

Pupil premium strategy statement

Cubert Primary School



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	14% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Brigid Rundle
Pupil premium lead	Francesca Humberstone Interim Head of School
Governor / Trustee Lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,170
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£41,170

Part A: Pupil premium strategy plan

Statement of intent

At Cubert Primary School, we want every child to have the best start in life. Our motto '**where nurture and curiosity inspire a love of learning**' demonstrates our commitment to fostering a lifelong love of learning in all of our pupils. Our aim is for all pupils to have equity of opportunity, regardless of their socio-economic background. As a school, we strive for all children to have enriched learning opportunities across a broad and balanced curriculum, with the aim of social and academic inclusion for all.

Although the proportion of pupils eligible for Pupil Premium funding is lower than national averages, this enables us to develop a deep understanding of each child's individual barriers to learning. We work closely with families to build strong, nurturing relationships and remove these barriers wherever possible. While outcomes are highly cohort-specific due to small numbers, our commitment remains unwavering: every pupil eligible for Pupil Premium will receive targeted support and opportunities to ensure the best possible start to their education.

Our approach is built on the following key principles:

- Attainment should never be limited by financial background.
- All pupils, including the disadvantaged, must achieve ambitious outcomes.
- Support extends to all vulnerable learners e.g. children with social workers, children previously known to social care.
- Quality-first teaching is central to our strategy, underpinned by professional development.
- Our use of funding is proactive, based on early identification of under achievement and focused on barriers that are within our gift to address.
- Funding should allow all pupils in our community access to opportunities that were previously reserved for those from a more privileged background.
- Actions are evidence-based and regularly reviewed to close the attainment gap effectively.

Challenges

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

Challenge number	Detail of challenge
1	Communication, language and vocabulary Monitoring and assessments suggest that 'disadvantaged' pupils start EYFS with under-developed spoken language skills and vocabulary gaps. These gaps can be seen from EYFS through into KS1 and in general, are more prevalent among our 'disadvantaged' pupils than their peers. This means the children are less able to express themselves and it makes understanding the curriculum more challenging for them.

2	<p>Reading Development</p> <p>Assessments and monitoring suggest that 'disadvantaged' pupils generally have greater difficulties with phonics than their peers, particularly when making the transition from Reception to KS1. Although an improved picture, attainment of 'disadvantaged' pupils in the Phonics Screening Check (PSC) is still at risk of being below their more advantaged peers in school and nationally (see Glossary 3). Beyond KS1, a number of 'disadvantaged' pupils lack the reading fluency required to access their learning and the wider curriculum.</p>
3	<p>Writing Development</p> <p>Assessments and monitoring have identified writing attainment by the end of KS2 as an area for improvement. Over the last three years, although the percentage of 'disadvantaged' pupils attaining the expected standard has improved, none of these pupils has achieved greater depth. The overall attainment in R, W and M is at risk of being below the national average for 'disadvantaged' pupils and pupils are at risk of not being well-prepared for secondary school.</p>
4	<p>Supporting pupils with SEND</p> <p>'There is a strong link between poverty and SEND. Children from low-income families are more likely than their peers to be born with inherited SEND, are more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND categories while at school. At the same time, children with SEND are more likely than their peers to be born into poverty, and also more likely to experience poverty as they grow up.' (JRF, 2016). This challenge is reflected at Cubert School, where 35% of 'disadvantaged' pupils are on the SEND record of need. These pupils are at greater risk of underachieving, particularly if the provision does not meet their needs.</p>
5	<p>Attendance and Punctuality</p> <p>We recognise good attendance supports good outcomes. During and since the pandemic, mirroring the national picture, our attendance data has been inconsistent. Furthermore the gap between attendance figures for 'disadvantaged' pupils and their peers has at times widened. Our assessments and observations indicate that lower attendance and persistent absence negatively impacts 'disadvantaged' pupils' progress.</p>

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.

