

**PASS Termly Impact Report Term 5 2020-21**  
**Meopham Community Academy**

INTENT	KEY INDICATOR	IMPLEMENTATION	IMPACT	SUSTAINABILITY
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport. Knowledge of progression of skills.</p> <p>Ensure readiness for Year 1 as best as possible.</p>	<p align="center">3</p>	<p>PASS led Year R Manipulative skills unit Class teacher requested support with core skills and gross motor skills when using equipment. The class teacher, children and supporting adults were led through a range of activities to develop their fundamental movement skills. Lessons included moving a ball with hands and feet, stopping a ball with hands and feet, dribbling a ball with hands, throwing in different ways and catching. The teacher was shown how to use a range of equipment effectively to ensure lessons are engaging and inclusive. Skills were progressed gradually and differentiated. Children were challenged cognitively through key questions, decision making and showing creativity, they developed their ability to take turns and work effectively with a partner in a range of tasks.</p>	<p>At the start of term 5 the class teacher rated herself as having a 3/4 for confidence in teaching games effectively subject knowledge 2/4 this included 2/4 for supporting the less able and developing the more able 2/4 for progression of skills in this activity area, 3/4 knowledge of resources and equipment and 3/4 ability to asses effectively. She rated herself overall as 15/24</p> <p>Following lockdown the teacher rated the children: Physical fitness: 2/4 Motivation to take part: 3/4 Resilience: 2/4 Core skills: 2/4 Ability to collaborate/work with others: 2/4</p> <p>At the end of term 4 teacher rated the children: Physical fitness: 4/4</p>	<p>PASS staff to work with a different year group in term 6. Class teachers to continue working from PASS SOW in term 6.</p> <p>Teacher has expressed that she “would love to cover another activity area with PASS next year to continue to progress my subject knowledge.”</p>

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			<p>Motivation to take part: 4/4  Resilience: 4/4  Core skills: 4/4  Ability to collaborate/work with others: 4/4  After 6 weeks the class teacher believes the children have made gains in their physical fitness and core skills. She stated "The children are showing skills and control that I didn't realise would be possible to unlock in this age group!"</p> <p>At the end of term 5 the class teacher rated herself as having a 4/4 for confidence in teaching Games effectively subject knowledge 4/4 for Games, this included 4/4 for supporting the less able and developing the more able 4/4 for progression of skills in this activity area, 4/4 knowledge of resources and equipment and 4/4 ability to assess effectively. She rated herself overall as 24/24. This demonstrates a 9 point increase, including a 2 point increase in 4 areas. The teacher stated "I feel very</p>	
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			confident now. I am excited to deliver this myself next year knowing how far they can develop and how to support with equipment.”	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Increased ideas to keep children engaged, appropriate ability levels for age.</p> <p>Improved team work, control of equipment, listening and following instructions.</p>	3	<p>PASS led Year R Manipulative skills unit. Class teacher requested support with core skills and gross motor skills when using equipment. The class teacher, children and supporting adults were led through a range of activities to develop their fundamental movement skills.</p> <p>The children have been developing their gross motor skills, balance, control, agility, and coordination.</p> <p>Lessons included moving a ball with hands and feet, stopping a ball with hands and feet, dribbling a ball with hands, throwing in different ways and catching. The teacher was shown how to use a range of equipment effectively to ensure lessons are engaging and inclusive. Skills were progressed gradually and differentiated. Children were challenged cognitively through key questions, decision making and showing creativity, they developed their ability to take turns and work effectively with a partner in a range of tasks.</p>	<p>At the start of term 5 the class teacher rated herself as having an overall subject knowledge 3/4 for Manipulative skills/Games, this included 1/34 for supporting the less able and developing the more able 3/4 for progression of skills in this activity area, 2/4 knowledge of resources and equipment and 2/4 ability to assess effectively. She rated herself overall as 16/24.</p> <p>Following lockdown the teacher rated the children: Physical fitness: 3/4 Motivation to take part: 4/4 Resilience: 3/4 Core skills: 2/4 Ability to collaborate/work with others: 2/4</p>	<p>PASS staff to work with a different year group in term 5. Class teachers to continue working from PASS SOW in term 6.</p>

