The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth
Together for a Brighter Future

Federation PE & School Sport Strategic Plan 2026–2027

Unified Curriculum LTP, 60 Active Minutes Architecture, Sensory Circuits Pilot Trial, Gender Equity Framework, and School Games Mark Roadmap

Federation Settings: Freshwater & Yarmouth CE Primary & Shalfleet CE Primary	**Subject Leader:** Max Napier
Planning Cycle: Academic Year 2026–2027 (with 2027/28 Curriculum Readiness)	**Key Partners:** SGO (Tony Harris), West Wight FC/Sports Centre, OPAL, County Inclusion

1. Strategic Vision, 2025/26 Data Drivers & National Policy Alignment

This Federation PE Strategic Plan unites Freshwater & Yarmouth CE Primary and Shalfleet CE Primary under a single, evidence-led framework: guaranteeing every pupil—regardless of gender, background, or additional need—develops physical literacy, achieves 60 active minutes daily, and accesses inclusive, high-quality physical education and school sport.

- **Protected 2-Hour Core PE & Curriculum Progression:** Every class across both schools has a strictly guarded allocation of 2 hours of curriculum PE per week, aligned with DfE policy and the Curriculum and Assessment Review (November 2025) ahead of the refreshed National Curriculum (Spring 2027 publication / September 2028 teaching) and statutory curriculum parity under the Children's Wellbeing and Schools Act 2026.
- **Data-Driven Curriculum & Swimming Targets:** Directly addresses 2025/26 impact report findings: (a) eliminating uncompleted units in Shalfleet Gymnastics (Y2, Y4, Y5), OAA (Y3), and Dance (Y5); (b) eliminating unrecorded assessment marks ('No Mark') in Freshwater & Yarmouth Y2, Y4, and Y6; and (c) delivering targeted Year 5/6 top-up swimming at Freshwater & Yarmouth (building from 29.2% Y4 attainment) to achieve statutory 25m, stroke, and safe self-rescue standards.
- **Sustainable Post-Grant Operating Model:** Deploys the 2026/27 one-off PE & Sport Premium transition grant (£6,240 base + £10/pupil; Autumn lump sum; no carry-forward past 31 July 2027) strictly for sustainable staff CPD, targeted interventions, and competitive access ahead of the 2027 national PE and School Sport Partnerships Network—with zero spend on PPA/core curriculum cover, capital assets, or advance subscriptions, and separate DfE digital returns and website reports for each school.
- **Mandatory Federation Safety Protocols:** Non-specialist staff deliver basic shapes and travelling only in Gymnastics until accredited via Evolve CPD; mandatory 'no-socks' and Milton sterilisation protocols are enforced across all Hockey units.

2. Federation Long-Term Curriculum Plan (LTP 2026–2027)

Both schools deliver a unified Long-Term Plan progressing from Reception through Key Stage 1 (Fundamental Movement Skills focus) into Key Stage 2 (sport-specific tactics and strategy), synchronised with Federation competitive fixtures:

Half-Term	Federation Calendar Events	Reception Units	Key Stage 1: Years 1 & 2 (FMS Focus)	Key Stage 2: Years 3–6 (Tactics & Strategy)
Autumn 1	• Tag Rugby • Football	Me & Myself	• Lesson 1: Football (Basic dribbling & control) • Lesson 2: Tag Rugby (Running, space awareness, simple tagging)	• Lesson 1: Football (Positional play, attacking & defending principles) • Lesson 2: Tag Rugby (Backward passing, team defensive lines)
Autumn 2	• Football • Indoor Athletics	Movement & Development	• Lesson 1: Gymnastics Unit 1 (Basic shapes, safe landings) • Lesson 2: Indoor Athletics (FMS jumping & throwing techniques)	• Lesson 1: Gymnastics Unit 1 (Sequence building, floor work) • Lesson 2: Indoor Athletics (Pace judgment, relay transitions, power throws)

