



Our Intent, Implementation and Impact Statement for Physical Education at Wyke Regis Primary Federation:

We aim beyond the requirements of the National Curriculum for Physical Education; providing a broad, balanced and differentiated curriculum; ensuring a progressive development of Physical Education concepts, knowledge and skills.

We have designed our Physical Education curriculum to develop and aid the physical, social and emotional needs of our learners through providing a wide range of sporting opportunities in gymnastics, games and dance. We strongly believe that Physical Education is a subject in which our unique learners can develop not only important physical skills, but can also learn and value the importance of a wide range of key life skills such as respect, perseverance, communication and being aspirational. We aim to give our children experiences in leadership, being a team contributor and understanding the value in healthy competition throughout their time with us. We believe that through these inspirational experiences and our Physical Education curriculum, the learners at Wyke Regis Primary Federation will grow and become physically skilled, forward-thinking, resilient and respectful members of their global community.

We choose important threads that link the learning from the Foundation Stage to the end of Year 6. In Physical Education, those are both skill-based through fine motor skills, body movement, coordination, strength and physical fitness targets as well as having a strong focus on the PSHE opportunities that arise every day in Physical Education lessons. These are important for our learners because, upon leaving us, we aim for them to be communicative, hardworking individuals as well as skilled sportspeople.

Through our Federation curriculum drivers, Physical Education will develop the children's creativity by giving them opportunities to be expressive, create, adapt and evaluate as both an individual and as part of a team through a wide range of Games as well as more creative Physical Education elements such as Gymnastics and Dance. Our children will build resilience by learning the vital importance of how to win and lose, developing competitive skills and how to react to and bounce back from failure. Our learners will raise their aspirations to become positive role models, active and selfless members of their communities as well as knowing and understanding that it is possible, no matter the area you live in, to become a global sporting superstar.

We make our Physical Education learning inclusive to all learners by not discriminating against any ability or skill. We want to give all children at Wyke an opportunity to be a part of and enjoy our Physical Education curriculum by ensuring that all learners are actively involved and have a chance to engage in valuable, shared experiences through sport.

To enrich the learning opportunities further in Physical Education, we plan to offer our learners a wide variety of captivating extra-curricular activities. We aim to do this by using the enhanced skillset of our Wyke Regis Federation staff members as well as qualified sporting role models from our wider community to offer during and after school clubs to give our learners extra opportunities to keep healthy and to develop their physical and social skills. We also aim to take extra-curricular opportunities further by taking our children outside of our school environment to gain experience in competing against others. This will play an important role in delivering our Physical Education curriculum goals.

We want our learners to leave Wyke Regis Primary Federation as beyond-capable sportspeople as well as caring, respectful and inspirational global citizens.

Aspect <i>(Explain the priority or area for development)</i>	Actions <i>(What will you DO? How will you do it? When will you do it? What will you use/need?)</i>	Expected outcomes <i>(what do you want the outcomes to be?)</i>	Monitoring <i>(How will you monitor? When? Who? What will you look for? How will you feed back?)</i>	Impact & milestones (by Aut 2) <i>(Where would you expect this priority to be? What will you see through monitoring?)</i>	Impact & milestones (by Spring 2)	End of year impact <i>(How do you know the action has had impact?)</i>
Teaching and learning	Inset to be booked in to continue PE focus – Discuss: PE plans and lesson delivery PE expectations Team teaching (JA) Observations Clubs Throwing and catching (highlighted as a federation difficulty) Assessment videos Continue to give quality learning opportunities for children in the 2024-25 academic year including: • Mini ballers (Tennis and football clubs) • Joe Allen • Max Gilmartin and Andy Millar	Teachers are confidently delivering the new PE planning and expectations are evident throughout the Federation in lessons. Teachers are aware of expectations in PE lessons. Some teachers are running a club. Most to all teachers have used the assessment video format at least once in the year. Children will receive more exciting and memorable opportunities. They will have the opportunity to work with different adults and expand their	Staff feedback during staff training and in team teaching opportunities. Conversations with teachers on a regular basis. Assessment videos. Regular club register checks Assess number of clubs compared to 23-24 – Are there the same amount or more	Staff meeting to be booked in for Spr 1 Clubs continue to grow and opportunities change throughout the year	All points listed in actions will be in progress/completed Dance and Tennis clubs in place as well as all others already offered. Children can speak about	

