



SDP priority Area 5: Early Years			
What?	Why?	How?	When?
To continue to achieve the best possible outcomes in phonics through our work with Kernow English Hub (KEH) on developing RWI teaching in school	We know that pupils learning to read quickly and efficiently is key to their education success. At Sennen our reading is good; staff are well trained and we are well resourced. This opportunity allows us to have the most up to date training and replace all our old resources with high quality texts.	<ul style="list-style-type: none"> <li>Attend 6x reading leader training days</li> <li>Take part in 6x development days with the English Hub. Will fully engage in the sessions (which include CPD) and act on feedback to develop best possible practise.</li> <li>Use grant from KEH to subscribe to portal and buy new resources</li> <li>Hold termly 'phonics focus' in staff meetings (Teachers and TAs) to refresh and refine practise in key areas of the programme</li> <li>Hold parent workshop (for new parents) to set out the principles and practises of RWI, including how they can support at home.</li> <li>Send home support videos regularly so that parents are able to support their children at home.</li> </ul>	Termly  Termly Autumn term
Work with KS1 to develop continuous provision alongside NC goals (including learning outdoors)	We understand the importance of play and giving children the opportunity to follow their interests and embed their learning. By ensuring that we link it to the curriculum, we are making sure that we are keeping full coverage.	<ul style="list-style-type: none"> <li>Arrange a visit to a school that has successfully blended teacher directed and child directed learning.</li> <li>Look at our setting and consider which practises would work.</li> <li>Hold termly meetings to discuss new topic &amp; identify priorities for the following term (following pupil progress)</li> <li>Look at planning and identify areas that lend themselves to child directed learning and add to plan.</li> <li>Develop resources to support child directed learning</li> </ul>	Autumn 1  Autumn 1 Termly  Termly Termly
To increase results in PSED (which will ultimately increase overall GLD) by engaging in current research and training	Supporting our pupils with their personal, social and emotional development is crucial to help them make a strong start to their education. We place a high priority on developing these skills in order for them to be successful as they move through their education.	<ul style="list-style-type: none"> <li>Regular careful tracking of pupils PSE development</li> <li>Engage in research from EEF (namely communication and language, social and emotional strategies etc) and others such as emotion coaching, ASD to help put strategies in place.</li> <li>Carry out staff training as necessary</li> <li>Promptly setting up ADPR for those that need it to ensure we are continually adapting the environment to suit their needs.</li> <li>Consider ways that we can use protected staff time (ideally fortnightly) to discuss pupils and ensure the best possible provision in place.</li> </ul>	Ongoing and reactive