

Termly Impact Report 2022-23
School Name: Meopham Community Academy

INTENT	KI	IMPLEMENTATION	IMPACT	SUSTAINABILITY/NEXT STEPS
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 3 Tag Rugby The class and supporting adults have been led through a term of Tag Rugby to develop a range of the children's head, heart and hand capabilities. The children have developed confidence in running carrying the ball in different ways, exploring passing in rugby and developing their ability to pass sideways. Sideways passing was then developed through a team being able to pass in a moving line. They have been able to select and apply skills learnt through tagging games and 4 v 1 moving into 4 v 4 situations. The emphasis on team work and cooperation has been reinforced throughout the sessions. The children's movement vocabulary and knowledge of rules and tactics has been developed throughout and then applied in the end of term tournament.</p>	<p>The class have made good progress across the term of Tag Ruby. All children now know the main rules particularly the importance of not passing forwards. All children can run and dodge carrying the ball and some can do this confidently around opponents in game. All children know how to pass in rugby and most can pass sideways with some accuracy. A few can pass accurately from both sides. The class have improved their ability to work as a team by taking part in a range of activities which rely on cooperation and applied skills learnt in small and larger sided games.</p>	<p>PASS staff to continue working with PASS SOW in term 4. PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p>
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 3 Tag Rugby The class and supporting adults have been led through a term of Tag Rugby to develop a range of the children's head, heart and hand capabilities. The children have developed confidence in running carrying</p>	<p>At the start of the support the class teacher rated herself as having a 3/4 for confidence in teaching Tag Rugby effectively subject knowledge 3/4 this included 2/4 for supporting the less able</p>	<p>PASS staff to continue working with PASS SOW in term 3.</p>

Termly Impact Report 2022-23
School Name: Meopham Community Academy

	<p>the ball in different ways, exploring passing in rugby and developing their ability to pass sideways. Sideways passing was then developed through a team being able to pass in a moving line. They have been able to select and apply skills learnt through tagging games and 4 v1 moving into 4 v 4 situations.</p> <p>The emphasis on team work and cooperation has been reinforced throughout the sessions. The children's movement vocabulary and knowledge of rules and tactics has been developed throughout and then applied in the end of term tournament.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'pushing more able and better understanding of head, heart and hands.' She asked for support with 'how to use head, heart, hands terminology in lessons and how to develop more able.'</p>	<p>and developing the more able 2/4 for progression of skills in this activity area, 2/4 knowledge of developing PE to the whole child and 2/4 ability to assess effectively. She rated herself overall as 14/24</p> <p>At the end of term 3 the class teacher rated herself as having a 4/4 for confidence in teaching Tag Rugby effectively subject knowledge 4/4 for 4/4 for supporting the less able and developing the more able 4/4 for progression of skills in this activity area, 3/4 knowledge of developing the whole child through PE and 3/4 ability to assess effectively. She rated herself overall as 22/24. This demonstrates an point increase, including a 1-2 point increase across all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'better knowledge of head/heart/hands, better challenge for more able.'</p> <p>The teacher stated that what she gained most from PASS' support was 'how to adapt plans to emphasise</p>	<p>PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p>
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Termly Impact Report 2022-23
School Name: Meopham Community Academy

			different parts of head/heart/hands. Subject knowledge improved.'	
Increase number of competitive opportunities for all	5	All children in Year 3 to take part in an intra class Tag Rugby tournament selecting and applying skills learnt throughout the term.	60+ children involved in intra school competition. Increased school games data. Teachers shown how to set up intra house competitions. Year 5 leaders were used to referee games, increasing the number of children involved in leadership and volunteering opportunities.	Continue to lead intra school competition in other activities for other classes in Term 4 and beyond.
Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	PASS led and team teaching Year 5 Badminton The class teacher and class have been led through a new Badminton scheme of work which has been written alongside the delivery. The children and class teacher have developed their knowledge of effective movement for badminton through introducing; lunge, chassi and split step. They have used the foundations of movement to link with net shots and overhead shots. They have learnt how to perform forehand and backhand serves and how to perform clears and drop shots. The children's movement vocabulary has been developed through the introduction of new key terminology and they have developed their knowledge of outwitting an opponent through effective tactics. The children have worked in	At the start of the support the class teacher rated herself as having a 2/4 for confidence in teaching Badminton 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, 2/4 knowledge of developing PE to the whole child and 3/4 ability to assess effectively. She rated herself overall as 13/24 At the end of term 3 the class teacher rated herself as having a /4 for	Class teacher to continue working from PASS SOW in term 2 and beyond. Class teacher to attend future PASS CPD as required.