Half-Term	Federation Calendar Events	Reception Units	Key Stage 1: Years 1 & 2 (FMS Focus)	Key Stage 2: Years 3–6 (Tactics & Strategy)
Spring 1	• Football • Indoor Athletics • Basketball • Cross Country (Feb)	Throwing & Catching	• Lesson 1: Dance (Simple movement patterns & stimuli) • Lesson 2: Volleyball / Badminton (Racket & tracking basics)	• Lesson 1: Dance (Canon, unison, character narratives) • Lesson 2: Basketball (Dribbling, tactical passing, shooting form)
Spring 2	• Football • Basketball • Cross Country • Netball Tournament (Mar)	Ball Skills	• Lesson 1: Volleyball / Badminton (Rallies, space targeting) • Lesson 2: Gymnastics Unit 2 (Apparatus work, rolls)	• Lesson 1: Netball (High/low/fast passes, tournament rotations) • Lesson 2: Gymnastics Unit 2 (Partner balances, vaulting intro)
Summer 1	• Football (Ends Apr) • Basketball (Ends Apr) • Cricket (Begins May)	Fun & Games	• Lesson 1: Tennis (Forehand grip, basic ball tracking) • Lesson 2: Cricket (Underarm bowling, introductory striking)	• Lesson 1: Tennis (Forehand/backhand clear, court placement) • Lesson 2: Cricket (Overarm bowling, fielding setups, backing up)
Summer 2	• Cricket • Tag Rugby Tourney (Jun) • Hockey (Jun–Jul) • Quad Athletics (Jul) • Handball (Jul) • PEACH & Hants Games	Working with Others	• Lesson 1: Athletics (Sprinting vs distance, distance throwing) • Lesson 2: Hockey & Handball Fundamentals (Stick/ball manipulation)	• Lesson 1: Athletics / Quad Prep (Sprints, jumps, throws for PBs) • Lesson 2: Hockey, Handball & Tag Rugby (Tournament tactics & match play)

Curriculum & Assessment Governance: Teachers record streamlined observational assessments (competence, engagement, effort, collaboration) at the end of every half-termly unit. The PE Subject Leader conducts half-termly tracker audits alongside a colour-coded visual PE calendar to guarantee 100% unit completion and zero 'No Mark' gaps.

3. Whole-School 60 Active Minutes Architecture & Termly Rollout

To meet the UK Chief Medical Officers' recommendation of 60 active minutes daily (at least 20 minutes for disabled children), the Federation embeds 30 active minutes inside the school day for 100% of pupils while supporting 30+ active minutes beyond school:

Daily Time Block	Federation Strategy & Activity	Active Minutes Yielded	Tracking & Accountability
Morning Break (15 mins)	OPAL Playtime & Active Zones: High-intensity loose-parts play, climbing, and active playground games.	10–12 mins daily	OPAL Working Group & Play Coordinators (playground observations)
Lunchtime (45–60 mins)	Multi-Zone OPAL Play & Student-Led Golden Mile: Loose parts, creative landscapes, and personal-best walking/running tracks.	20–30 mins daily	Year 6 Sports Leaders, Play Coordinators & lunchtime supervisors
Timetabled Core PE (2 hrs/wk)	High-Tempo PE Planning Lessons: Two strictly guarded weekly sessions maximising moderate-to-vigorous physical activity (MVPA).	18–24 mins daily avg.	PE Subject Leader (timetable audits & half-termly assessment logs)
Curriculum Transitions & Forest School	Active Brain Breaks & Outdoor Learning: 3–4x weekly 10–15 min Golden Mile blasts, 5-min transition bursts, and Forest School terrain/heavy work.	5–15 mins daily	Class Teachers & Trained Forest School Teacher
Beyond School (30+ mins)	Extra-Curricular Clubs, PEACH Pathway & Active Travel: Co-ed/single-gender clubs, Island PEACH family festivals, Walk/Cycle to School weeks.	30+ mins daily	Electronic club registers, SGO event logs & parent home-link surveys

Termly 60 Active Minutes & Least Active Inclusion Roadmap

- **Autumn Term (Foundation & Launch):** Map weekly timetables to guarantee 2 hours of PE with zero cancellations; relaunch the Golden Mile with Year 6 Sports Leaders; observe playtimes and club logs to identify each school's 'Target Inclusion Cohort' of least active pupils; launch Autumn football and basketball squads.

