

Pupil premium strategy statement 2017/18

1. Summary information					
School	Longmoor Community Primary School				
Academic Year	2017/18	Total PP budget	Approx. £170,000	Date of most recent internal PP Review	July 2018
Total number of pupils	349 (R-Y6); 394 (N-Y6)	Number of pupils eligible for PP	117	Date for next internal review of these strategies	n/a

FINAL OUTCOMES

<i>ATTAINMENT FOR ACADEMIC YEAR 2017/18 (2018 national figures are provisional)</i>	<i>Disadvantaged pupils (school)</i>	<i>Disadvantaged pupils (nationally)</i>	<i>Other pupils (school)</i>	<i>Other pupils (nationally)</i>	<i>Gap vs 'Other' pupils in school</i>	<i>Gap vs 'Other' pupils nationally</i>	<i>Gap vs disadvantaged pupils nationally</i>
% meeting RWM3 standard at end of KS2	83%	51%	80%	70%	+3%	+13%	+32%
% meeting expected standard at end of KS2 in reading	94%	64%	92%	80%	+2%	+14%	+30%
% meeting expected standard at end of KS2 in writing	83%	67%	92%	83%	-9%	0%	+16%
% meeting expected standard at end of KS2 in maths	89%	64%	88%	81%	+1%	+8%	+25%
Progress score for end of KS2 pupils - reading	+5.5	-0.6	+3.6	0.3	+1.9	+5.2	+6.1
Progress score for end of KS2 pupils – writing	+2.4	-0.5	+2.1	0.2	+0.3	+2.2	+2.9
Progress score for end of KS2 pupils - maths	+5.5	-0.6	+5.3	0.3	+0.2	+5.2	+6.1
% exceeding RWM3 standard at end of KS2	11%	4%	28%	12%	-17%	-1%	+7%
% exceeding expected standard at end of KS2 in reading	44%	18%	60%	33%	-16%	+11%	+26%
% exceeding expected standard at end of KS2 in writing	22%	11%	36%	24%	-14%	-2%	+11%
% exceeding expected standard at end of KS2 in mathematics	44%	14%	52%	38%	-8%	+6%	+30%
% meeting expected RWM3 standard at end of KS1	60%	50%	68%	69%	-8%	-9%	+10%
% meeting expected standard at end of KS1 in reading	67%	63%	82%	79%	-15%	-12%	+4%
% meeting expected standard at end of KS1 in writing	60%	55%	71%	74%	-11%	-14%	+5%
% meeting expected standard at end of KS1 in mathematics	67%	63%	80%	80%	-13%	-13%	+4%
% exceeding RWM3 standard at end of KS1	13%	5%	16%	13%	-3%	0%	+8%
% exceeding expected standard at end of KS1 in reading	20%	14%	23%	29%	-3%	-9%	+6%

% exceeding expected standard at end of KS1 in writing	20%	8%	16%	18%	+4%	+2%	+12%
% exceeding expected standard at end of KS1 in mathematics	20%	12%	23%	25%	-3%	-5%	+8%
% passing phonics screening check in Year 1	80%	72%	83%	85%	+8%	-5%	+8%
% attaining GLD at end of EYFS	58%	57%	72%	74%	+1%	-15%	+1%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low level of basic skills on entry to school – phonics, early reading, writing, maths - holding pupils back from attaining and making progress as expected, also preventing them engaging fully with the wider curriculum.
B.	We have a large proportion of pupil premium children in school but they are not spread evenly across year-groups; their needs are not the same, nor are those needs static over time. For this reason, we need to be responsive and dynamic in our addressing of pupil premium needs – hence our Wave intervention model including the dynamic allocation of staff as needed. This year, for example, pupil premium attainment gaps are relatively small or non-existent in most year-groups; however, we have a larger PP gap in Year 5 in writing & maths and in Year 4 in reading, writing and maths which we need to prioritise.
C.	Speech & language skills for pupils entering our Nursery and Reception classes are significantly lower for pupils eligible for PP than for other pupils. These skills are the foundation for learning in all subjects e.g. poor oracy slows reading progress in subsequent years and impacts on standards and progress in writing.
D.	The group of vulnerable Y2 pupils prioritised last year have made excellent progress; however, we will continue to address their needs in Year 3.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance rates for pupils eligible for PP last year were 94.43% (overall school attendance 95.2%). In particular, persistent absentees (greater than 10% absences) were disproportionately pupil premium children. If children are not in school regularly, they do not benefit from our quality first teaching approach or the other interventions offered to them.
F.	Parental engagement – we know that the more parents are involved with the school in supporting their child's learning the better the pupil outcomes. For a number of reasons, some parents find it difficult to fully engage with school.
G.	Pupils with specific emotional needs, mental health challenges or who are facing difficult circumstances in their life which affect their learning behaviour, attitudes & attendance in school. These pupils tend to come disproportionately from vulnerable groups including those eligible for pupil premium.

