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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Personal Education Plan (PEP)**  **Key Stage 1 and 2 Primary (Year 1 to Year 6)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **EDUCATION SETTING TO COMPLETE ALL SECTIONS**  Please ensure all information is completed in full. Failure to do so will result in delays in finalising the document and any Pupil Premium Plus applications. For boxes which say ‘choose an item’ please click in the box and a drop-down menu should appear. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **This is my term**  Autumn | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Details of Child:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Family Name | | | | | **Smiley** | | | | | | | | | | Given Names | | | | | | | | **Max** | | | | | |
| Actual DOB | | | | | **25/12/2013** | | | | | | | | | | Likes to be known as | | | | | | | |  | | | | | |
| Ethnicity | | | | | **White British** | | | | | | | | | | Gender I identify as | | | | | | | | **Male** | | | | | |
| Age | | | | | **9** | | | | | | | | | | Primary Language | | | | | | | | **English** | | | | | |
| UPN | | | | | **123456789** | | | | | | | | | | | | | | | | | | | | | | | |
| School Year | | | | | **5** | | | | | | | | | | | | | | | | | | | | | | | |
| This PEP Meeting Date | | | | | **04/10/2023** | | | | | | | | | | | | | | | | | | | | | | | |
| Date set for next PEP Meeting | | | | | **12/01/2024** | | | | | | | | | | | | | | | | | | | | | | | |
| Is this my initial PEP OR the first PEP since the move to a new education setting or school OR are there any changes in my carer details since my last PEP? | | | | | **No** | | | | | | | | | | | | | | | | | | | | | | | |
| Are there any planned transitions this academic year? | | | | | **No** | | | | | | | | | | | | | | | | | | | | | | | |
| If yes, please provide name of school or college | | | | | **N/A** | | | | | | | | | | | | | | | | | | | | | | | |
| Is this PEP meeting a joint EHCP review? | | | | | **No** | | | | | | | | | | | | | | | | | | | | | | | |
| **My Personal Education Plan:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My School/Education Setting is: | | | | | **Sunshine Primary School** | | | | | | | | | | | | | | | | | | | | | | | |
| My Designated Teacher/Person is: | | | | | **Mrs Jones – Headteacher** | | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone number and Email is: | | | | | **01234 567890 head@sunshineschool.com** | | | | | | | | | | | | | | | | | | | | | | | |
| My Headteacher is:  (Please note we must have the headteachers contact details for any pupil premium plus requests to be approved) | | | | | **Mrs Jones**  **Sunshine Primary School, New Street, Chester, Cheshire, CH2 9FG** | | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | **head@sunshineschool.com** | | | | | | | | | | | | | | | | | | | | | | | |
| My Key Person is: (‘Which adult do I spend time with at school?’ e.g. My class teacher, a learning mentor etc.) | | | | | **Mrs Smith – Teaching Assistant** | | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | **Mrs.smith@sunshineschool.com** | | | | | | | | | | | | | | | | | | | | | | | |
| My Social Worker is: | | | | | **Currently - Gemma Stevens Newly allocated to you - Marie Johnson** | | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone Number is: | | | | | **Gemma Stevens 01234 987654 Marie Johnson 01234 629281** | | | | | | | | | | | | | | | | | | | | | | | |
| **PEP Meeting** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| People who were involved with completing this form: *(please add more rows below if needed)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name | | | | Their Role | | | | | | | | | | | How to contact them | | | | | | | | | | | | | |
| **Max Smiley** | | | | **You** | | | | | | | | | | | **Through your social worker** | | | | | | | | | | | | | |
| **Gemma Stevens** | | | | **Your current Social Worker** | | | | | | | | | | | **Gemma.stevens@cheshirewestandchester.gov.uk** | | | | | | | | | | | | | |
| **Marie Johnson** | | | | **Your new Social Worker** | | | | | | | | | | | **Marie.johnson@cheshirewestandchester.gov.uk** | | | | | | | | | | | | | |
| **Jenny Hand** | | | | **Home Manager of Brown Lea** | | | | | | | | | | | **01244 776655** | | | | | | | | | | | | | |
| **Mrs Nixon** | | | | **Your school SENDCo** | | | | | | | | | | | **s.nixon@sunshineschool.com** | | | | | | | | | | | | | |
| **Mrs Smith** | | | | **Your Teaching Assistant** | | | | | | | | | | | **n.smith@sunshineschool.com** | | | | | | | | | | | | | |
| **Heather Gibbs** | | | | **PEP Co-ordinator, Virtual School** | | | | | | | | | | | **h.gibbs@cheshirewestandchester.gov.uk** | | | | | | | | | | | | | |
| **Roger Smiley** | | | | **Your dad** | | | | | | | | | | | **Through your social worker** | | | | | | | | | | | | | |
| **Carol Smiley** | | | | **Your mum** | | | | | | | | | | | **Through your social worker** | | | | | | | | | | | | | |
| **Olive Bebbington** | | | | **Your Advocate** | | | | | | | | | | | **Through your social worker** | | | | | | | | | | | | | |
| **Alison Potts** | | | | **Your Starting Well Nurse** | | | | | | | | | | | **a.potts@nhs1.net** | | | | | | | | | | | | | |
