

Termly Impact Report 2021-22
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 Gymnastics lessons utilising plans from both unit 1 & 2 to ensure a range of key skills. Due to covid restrictions indoor PE has been particularly challenging therefore there are a number of gaps in learning and opportunities previously not met. Within the term the class teacher and children have been led through; rolling in different directions and linking rolls together, jumping and landing safely, showing a range of shapes and turns when jumping, improving how the enter and exit balances. The children have had opportunities develop their physical skills along with developing the use of language used to describe and explain gymnastics skills and sequences and the ability to work cooperatively with a partner and small group. In the final 2 lessons the teacher was shown how to set up 5 different apparatus stations allowing for a range of entrances and exits. The children explored with the brains and bodies how to develop the skills learnt across the term and how to link them in a sequence. Challenge of using apparatus was discuss with the children and adults. Photographs were taken of each apparatus station and this group worked in teams to set up the apparatus in their final lessons as per photograph. Assessment using the Head, Hands, Heart template was also discussed and implemented in the final lesson.</p>	<p>At the start of the support the class teacher rated himself 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 resources and equipment and 2/4 ability to assess effectively. He rated herself overall as 12/24</p> <p>At the end of term 1 the class teacher rated himself as having a 3-4/4 for confidence in teaching Gymnastics effectively, subject knowledge 4/4 for 3/4 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 3-4/4 ability to assess effectively. He rated herself overall as 19/24. This demonstrates a gain of 7 marks.</p>	<p>Class teacher to continue working from PASS sow in term 2. PASS staff to work with different class teacher and class. Class teacher requested support with OAA in the future.</p>

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		<p>The class teacher expressed that he wanted to develop his confidence and pace in PE lessons along with increasing his confidence and having a bigger repertoire of activities to draw on.</p>	<p>The teacher stated that the support has impacted the children most by 'inspiring them to challenge themselves to be ambitious in tasks.'</p> <p>The teacher stated that what she gained most from PASS' support was 'confidence to teach Gym safely and use equipment effectively.' ' Always great to benefit from Mrs Barrett's expertise. Gives my PE teaching a lift!</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 3 Gymnastics lessons utilising plans from both unit 1 & 2 to ensure a range of key skills. Due to covid restrictions indoor PE has been particularly challenging therefore there are a number of gaps in learning and opportunities previously not met. Within the term the class teacher and children have been led through; rolling in different directions and linking rolls together, jumping and landing safely, showing a range of shapes and turns when jumping, improving how the enter and exit balances. The children have had opportunities develop their physical skills along with developing the use of language used to describe and explain gymnastics skills and sequences and the ability to work cooperatively with a partner and small group. In the final 2 lessons In the final 2 lessons the teacher was shown how to set up 5 different apparatus stations allowing for a range of entrances and exits. The</p>	<p>Still awaiting staff feedback'</p>	<p>Class teacher to continue working from PASS sow in term 2. PASS staff to work with different class teacher and class.</p>

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		<p>children explored with the brains and bodies how to develop the skills learnt across the term and how to link them in a sequence. Challenge of using apparatus was discuss with the children and adults. Photographs were taken of each apparatus station and this group worked in teams to set up the apparatus in their final lessons as per photograph.</p> <p>Assessment using the Head, Hands, Heart template was also discussed and implemented in the final lesson.</p>		
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	3	<p>PASS led Year 2 Gymnastics example lessons following a range of lessons from across unit 1 & 2. Due to covid restrictions indoor PE has been particularly challenging therefore there are a number of gaps in learning and opportunities previously not met. Within the term the class teacher and children have been led through; rolling in different directions including how to forward roll safely along with setting up a rolling incline. Jumping in different ways and landing safely, travelling and balancing high and low and basic sequence building of linking key skills together. Copying simple sequences and remembering them. In the final 2 lessons 5 apparatus stations were set up to challenge the childrens travelling and balancing skills and to explore how they move around on, under, through apparatus creatively and safely.</p>	<p>At the start of the support the class teacher rated her self 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 1/4 for progression of skills in this activity area, 2/4 knowledge of resources and equipment and 2/4 ability to assess effectively. He rated herself overall as 11/24</p> <p>At the end of term 1 the class teacher rated herself as having a 3/4 for confidence in teaching Gymnastics effectively subject knowledge 3/4 for ,</p>	<p>Class teacher to continue working from PASS sow in term 2. PASS staff to work with different class teacher and class -Y4 & 6</p>