Desired outcomes in improving future attainment (for pupils eligible for PP, including high ability)				
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Actual Outcomes</i>	<i>Allocated Spend</i>
A.	<p>Diminish the difference between PP and other children in the following key measures:</p> <ul style="list-style-type: none"> • 2018 phonics check • percentage meeting the expected standard in reading, writing and mathematics at the end of KS1 • percentage meeting the RWM measure in KS2 • percentage of pupils attaining greater depth in reading, writing & mathematics at the end of KS1 and KS2 	<p>Reduction of the difference between PP and other children in the key measures. <i>Progress on these measures reviewed half-termly.</i></p>	<p>See 'final outcomes' data above. This shows that over their time with us, the gap between disadvantaged and non-disadvantaged pupils in school closes (i.e. disadvantaged pupils make accelerated progress). Both groups of children attain highly by end of KS2 compared with non-disadvantaged children nationally.</p>	£112,500
B.	<p>Pupil premium gaps are rapidly identified, prioritised for action and diminish using the Wave model of intervention. In particular give additional support to the PP groups in Y4 (RWM) and Y5 (WM) in diminishing the difference.</p>	<p>In-school year-group PP gaps reviewed on a half-termly basis with evidence of gaps closing. <i>Progress on these measures reviewed half-termly.</i></p>	<p>Tracking shows that PP gaps reduce over the time pupils are with us. Attainment gap for PP vs non-PP in Y4 closed significantly this year: Reading 15% (vs 30% last year) Writing 17% (29%) Mathematics 0% (12%) As did the gap on entry to Y5: Reading -3% (6%) Writing 10% (22%) Maths 8% (35%)</p>	
C.	<p>Continue to run our highly-regarded communication & language provision, including early identification of pupils with communication & language difficulties; continue the trend of an increase in percentage of all pupils meeting age-related expectations for communication & language by the end of Reception, particularly for PP pupils.</p>	<p>Maintain the very high percentage of PP and non-PP pupils meeting age-related expectations in C&L by end of Reception (95% for both in 2017). <i>Progress on these measures reviewed termly.</i></p>	<p>For the past two years, over 90% of both disadvantaged & non-disadvantaged pupils have met age-related expectations for Communication & Language at end of EYFS. Well above the national average of 84% for non-disadvantaged children.</p>	£16,000
D.	<p>Give further support to the less able boys in Year 3.</p>	<p>Attainment differences between this group and other pupils closes. They maintain high levels of confidence and emotional well-being. <i>Progress on this measure reviewed half-termly.</i></p>	<p>Attainment differences for this group closed and confidence/well-being maintained.</p>	£2,000
E.	<p>Improve attendance rates and reduce the number of persistent absentees for disadvantaged pupils.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to match or be better than the number of PAs among their peers. Remove the attendance gap between PP and other pupils. <i>Progress on this measure reviewed half-termly.</i></p>	<p>Attendance for disadvantaged pupils has improved over the past two years and the PA rate has reduced. However, there is still a gap to non-PP pupils.</p> <p>2016/17 PP attendance 93.1% 2017/18 PP attendance 94.4%</p> <p>2016/17 PP PA 17.8% 2017/18 PP PA 15.4%</p>	£8,000
F.	<p>Improve parental engagement for families of PP children.</p>	<p>PP parent voice groups and surveys report improved attitudes to school engagement; take-up/attendance of school workshops/events etc. indicate an</p>	<p>Lego Club continues to be very popular with all parents, with good take up by PP families. Interaction with the new website is higher and Twitter is popular with some</p>	£7,600