Termly Impact Report 2022-23
School Name: Meopham Community Academy

		<p>pairs and teams, developing their ability to feed the shuttle effectively to assist a partner and how to communicate in a team effectively.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'improving delivery of PE lessons, especially regarding discussions/questioning/understanding of lesson (head) She asked for support with 'develop questioning and plenaries, how can we language them more?'</p>	<p>confidence in teaching Badminton effectively subject knowledge /4 for /4 for supporting the less able and developing the more able /4 for progression of skills in this activity area, /4 knowledge of developing the whole child through PE and /4 ability to assess effectively. She rated herself overall as /24. This demonstrates an point increase, including a 1-2 point increase across all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'The teacher stated that what she gained most from PASS' support was '</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led and team teaching Year 5 Badminton The class teacher and class have been led through a new Badminton scheme of work which has been written alongside the delivery. The children and class teacher have developed their knowledge of effective movement for badminton through introducing; lunge, chassi and split step. They have used the foundations of movement to link with net shots and overhead shots. They have learnt how to perform forehand and backhand serves and how to perform clears and drop shots. The children's movement vocabulary has been developed through the introduction of new key terminology and they have</p>	<p>At the start of the support the class teacher rated herself as having a 2/4 for confidence in teaching Badminton effectively subject knowledge 3/4 this included 2/4 for supporting the less able and developing the more able 2/4 for progression of skills in this activity area, 1/4 knowledge of developing PE to the whole child and 3/4 ability to assess effectively. She rated herself overall as 14/24 At the end of term 3 the class teacher rated herself as having a 3/4 for</p>	<p>PASS staff to continue working with PASS SOW in term 4.</p> <p>PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p> <p>The class teacher stated she would like more support with teaching Hockey effectively.</p>

Termly Impact Report 2022-23
School Name: Meopham Community Academy

		<p>developed their knowledge of outwitting an opponent through effective tactics. The children have worked in pairs and teams, developing their ability to feed the shuttle effectively to assist a partner and how to communicate in a team effectively.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by ' progression of skills and the head – heart – hands ethos. She asked for support with 'head, heart, hands.'</p>	<p>confidence in teaching Badminton effectively subject knowledge 3/4 for 3/4 for supporting the less able and developing the more able 4/4 for progression of skills in this activity area, 3/4 knowledge of developing the whole child through PE and 4/4 ability to assess effectively. She rated herself overall as 20/24.</p> <p>The teacher stated that the support has impacted the children most by 'subject knowledge, progression of skills activities.'</p> <p>The teacher stated that what she gained most from PASS' support was 'subject knowledge, assessment opportunities, head/heart/hands.</p>	
<p>Increase the range of different activities on offer for all children.</p>	<p>4</p>	<p>PASS to write a new Badminton SOW for Years 5 & 6</p>	<p>Increased range of activities on offer. Teachers feeling more confident following a targeted scheme.</p>	<p>Continue to add value to the PE curriculum through new activities and SOW where required.</p>

Termly Impact Report 2022-23
School Name: Meopham Community Academy

Increase number of competitive opportunities for all	5	All children in Year 3 to take part in an intra class Tag Rugby tournament selecting and applying skills learnt throughout the term.	60+ children involved in intra school competition. Increased school games data.	Continue to increase number of competitive opportunities for all children through intra school competitions at the end of each term.
Increase number of competitive opportunities for all	5	All children in Year 5 to take part in an intra class Badminton tournament selecting and applying skills learnt throughout the term.	60+ children involved in intra school competition. Increased school games data.	Continue to increase number of competitive opportunities for all children through intra school competitions at the end of each term.
Increase the range of activities on offer.	4	Support Dance Leaders with Wednesday dance sessions at lunchtimes.	Increased number of children active at lunchtimes supporting the school's 30-minute offer.	Continue to support Wednesday lunch times to involve more children and to increase activity levels.
Increase physical activity rates during the school day	1			
Increase the range of activities on offer.	4	Year 5 After school Sports Club PASS led after school sports club covering a range of different activities to develop interest in different sports and increase physical activity levels.	16 children attended regularly. Children increased activity levels on a weekly basis. Children improved their fundamental movement skills and transferred them across different sports and activities.	PASS to lead future extra curricular clubs in Term 3 and beyond. Year 5 Sports Club.
Increase physical activity rates outside of the school day working towards 60 mins.				
Increase number of competitive opportunities for all	5	Umpire Year 4 Netball inter trust tournament	15 children from Year 4 involved in inter school competition. Increasing school games data.	Continue to support inter school competitions where necessary.



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