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			Due to staff absence in week 6 I have not yet received teacher feedback.	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Support with teaching core skills</p> <p>Teacher highlighted a need to see examples of progressing children's skills.</p>	3	<p>PASS staff to plan and deliver Year 1 OAA and games lessons working alongside class teacher to increase knowledge, skills and confidence to deliver high quality PE lessons in a new activity for KS1.</p> <p>The children took part in activities which improved their ability to collaborate in pairs and groups through team building activities, problem solving and basic map work. Following school partial closures in term 3 OAA was prioritised due to the need for children to feel connection again and sense of belonging.</p>	<p>Following lockdown the teacher rated the children: Physical fitness: 3/4 Motivation to take part: 4/4 Resilience: 3/4 Core skills: 2/4 Ability to collaborate/work with others: 3/4</p> <p>After 6 weeks of support the class teacher rated the children as: Physical fitness: 3/4 Motivation to take part: 4/4 Resilience: 3/4 Core skills: 3/4 Ability to collaborate/work with others: 3/4</p>	
<p>Increased competitive opportunities</p>	5	<p>This class also concluded their OAA unit of work with an orienteering competition around the school site.</p> <p>The class teacher also requested some supported with games/multi skills lessons. All activities were broken down and progressed to develop staff subject knowledge and children's ability. Activities were differentiated by task, outcome, equipment and time. Activities were set</p>	<p>She stated that the children's understanding of OAA has greatly improved. The team work, listening and goal setting has improved the most through PASS' support this term.</p>	

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		<p>up in a range of ways to maximise activity levels and avoiding children waiting.</p>	<p>All children took part in an orienteering competition.</p> <p>At the start of support the class teacher rated herself as having a 3/4 for confidence in teaching OAA effectively subject knowledge 3/4 for OAA (if following PASS plans), this included 3/4 for supporting the less able and developing the more able 2/4 for progression of skills in this activity area, 2/4 knowledge of resources and equipment and 3/4 ability to assess effectively. She rated herself overall as 16/24</p> <p>At the end of the 6 weeks of support the class teacher rated herself as having a 3/4 for confidence in teaching OAA effectively subject knowledge 3/4 for OAA, this included 3/4 for supporting the less able and developing the more able /4 for progression of skills in this activity area, 3/4 knowledge of resources and equipment and 3/4 ability to assess effectively. She rated herself overall as 18/24.</p>	
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			The teacher stated she now has a greater understanding of how to teach OAA.	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Increase knowledge of how to challenge children and extend their skills. Strategies for children who need focused support.</p> <p>Build children's strength, fitness levels and coordination, continue to develop team skills.</p>	3	<p>PASS staff to plan and deliver Year 1 OAA and games lessons working alongside class teacher to increase knowledge, skills and confidence to deliver high quality PE lessons in a new activity for KS1.</p> <p>The children took part in activities which improved their ability to collaborate in pairs and groups through team building activities, problem solving and basic map work. Following school partial closures in term 3 OAA was prioritised due to the need for children to feel connection again and sense of belonging.</p>	<p>Following lockdown the teacher rated the children: Physical fitness: 2/4 Motivation to take part: 3/4 Resilience: 2/4 Core skills: 2/4 Ability to collaborate/work with others: 2/4</p>	<p>PASS staff to work with a different year group in term 6. Class teachers to continue working from PASS SOW in term 6.</p>
	5	<p>The class teacher also requested some supported with games/multi skills lessons. All activities were broken down and progressed to develop staff subject knowledge and children's ability. Activities were differentiated by task, outcome, equipment and time. Activities were set up in a range of ways to maximise activity levels and avoiding children waiting.</p>	<p>After 6 weeks of support the class teacher rated the children as: Physical fitness: 3/4 Motivation to take part: 3/4 Resilience: 2/4 Core skills: 2/4 Ability to collaborate/work with others: 2/4 Children have worked on and improved their ability to control and coordinate their movements, follow instructions and team/partner work.</p> <p>At the start of support the class teacher rated herself as having</p>	<p>Teacher has requested more support with team games, summer sports and athletics in the future.</p>