		increased engagement by all parents. <i>Progress on this measure reviewed termly.</i>	parents. However, we still find some PP families harder to engage.	
G.	Improve mental health/emotional well-being of disadvantaged pupils.	Measured by evidential improvement in academic attainment, attitudes, behaviour and attendance of pupil premium children. <i>Progress on this measure reviewed termly.</i>	Indicators from case studies showed qualitative evidence for improvements in emotional health, but quantitative measures for improvement in attendance/academic outcomes were less clear (relatively small numbers being the issue here).	£13,000
H.	Give effective ad-hoc support to disadvantaged pupils, pupil groups & families.	Case by case basis, including improvement in attainment/attendance or other measures for targeted pupils. <i>Impact reviewed and recorded on a case by case basis as appropriate.</i>		£10,000
				£169,100

PUPIL PREMIUM STRATEGIES – RATIONALE FOR OUR APPROACH

We have a large proportion of pupil premium children in school but they are not spread evenly across year-groups; their needs are not the same, nor are those needs static over time. Some of them also have additional vulnerabilities e.g. SEN or persistent absenteeism. We also have pupils who whilst not in receipt of pupil premium we class as vulnerable and in need of additional support. For all these reasons, we need to be responsive and dynamic in our addressing of pupil premium needs – hence our Wave intervention model including the dynamic allocation of staff as needed.

- Wave 1.1 – quality first teaching
- Wave 1.2 – teacher directed interventions
- Wave 2 – SLT directed interventions with dynamic allocation of staff across the school
- Wave 3 – additional provision by external agencies e.g. SENISS

Wave 1 – Quality First Teaching (1.1) including teacher-directed interventions (1.2)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Accelerate progress of disadvantaged pupils behind age-related expectations in writing OR those who have the potential to reach greater depth (A/B)	Class teacher to identify target pupils, prioritising disadvantaged, & provide regular, tailored verbal feedback sessions working to year-group writing progress targets.	The class teacher is the person best placed to set year-group writing targets and provide appropriate feedback; research has shown that effective feedback is one of the most powerful ways to accelerate pupil progress.	Review of writing outcomes & progress for these target pupils half-termly by English Lead	English Lead – Mrs. Leonard	Half-termly

Jan review
Class teachers identified target pupils & provided lists to English Lead; writing feedback timetabled with target pupils
Half-termly review by English Lead of target pupils progress – monitoring of books/pupil voice planned for spring term
July review
End of year outcomes showed that this approach was successful in accelerating the progress of disadvantaged pupils.

Whole phase approach to classroom organisation & staffing support aimed at closing the gap (A/B)	Phase leaders/class teachers review classroom and resourcing organisation as required across their phase and beyond, using additional staffing to create smaller, more focused pupil groups e.g. Phonics sets across EYFS/KS1; maths sets in Y6; EYFS/KS1 lead released from class. Senior leadership allocate staff as appropriate across the school to give priority to those who need the greatest support.	Planning & resourcing across a phase, including allocating the best trained staff to pupils with the greatest need and the use of additional staffing, will allow us to have smaller groups/sets. Evidence shows that high-quality teacher/support staff subject knowledge and smaller groupings are both effective ways to accelerate progress.	Termly assessment & review of pupil outcomes and progress	Phase leaders – Mrs. Evans, Mrs. Haynes, Mr. Garside	Half-termly
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Jan review
Additional staff used for phonics sets provision across EYFS/KS1;
EYFS/KS1 lead has been able to give KS1 teachers time out of class to work with small groups of disadvantaged pupils to accelerate progress;
Recruitment of graduate LSA for Y5 to provide support with reading & maths;
Phase leads reviewed outcomes/progress regularly & end of term pupil progress reviews have been held for each year-group (minutes available)
New for spring term:
DHT is providing Y6 teachers with class cover to give them time to work with disadvantaged pupils in small groups;
Swop of LSAs between upper and lower KS2 to put a very experienced LSA with strong maths skills in Year 6.
July review
This flexible, responsive approach to pupil needs proved effective again in driving pupil progress for disadvantaged children.