Intended outcome	Success criteria
<p>1. Communication, language and vocabulary</p> <p>To improve the oral language, communication and vocabulary of all pupils so that they can express themselves effectively and access the curriculum in Reception and Year 1 and beyond.</p>	<p>Assessments and observations indicate significantly improved oral language among 'disadvantaged' pupils. This should be evident when observing lessons and talking with pupils. 'Disadvantaged' pupils will consistently achieve in line with national 'non-disadvantaged' in the prime areas.</p>
<p>2. Reading Development</p> <p>To ensure 'disadvantaged' pupils attain well, in line with national or above, in reading both in KS1 Phonics Screening Check and by the end of KS2. Pupils will be able to apply their reading learning and strategies within and across lessons.</p>	<p>Sustained progress and attainment demonstrated this year and future years:</p> <ul style="list-style-type: none"> the percentage of pupils attaining the expected and higher standard, will be in line with, or exceed, national averages for reading. the percentage of children passing the phonics screening test will be in line with national average or higher. Read, Write, Inc. (RWI) Phonics data will show that children are meeting their target group at the expected time to ensure that they are keeping up with the phonics programme.
<p>3. Writing Development</p> <p>To improve key writing skills, stamina and attainment for pupils across the school, with 'disadvantaged' pupils attaining in line with their peers by the end of KS2.</p>	<p>Sustained progress and attainment this year and future years:</p> <ul style="list-style-type: none"> The percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for writing for 'non-disadvantaged' pupils. Application of foundational skill of transcription is evident for all 'disadvantaged' pupils across the school.
<p>4. Supporting pupils with SEND</p> <p>To secure excellent progress in reading, writing and maths for 'disadvantaged' pupils with SEND, from their starting points.</p>	<p>Sustained progress and attainment this year and future years:</p> <ul style="list-style-type: none"> A greater number of 'disadvantaged' pupils with SEND will achieve expected outcomes in line with national, in the EYFSP, in the PSC, the MTC and end of key stage tests. Progress tracking will indicate that 'disadvantaged' pupils with SEND across EYFS, KS1 and KS2 are making progress in reading, writing and maths.

<p>5. Attendance and Punctuality</p> <p>To achieve and sustain improved attendance for our 'disadvantaged' pupils, in line with their peers.</p>	<p>Sustained high attendance by 2028 demonstrated by:</p> <ul style="list-style-type: none"> • Attendance is at, or above, 96%. • The overall absence rate for all pupils, and pupil groups, being no more than national averages. • The gap between 'disadvantaged' and 'non disadvantaged' persistent absentees is reduced. Rates of persistent absence are lower than national averages for both groups (see Glossary 4).
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching in phonics through coaching, high staffing levels and regular high-quality training, ensuring fidelity to the programme.</p> <p>Continue work with Kernow English Hub and access RWI portal and Development Days. Ensure pupils making below expected progress are identified in target setting meetings (see Glossary 6 and 7).</p> <p>Fund ongoing training and release time for all staff, including teaching assistants.</p>	<p>There is very extensive evidence from the Education Endowment Foundation (EEF), to support the use of a systematic phonics programme with pupils in Key Stage 1 (see Glossary 5).</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 3</p> <p>Training—ensure all staff have the necessary pedagogical skills and content knowledge, for example, sufficient linguistic knowledge and understanding.</p> <p>Responsiveness—check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.</p> <p>Engagement—lessons engage pupils and are enjoyable to teach.</p> <p>Adaptations—carefully consider any adaptations to the programme as they may reduce its impact.</p> <p>Focus—a responsive approach to grouping</p>	2, 4