| **About Me - How am I doing now?**  eg, How am I feeling? What do I enjoy and dislike? What would I like help with? What am I interested in right now and next? What would help me? What might be preventing me? Who could help me achieve what I want to? What can I do to help myself? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Child or Young person’s view:**  *(for young people who need help to communicate or those who do not wish to contribute, an adult can help with this)*  Max, you are finding it tricky to tell us how you are feeling at the moment but you have been able to share some of the things that you like or you worry about in school and these include –   * You really like Art, this is your favourite subject * Friends that are important to you are C, C, A and J * Walking into the classroom worries you when other children are there, as they may look at you * Sometimes the children in your class talk about things like TikTok which you are not interested in * You find writing tricky and would like some help with this * It is important to you that you know what is happening in the school day and worry about plans changing * You prefer to sit near the door in the classroom so you can take a break when you need to   We understand that you are not finding it easy to come into school and go into your classroom. To support you with this, you meet with Mrs Smith at the beginning of every day before going to class to ‘check in’ and talk through what is going to happen throughout the day. You also have two sessions a week to talk through anything in school that you are finding tricky and how we can support you. We have been completing some ladder activities as well as thinking about what our perfect school looks like. We are now working on a plan which helps all adults understand how they can support you to feel safe, happy and able to learn in school. (Your Support Plan is attached).  What have I achieved last term on my **Activity Passport?**  You went on a train to Chester to see the new Spiderman film at the cinema.  What will I work on this term on my **Activity Passport?**  You would like to do Go Ape at Delamere Forest.  Make some biscuits with Mrs Smith for your class coffee morning | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Special Educational Needs** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Do I have any identified SEND or developmental needs?** Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Educational Needs/Disability Status  Additional SEND Support | | | | | | | | | | | | | | Primary Area of Need  Social, Emotional and Mental Health  Secondary Area of Need, if applicable  Cognition and Learning | | | | | | | | | | | | | | |
| **Do I have a formal diagnosis?** | | | | | | | | | | | | | | **Please state my diagnosis/diagnoses:** | | | | | | | | | | | | | | |
| *(eg Foetal Alcohol Syndrome, Irlens, ADHD, Dyselxia, Dyscalulia and/or other)*  No | | | | | | | | | | | | | |  | | | | | | | | | | | | | | |
| **SEND Strategies and Support** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Please supply a summary of the strategies and support in place for me, excluding those funded by Pupil Premium Plus:**  *Where appropriate, please attach a copy of the Provision Map to accompany the PEP.*  **To support you with your emotional wellbeing –**   * Mrs Smith will meet you every morning at the start of the school day to ‘check in’ on any worries you may have and talk through your day * You will have two sessions a week with Mrs Smith which will review the support plan that we have put together and enable you practice some of the things that you find helpful when you are feeling worried or upset * Adults in school will continue to see how you are doing and, if needed, an application for an Education and Health Care Plan Needs assessment will be made to support you in the future   **To support you with your learning -**   * Mrs Smith helps you learn inside and outside of the classroom either on a 1:1 or with a small group of people from your class * You receive extra support for Maths and English in the Sunshine Room * Mrs Smith supports you in the classroom during learning activities when you feel able   **Am I being assessed using the Engagement Model?** No  **If I have an EHCP please comment on my progress made:** N/A  **Date of EHCP/Top-Up review where applicable:** Click here to enter a date. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Attendance and Progress** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall Percentage | | Percentage of absences authorised: | | | | | | Percentage of absences unauthorised: | | Are there concerns over my attendance? | | | | | | Details of Concerns | | | Number of fixed term suspensions to date this academic year | | | | | | | Number of internal suspensions to date this academic year | | |
| 58.3% | | 1.9% | | | | | | 39.8% | | Yes | | | | | | Max, you find the start of the school day difficult and so you are often late to school. | | | 0 | | | | | | | 0 | | |
| **Is the child/young person in full time education?** | | | | | | | | | | | | | | **If yes, are they engaging with this?** | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | | | No | | | | | | | | | | | | | | |