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		<p>The class teacher expressed that she would like the children to enjoy lessons whilst developing their skills and knowledge. She would like support on how to confidently manage all children to achieve L.I.</p>	<p>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. This demonstrates a gain of 7 marks.</p> <p>The teacher stated that the support has impacted the children most by giving them the opportunity to try lots of new things and explore apparatus. Improve language.</p> <p>The teacher stated that what she gained most from PASS' support was improved knowledge of lesson structure and progression of skills, use of apparatus.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 2 Gymnastics example lessons following a range of lessons from across unit 1 & 2. Due to covid restrictions indoor PE has been particularly challenging therefore there are a number of gaps in learning and opportunities previously not met. Within the term the class teacher and children have been led through; rolling in different directions including how to forward roll safely along with setting up a rolling incline. Jumping in different ways and landing safely,</p>	<p>At the start of the support the class teacher rated himself as having a 3/4 for confidence in teaching Gymnastics effectively subject knowledge 3/4 this included 3/4 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 3/4 ability to assess</p>	<p>Class teacher to continue to working from PASS sow in term 2. PASS staff to work with different class teacher and class -Y4 & 6</p>

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		<p>travelling and balancing high and low and basic sequence building of linking key skills together. Copying simple sequences and remembering them. In the final 2 lessons 5 apparatus stations were set up to challenge the children's travelling and balancing skills and to explore how they move around on, under, through apparatus creatively and safely.</p> <p>Th class teacher expressed that she would like the children to enjoy lessons whilst developing their skills and knowledge. She would like support on how to confidently manage all children to achieve L.I.</p>	<p>effectively. He rated himself overall as 17/24</p> <p>At the end of term 1 the class teacher rated himself as having a 4/4 for confidence in teaching Gymnastics effectively subject knowledge 4/4 for , 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. he rated herself overall as 24/24. This demonstrates a gain of 7 marks.</p> <p>The teacher stated that the support has impacted the children most by 'vocabulary has been key with children using topic specific vocab.'</p> <p>The teacher stated that what she gained most from PASS' support was 'The structure of a lesson and how they come in and settle, also discussing how to push and support children.'</p>	
<p>Increase the range of activities on offer.</p>	<p>4 2</p>	<p>PASS to deliver Year 6 Leadership training to both classes.</p>	<p>All children in Year 6 received leadership training to develop their ability to communicate in different ways, lead small groups, work with others</p>	<p>Monitor the play leaders on Wednesday lunchtimes and have regular catch up meetings. Work closely subject lead to ensure</p>

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<p>The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>		<p>Year 6 Sports Ambassador training A further 28 children across both Y6 classes then received further training to develop their knowledge of different themed games they could deliver to younger pupils in the school.</p>	<p>confidently and build up a bank of ideas of games and activities. Increased number of children involved in leadership and volunteering roles.</p> <p>28+ children trained to be sports ambassadors. Raising the profile of physical activity and PE across the school.</p>	<p>children are motivated and timetable adhered to.</p>
<p>Increased range of activities on offer to all pupils</p>	4	<p>PASS led Year 1 & 2 Multi Sport extra-curricular club. KS1 traditionally have a lesser number of extra-curricular opportunities. Activities included tag rugby, football, athletics, striking and fielding games, basketball, throwing and catching games.</p>	<p>18 children regularly attended the sports club increasing children's exposure to different sports and physical activity. Increasing children's fundamental movement skills.</p>	<p>PASS to lead a different extra curricular sports club in term 2 to a different year group – Year 4 Gymnastics</p>
<p>Increase levels of physical activity for all pupils</p> <p>Increased range of activities on offer to all pupils</p>	4	<p>PASS led lunchtime activities to increase levels of physical activity to include; parachute games, dancing/aerobics, boccia and use of rebound catchers.</p>	<p>More children physically active at lunchtime. More variation on activities on offer. A range of year groups working together.</p>	<p>Continue to lead lunchtime activities as directed by PH in term 2.</p>
<p>The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	2	<p>PASS led PE Subject Lead training for local staff Subject lead opportunity to network with other local SL. Role of subject lead discussed Reflection of current PE, Sport, PA.</p>		<p>Subject Lead to discuss any concerns/questions with PASS.</p>

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		Support Subject lead to draft 'Evidencing the impact of PE & Sport Premium' funding.	Draft version created and sent to SL.	PASS and subject lead to add to document throughout the academic year.
Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	PASS led KS2 Dance training all PASS schools entitled to free places to develop confidence and subject knowledge in dance delivery,		All future PASS CPD to be advertised top staff.