	<p>pupils is likely to help focus pupil's effort and improve teaching efficiency.</p> <p>EEF – phonics has high impact for very low cost, based on very extensive evidence (+5 months). Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>Phonics - Toolkit Strand - EEF</p>	
<p>Ensure every day high quality inclusive teaching of reading, through daily whole-class reading, to build fluency and comprehension.</p> <p>Release time for monitoring and coaching of reading lessons.</p>	<p>EEF / Tim Shanahan (2019) – Reading Fluency is vital to ensure academic success – 80% of curriculum is based on reading - EEF blog: Shining a spotlight on reading fluency EEF</p> <p>The EEF toolkit identifies that effective reading comprehension strategies that focus on the learner's understanding of written text using a range of techniques can enable them to make +6 months progress within a year when taught effectively.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>+ 6 months</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 2 and 3</p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p> <p>Develop pupils' fluency through:</p> <ul style="list-style-type: none"> • guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and • repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency <p><i>'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms, February 2018</i></p>	<p>1, 2, 4</p>

	<p>Ten teachers received additional training in teaching comprehension. Students in both groups made 8.5 months' mean progress on standardised tests of reading comprehension, but the poorer readers made a surprising 16 months of progress with no difference made by the training programme. Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.</p>	
<p>Continuous Professional Development to ensure every day high quality inclusive teaching and support from all staff.</p> <p>Teaching Walkthrus ongoing Professional Development. Fund ongoing teacher release time/overtime for support staff to access high-quality training, including the NPQs.</p> <p>Coaching programme and bespoke and targeted CPD embedded with a focus on supporting 'disadvantaged' pupils, developing the Grammarsaurus-based approach to writing and spelling and Morrells handwriting (see Glossary 8 and 9).</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <p>Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 2</p> <p>How Does It Work — Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars Oliver Cavaglioli - Tom Sherrington UK</p> <p>The UK's Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. WalkThrus-based programmes can deliver all the mechanisms.</p>	<p>1, 2, 3, 4</p>

<p>Improve quality of interactions and vocabulary development for all pupils in the EYFS, through whole class approaches and CPD for teachers and support staff.</p>	<p>As highlighted in the EEF guidance report <i>Preparing for Literacy</i>: “When done well, high quality interactions often look effortless but they are not easy to do well and professional development is likely to be beneficial.”</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Communication and Language (educationendowmentfoundation.org.uk)</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional one to one and small group phonics sessions targeted at 'disadvantaged' pupils who require further phonics support. Training accessed through English hub and Read Write Inc (RWI) development days and regular coaching for teaching assistants.</p>	<p>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.</p> <p>It is possible that some 'disadvantaged' pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>+5 months progress</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Studies of intensive support involving teaching assistants show slightly lower overall impact (+4 months) compared to those involving teachers. This indicates the importance of training and support in phonics for interventions led by teaching assistants. Funding prioritised to upskill teaching assistants.</p> <p>Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. Funding prioritised to ensure all tutoring is one-to-one.</p>	2
<p>Implementation of programmes (e.g. WellComm) to improve listening, narrative and vocabulary skills for 'disadvantaged' pupils who have relatively low</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p> <p>+ 6 months</p>	1

spoken language skills on entry in EYFS (see Glossary 10).		
Small group and one to one reading fluency interventions targeted at 'disadvantaged' pupils who are behind with reading. Pre-teaching of high-quality texts.	<p>Fluent readers can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). A fluent reading style can support comprehension because pupils' limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</p> <p>The following approaches are well supported by evidence:</p> <ul style="list-style-type: none"> guided oral reading instruction—fluent reading of a text is modelled by an adult or peer and pupils then read the same text aloud with appropriate feedback; and repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. <p>Improving Literacy in Key Stage 2 EEF</p>	4

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance through targeted support for disadvantaged pupils, and taking action in line with DfE and local guidance.	<p>The first part of this document sets out the principles underpinning an effective whole school strategy for attendance. The second part of this document outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA).</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Persistent absence and support for disadvantaged pupils - Education Committee (parliament.uk)</p> <p>OneCornwall Attendance Booklet - We need to properly understand the drivers</p>	5

	of attendance issues before taking any action. Issues with attendance to school and attendance to learning are a symptom of issues, rather than the issue itself. 'In school drivers' need to be addressed alongside working with families to ensure sustainable success.	
Uniform support	<p>Our experience is that the jumper is the most expensive part of the school uniform and having the same jumper as their peers provides a sense of feeling and identity.</p> <p>School uniforms - GOV.UK (www.gov.uk)</p>	5

Total budgeted cost: £ 47,910

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 2024 to 2025 academic year.

