Mellor St Mary CE Primary School

Pupil Premium Strategy Statement

Believing, Learning & Sharing Together

This statement details our school's use of pupil premium funding from 2024-25 to 2026-27 to help improve the attainment of our disadvantaged pupils.

This is the second year of this plan with a full review at the end of the third year 2026-27.

This current plan outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Metric	Data
School name	Mellor St Mary CE Primary School
Pupils in school	138
Proportion of pupil premium eligible pupils (based on Oct 2026 census)	(13) 9.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	*2024-2025* *2025-2026* ***2026-2027***
Date this statement was 1st published	July 2024
Date of this review	July 2026
Date of final reviewed	July 2027
Statement authorised by	J.Embley-Peers
Pupil premium lead	J.Embley-Peers
Governor lead	J.Taylor

Funding Overview

Detail	Amount
Pupil premium allocation this academic year	£20,810 12 pupil x £1,515 1 pupil x £2,630
Recover premium funding allocation this academic year	£0
School Led Tutoring Grant	£0

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Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	**£30,108**

Part A: Pupil Premium Strategy Plan

Measure **Statement of Intent** *What are your ultimate objectives for your disadvantaged pupils?*
Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. At Mellor St Mary CE Primary some of the common barriers to learning for our disadvantaged children include: lack of self-esteem, poor self-confidence, more low level behaviour difficulties, some attendance and punctuality issues, less support at home, poor language, vocabulary and social communication skills, as well metacognition and learning needs which may include those with SEND. For some of our children there may also be complex family situations that prevent them from flourishing. As a small school, the challenges our individual children face are varied and there is no “one size fits all”. Naturally, High Quality Teaching (HQT) is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. **Our ultimate objectives are:** ✓ **To narrow the attainment gap between disadvantaged and non-disadvantaged pupils across the curriculum – focusing on basic knowledge and skills linked to reading, writing and mathematics.** ✓ **For all disadvantaged pupils in school to make or exceed nationally expected progress rates.**

- ✓ **To provide access to enrichment opportunities to support our children's health and wellbeing as well as developing their cultural capital.**

We aim to do this by:

- **Ensuring teaching and learning opportunities meet the needs of all the pupils.**
- **Ensuring appropriate enrichment provision is made for all pupils which includes adequate and appropriate assessment of needs.**
- **Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.**

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for individuals include:

- Ensuring all children have access to High Quality Teaching HQT and learning support. Therefore, teaching is good or better across school.
- Reducing class sizes for maths and phonics thus improving opportunities for effective teaching and learning accelerating progress and narrowing the gap in attainment for maths and phonics in Key Stage 1.
- Pupil Premium resources to be used to target children on Free School Meals to achieve or exceed Age Related Expectations.
- 1-1 support for specialised programmes including those who are socially disadvantaged with SEND and the promotion of mental health and wellbeing.
- Support payment for enrichments including activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom and opportunities to develop their skills and talents outside of school.
- An online platform and additional parent meetings to ensure families are involved in sharing targets, progress and achievements.

And to ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Detail of challenge
1	**Poor language skills which include phonological understanding and early reading skills:** Assessments, observations, and discussions with pupils indicate disadvantaged pupils generally have lower language and phonological processing skills than their peers on entry into school. This negatively impacts negatively on their development as phonically decodable readers. *Therefore to be successful we must improve language levels and phonetic understanding as an early reading skill to ensure children develop a love of reading.*
2	**Poor writing skills and lower writing stamina when engaged in written tasks:** Assessments, observations, and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with writing than their peers. This negatively impacts their written communication skills and their abilities to record learning across the curriculum. At the end of each Key Stage (EYFS. KS1,KS2) writing attainment at the expected level is lower than that of Reading. *Therefore, to be successful we must improve the language levels of children (oracy skills) as well as their basic fine motor / handwriting skills and grammatical knowledge– sentence structure, grammar, punctuation and spelling to ensure children have a real purpose and love of writing.*
3	**Poor numeracy fluency skills and application of reasoning skills to solve problems.** Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly lower than that in English and lower than non-disadvantaged pupils. At the end of each Key Stage (EYFS. KS1,KS2) maths attainment at the expected level is lower than that of Reading. On entry to Reception class in last year, 66% of our disadvantaged pupils arrived below age-related expectations compared to 88% of other pupils. This gap remains and widens across school. *Therefore, to be successful we must improve basic maths fluency and develop maths mastery skills to ensure that children can apply these to reasoning and problem-solving activities.*
4	**Narrow the gap in attainment between disadvantaged and disadvantaged with SEND pupils.** Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged SEND pupils is lower than those pupils who are not disadvantaged with SEND.