• Dance and Tennis coaches (CD to book) • As many fixtures and tournaments as possible in a wider range of sports <i>(Mini ballers delivering after school clubs and booked in to deliver team teaching in Spr 2, Joe Allen working with all year groups and delivering a club. Fixtures and tournaments already entered and have and will continue to have a positive effect)</i> Follow-up on roll out of assessment idea – Video recording final PE lesson (match, performance) to analyse progress over the sequence of lessons delivered. JA will use assessment videos throughout his teaching. JA and CD to change assessment points on PE overview for 24-25 so teachers have adequate time to film these.	thinking and their aspirations by trying new things. <i>Mini Ballers to be delivering clubs weekly and to deliver teacher CPD sessions in Spr 2 for Tennis. JA to continue working with all year groups - using assessment videos and team teaching.</i> Teachers will have a clear, easy-access, non-time-consuming bank of assessment for the PE skills, knowledge and vocabulary focused on within their PE topics. Teachers will be able to speak with confidence about the progress and attainment of their	opportunities for children? Half-termly check-ins with staff and checks on computer system for videos that have been recorded/uploaded. Is this being done and is it effective?	Some staff will be assessing using hot-task videos.	impact of clubs. Start to discuss clubs for next year. All staff have used assessment videos at least once. JA used for all subjects taught.	
Continue to have conversations with teachers about new PE planning. How are the lessons? Is anything not working well? Is there any equipment needed that we don't have? Order as required.	class when it comes to PE targets and objectives. Teachers will feel confident about delivering the new lessons and believe that these plans are more beneficial to	Regular face to face conversations with staff about PE lessons. Staff	Some staff will be feeling more confident about delivering PE and this can be	CD to have good idea of which plans need changing or if school needs to	

		both teaching and learning compared to schemes used in the past.	survey later in the year to gather confidential feedback. Team teaching opportunities.	shared with all staff.	look towards a PE scheme.	
	After feedback from staff meeting, are teachers comfortable with PE observations? Can this be done as a team teach/CPD rather than an official observation of teachers? – Focus being on new plans and teacher confidence. <i>(Teacher meeting to be led in Spring 1)</i>	Teachers will develop confidence in delivering PE and therefore feel confident in having others come to see their teaching in action.	Staff training feedback and team teaching conversations - Add to monitoring form.	3-4 members of staff will feel confident enough to book in a PE observation.	1-2 Observations/team teach will have taken place.	
	Gather pupil voice (Bottom 20%) feedback from the children on the new PE planning at the end of the school year. Are lessons fun? Engaging? Do you feel as though you are learning new skills in every lesson? Are lessons challenging enough or too easy? What could be improved? Include q's on clubs	Pupils will enjoy their PE lessons. Pupils will feel as though they are being stretched and challenged in all lessons and that they are developing their skills, knowledge and vocabulary. Pupils will	Bottom 20 percent Pupil voice survey to be gathered later in the school year.	Pupils are enjoying PE so far this year and can confidently discuss what they have learnt so far.	Bottom 20 percent pupil voice carried out	