Continue Reception/KS1 Phonics programme to deliver higher outcomes/accelerated progress for all pupils and to close the gap for PP eligible pupils (A)	Continuation of successful phonics programme to deliver higher outcomes for all pupils and accelerated progress for disadvantaged pupils	EYFS/KS1 phased phonics programme delivered improved outcomes last year for all pupils and closed the gap for disadvantaged pupils.	Half-termly assessment & review of pupil progress	Phonics Lead – Mr. Rawlings	Half-termly
<p><u>Jan review</u> Baseline taken for all pupils Half-termly report on outcomes by Phonics Lead Phonics assessment carried out for all pupils before Christmas New for spring term: All phonics groups reviewed & staff allocated across them as appropriate based on outcomes of phonics assessment/other actions identified in half-termly Phonics report</p> <p><u>July review</u> Phonics outcomes were our highest ever and comfortably beat national figures, with PP children making accelerated progress from their starting points on entry to KS1 and 80% of them meeting the expected standard.</p>					
Wave 2 – directed interventions planned by SLT					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Rapid intervention to improve speech & language for pupils entering Nursery and Reception below age-related expectations (C)	Highly-trained staff in Nursery and our speech & language LSA assess children on entry, identify children requiring intervention to address speech & language needs and deliver bespoke programmes to ensure they rapidly make progress in our Early Years provision.	The school has a track record of successful intervention using this approach, leading to rapid improvement in speech & language skills for PP eligible pupils.	LSA baselines children's speech & language skills at the start and end of the programme as well as carrying out termly interim assessments. SENCO will monitor the quality and effectiveness of the interventions.	SENCO – Mrs. Gough	Termly
<p><u>Jan Review</u> Termly review of outcomes by SENCO New for spring term: S&L LSA has now been trained in carrying out assessments herself allowing SENCO to concentrate on analysis of data EAL programme development underway.</p> <p><u>July Review</u> Development of the EAL programme was halted due to staff illness but will be completed in September. SENCO has attended Stoke Speaks Out training & will train other staff in September to carry out this approach. Invited Liverpool LA S&L lead in for September to give a 5-year review of the school's speech & language provision.</p>					
Improved outcomes for PP eligible pupils to diminish the difference in English and Maths (A/B)	Staffing allocated to provide specific interventions for disadvantaged pupils to provide additional 'push for progress'. Internal/External training for new support staff – reading, over-learning, precision tracking, maths, focused writing feedback Appointment of lead LSA for interventions.	Appropriately tailored interventions for specific periods of time with clear outcomes, delivered by well-trained staff are shown to accelerate learning for pupils. A lead LSA for interventions will allow more rigorous oversight of the delivery and impact of interventions, reporting back to SENCO and SLT. The lead LSA can also provide support and training to other LSAs in the delivery of effective interventions.	Monitoring of quality and impact of these interventions by SENCO (with input from lead LSA)	SENCO – Mrs. Gough	Half-termly
<u>Jan review</u>					