	Therefore to be successful, we must improve access to high quality SEND support, early SEND identifications and use more adaptive teaching strategies including electronic devices and programmes.
5	**Access to enrichment activities which support positive mental health and wellbeing as well as opportunities to widen disadvantage pupils cultural capital.** Our assessments (including parent and pupil voice feedback), observations and have identified some disadvantaged children are impacted by a lack of social and emotional support as well as have limited opportunities to develop their cultural capital through a lack of enrichment opportunities outside of school. *Therefore, to be successful we must provide financial support for wider curriculum learning opportunities within and beyond the school day so that pupils experience rich and varied activities to develop confidence, self-esteem and promote positive mental health and have lived experiences similar to those who are not disadvantaged.*

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** and how we will measure whether they have been achieved.

CN	Intended Outcome	Success criteria *What will success look like?*
1	Progress in phonics and reading	Pass the statutory phonics screening check Achieve age related expectations in KS1 and achieve national average progress KS2 in Reading. Reading outcomes across school in 2025-26 show that 71% of disadvantaged pupils met the expected standard.
2	Progress in writing	Achieve age related expectations in KS1 and achieve national average progress scores in KS2 in writing. Writing outcomes across school in 2024/25 show that 50% of disadvantaged pupils met the expected standard.
3	Progress in mathematics	Achieve age related expectations in KS1 and achieve national average progress scores in KS2 in mathematics. Maths outcomes across school in 2024/25 show that 46% of disadvantaged pupils met the expected standard.

4	Narrowed gap in attainment for those with SEND	More SEND children reach age related expectations at the end of each year group for core learning.
5	Improved confidence and self-esteem through participation in enrichment activities	Pupils have access to rich and varied activities which improve physical and mental health. Sustained high levels of wellbeing from 2024/254 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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Activity In This Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding**) this academic year** to address the challenges listed above.

Teaching (for example CPD, recruitment and retention)

Budget cost: £20,804 *(school governors approved additional funding-using some school reserves, to exceed government funding to enable us to accomplish our objectives and outcomes.*		
Activity	**Evidence that support this approach**	**Challenge number(s) addressed**
Appointment of TA2 to support PPG/SEND to access the full the curriculum ***1 x TA2 total costs: £10,500***	***EEF (+2 months)*** *As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.*	1,2,3,4
Appointment of PT HLTA to support single year group teaching in KS1 for phonics and spelling through SSP Scheme ELS DfE validated Systematic Synthetic Phonics programme to secure stronger reading and spelling teaching for all pupils. ***1 x PT HLTAs total costs: £6,221***	***EEF (+2 months)*** *As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our KS1 cohorts and have identified that smaller classes based on year groups only would allow teachers to deliver phonics and spelling at an age and stage appropriate level.* Consistent Phonics and Spelling approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,2,4
Ongoing CPD to improve teaching and non teaching staff understanding of phonics and phonological awareness as part of	**EEF (+5 months)** **EEF guidance (Putting evidence to work, Improving Literacy in KS1 and KS2)**	1, 2,4

developing early reading across school ***CPD online training costs: £480*** ***Additional time for Reading lead ½ day per ½ term: £360***	Ensure all relevant staff (including TA's, volunteers and new staff) complete ELS phonics training on an annual basis Additional time out of class for Reading Lead to facilitate training, monitoring and assessment of the teaching and learning of phonics and early reading across school.	
Appointment of 1 x PT HLTA to support single year group teaching in KS1 for the development of number fluency through a mastery of number teaching approach. ***Cost already calculated above 1** x PT HLTAs total costs: £6,221* *Ongoing CPD to improve teaching and non teaching staff maths mastery understanding and pedagogy. This includes release time for the maths lead to liaise with Matsh Hub, coach, plan, monitor and lead maths training to raise standards.* ***CPD lead costs: £600***	**EEF (+5 months)** **NCTEM North North West Maths Hub (participation in 3 year training.)** Ensure all relevant staff (including TA's, volunteers and new staff) have received training to deliver maths mastery programme effectively and to include new mastery pupil books to send home/ share in class. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3,4
Purchase of standardized SEND diagnostic assessments/screeners and tracker programme INSIGHT.	Standardised SEND assessments and screeners for can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 3, 4