		feel as though they aren't only developing their PE skills but are also gaining and developing vital life skills for life after Wyke Regis.				
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Outside areas	Work with school council/Bronze Ambassadors to assess the outside areas and the development that has taken place over the last few years. Maintaining upkeep of equipment and ensuring it is safe to used for playtimes, lunchtimes and PE lessons. <i>Install and rollout new orienteering scheme. Physically install markers across the school site and then</i>	Children to feel safe and that their outside areas for break times and lunch times are fun and engaging. There is always something to do at playtimes. Children and staff are able to use the new orienteering trail	Meet with school council and bronze ambassadors regularly throughout the year and feedback to WR for equipment/outside area upkeep <i>Gather feedback from children and</i>	CD and JA will have a good idea of what outside equipment of PE equipment needs maintenance/upkeep and if any new equipment needs to be ordered. <i>Orienteering scheme paid for. and understood</i>	Equipment orders completed and any work needed undertaken or booked in in preparation for next year. Orienteering rolled out to	

	implement this into Summer 2 PE lessons. Continue swimming programme and swimming opportunities Re-enter swimming galas (New event for this year participation event to reward new swimmers who have thrived during swimming lessons).	during summer term. CD and JA to install and talk to staff about how to use it and how it can be used for cross-curricular use. More swimming opportunities for the children. Y5 lessons to continue. (Swimming continuing and swimming gala entered)	staff in Sum 2 to understand benefits or any potential problems with orienteering scheme/equipment Check in with Y5 to see how swimming opportunities are being implemented and the success/progress of children. Can any children enter clubs outside of school?	by CD and JA ready for rollout. Swimming gala has been entered to put children's swimming skills into a competitive scenario	teachers to deliver in Sum 2 Swimming gala successful and enjoyed by children.	
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Extra-curricular activities	Monitor the rollout of extra-curricular clubs – Some led by Ts some led by external coaches. Gather T feedback on clubs. Have they been beneficial to children? Is it negatively impacting T work-life balance? Club offer should be similar or more opportunities than last year. Football x 3 (3/4 , 5/6 and girls) Basketball Club (Whole school covered by end of year) Table Tennis (whole school covered by end of year) Dance club Tennis club	Children’s experiences are enhanced and as a result, their aspirations are raised. Ts feel as though clubs are beneficial to both children and themselves.	Gather club registers. Are clubs being filled? Which clubs are most popular? Are there any glaring needs for other opportunities? Put these in place. Keep clubs registers full from waiting lists.	Club take-up is high and children are excited by the number of clubs on offer. Those who have attended can speak confidently about their enjoyment of them and what they have learned.	Dance and Tennis clubs in place as well as all others already offered. Children can speak about impact of clubs. Start to discuss clubs for next year.	
	Enter a variety of sporting competitions/events this year – Attend local schools PE meeting. Speak regularly with other local PE co-ordinators/SGO about challenges/successes and fixture arrangement	Wyke children have the opportunity to represent their school against others, and are good role models for sportsmanship and ambassadors for the school across the community.	Monitor tournaments/fixtures attended as the year goes on and the benefits/effects of these. Assess success of matches and festivals by how	Some fixtures/tournaments have taken place already and these have been successful in terms of giving children memorable opportunities.	Tournaments entered have been successful and have had positive impact on children’s learning and confidence. Wyke is back on the map!	

	Last year (2023-24), 45% of pupil premium children, 39 % of SEN children and 69% children who are both pupil premium and SEN at Wyke Regis Junior School attended a sports club This does not include music lessons, non-sporting clubs, lunchtime clubs or civic award. Aim to raise these targets in 24-25 to 65% of PP children, 65% of SEN children and 55% of children who are both PP and SEN to be taking part in extra-curricular clubs/activities as these percentages were from pre-pandemic years.	65% of PP children, 65% of SEN children and 55% of children who are both PP and SEN to be taking part in extra-curricular clubs/activities	the school does in tournaments. When most/all clubs are in place – Gather the statistics of PP + SEN chn within those clubs by gathering registers and cross-referencing with our PP/SEN information.	Compare percentages to 23-24 - If hitting - how to improve? If below target - how to adapt for clubs going forward?	Target percentages are being met.	
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