<p>Intervention LSA has begun monitoring of interventions for delivery & impact. <u>July review</u> SENCO monitoring of interventions showed high quality and effective interventions accelerated pupil progress. Staff illness meant lead LSA monitoring was limited in the second half of the year.</p>					
<p>Accelerated progress of targeted PP eligible pupil groups (A/B)</p>	<p>Wave 2 meetings used to review progress & identify the best use of resources/strategies e.g. providing resources to allow the release of classroom teachers to work with PP groups identified as requiring accelerated progress – this could be from any group e.g. those working below age-related expectations/those who are identified as more able or with potential to be in this group.</p>	<p>Teacher release - evidence shows that a well-qualified teacher is the person best placed to rapidly accelerate the progress of children behind age-related expectations – learning support staff can be used to release the class teacher to work more frequently with targeted pupils 1:1 or in smaller groups.</p>	<p>Review by headteacher & deputy headteacher (assessment lead) of where such resourcing should be placed & its impact – reviewed through Wave 2 meetings</p>	<p>Headteacher – Mrs. Grundy</p>	<p>Half-termly</p>
<p><u>Jan review</u> See Half-termly Wave 2 meeting minutes – impact of all interventions assessed and allocation of wave 2 resources for spring term determined <u>July review</u> Wave 2 planning ensured staff resourcing was appropriately used and adjustments were made promptly to meet pupil needs.</p>					
<p>Improve reading & comprehension skills of disadvantaged pupils (A/B)</p>	<p>PP pupils at SRD or WTE in reading read 1:1 every day in school with an adult</p> <p>Use of Lexia reading support programme targeted at disadvantaged pupils & training of LSAs to use the programme</p>	<p>EEF evidence is that improved reading comprehension skills have a significant positive impact on pupil progress</p>	<p>Monitoring of frequency of reading for PP pupils at SRD/WTE</p> <p>Monitoring of use of Lexia & progress of targeted pupils on a half-termly basis</p>	<p>English Lead – Mrs. Leonard</p>	<p>Half-termly</p>
<p><u>Jan review</u> English Lead has monitored reading frequency & progress for PP pupils at SRD/WTE New for spring term: Lexia licences reallocated across disadvantaged pupils based on need. <u>July review</u> Reallocation of licences was successful in ensuring disadvantaged pupils benefited from this programme. From September, will also prioritise Lexia licences for PP children at EXS for reading/writing but with specific spelling difficulties. These simple, consistently implemented interventions ensured reading gaps closed in all year-groups last year.</p>					
<p>Improve maths basic skills of disadvantaged pupils (A/B)</p>	<p>Use of Big Maths support programme targeted at disadvantaged pupils & training of LSAs to use the programme</p>	<p>EEF evidence is that improved basic skills have a significant positive impact on pupil progress</p>	<p>Monitoring of use of Big Maths & progress of targeted pupils on a half-termly basis</p>	<p>Maths Leads (Mrs. Haynes – usage/Miss Kelly – progress)</p>	<p>Half-termly</p>
<p><u>Jan review</u> Half-termly review of maths progress for disadvantaged pupils across all year-groups showed they were making positive progress. <u>July review</u> Gaps closing in every year group in maths for disadvantaged pupils thanks to Big Maths programme plus other targeted maths interventions & planned pre/post-learning inputs.</p>					
<p>Support less able boys in Y3 post-transition to ensure continue to make accelerated academic progress & maintain confidence/well-being (D)</p>	<p>Intervention LSA has time allocated with this group on Monday & Friday to prepare them for the week's activities, review what they have done & check on well-being</p> <p>Spring term: Everton lead coach has taken over this role – as above and also reinforcing PSHE messages delivered</p>	<p>EEF evidence shows that preparing children for the work they are to do and reviewing afterwards is an effective way to accelerate progress. In addition, have a regular point of contact for this group (& their parents) increases confidence & allows quick identification of issues</p>	<p>Monitoring of the progress of this group on a half-termly basis</p>	<p>Intervention LSA – Mrs. Jones</p>	<p>Half-termly</p>

