Questions for teachers – Pupil Premium

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| Questions | Evidence |
| Do you know who are the pupil premium pupils in your class? |  |
| How is information about pupil premium pupils shared between teachers and support staff? |  |
| How regularly do you discuss these pupils and barriers to progress? |  |
| How do you keep a specific track on their progress? Daily, weekly, monthly? |  |
| What do you perceive as the barriers to progress for pupil premium pupils? |  |
| How do you think the pupil premium funding should be used to raise the achievement of pupils? |  |
| How accountable are you for the progress of pupil premium pupils and are they making the necessary progress to attain well by the end of the key stage? |  |
| Are pupils ability grouped? If so which groups are pupil premium pupils represented in? Why? Who teachers the groups? Do pupils know what they need to do to move to a different group?  How regularly are pupil premium pupils withdrawn from class? From what? Who are they working with? How is this decided? |  |
| Is there any additional support for providing feedback and measuring its impact? |  |
| Have you had appropriate support for developing metacognitive strategies in the class? Do you understand how these can impact upon progress? |  |
| Strengths: | |
| Areas for development: | |