| **If they are not engaging with the full offer, please complete the following:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Details: | | | Max, you are being supported to overcome your anxieties so that you can access your education in school. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reduced Timetable | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Is the child/young person on a reduced timetable?**  No | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of hours accessed: | | | |  | | | | | | | | | | Reason for reduction: | | | | | | | |  | | | | | | |
| Plan to increase provision/ timetable: | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| Start date of reduced timetable: | | | | Click here to enter a date. | | | | | | | | | | Date to be reviewed (6 weeks on): | | | | | | | | Click here to enter a date. | | | | | | |
| **Has the person with parental responsibility given consent for a Reduced Timetable?**  Choose an item. | | | | | | | | | | | | | | **For CWaC schools, has the Reduced Timetable form been sent directly to the Education Team within CWaC?**  Choose an item.  [school.relationshipteam@cheshirewestandchester.gov.uk](mailto:school.relationshipteam@cheshirewestandchester.gov.uk) | | | | | | | | | | | | | | |
| *Please make sure a copy of the most up to date Reduced Timetable form is attached to this PEP* | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alternative Provision | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Is the child/young person accessing alternative provision?** No *If the answer is yes, please indicate the following:* | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name/s of Alternative Provision/s: | | | |  | | | | | | | | | | Is this provision Ofsted / Estyn Registered? | | | | | | | |  | | | | | | |
| Alternative Provision start date: | | | | Click here to enter a date. | | | | | | | | | | Alternative Provision End date | | | | | | | | Click here to enter a date. | | | | | | |
| What does my week look like? | | | |  | | | | | **Monday** | | **Tuesday** | | | | | | **Wednesday** | | | **Thursday** | | | | | | | **Friday** | |
| **am** | | | | |  | |  | | | | | |  | | |  | | | | | | |  | |
| **pm** | | | | |  | |  | | | | | |  | | |  | | | | | | |  | |
| Expected Outcomes: | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress towards outcomes: | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| Review date: | | | | Click here to enter a date. | | | | | | | | | | | | | | | | | | | | | | | | |
| Name and contact details of person in school who is responsible for quality assurance:  ***This must be the Designated Teacher for CLA from the school where the pupil is on roll*** | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| Attainment | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | **Method of assessment**  *(e.g. Teacher Assessment, Summative Assessment, SATs)* | | | | | | **Previous term assessment** | | **Current term assessment** | | | | | | **Expected End of Key Stage Target** | | | **Am I on track to achieve National Expectations?** | | | | | | | **Am I making Expected Progress from my starting point?** | | |
| Phonics (KS1) | | N/A | | | | | | N/A | | N/A | | | | | | N/A | | | No | | | | | | | No | | |
| Reading | | Teacher Assessment | | | | | | We were not able to assess your learning as you found it tricky to come into school | | Reading Age - 8.01  We are gathering detailed reading assessments now that you are able to take part in your learning. | | | | | | Expected Standards Y6 | | | No | | | | | | | No | | |
| Writing | | Teacher Assessment | | | | | | We were not able to assess your learning as you found it tricky to come into school | | Working at Year 3  We are gathering detailed writing assessments now that you are able to take part in your learning | | | | | | Expected Standards Y6 | | | No | | | | | | | No | | |
| GPS (KS2) | | N/A as you are not learning this separately at the moment | | | | | | N/A as you have not been learning this separate to Literacy. | | N/A as you are not learning this separately at the moment | | | | | | Expected Standards Y6 | | | No | | | | | | | No | | |
| Maths  (please include MTC for Year 4 children when available) | | Teacher Assessment | | | | | | We were not able to assess your learning as you found it tricky to come into school | | We are gathering detailed maths assessments now that you are able to take part in your learning. | | | | | | Expected Standards Y6 | | | No | | | | | | | No | | |
| NB: The questions below must be filled in for those young people who are in Reception and above. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Overall am I on track to achieve Age Related Expectations (ARE)?** No | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Overall am I making Expected Progress from my starting point:** No | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Are there concerns over my school place?** No | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Has the Activity Passport been discussed?** Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **How do YOU think I am doing now?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **School/College view:**  *(Please provide a short summary of strengths and any areas requiring support, this may include dyslexia, dyscalculia, hearing, visual, Wellbeing Assessment Tool information, etc.)