Please note: Our Pupil Premium outcomes continue to be very cohort specific as we have statistically insignificant numbers of pupil premium eligible children in each year group.

Desired outcome	Progress made	Lessons learned and implications
Reading Development: To continue to prioritise the teaching of phonics. Children will attain well, in line with national or above, in reading both in KS1 Phonics Screening Checks and end of KS2 tests. Frequent reading of all children working below the expected standard will be targeted and help support and underpin their learning. This will enable them to access quality wave one teaching and learning materials more effectively and with confidence. Pupils will be able to apply their reading learning and strategies within and across lessons.	By end of Y2 (June 2025), 100% of 'disadvantaged' pupils had passed the screening check, above national 'non-disadvantaged' pupils. By end of Y1 (June 2025), 100% of 'disadvantaged' pupils had passed the screening check, an increase of 50 percentage points on previous year and above national for 'non-disadvantaged' pupils. Catch up tutoring in place for all pupils below expectation. 75% of 'disadvantaged' pupils achieved EXS in reading at the end of KS2. This was above national for 'disadvantaged' pupils and a slight increase on the previous year. Word reading ELG was low for 'disadvantaged' pupils. Regular, high-quality training in place through access to weekly coaching, RWI training online, RWI development days and English hub. Reading curriculum offer across the school was monitored and supported through introduction of fluency approaches and novel study.	'Disadvantaged' pupils did not achieve the Word Reading ELG. Word Reading ELG does not guarantee PSC success for all pupils. Close tracking needed from beginning of Year 1 and early intervention in place. Phonics to continue for targeted pupils into KS2 including for pupils with SEND who are not yet reading fluently. Secure progress over next three years of this plan to enable 'disadvantaged' pupils to continue to achieve in line with national 'non-disadvantaged' by end of Year 1. Secure progress over next three years of this plan to enable 'disadvantaged' pupils to achieve in line with national 'non-disadvantaged' by end of Year 6 in reading. Ensure fluency approaches are embedded in KS2 reading lessons e.g. echo and choral reading.
Social and Emotional Wellbeing of Pupils and Families: The SEMH needs of identified pupils will be met, enabling pupils to flourish in school and make progress both socially and academically.	Self-Regulation, Managing Self and Building Relationships ELGs were low for 'disadvantaged' pupils in Reception cohort (national for all pupils was 83% in PSED). Use of Drawing and Talking embedded through trained practitioner. Cornwall Mental Health Support team supporting weekly through one-to-one, small group and whole class intervention – impact on selected 'disadvantaged' and vulnerable pupils.	Ensure effective implementation of WellComm – the pupils with SEMH needs in the Y1 cohort also present with low communication and language skills. Continue monitoring of Jigsaw PSHE for all classes to ensure consistency of teaching and impact on all 'disadvantaged' and otherwise vulnerable pupils.