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			<p>a 2/4 for confidence in teaching OAA effectively subject knowledge 2/4 for OAA, this included 2/4 for supporting the less able and developing the more able 2/4 for progression of skills in this activity area, 2/4 knowledge of resources and equipment and 2/4 ability to assess effectively. She rated herself overall as 12/24. She stated she feel confident with her subject knowledge if following PASS planning and be less sure about progression of skills for a older year group.</p> <p>At the end of the 6 weeks of support the class teacher rated himself as having a 3/4 for confidence in teaching OAA effectively subject knowledge 3/4 for OAA, this included 3/4 for supporting the less able and developing the more able 3/4 for progression of skills in this activity area, 3/4 knowledge of resources and equipment and 3/4 ability to assess effectively. She rated</p>	
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			<p>himself overall as 18/24 demonstrating a 6 point increase and an increase across all teaching and learning areas.</p> <p>The teacher stated that she has gained an understanding about how to progress skills from bronze to gold in achievable steps.</p>	
Increased competitive opportunities	5	<p>Year 2 Infant Agility Competition</p> <p>PASS led a virtual Infant Agility Competition for all children in Year 2.</p> <p>Activities included standing long jump, speed bounce, chest push, throwing for accuracy and a running activity. Class teachers were shown how to set up a carousel of activities during the lessons.</p>	<p>All children in Year 2 took part in an intra and inter school competition.</p>	<p>Future KS1 events entered, including Trust Olympics.</p>
Increase competitive opportunities.	5	<p>Year 1 Infant Agility Competition</p> <p>PASS led a virtual Infant Agility Competition for all children in Year 2.</p> <p>Activities included standing long jump, speed bounce, chest push, throwing for accuracy and a running activity. Class teachers were shown how to set up a carousel of activities during the lessons.</p>	<p>All children in Year 1 took part in an intra and inter school competition.</p>	<p>Future KS1 events entered, including Trust Olympics.</p>



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<p>Increase competitive opportunities.</p> <p>Introduce a broader range of sports and activities.</p>	<p>5</p> <p>4</p>	<p>Year 4 Tri Golf Competition PASS led Tri Golf Virtual Competition.</p> <p>PASS staff to borrow equipment so children could be introduced to a new activity.</p>	<p>All pupils in Year 4 had the experience of an intra and inter school competition.</p> <p>New activity not previously delivered on the PE curriculum.</p>	<p>MCA staff to lead Tennis virtual competition in Term 6.</p>
<p>Increased competitive opportunities</p>	<p>5</p> <p>1</p>	<p>Term 5 Personal challenge created and sent to schools to decide how the PC will be sent to children in their schools. Year 1 &amp; 2 children to take part in the personal challenge within their PE lessons.</p>	<p>More children motivated to beat personal bests. Increased amount of competition. All children in Year 1 &amp; 2 took part in the virtual challenge.</p>	<p>Continue to set Personal Challenges in terms 6.</p>
<p>Deliver Fundamentals/BEAM support sessions to targeted pupils to increase control over gross motor skills.</p>	<p>4</p>	<p>Staff targeted Year 3 children who require additional support in fundamental movement skills. PASS staff to deliver weekly short sessions first thing in the morning. Children have so far begun work on their throwing and catching, agility, decision making, accuracy and control.</p>	<p>Pupils having additional opportunities to be physically active and improve their balance, agility and coordination skills. Improved confidence in their own ability and increased perseverance in PE. Aiming to increase their ability to control their bodies when linking movements.</p>	<p>Sessions to continue into term 6. Feedback to class teachers/SENCO.</p>
<p>Engage of all pupils in regular physical activity</p> <p>Introduce a broader range of sports and activities</p>	<p>1</p> <p>4</p>	<p>PASS led lunchtime Dance/Aerobics and parachute games EYFS/KS1 playgrounds on Wednesday lunchtimes.</p>	<p>Increased physical activity levels amongst most children, reduced accidents and improved overall behaviour. Children from EYFS, KS1 &amp;</p>	<p>PASS to continue to lead dance/aerobics on playground in Term 6, with a second member of staff now more involved too.</p>

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			KS2 playground involved. MCA staff joining in and learning ideas for dances to lead on other days.	
Engage pupils in regular physical activity.  Introduce a broader range of sports and activities.  Improve core skills in KS1	1  4	Year 1 & 2 Multi Skill extra curricular after school club. Activities covered included; throwing and catching games, striking, dribbling with feet and hands, coordination activities, jumping activities, chasing and tagging games and team games.	18 children regularly participated in the after-school club.	PASS staff to lead a Y1 & 2 extra curricular tennis club in Term 6.
Introduce a broader range of sports and activities.	4	PASS used Year 6 leaders to support virtual competitions.	17 leaders from across both Y6 classes supported the virtual competitions and therefore took part in some leadership opportunities.	Increased number of children involved in leadership next year when covid restrictions ease.
Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	PASS PE CPD Term 5 – Preparing for an Ofsted deep dive in PE. PASS planned and delivered a workshop to prepare subject lead to prepare them for a deep dive in PE.	Recording made and put on PASS website for all schools to utilise.	PASS to meet with R.S when appropriate to discuss further preparation required.