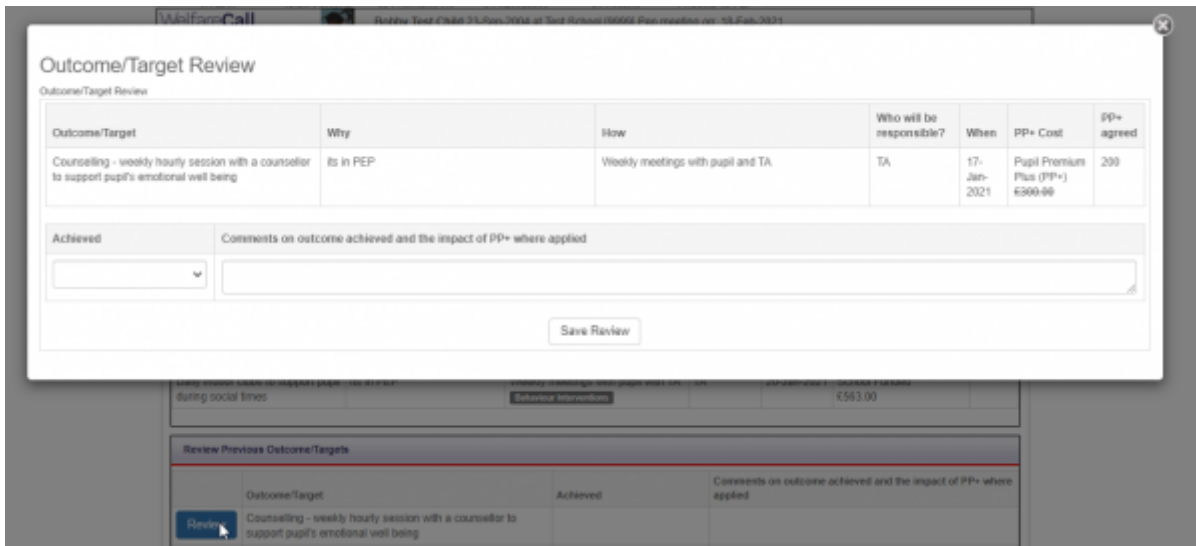
1 REVIEWING AND SETTING TARGETS/ OUTCOMES [DT] ?

Pupil Premium funding to be authorised by the Virtual School

Outcome/Target	Why	How	Who will be responsible?	When	PP+ Cost	PP+ agreed
Counselling - weekly hourly session with a counsellor to support pupil's emotional well being		Weekly meetings with pupil and TA Behaviour Interventions	TA	17-Jan-2021	Pupil Premium Plus (PP+) £300.00-£200.00	£200.00
Daily indoor clubs to support pupil during social times		Weekly meetings with pupil with TA Behaviour Interventions	TA	20-Jan-2021	School Funded £563.00	

Outcome/Target	Achieved	Comments on outcome achieved and the impact of PP+ where applied
Review Counselling - weekly hourly session with a counsellor to support pupil's emotional well being		
Review Daily indoor clubs to support pupil during social times		

Simply select/click on the review button and identify if the target has been met and add any comments as appropriate.



OR

For some authorities the targets are presented in a table format, as shown in the examples below:

REVIEWING OF PREVIOUS TARGETS AND ACTIONS			
1 What were the education targets from the last PEP? [DT] [?] [lock]			
Education target from last PEP	Target achieved?	Comment on actual outcomes achieved	Review of impact of the use of Pupil Premium Plus funding
	<input type="text"/>		
	<input type="text"/>		
	<input type="text"/>		
	<input type="text"/>		

SETTING OF NEW TARGETS INCLUDING PUPIL PREMIUM USAGE					
5 New targets (maximum 4) [DT] [?] [lock]					
Target (What) Long term, Medium term, Short term	Specific Action (How)	Responsibility (Who)	Timescale (When)	Expected Outcome (What will it look like)	Pupil Premium Plus
			<input type="text"/>		
			<input type="text"/>		
			<input type="text"/>		
			<input type="text"/>		

Appendices

There are no appendices attached to this document.



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1)

Google Chrome Version history can be found here
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3)

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