

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 R Gymnastics following PASS scheme of work. The class, class teacher and supporting adult have been led through this class's first experience of PE lessons. Clear expectations were set at the start of the lessons and throughout ensuring children are safe, active and engaged. The children were introduced to key words such as 'control' 'balance' they have explored how to move their bodies in a variety of ways using different body parts and in different directions they have extended this by developing their confidence to travel in different ways using apparatus. The children have been using the theme of stretched and curled to explore different shapes their bodies can get into and understand the importance of control. They have learnt key gymnastics shapes and developed their ability to talk about what they are doing or seeing.</p> <p>The class teacher stated that she wants PASS support to impact the children the most by 'supporting the less able.' She asked for support with 'understanding progression of skill so I can support and challenge.'</p>	<p>At the start of the support the class teacher rated herself as having a 3/4 for confidence in teaching Gymnastics 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, 3/4 knowledge of developing PE to the whole child and 3/4 ability to assess effectively. She rated herself overall as 16/24</p> <p>At the end of term 5 the class teacher rated herself as having a 4/4 for confidence in teaching Gymnastics effectively subject knowledge 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 gain of 8 marks including an increase of</p>	<p>Class teacher to attend PASS CPD as required.</p> <p>Class teacher to continue working from PASS schemes of work across other activity areas.</p>

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			<p>1-2 marks across all teaching and learning areas,</p> <p>The teacher stated that the support has impacted the children most by 'the children have clear understanding of vocab and how to show high, low, stretched, curled, travel and stillness.' She stated what she has gained he most from PASS' support is 'knowing how to support more and less able.'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	3	<p>PASS led Year R Gymnastics following PASS scheme of work.</p> <p>The class, class teacher and supporting adult have been led through this class's first experience of PE lessons. Clear expectations were set at the start of the lessons and throughout ensuring children are safe, active and engaged. The children were introduced to key words such as 'control' 'balance' they have explored how to move their bodies in a variety of ways using different body parts and in different directions they have extended this by developing their confidence to travel in different ways using apparatus. The children have been using the theme of stretched and curled to explore different shapes their bodies can get into and understand the importance of control. They have learnt key gymnastics shapes and developed their ability to talk about what they are doing or seeing.</p>	<p>At the start of the support the class teacher rated herself as having a 2/4 for confidence in teaching Gymnastics 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 2/4 ability to assess effectively. She rated herself overall as 12/24</p> <p>At the end of term 5 the class teacher rated herself as having a 3/4 for confidence in teaching Gymnastics effectively subject knowledge 3/4 for 3/4 for supporting the less able and developing the more able 3/4 for</p>	<p>Class teacher to attend PASS CPD as required.</p> <p>Class teacher to continue working from PASS schemes of work across other activity areas.</p> <p>Class teacher has requested further support in other areas of PE for EYFS.</p>

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		<p>The class teacher stated that she wants PASS support to impact the children the most by 'to begin to understand why we do PE and what skills we gain.' She asked for support with 'more confidence in teaching PE effectively in Early Years.'</p>	<p>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 a gain of 6 marks, demonstrating an increase across all teaching and learning areas.'</p> <p>The teacher stated that the support has impacted the children most by 'enabling them to build on skills each week. Huge progress in following instructions' She stated what she has gained the most from PASS' support is 'learning how to progress skills in gymnastics and challenge those who need it with sequences etc.'</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 3 example Badminton lessons.</p> <p>The class teacher and class have been led through a Badminton scheme of work. The children and class teacher have developed their knowledge of effective movement for badminton</p>	<p>At the start of the support the class teacher rated himself as having a 1/4 for confidence in teaching Games 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,</p>	<p>Class teacher to attend PASS CPD as required.</p> <p>Class teacher to continue working from PASS schemes of work across other activity areas.</p>

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	<p>through introducing; lunge and chassi through fun tagging games and agility activities. They have learnt how to grip the racket and stand for forehand and backhand serves. They have used the foundations of movement to link with underarm shots and overhead shots. The children's 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 pairs and teams, developing their ability to feed the shuttle effectively to assist a partner and how to communicate in a team effectively. The teacher has been shown how to use a range of equipment to ensure children have success in making contact such as bean bags, foam javelins and</p> <p>The class teacher stated that he wants PASS support to help him 'teach an effective and progressive PE lesson..</p>	<p>1/4 knowledge of developing PE to the whole child and /4 ability to assess effectively. He rated himself overall as 6/24</p> <p>At the end of term 5 the class teacher rated himself as having a 3/4 for confidence in teaching Games 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 3/4 ability to assess effectively. He rated herself overall as 20/24. This demonstrates a gain of 14 marks, including a 2-3 point increase across all teaching and learning areas.</p> <p>The teacher stated that the support has impacted the children most by 'allowing me to see creative ways to practice skills.' He stated what she has gained he most from PASS' support is 'It has helped me to give lessons structure.'</p>	<p>Class teacher has requested support with outdoor PE ideas.</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 Year 3 example Badminton lessons.</p> <p>The class teacher and class have been led through a Badminton scheme of work.</p> <p>The children and class teacher have developed their knowledge of effective movement for badminton through introducing; lunge and chassi through fun tagging games and agility activities.</p> <p>They have learnt how to grip the racket and stand for forehand and backhand serves.</p> <p>They have used the foundations of movement to link with underarm shots and overhead shots.</p> <p>The children's 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 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 teacher has been shown how to use a range of equipment to ensure children have success in making contact such as bean bags, foam javelins and</p>	<p>At the start of the support 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, 2/4 knowledge of developing PE to the whole child and /4 ability to assess effectively. She rated herself overall as 13/24</p> <p>Awaiting staff feedback as teacher was absent in the last lesson.</p>	<p>Class teacher to attend PASS CPD as required.</p> <p>Class teacher to continue working from PASS schemes of work across other activity areas.</p>

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		The class teacher stated that she wants PASS support to impact the children the most by 'being able to know the technical vocabulary and develop 'heart' skills' She asked for support with 'better subject knowledge and ability to challenge GD.'		
Increased number of competitive opportunities	5	PASS to plan and lead a Year 3 intra house Badminton tournament allowing children to select and apply skills learnt across the term.	All of the children in Year 3 were involved in the tournament. Increased school games data.	PASS to continue to plan and lead Intra school competition for other year groups.
Increased range of leadership opportunities	4	New Year 6 children involved in leading Year 3 Badminton tournament.	Increased number of children involved in leadership. Increased school games mark data.	Continue to give KS2 children leadership opportunities in Term 6.
Increase the range of activities on offer at lunchtimes		PASS to lead Maypole dancing practice at lunchtimes and 3 x weekend practices for children in Years 3-5.	Increased range of different physical activities on offer. Increase the amount of regular physical activity across a term.	
Support PE SL to complete 'Evidencing the impact document. of Sport Premium.'		Support PE lead with compiling the Evidencing the impact of PE and Sport Premium' document	Impact document completed as of Term 5.	Term 6 information to be added before completion and final document added to school website.
Support PE lead with Nursery and EYFS PE planning		Support PE lead to compile PE planning for Nursery & EYFS.	PE planning for Nursery and EYFS completed.	Support PE lead with future documents as required.

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<p>Increase the broad range of activities on offer outside the school day.</p>	<p>4</p>	<p>PASS to deliver Year 3 & 4 Cricket & Athletics extra curricular club.</p>	<p>16 children have regularly attended the club. They have increased their knowledge of cricket rules, tactics ad skills and different athletic events. Increased amount of regular physical activity Increased intra school competition.</p>	<p>PASS to lead Year R Sports Club in Term 6.</p>
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