Training for staff to use SEND assessments/screener and INSIGHT to ensure SEND assessments are interpreted and administered correctly. ***Assessment package: £1000*** ***Training costs: £180***	Education Endowment Foundation | EEF Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	
Purchase of high quality progressive teaching and planning aids to ensure all children receive consistent high quality teaching across the curriculum. *Training for staff on how to new electronic schemes.* ***Total cost (Kapow, Access Art, Computing IT) £1150***	There is extensive evidence and research which highlights the impact high quality teaching has raising attainment and narrowing the gap between disadvantaged pupils, including those with SEND and their peers. 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	4

Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budget cost: **£5285** *(school governors approved additional funding-using some school reserves, to exceed government funding to enable us to accomplish our objectives and outcomes.*

Activity	Evidence that support this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. *Pre teach / same day/ specific phonics intervention* *(Keep Up / Catch up adult support)* Additional mastery of number sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF **EEF (+4 months)**	1, 2, 3, 4

disadvantaged pupils who require further number fluency and basic number support. *Pre teach / same day/ specific maths intervention* *(Keep Up / Catch up adult support)* ***Additional part time support £4385 staffing costs***	**EEF making best use of Teaching Assistants guidance and Teaching and Learning Toolkit** Small group interventions for disadvantaged pupils falling behind age related expectations catch up intervention for phonics and maths led by experience teaching assistants within school.	
Online learning platforms to support those with SEND will ensure consistency of curriculum learning between school and home (homework) *KS2 = SATS Companion, Mathletics, TTRS, IDL, Nessy Learning* *KS1 = ELS e readers* ***Total cost of licenses £900***	**EEF (+5 months)** *Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.* *It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).*	1, 2, 3, 4

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budget cost: £ 4628 *(school governors approved additional funding-using some school reserves, to exceed government funding to enable us to accomplish our objectives and outcomes.*

Activity	Evidence that support this approach	Challenge number(s) addressed
Weekly specialist music tuition linked to instrumental and performance music in KS2 ***Music service £2028***	***EEF (+3 months)*** *There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.*	5

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Access to quality social and emotional learning resources ***Coram Life education*** *Specialist PSHE / RSE teaching on a termly basis linked to improving body and mind awareness* ***£800***	**EEF (+4 months)** *Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.* *SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.*	5
Weekly participation in additional enrichment activities based around the arts, STEM and physical activities. Included in this are addition lifesaving/swimming lessons for PPG children in KS2. ***Total cost £1000***	**EEF (+1 month)** *The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.* *The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits and improved attendance.*	5
Breakfast, After School and food support during the school day ***£1000***	Pupils are physically and mentally reading for learning, basic needs have been met.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond	All

	quickly to needs that have not yet been identified.	

Total Budgeted Cost: = £30714

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026

End of Year Internal Data for 2025-26

This year our pupil premium children have been supported through high quality teaching within the classroom and individual or small group interventions funded through the recovery premium and school led tutoring funding from the National Tutoring Programme.
Progress and attainment is as follows:

19 pupils in total: EYFS – 1, Year 1 = 0, Year 2 = 3, Year 3 = 1, Year 4 = 3, Year 5 = 4, Year 6 = 5

Year	Child	Total progress made in Reading	Total progress made in Writing	Total progress made in Maths
EYFS	**A**	**At GLD**	**At GLD**	**At GLD**
Y1	**N/A**	-	-	-
Y2	**A**	**1 TERM** (below ARE)	**1 TERM** (below ARE)	**1 TERM** (below ARE)
	B	**3 TERMS** (at ARE)	**2 TERMS** (below ARE)	**3 TERMS** (at ARE)
	C	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)
Y3	**A**	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)
Y4	**A**	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)
	B	**2 TERMS** (below ARE)	**1 TERM** (below ARE)	**1 TERM** (below ARE)
	C	**2 TERMS** (below ARE)	**1 TERMS** (belowARE)	**2 TERMS** (below ARE)
Y5	**A**	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)	**3 TERMS** (below ARE)
	B	**3 TERMS** (at ARE)	**2 TERMS** (belowARE)	**3 TERMS** (at ARE)
	C	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)
	D	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)
Y6	**A**	**2 TERMS** (at ARE)	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)
	B	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)	**2 TERMS** (below ARE)
	C	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)
	D	**3 TERMS** (at ARE)	**3 TERMS** (at ARE)	**2 TERMS** (belowARE)
	E	**2 TERMS** (below ARE)	**2 TERMS** (belowARE)	**2 TERMS** (belowARE)
Total Average progress.		**2.5 terms**	**2.4 terms**	**2.4 terms**
% At ARE		**13/17 = 76%**	**11/17 = 68%**	**10/17 = 59%**

Summary:

Pupil Premium children are making progress inline with non PP children across R W M, with some making better than expected progress. However, those that are PP and post CLA combined, have not made the expected progress as intended.