	Jigsaw successfully embedded for PSHE to all classes (see Glossary 11).	Embed trauma informed approaches through whole-staff TIS training. Ensure Boxall assessments are completed for all pupils presenting with SEMH needs.
Attendance and Punctuality: To achieve and sustain improved attendance for all pupils.	In 2024-25, attendance for 'disadvantaged' pupils increased to 94.8% ('other' pupils' attendance was 95.2%) with 15% of 'disadvantaged' pupils persistently absent (compared to 9% of 'other' pupils). Trust policy has been implemented. Referrals to external agencies have supported some individual families of 'disadvantaged' pupils to attend school more regularly e.g. Early help hub.	CPD for attendance lead specifically around attendance for the most vulnerable. Rigorous monitoring of attendance, particularly for 'disadvantaged' children, which is the demographic most affected by poor attendance. Strict implementation of the trust policy, working closely with the Head of School and EWO. Teachers to meet with parents as soon as concerns or patterns arise. Targeted support for 'disadvantaged' persistent absentees, including following absence due to illness to support a swift return.
Writing Development Improved key writing skills, stamina and attainment for pupils across the school, and attainment at the end of KS2.	The percentage of 'disadvantaged' pupils achieving the expected standard in writing increased and was in line with national 'non-disadvantaged'. Over the last three years, none of the 'disadvantaged' pupils has achieved greater depth in writing.	A number of UKS2 pupils in receipt of the pupil premium show potential to achieve greater depth by the end of KS2. Ensure targeted pupils are highlighted in progress meetings and closely tracked in monitoring. Implementation in line with school development plan, including a focus on transcription skills and continued implementation of Grammarsaurus unit guides. CPD and monitoring cycle to ensure impact employing EEF mechanisms of professional development. Implement vulnerable pupil diagnostic tool to ensure class teachers taking greater ownership of understanding and addressing barriers to learning.
Cultural Capital Raised aspirations and expectations for all stakeholders. Regular opportunities and experiences available for and accessed by all.	A significant proportion of disadvantaged pupils are actively participating in clubs, residential trips, and enrichment experiences designed to broaden their horizons and raise aspirations. These opportunities provide valuable cultural capital, enhance social skills, and contribute to improved engagement and attainment	Ensure active participation in all of wider-school life for all 'disadvantaged' and otherwise vulnerable pupils e.g. school council, pupil voice. Monitor their individual experiences of school life closely.

Externally provided programmes

Programme	Provider
Insight Data Tracking	Insight Tracking
Drawing and Talking Therapy	Drawing and Talking Therapy
Number Sense Times Tables Fluency	Number Sense Maths
Read Write Inc. Phonics	Ruth Miskin's Read Write Inc
WellComm	GL Assessment

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above
What was the impact of that spending on service pupil premium eligible pupils?	As above

Glossary

1. Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.
2. Disadvantaged pupils are defined as: Pupils who have been eligible for Free Schools Meals (FSM) at any point over the last 6 years, Pupils who have been looked after continuously for at least one day in the last year, and Pupils who have left care through a formal route such as adoption.
3. The Phonics Screening Check (PSC) is a test for children in Year 1. Children take it during June in a one-to-one setting with a teacher.
4. Persistent absence is when a pupil's overall absence equates to 10 per cent or more of their possible sessions.
5. EEF The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.
6. English Hubs are funded by the Department for Education to offer support to local schools, academies and free schools to improve the teaching of phonics, early language and reading in Reception and Year 1.
7. Read, Write Inc (RWI) is a nationally recognised and funded scheme that aims to teach every child to read and write, and to keep them reading.
8. Grammarsaurus is an online resource bank including writing unit guides, Place Value of Punctuation and Grammar and a Spelling Scheme. The approach aligns with current research and supports all learners, including those with literacy difficulties to master the foundational writing skills required for children to become fluent writers.
9. Morrells Handwriting is a teaching method and resource system for legible cursive writing, focusing on clear, consistent letter formation using a unique "Bounce Technique," directional arrows, and structured practice for all ages (Key Stage 1-5), emphasizing correct posture, pen grip, and fine motor skills for fluent, confident writing. It's known for being Dyslexia/Dyspraxia friendly and helps develop strong hand-eye coordination.
10. WellComm The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly

identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.

11. Jigsaw: Jigsaw PSHE is a whole-school, fully resourced personal, social, health and economic education programme that integrates emotional literacy, social skills, mindfulness, and spiritual development into a cohesive, spiral curriculum.