

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 example OAA lessons with class teacher and other adults supporting. Class and adults have been led through a term of OAA sessions to include developing cooperation and collaboration working with different partners leading into working in groups. The teacher has been shown how to set up a range of team building tasks using a range of different equipment and how they can be effectively differentiated to ensure all learners make the necessary progress in lessons. The sessions have been adapted when weather has impacted lessons to show the teacher how OAA can be delivered in a smaller space if necessary. The second part of the term involved the children developing their knowledge and understanding of compass points in order to navigate themselves accurately along with following maps and keys. In the final lesson the group selected and applied their skills in a house orienteering competition.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'working on head and heart with children. Working on team work and working with a range of partners.'</p>	<p>At the start of the support the class teacher rated herself as having a 2/4 for confidence in teaching 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 developing PE to the whole child and 3/4 ability to assess effectively. She rated herself overall as 14/24</p> <p>At the end of term 4 the class teacher rated herself as having a 4/4 for confidence in teaching effectively subject knowledge 4/4 for 3/4 for supporting the less able and developing the more able 3/4 for progression of skills in this activity area, 4/4 knowledge of developing the whole child through PE and 4/4 ability to assess effectively. She rated herself overall as 22/24. This demonstrates an 8 point increase, including a 1-2 point increase across all teaching and learning areas.</p>	<p>PASS staff to continue working with PASS SOW in term 5.</p> <p>PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p> <p>Member of staff highlighted that OAA lessons take a fair amount of preparation and therefore might be better timetabled in the morning where TA support could be utilised To set up activities or alternatively looking into a permanent course.</p>

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		<p>She asked for support with 'collating a range of OAA activities that I could use with the children in the future.'</p>	<p>The teacher stated that the support has impacted the children most by 'having the opportunity to work with lots of different partners and work on teamwork skills. They have been able to develop their map skills and directional skills.</p> <p>The teacher stated that what she gained most from PASS' support was 'being able to build up a repertoire of OAA activities that I can use in the future.'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led example OAA lessons with class teacher and other adults supporting. Class and adults have been led through a term of OAA sessions to include developing cooperation and collaboration working with different partners leading into working in groups. The teacher has been shown how to set up a range of team building tasks using a range of different equipment and how they can be effectively differentiated to ensure all learners make the necessary progress in lessons.</p> <p>The sessions have been adapted when weather has impacted lessons to show the teacher how OAA can be delivered in a smaller space if necessary.</p>	<p>At the start of the support the class teacher rated herself as having a 2/4 for confidence in teaching effectively subject knowledge 1/4 this included 1/4 for supporting the less able and developing the more able 1/4 for progression of skills in this activity area, 1/4 knowledge of developing PE to the whole child and 1/4 ability to assess effectively. She rated herself overall as 7/24</p> <p>At the end of term 4 the class teacher rated herself as having a 3/4 for</p>	<p>PASS staff to continue working with PASS SOW in term 5.</p> <p>PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p>

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		<p>The second part of the term involved the children developing their knowledge and understanding of compass points in order to navigate themselves accurately along with following maps and keys. In the final lesson the group selected and applied their skills in a house orienteering competition.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'allowing the children to achieve excellent PE skills.' She asked for support with 'teaching PE successfully.'</p>	<p>confidence in teaching OAA effectively subject knowledge 3/4 for 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 developing the whole child through PE and 3/4 ability to assess effectively. She rated herself overall as 18/24. This demonstrates an 11 Point increase, including a 2 point increase across all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'helping the children work together and in different groups.' The teacher stated that what she gained most from PASS' support was 'a knowledge of different activities which could be used as lessons and warm ups.'</p>	
<p>Increase number of competitive opportunities for all</p>	<p>5</p>	<p>All children in Year 4 to take part in an intra house Orienteering competition selecting and applying skills learnt throughout the term.</p>	<p>60+ children involved in intra school competition. Increased school games data. Teachers shown how to set up intra school orienteering competition.</p>	<p>Continue to lead intra school competition in other activities for other classes in Term 5 and beyond.</p>