This end of year data indicates that our current PP expenditure plan is making a positive impact on the lives of pupil premium children and we will continue to maintain spending in these areas next year. Our next steps are to investigate why there is a significant attainment gap between PP/CLA and non PP/ CLA pupils and address this through focused SEND support and interventions.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Enrichments offered:

In addition to the clubs below, we have also offered a wide range of high-quality trips, including a residential weekend for Y5/6 and hosted 3 theatre productions. Disadvantaged pupils have also performed in up to 3 productions themselves throughout the course of the year including a multi school singing concert for children in Year 3-5. All extracurricular activities have boosted wellbeing, behaviour, attendance, and aspirations.

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These are successful strategies which we will continue next year. (Please also refer to the Enrichment Offer Statement for 2026-27).

Area	Offers / Activities	No of PPG *(19)*	No of Non PPG *(119)*	Whole School (138)
Wrap around	After School Club (ASC)	**11/19 (58%)**	**51/119 (43%)**	**62/138 (45%)**
Wrap around	Breakfast Club	**4/19 (21%)**	**41/119 (34%)**	**45/138 (33%)**
Communication, Language and Literacy	KS1 Book Club with Mr Birchall Story Club with Mrs Harwood Homework club with Mrs Pye Year 6 Working Group with Mr Blackburn	**1/19 (5%)** **1/19 (5%)** **3/19 (16%)** **4/19 (21%)**	**17/119 (14%)** **12/119 (10%)** **20/119 (17%)** **3/119 (3%)**	**18/138 (13%)** **13/138 (9%)** **23/138 (17%)** **7/138 (5%)**
Expressive Arts	Choir (PS4) with Mrs Holroyd Just Imagine Theatre Song and Dance KS1 Art club with Miss Howard	**1/19 (5%)** **1/19 (5%)** **0/19 (0%)**	**22/119 (18%)** **22/119 (18%)** **11/119 (9%)**	**23/138 (17%)** **23/138 (17%)** **11/138 (8%)**
Physical Development	Judo (external provider) Ribble Valley Gymnastics Quidditch Netball	**3/19 (16%)** **1/19 (5%)** **0/19 (0%)** **4/19**	**29/119 (24%)** **19/119 (16%)** **5/119 (4%)** **16/119 (13%)**	**32/138 (23%)** **20/138 (14%)** **5/138 (4%)** **20/138 (14%)**

		(21%)		
PHSE	Faith Group with Mrs Marshall Board Game Club with Mrs Harwood	**0/19 (0%)** **2/19 (11%)**	**9/119 (8%)** **10/119 (8%)**	**9/138 (7%)** **12/138 (9%)**
STEM	Lego with Mr Birchall Creative Lego with Absolut Futball Year 6 Working Group Chess Club with Mrs Harwood	**1/19 (5%)** **0/19 (0%)** **1/19 (1%)** **2/19 (11%)**	**10/119 (8%)** **11/119 (9%)** **3/119 (3%)** **8/119 (7%)**	**11/138 (8%)** **11/138 (8%)** **4/138 (3%)** **10/138 (7%)**
Understanding the World	French club with Mrs Marshall Gardening / Plant Club with Mrs Carins	**0/19 (0%)** **3/19 (16%)**	**11/119 (9%)** **17/119 (14%)**	**11/138 (8%)** **20/138 (14%)**
Pupil Voice	School Council with Miss Howard Sports Crew with Mr Blackburn Eco Warriors with Mrs Carins Play Leaders Wellbeing Warriors	**1/19 (5%)** **1/19 (5%)** **3/19 (16%)** **4/19 (21%)** **0/19 (0%)**	**12/119 (10%)** **11/119 (9%)** **10/119 (8%)** **16/119 (13%)** **2/119 (2%)**	**13/138 (9%)** **12/138 (9%)** **13/138 (9%)** **20/138 (14%)** **2/138 (1%)**
Totals	Total attended Average	**52** **(11%)**	**398** **(13%)**	**440** **(13%)**

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Externally provided programmes

Programme	Provider
IMPACT and mini IMPACT social and emotional intervention	Lancashire County Council Children and Family Wellbeing Service.
1:1 emotional coaching	Lancashire Minds
Judo	Judo 62 weekly sessions
Gymnastics	RVGA weekly sessions
Ukulele, piano, guitar	Lancs Music Service