	during Primary Stars programme delivery with Year 3 in the week.				
<p><u>Jan review</u> New for spring term: Innovation funding from Premier League for pilot project with an EITC lead coach to run a pastoral/PSHE programme with this group – starts 22nd January 2018</p> <p><u>July review</u> EITC coach came in at least once and sometimes twice a week to work with this group of boys on their confidence and resilience to the end of the academic year. Parents were very appreciative of the support this provided for their children and the pupils concerned maintained the improvements in attitudes to learning seen in Year 2.</p>					
Other interventions including wave 3 (provision by external providers)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Improved mental-health and well-being of our disadvantaged pupils, leading to enhanced engagement with their learning, better attendance & improved behaviour (G)	<p>Our Brighter Horizons counselling service provides counselling and support for all pupils and staff in school. 1:1 counselling places are prioritised for our disadvantaged pupils (last year 63% of referred pupils were in receipt of pupil premium).</p> <p>Appoint pastoral LSA to provide in-house support for pupils with emotional well-being needs.</p>	Research indicates the benefit of counselling in improving attitudes to learning/behaviour/attendance and ultimately academic outcomes.	Review of progress of referred pupils with regard to emotional health, attitudes, behaviour, attendance and academic outcomes.	Pastoral LSA – Mrs. Molyneux	Termly
<p><u>Jan review</u> Pastoral LSA appointed; Termly review by Pastoral LSA</p> <p><u>July review</u> 68% of referred pupils for Brighter Horizons were in receipt of pupil premium.</p>					
Reduced PA rates for PP eligible pupils (E)	Use of additional EWO time focused on PP eligible pupils /attendance rewards/discounts on school residential trip for good attendance	Regular attendance is one of the cornerstones of PP eligible pupils benefiting from the range of other interventions we offer and making accelerated progress.	Review of attendance rates & measures with EWO & attendance governor.	Headteacher – Mrs. Grundy	Half-termly
<p><u>Jan review</u> EWO in school weekly with priority given to PP absentees; daily reporting of PP attendance & follow-up by attendance officer/HT; attendance panel (governor/EWO) ran each half-term with priority for PP At end of the academic year 2016/17 21/35 persistent absentees were pupil premium i.e. 60% (just under 40% of the school population were PP); end of autumn term – 14/31 PAs were PP (45%) i.e. the number and proportion of PAs has reduced compared with last year.</p>					
Increased enthusiasm for and competence in reading for PP pupils. Encouragement for enthusiastic higher-ability PP readers in KS2 (A/B)	Train KS2 Reading Revolutionaries to work with Year 3 PP pupils who do not read at home/Chatterbooks after-school clubs run in KS1 (for reluctant readers) and KS2 (for higher-ability PP readers)	Peer tutoring/support as offered through Reading Revolutionaries is known to improve pupil engagement. Higher-ability PP readers in KS2 should be encouraged and supported to ensure they sustain their enthusiasm.	Termly review of timetabling/attendance & reading attainment/progress of targeted pupils; survey of pupil engagement & enjoyment	English Lead – Mrs. Leonard	Termly
<p><u>Jan review</u> Termly review by English Lead Pupil voice by English Lead with RRs & buddies RRs to present to Governors at January Governors Meeting Chatterbooks Club to continue in KS1 July review</p>					

RRs presented to Governors in January Programme continued to end of year with enthusiastic involvement from Revs & their buddies Final pupil voice with English Lead indicated very positive attitudes to reading by Revs and buddies					
PP families more engaged with school & child's learning (F)	Appoint parental engagement lead with specific responsibility for engaging disadvantaged families; offerings such as In-school workshops/support offered for parents of disadvantaged pupils; funding for LEGO club/therapy equipment & training	Where parents are more engaged with the school, we are able to communicate with them more effectively with regard to their child's progress & learning	Monitoring of parental engagement with workshops/support; parental voice surveys –gather views on how to engage families more with their child's learning	Parental Engagement Lead – Miss Heilbron	Termly
<u>Jan review</u> Parental engagement survey during autumn term on the best ways to engage parents/how to communicate with them/best time for meetings etc. which we are taking into account in planning events <u>July review</u> Increased range of events offered throughout the year including more Stay'n'Plays and transition activities e.g. Y1 picnic with parents and pupils. All well-attended.					
Provision of ad-hoc support as required for PP groups, pupils & their families (H)	Respond to ad-hoc needs or opportunities which arise to support children, pupil groups and families as required e.g. extra year of music tuition for Y4/funding for educational visits/additional books/attendance at higher-ability workshops/after-school clubs targeted at disadvantaged pupils	Ad-hoc/bespoke support can be very effective in targeted instances to support our PP pupils and families Music programme - Y4 has highest proportion of PP in school (55%) and biggest PP gap – music is shown to enhance cognitive ability	Review of such instances & their impact with PP governor	Headteacher – Mrs. Grundy	Termly
<u>Jan review</u> Autumn term activities: More Able workshops (Liverpool College, Broadgreen School, Northcote School) etc.; Y4 music funding – all pupils have a second year of learning to play an instrument; Minecraft Club – first choice to PP children; Termly review with PP governor New for spring term: Big Voice Aim High! club established with funding from IBM (£1,600) – weekly after-school club for lower KS2 PP pupils run by a local drama academy to encourage confidence, oracy skills and performing skills. <u>July review</u> Big Voice Aim High club finished with a performance for parents. Pupils demonstrated more confidence and some quieter pupils found their voice!					