Questions to support effectiveness of Pupil Premium - Leadership

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| Talk me through your data? How do disadvantage pupils perform at the end of each key stage? What is the impact of low prior attainment on future achievement (especially EYFS)? |
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| What is the impact of your current pupil premium strategy? |
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| What role do middle leaders play in improving outcomes for disadvantaged learners? |
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| What role do governors play in improving outcomes for disadvantaged pupils? How do they hold leadership to account? |
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| How do you evaluate the effectiveness of your strategy? |
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| How does leadership ensure that there is effective monitoring, internal QA and impact from the pupil premium strategy |
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Pupils and Families

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| To what extent are the families of disadvantaged pupils empowered to play a role in their child’s learning? What are their barriers (Do not make assumptions)? |
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| What role do disadvantaged pupils play in the wider school life? How is their voice heard? |
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| What are the barriers your disadvantaged pupils face? The pupils themselves and within school |
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| How does the school promote early language development? What impact does this have for disadvantaged pupils contributing to their progress? |
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| What are the EYFS outcomes for disadvantaged pupils and what is its impact on future achievement? |
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| How does the school develop cultural capital literacy for disadvantaged pupils? |
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Pupil Premium Strategy

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| How does the pupil premium support the ‘quiet middle’ and those who are higher attainers? |
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| Talk me through the school’s visions and values? Does it include the most vulnerable? Does everyone understand it? |
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| What is not working so well in your pupil premium strategy? |
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| To what extent does the pupil premium enable a personalised approach? |
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| What are the typical features of pupils underachieving? Think beyond labels. How do provision maps ensure that efforts are not duplicated? |
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Teaching and Learning

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| What is teacher turnover, teacher absences? What Impact does this have on disadvantaged pupils? |
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| How is information about disadvantaged pupils shared between key stages, year groups? How is information about vulnerable pupils shared with staff (including support and new staff)? |
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| Are pupils making the necessary progress from starting points to attain well at the end of the key stage? Where are the problems? |
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| To what extent do teachers feel accountable for the outcomes of disadvantaged pupils? |
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| Are you ability group? If so which groups are disadvantaged represented in? Why? Who teachers lower groups? Do pupils know what they have to do to move form a different group? |
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| How regularly are disadvantaged pupils withdrawn from class? From what? Who are they working with? Talk me through the process for a pupil becoming involved in an intervention |
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| What is the impact of marking and feedback on pupil progress? |
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| To what extent are metacognitive strategies developed in classrooms? |
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| How does the school make the best use of teaching assistants? |
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