*  Max, Mrs Smith is meeting you at the beginning of the day and you go with her into your classroom to help Mrs Taylor with your very important job of setting up the ipads. Since you have been doing this, you have arrived in school on time everyday – this is great to see you and Mrs Taylor is really grateful of your help. You then go in the Sunshine Room with Mrs Smith to talk through how you are feeling and what your day will look like.  Max, you have been completing some pupil voice activities with Mrs Smith and chatting about parts of the day you are finding difficult. Thank you Max for helping us understand some of the things about school that you find tricky, this has helped us consider different ways we can support you. Mrs Smith will continue to support you to make sure that you are happy in school and you will review your support plan with her twice a week.  We know that you worry about Maths and English as these are tricky for you and are worried about the learning that you have missed, so we will continue to support you on a 1:1 and in small groups for these subjects until your confidence has grown.  We are really pleased that you are now joining in with some lessons in the classroom including Art, Maths and now Music. Your art work is amazing and you should be very proud! | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Meeting summary and actions:**  **To include: any additional information provided, what needs to be done next and any actions required.**  e.g: Updates from parents and carers, any identified interventions required or referrals needed to support the child/young person. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Max, your current Social Worker, Gemma, shared that you be living at Brown Lea for the time being and introduced Marie to the people in your meeting as your new Social Worker from today.  Jenny, who supports you at Brown Lea, shared that you are happy and settled but that you had struggled after hearing the court outcome – which is understandable. Olive is your advocate and you have been able to share your wishes and feelings with her so we can understand what is important to you. Olive will support you to help you understand what has happened at court.  Jenny shared that even though you have been upset by the court outcome, you are now attending school with some extra support in the mornings. You have lots of worries before leaving home in the morning and Jenny helps you talk through these worries and practice some of the techniques you have been learning such as mindfulness and breathing exercises – this helps you to feel calm. Mrs Smith also helps you to practice these techniques in school once you arrive.  The School Nurse, who supports you with your health needs, shared that when you are feeling worried you may need to use the toilet more – it is important to you that you can go to the toilet when you need to. This is written into your support and attendance plan; your adults in school are aware of this and support you when needed.  The people you feel able to talk to about how you are feeling in school are Mrs Smith and Mrs Nixon. You met with Mrs Nixon last week and you were able to share the parts of the school day you enjoy. You have agreed that you will continue to have your Maths and Art lessons in the classroom with your peers and that you are now going try Music lessons in class too – this is really positive.  You have lots of support in place at school at the moment to help you feel safe and be able to learn; the adults in your life want to make sure that support is in place for you as you look towards high school. We will be working together and with you to think about this over the next few months. We may need to think about applying for an Education, Health and Care Plan as this will make sure the support you need to be happy and successful in education is in place until you are 25 years old.  You have already completed some fun activities on your Activity Passport, you would like to try Go Ape over the next month. Everyone is really proud of you for improving your attendance at school, especially over the last two weeks.  **ACTIONS**  Max you will continue to arrive at school at 8.30am and be met by Mrs Smith to support you with a quiet and calm transition into your school day.  You will continue to do your very important job of helping Mrs Taylor set out the iPads every morning in your classroom before your classmates arrive.  Max, you will spend time with Mrs Smith talking through your school day, discussing anything that is worrying you and practising using strategies which will help you when you are feeling worried/sad/angry (mindfulness, breathing, distraction etc).  Mrs Smith will continue to support your learning in and out of the classroom, with a focus on increasing the amount of time you spend with your peers.  The team around you will meet to review your support and attendance plan – you can attend this meeting if you wish, or Mrs Smith can share your views if you prefer.  Home and school will share all of the important parts of your day in your home-school diary. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Evaluation of Previous Targets:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Previous ‘SMART’ target  *(If first PEP put N/A)* | | | | | | | Has this been met?  *(If first PEP put N/A)* | | | | | **If Yes**, please explain the impact this has had on progress.  **If no**, please explain why. | | | | | | | | | | | | | Was Pupil Premium Plus (PP+) accessed?  *(If first PEP put N/A)* | | | |