- **Spring Term (Inclusion & Targeted Interventions):** Coordinate with the trained Forest School teacher on heavy-work/terrain physical literacy tasks for the Target Inclusion Cohort; deliver lunchtime supervisor and TA CPD on OPAL active-play scaffolding; prioritise Target Inclusion pupils for low-pressure PEACH festivals and 'Equipment Manager' / 'Play Ambassador' leadership roles; run mid-year Team Captain focus groups.
- **Summer Term (Community Extension & Transition):** Embed Sportshall Athletics and QuadKids NGB formats into intra-school PE competitions; launch cricket season and mixed-gender intra-school festivals; partner with SGO and County Lead Inclusion School for vulnerable Year 6 secondary transition; distribute parent home-link physical activity surveys to evaluate beyond-school active minutes.

4. Research-Informed Inclusion: Sensory Circuits Pilot Trial

Pilot Objective ('Worth Doing?' Feasibility & Impact Test): Following recent specialist CPD on Sensory Circuits and 2025/26 Pupil Voice feedback highlighting noise sensitivity and fatigue ('too noisy', 'too tired to play'), the Subject Leader is leading a time-bound pilot trial across the Federation to rigorously evaluate whether structured sensory regulation circuits deliver sufficient emotional, behavioural, and classroom readiness benefits to justify permanent timetable and staffing commitment.

Trial Component	Operational Design & Protocol
Cohort Selection	Targeted pupils identified via class teacher, SENCO, and Pupil Voice referrals—prioritising pupils who experience morning transition difficulties, classroom attention challenges, or sensory/noise overwhelm in PE and busy school environments.
3-Phase Circuit Structure (10–15 mins)	• Phase 1 — Alerting (Vestibular): Controlled bouncing, skipping, hopping, or balance-board tasks to prepare the nervous system. • Phase 2 — Organising (Motor Planning): Multi-step coordination, target throwing, crawling tunnels, and balance beam tasks requiring focus. • Phase 3 — Calming (Proprioceptive Heavy Work): Wall push-ups, resistance pulls, weighted carries, and deep-pressure stretching for calm classroom transition.
Zero-Cost Sustainability	Delivered using existing school hall spaces and standard PE equipment—requiring £0.00 additional grant funding and ensuring full sustainability under the reduced 2026/27 PE & Sport Premium transition budget.
Evaluation Metrics ('Worth Doing?' Verdict)	• Pre- and post-trial teacher ratings of morning classroom readiness, focus, and transition ease. • Pastoral/behavioural self-regulation logs and subsequent PE lesson engagement. • Staff workload/timetable feasibility review and direct Pupil Voice feedback. • Formal evidence report presented to Governors to decide whether to embed permanently, refine, or discontinue.

5. Curriculum & Extra-Curricular Gender Equity Framework

- **Co-Educational Core Curriculum:** All core PE units across EYFS–KS2 are delivered co-educationally with identical skill expectations and tactical coaching—placing boys and girls equally into Autumn Football/Tag Rugby/Gymnastics/Indoor Athletics, Spring Dance/Basketball/Netball/Volleyball/Badminton, and Summer Tennis/Cricket/Athletics/Hockey/Handball.
- **Balanced Single-Gender & Mixed Recreation Offer:** Sustain dedicated boys' and girls' squads in high-profile sports like football (with identical kit, pitch access, and fixtures) alongside mixed-gender clubs (basketball, cricket, PEACH events) and new low-stakes mixed-gender recreational clubs (dodgeball, ultimate frisbee) requested by Pupil Voice.
- **Merit- & Character-Based Selection:** Selection for external Federation and Island fixtures is based strictly on merit, character, and personal-best data rather than gender stereotypes.
- **2026/27 Gender Equity Actions:** Conduct a staff and external coach gender-neutral language audit; group pupils by physical literacy/confidence rather than defaulting to single-sex pairings; rotate captaincy and equipment leadership equally between boys and girls; and track electronic club registers from KS1 to KS2 to prevent any drop-off in girls' participation.

