

Desired Outcome and Measurement	Reason for target and baseline level/current position	How - Action: When: Facilitator	Lead professional (and position) for this target – who is accountable for this target and will provide the evaluation at the next PEP review?	To be achieved by (date)	Funding
Within 12 school weeks, Alex will independently and accurately solve 8 of 10 Foundation-tier linear equations, including brackets and unknowns on both sides, across three consecutive weekly assessments, and solve 3 of 4 unfamiliar algebra word problems.	Alex currently solves 4 of 10 linear equations independently. They can complete one-step and some two-step equations but make errors with brackets, like terms and moving terms, and struggle to form equations from word problems. Alex aims for GCSE mathematics grade 5 and a Level 3 engineering course. This achievable, weekly reviewed target will develop multi-step algebra skills and confidence; a new target will be set once secured.	Small-group teaching using worked examples, algebra tiles and the balance method, progressing to abstract notation: 25 minutes twice weekly for 12 weeks, led by the mathematics teacher or trained teaching assistant. Retrieval practice on brackets, like terms and equations, with immediate feedback and errors recorded: 10 minutes in three lessons weekly for 12 weeks, led by the mathematics teacher. Weekly assessment of unfamiliar equations and word problems, followed by error review and one agreed improvement point; scaffolds will be gradually reduced. Led by the mathematics teacher for 12 weeks.	Mr Patel – Mathematics teacher	18/12/26	GCSE mathematics workbook, algebra practice cards and an online practice platform selected with Alex. £75

Longer-term target(s) and aspiration(s)

Long Term Aspirations	To Be Achieved By:	Progress Towards These - Autumn	Progress Towards These - Spring	Progress Towards These - Summer
Achieve at least grade 5 in GCSE mathematics and confidently apply mathematical knowledge to unfamiliar problems, supporting progression to a Level 3 engineering course.	End of Year 11			

REVIEWING AND SETTING SHORT TERM targets

Desired Outcome and Measurement	Achieved	Comments on actual Desired Outcome and Measurements	Impact of funding
Within 12 school weeks, Alex will independently and accurately solve 8 of 10 Foundation-tier linear equations, including brackets and unknowns on both sides, across three consecutive weekly assessments, and solve 3 of 4 unfamiliar algebra word problems.	Partially achieved	Alex now independently solves 7 of 10 equations and 2 of 4 word problems. Teaching, retrieval practice and feedback improved accuracy and confidence, but negative coefficients, equation formation and missed sessions remain barriers. Continue with shorter, regular practice, explicit teaching, rearranged sessions and gradually reduced prompts.	Funded resources improved engagement, practice, feedback, fluency and error recognition. Missed sessions reduced impact; continued access with consistent teaching is recommended.