

GwE PDG Review Questions:

Leadership & Accountability:

- Q. Talk me through your data. How do FSM pupils perform at the end of each key stage? What is the impact of low prior attainment on future outcomes?
- Q. What is the impact of your current PDG strategy? Is there a whole schools strategy in place?
- Q. How do you target the PDG funding?
- Q. Talk me through your tracking system for FSM learners? What system do you have in place? How do you set targets?
- Q. Do staff have access to the data on FSM pupils?
- Q. What role do middle managers play in improving outcomes for FSM pupils?
- Q. What role do governors play in improving outcomes for FSM learners? How do they ensure accountability?
- Q. How do you evaluate the effectiveness of your PDG strategy?
- Q. How does leadership ensure there is effective monitoring, internal QA and impact from the PDG strategy?

Pupils & Families:

- Q. To what extent are the families of FSM learners empowered to play a role in their child's learning? What are their barriers? (Don't make assumptions)?
- Q. What are the characteristics of your FSM learners?
- Q. What role do FSM learners play in the wider school life? How is their voice heard?
- Q. What are the barriers your FSM pupils face? The pupils themselves and within school?
- Q. Early Language Development / Oracy Skills. What impact does it have on pupil progress?
- Q. To what extent do the school use additional family engagements resources / staff? What is the impact?

Curricular Provision:

- Q. How does the PDG support pupils in the "quite middle" and those that are MAT / higher achievers?
- Q. Talk me through the schools vision, does it include the most vulnerable. Is it collective? Does everyone understand it?
- Q. What is working well / not working well with your PDG strategy?
- Q. To what extent does the PDG enable a personalised approach?
- Q. What are the typical features/characteristics of pupils that are not underachieving? Think beyond labels. How do provision maps/audits ensure effort are not duplicated?
- Q. To what extent does the PDG spend go on staffing resources?
- Q. To what extent does the PDG spend go on Health & Wellbeing Intervention?
- Q. Give an overview of the additional support and provision offered to FSM pupils?
- Q. To what extent is the PDG strategy focusing on early intervention? (E.g. Early Years / KS3)? What is the ratio between KS3 & 4?

Teaching & Learning:

- Q. How is information about FSM pupils shared with key stages and year groups? How is information about vulnerable learners shared with new staff and support staff?
- Q. Are pupils making necessary progress to attain well at the end of their key stage – where are the problems?

Q. To what extent do teachers /support staff feel accountable for the outcomes of FSM learners?

Q. Are you ability grouping? If so, which groups are FSM pupils represented in? Why? Who teachers the lower groups? Do pupils know what they need to do to move to a different group?

Q. How regularly are FSM learners withdrawn form class? From what and why? Who are they working with? Talk me through the process for a pupil becoming involved in an intervention outside of the classroom?

Q. What are the impact of marking and feedback on pupil progress?

Q. How does the school make best use of Teaching Assistants? What is the impact of TA support and intervention?

Q What extent are metacognitive strategies developed in the classroom?