6. School Games Mark (Gold/Platinum) & Competition Roadmap

With Sport England extending School Games Organiser (SGO) Network funding through July 2027, both schools will execute a synchronised four-phase School Games Mark roadmap alongside the Federation Yellow/Green Representation Grid:

Phase & Term	Key Federation Actions & Platinum Benchmarks	Lead & External Partners
Phase 1: Autumn Term (Planning, Audits & Transition Setup)	• Audit Year 6 and transition cohorts (focusing on Girls, behavioural needs, and transition confidence) and co-design transition interventions with SGO. • Finalise Federation LTP, colour-coded visual PE calendar, and Yellow/Green representation grid. • Complete School Games online Inclusive Health Check, staff skills audit, and gender provision audit.	PE Lead, SENCO, Y6 Teachers, SGO (Tony Harris), County Lead Inclusion School, West Wight FC
Phase 2: Spring Term (Youth Voice, CPD & Active Minutes)	• Formalise termly Youth Voice meetings (Sports Leaders, School Games Crews, Team Captains) to co-create clubs and capture pupil feedback. • Deliver staff CPD: Gymnastics CPD via Evolve, OPAL active-play scaffolding for lunchtime staff/TAs, and inclusive delivery. • Track 30 in-school active minutes daily and monitor 30 beyond-school active minutes for 50%+ of pupils (targeting least active).	PE Lead, Sports Leaders, OPAL Mentors, County Lead Inclusion School, Class Teachers
Phase 3: Ongoing (Competitions & Parent Comms)	• Ensure 75%+ of intra-school competitions have explicitly assigned SGM intents (social connection, confidence, engaging least active). • Coordinate inter-school fixtures (Football, Cricket, Cross Country, Netball in Mar, Tag Rugby in Jun, Quad Athletics in Jul, UKS2 indoor inter-competitions, PEACH & Hampshire Games). • Share competition calendars, intent descriptions, and physical literacy goals with parents and external delivery partners.	PE Lead, SGO (Tony Harris), West Wight Sports Centre, West Wight FC, School Admin Teams
Phase 4: Summer Term (Execution, Audit & Submission)	• Deliver Year 6 secondary transition sporting events with SGO and secondary cluster coordinators. • Verify 2-hour weekly PE compliance across all KS2 classes and audit Yellow/Green representation data (SEND, PP, gender). • Evaluate Sensory Circuits pilot trial, submit SGM applications (answering 'Yes' to transition planning), and publish separate school DfE PE Premium reports by 31 July.	PE Lead, Headteachers, SGO (Tony Harris), Secondary Transition Leads

7. Site-Specific Operational Priorities & Workforce Accountability

School / Role	2026–2027 Priority Actions & Accountability
Freshwater & Yarmouth CE Primary	• Broaden exposure to non-traditional sports and launch mixed-gender recreational clubs (dodgeball, ultimate frisbee). • Ensure 100% of pupils access at least one inter-school competition alongside opt-in intra-school events. • Eliminate unrecorded assessment marks ('No Mark') in Y2, Y4, and Y6, and deliver targeted Y5/6 top-up swimming. • Embed classroom movement breaks, Golden Mile personal-best tracking, and OPAL playzone scaffolding.
Shalfleet CE Primary	• Expand the intra-school competitive offer so 100% of pupils represent the school, supported by UKS2 indoor inter-competitions. • Deliver structured confidence mentoring and co-teaching for Early Career Teachers (ECTs). • Close 2025/26 curriculum completion gaps in Gymnastics (Y2, Y4, Y5), OAA (Y3), and Dance (Y5) via Evolve Gymnastics CPD and targeted specialist blocks.
Workforce & Federation Governance	• PE Subject Leader: Oversee half-termly assessment audits, LTP & visual calendar, Sensory Circuits pilot evaluation, SGO/PEACH coordination, Yellow/Green representation grid, and separate DfE digital/website reports. • Class Teachers & Sports Coaches: Deliver 2 hrs/wk high-tempo PE, co-teach for sustainable CPD, implement Golden Mile brain breaks, and update observational trackers. • Trained Forest School Teacher & Student Sports Leaders: Embed high-movement outdoor physical literacy for SEND/least active cohorts; model active play and log Golden Mile milestones.