

Pupil Premium Statement Review

Staff/Governor Discussion Questions

Publication

How does this year's statement differ from last year's?

- What has been updated, removed or added since the previous version?
- Which changes reflect new cohort needs, emerging priorities, or learning from last year?
- Is it clear to a reader what is genuinely new this year?

What evidence shows it reflects current pupil needs?

- What data, assessment information, or pupil insights have been used this year?
- Do the needs described clearly relate to this cohort, rather than historic trends?
- Would the statement still make sense if read alongside this year's attainment, attendance, or behaviour data?
- Has published material been reviewed by staff and governors?
- Where has the strategy been refined, clarified, or strengthened?

Diagnosing Need

- Which disadvantaged pupils are we most concerned about and why?
- Are particular year groups or subjects highlighted? What makes these pupils a priority compared to others?
- Are concerns rooted in outcomes, progress, attendance, engagement, or wider barriers?
- What data underpins each identified challenge? Which sources of evidence have been used (e.g. assessments, attendance data, teacher observations)?
- Is it clear how the data points to the stated challenge?
- Are any barriers described too broadly to act upon? Could each barrier realistically inform a targeted response?
- Are terms like "low attainment" or "lack of confidence" unpacked into something observable?
- How does the work in classrooms show the diagnosed need being addressed?
- Where can you see evidence of the support in practice?

Planning & Evidence

How does each strategy link to a specific challenge?

- Can a clear line be drawn from identified need → chosen approach?
- Is it obvious what problem each strategy is intended to address?
- Are any strategies included that do not clearly respond to a diagnosed challenge?

What evidence informed these choices?

- What research, guidance, or professional knowledge has shaped the approach?
- Is the evidence used appropriately rather than cited superficially?
- Does the statement explain why this approach is suitable for these pupils, in this context?

Are we confident resources are focused where they matter most?

- Do spending decisions reflect the most significant challenges identified?
- Are resources spread too thinly, or clearly prioritised?
- Is there a clear rationale for how funding is allocated across approaches?

Implementation

- Is there clarity about the roles and responsibilities of teaching and support staff? Is this understood by colleagues?
- How is the implementation of your strategy monitored? Who is responsible for oversight?
- Can staff explain what they are expected to do differently as a result of this strategy?
- Are expectations consistent across classes or phases?
- What training or support is in place to ensure quality delivery?
- What professional development is planned, and for whom? Is support ongoing, rather than one-off?
- How will leaders know whether approaches are being delivered as intended?
- Where might implementation realistically struggle?
- What practical barriers could affect delivery (e.g. time, staffing, consistency)? Are these risks acknowledged and planned for?
- Is there a plan for adapting if implementation proves challenging?

Monitoring

- If a strategy is not working, what will happen to address this?
- How frequently will progress and implementation be checked?
- Is there clarity about who will review this information?
- How will lessons learned be captured and reflected upon?
- What mechanisms ensure this learning feeds into the next statement?
- Is the strategy treated as a cycle of improvement rather than a static document?

If we reviewed this statement in a year's time, what would we expect to see that shows it made a real difference for disadvantaged pupils?

What changes would we expect to see in pupils' experiences, engagement, or outcomes?