| **Wellbeing –**  We would like to support you to build a trusted relationship with Mrs Smith so that you are able to share when you are feeling worried/sad/angry and we can support you with this. | | | | | | | Yes | | | | | You have been spending time with Mrs Smith. You have completed lots of activities including a ladder and what your perfect school would look like. This has helped us understand what you are worried about and finding difficult.  You and Mrs Smith worked on a plan so that you will be happier to attend school. You have worked hard, and we have enjoyed seeing you in school every day for the last two weeks – well done Max! | | | | | | | | | | | | | No | | | |
| **Phonics KS1/GPS KS2 –**  To make progress with learning your age-related spellings using Nessy regularly to support you with your accuracy. | | | | | | | No | | | | | Max, you are working hard to take part in more of your learning which means that we can understand your progress and plan your next steps. | | | | | | | | | | | | | No | | | |
| **Reading –**  To develop your fluency for reading. | | | | | | | No | | | | | Max, you are now reading more which will help us to understand your progress and plan your next steps. | | | | | | | | | | | | | No | | | |
| **Writing –**  To develop fluency and cohesion in your written sentences. | | | | | | | No | | | | | You find this challenging and are being supported on a 1:1 outside of the classroom. We are using a whiteboard to record your work and you are making some small steps of progress. | | | | | | | | | | | | | No | | | |
| **Maths –**  To recall your 12 x 12 times tables | | | | | | | No | | | | | As you are now in school more often you can work on this with Mrs Smith. | | | | | | | | | | | | | No | | | |
| **Next Steps**  Please link targets set to EHCP if applicable. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **This term’s SMART targets** – please add a target for **each** subject area, **plus** Wellbeing  (Specific, Measurable, Achievable, Realistic, Time limited.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targets are needed for: | Current SMART target details:    *(These must relate to subjects in first column)* | | | | | Details, how will this be achieved?  *(Name of intervention, 1:1 or small group, group size, T/HLTA/TA, when, how often, etc)* | | | | | | | Expected outcome  for this  intervention | | | | | Is PP+ requested this time? | | | Cost per hour  *(Please only enter figures)* | | | Hours per week  *(Enter part hours in decimal e.g. 15 mins = 0.25)* | | | | Cost per term  *(Please only enter figures)* |
| **Wellbeing** | We would like you to feel happy and safe to come to school, therefore accessing your learning and developing your friendships.  We would like you to continue to arrive at school on time so that you can do your very important job for Mrs Taylor before your classmates arrive. | | | | | Jenny supports you in the mornings to share your worries before school.  Mrs Smith meets you first thing to talk through your day.  You do an important job for Mrs Taylor each morning before the rest of your class arrives.  You have 2 ELSA support/ intervention sessions with a focus on person centred planning and skills development.  You work 1:1 with your TA funded as agreed by the Virtual School to support your Emotionally Based School Non-Attendance -  **£70 per day,**  **25 hours a week,**  **13 weeks in term = £4550**  You have a home-school book to help you to be prepared for the next day. | | | | | | | You will be able to access your learning, make progress, enhance your friendships and therefore improve your life chances in the future.  Your attendance will have improved. | | | | | Yes | | | 14 | | | 25 | | | | 4550 |
| **Phonics KS1**  **/GPS KS2** | To consolidate your letter-sound knowledge for phase 5 phonics | | | | | Daily 1:1 sessions with Mrs Smith  Activities so that you can practice reading and writing these sounds | | | | | | | You will have secured your knowledge and application of all phase 5 sounds | | | | | No | | |  | | |  | | | |  |
| **Reading** | To further develop your reading accuracy, fluency and comprehension | | | | | Daily reading  Reading activities 1:1 supported by Mrs Smith  Jenny will support you with reading practice at home at least three times a week. | | | | | | | You will have developed your confidence, reading accuracy, fluency and comprehension.  You will have increased your reading age from 8 years 1 month to 8 years 4 months by your spring PEP. | | | | | No | | |  | | |  | | | |  |
| **Writing** | To feel more confident to write independently. | | | | | You will be supported by Mrs Smith as explained above.  She will support, encourage and model writing by talking with you about what you plan to write. You will then write your own words down as she says them back to you. | | | | | | | You will feel more confident in your own ability to be able to write.  You will record your ideas independently. | | | | | No | | |  | | |  | | | |  |
| **Maths** | To know and use your 7- and 8-times tables. | | | | | You will be supported to complete times tables activities with Mrs Smith as explained above.  You will do Times Table Rockstars at school and at home. | | | | | | | You will be able to know and use your 7- and 8-times tables accurately and with increased confidence. | | | | | No | | |  | | |  | | | |  |