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<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 2 Striking & Fielding lessons</p> <p>The class teacher and children have been led through a term of activities to include; throwing underarm and overarm, aiming at targets, throwing and catching to self and others, rolling and fielding a ball on the floor using a barrier. They have also learnt how to strike a ball with a cricket bat from a tee and use other bats/rackets to strike a ball.</p> <p>Skills have been applied in small sided striking and fielding games such as, throw cricket, runners v's throwers, mini cricket and rounders games.</p> <p>A range of equipment has been used to support and challenge, activities have also been differentiated by task, space and people.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'ensuring children feel confident in this area, know their strengths but also what they can do to improve.'</p> <p>She asked for support with 'how to facilitate tasks without time wasting – how best to use the equipment to stretch children.'</p>	<p>At the start of the support the class teacher rated herself as having a 3/4 for confidence in teaching effectively subject knowledge 2-3/4 this included 2-3/4 for supporting the less able and developing the more able /4 for progression of skills in this activity area, 3/4 knowledge of developing PE to the whole child and 3-4/4 ability to assess effectively. She rated herself overall as 17.5/24</p> <p>At the end of term 4 the class teacher rated herself as having a 4/4 for confidence in teaching effectively subject knowledge - 4/4 , 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 developing the whole child through PE and 4/4 ability to assess effectively. She rated herself overall as 24 /24. This demonstrates a 6.5 point increase, including an increase across all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'really</p>	<p>Class teacher to continue working from PASS SOW in term 5 and beyond.</p> <p>Class teacher to attend future PASS CPD as required.</p> <p>Class teacher stated she would 'like more support in outdoor lessons maybe OAA, really enjoyed this term with Sarah.'</p>
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			<p>improving with subject knowledge and vocabulary.</p> <p>The teacher stated that what she gained most from PASS' support was 'to know what aspects to push and focus on to see improvements. Utilising sports ambassadors to support a tournament.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	3	<p>PASS led and team teaching Year 2 Striking & Fielding lessons.</p> <p>The class teacher and children have been led through a term of activities to include; throwing underarm and overarm, aiming at targets, throwing and catching to self and others, rolling and fielding a ball on the floor using a barrier. They have also learnt how to strike a ball with a cricket bat from a tee and use other bats/rackets to strike a ball.</p> <p>Skills have been applied in small sided striking and fielding games such as, throw cricket, runners v's throwers, mini cricket and rounders games.</p> <p>A range of equipment has been used to support and challenge, activities have also been differentiated by task, space and people.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'being able to develop effectively in strategy and ability.'</p>	<p>At the start of the support the class teacher rated herself as having a 2/4 for confidence in teaching 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 developing PE to the whole child and 3/4 ability to assess effectively. She rated herself overall as 14/24</p> <p>At the end of term 4 the class teacher rated herself as having a 4/4 for confidence in teaching effectively subject knowledge 4/4, 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 developing the whole child through</p>	<p>PASS staff to continue working with PASS SOW in term 5.</p> <p>PASS to lead PE CPD where needed. Class teacher to attend PASS CPD where required.</p> <p>Class teacher stated 'I really enjoyed this term I have learnt a lot. Potentially more support in other outdoor PE subjects.'</p>

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		<p>She asked for support with 'being able to support and scaffold for less able and challenge more able.'</p>	<p>PE and 4/4 ability to assess effectively. She rated herself overall as 24/24.</p> <p>The teacher stated that the support has impacted the children most by 'improving their understanding of game tactics and team work.'</p> <p>The teacher stated that what she gained most from PASS' support was 'knowing how to effectively develop and link skills together. I liked the use of sports ambassadors in the last lesson.'</p>	
<p>Increase number of competitive opportunities for all</p>	5	<p>All children in Year 2 to take part in an intra house Striking & Fielding tournament selecting and applying skills learnt throughout the term.</p>	<p>60+ children involved in intra school competition. Increased school games data.</p>	<p>Continue to increase number of competitive opportunities for all children through intra school competitions at the end of each term.</p>
<p>Increase number of children involved in leadership opportunities</p>	4	<p>Using Year 6 to be leaders in the striking & fielding tournament to score and support teams.</p>	<p>8 children from Year 6 involved in leadership.</p>	<p>Teachers can now see how a tournament at the end of a term could be set up and how to utilise leaders.</p> <p>Continue to use KS2 children to support intra school competitions.</p>

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Increase number of competitive opportunities for all	5	Supporting Year 5 & 6 Sportshall Athletics inter school competition	18 children involved in inter school competition. Increased school games data.	Continue to increase number of competitive opportunities by supporting inter school competitions where possible.
Increase the range of activities on offer.	4	Lead Maypole dancing sessions at lunchtime for children in Years 3,4 & 5 in preparation for performing at the May Fayre.	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 R & 1 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 5 and beyond for Year 3 & 4 – Cricket & Athletics.
Increase physical activity rates outside of the school day working towards 60 mins.				
Increase the range of activities on offer.	4	PASS to deliver Balanceability training for all children in EYFS along with targeted children in Year 1.	All children in Reception received training along with a targeted group of Year 1 children. Increased agility, balance and coordination skills. Increased confidence and enjoyment for cycling.	Continue to run Balanceability sessions to EYFS and targeted children next academic year. Monitoring success with parents



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