

Termly Impact Report Term 2 2020-21
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 Dance Throughout the term PASS staff have led a unit of Covid-19 safe Dance activities to the HLTA's working in this class and children. The class have been led through a unit focusing on 'pirates' to link with cross curricular work on 'journeys' The warm ups have been linked to the main body of the lesson and have developed their ability to copy and remember actions, travel in different ways and to move in counts of 8. The children and staff have learnt a set dance which has been repeated and developed across a number of lessons. The children have also had the opportunity to work in pairs and groups to create their own actions and motifs linked to a given pirate theme. The children have used a process called dance by chance to create section 3 of their dance and improved it using the concepts of canon and unison.</p> <p>The HLTA supporting the class stated that she wanted PASS' support to impact the children the most by 'developing their skill to achieve individual potential.' She stated that she wanted the support to assist in improving 'input for teaching ideas, particularly differentiation.'</p>	<p>Many children have improved their confidence performing in front of small groups and half the class. Many groups have improved their ability to cooperate with each other by listening and sharing dance ideas. The class have shown they can copy and remember actions and some have shown they can remember actions well without cues. Many have improved their ability to move in counts of 8 and have improved their timing as a group.</p> <p>At the start of the term the HLTA rated herself as having a 2/4 overall for confidence in teaching Dance, 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 1/4 ability to assess effectively. She rated herself overall as 11/24.</p> <p>At the end of the term the teacher rated herself as having a 3/4 overall for confidence in now teaching Dance this included 3/4 for subject knowledge, 3/4 progression of skills, 3/4</p>	<p>PASS to continue working with Year 3 in term 3.</p> <p>HLTA / Class teacher to attend PASS training as required. Discuss with PASS any questions about future activities they will be delivering.</p> <p>All support in all areas is greatly appreciated.</p>

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			<p>developing the more able and supporting the less able, 2/4 for knowledge of resources and equipment and 3/4 for ability to assess effectively increasing her score to 17/24 overall this means a 6 point increase.</p> <p>The class teacher stated that PASS' support has impacted the children the most from the children growing in confidence through the term. Their language and used and skills linked to musicality have increased greatly.</p> <p>She stated what she has gained most from PASS' support is thinking about how to differentiate activities through shared success criteria.</p>	
Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	<p>PASS led Year 3 Dance</p> <p>Throughout the term PASS staff have led a unit of Covid-19 safe Dance activities to the HLTA's working in this class and children. The class have been led through a unit focusing on 'pirates' to link with cross curricular work on 'journeys' The warm ups have been linked to the main body of the lesson and have developed their ability to copy and remember actions, travel in different ways and to move in counts of 8. The</p>	<p>The class have grown in confidence when performing in front of others. They can copy and remember a set dance keeping to time. The group understand the difference between canon and unison in dance. Many of the group would benefit from more opportunities to choreograph and work in groups. Many also require more practice and</p>	<p>PASS to continue working with Year 3 in term 3.</p> <p>HTA / Class teacher to attend PASS CPD as required.</p> <p>HLTA would like feedback on her own teaching in the future.</p>

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	<p>children and staff have learnt a set dance which has been repeated and developed across a number of lessons. The children have also had the opportunity to work in pairs and groups to create their own actions and motifs linked to a given pirate theme. The children have used a process called dance by chance to create section 3 of their dance and improved it using the concepts of canon and unison.</p> <p>The HLTA supporting the class stated that she wanted PASS' support to impact the children the most by 'engaging all children and enjoyment for dance.' She stated that she wanted the support to assist in improving 'confidence to carry out a dance lesson and to support all children to access this activity.'</p>	<p>remembering work created so it can be built upon.</p> <p>At the start of the term the HLTA rated herself as having 1-2/4 for confidence in teaching Dance effectively, 1/4 for subject knowledge 1/4 for supporting the less able and developing the more able 1/4 for progression of skills in this activity area, 1/4 for knowledge of resources and equipment and 1/4 ability to asses effectively. She rated herself overall as 5.5/24.</p> <p>At the end of the term the teacher rated herself as having a 3/4 for confidence in teaching Dance this included 3-4/4 for subject knowledge, 3-4/4 progression of skills,4/4 developing the more able and supporting the less able, 3/4 for knowledge of resources and equipment and 3/4 for ability to assess effectively increasing her score to 22/24 overall this means a 16.5 increase.</p> <p>The class teacher stated that PASS' support has impacted the children the most by; 'giving them a chance to show their own creativity and engage them all regardless of ability.</p>	
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			She stated what she has gained most from PASS' support to be able to see how canon and unison can be used in dance. How to vary activities to keep children motivated, Use of visual L.O and SC.	
Increased opportunity to take part in competitive opportunities	5	Year 5 & 6 Virtual Sporthall Athletics competition. PASS staff planned and led a virtual competition for all pupils in Year 5 and 6. This allowed all children to compete against their peers and enjoy beating personal bests. The results will also be compared to other children in the Gravesham district. PASS staff to collate all results onto spreadsheet and send to R.S.	All children in Year 5 and 6 involved in an intra and inter school competition (level 0, 1 & 2) Increasing School Games data. Staff shown how to deliver an intra school competition which could be repeated again with other activities in a different term.	Results / photographs shared on school website and with parents. MCA/PASS to repeat virtual competitions with other year groups in other terms where necessary and in other activities across the year. PASS staff to support where required. R.S to send results to SGO to collate.
Increased confidence, knowledge and skills of all staff in teaching PE and sport	3	PASS led Year 4 OAA lessons Outdoor & Adventurous Activities was delivered following discussions with class teachers regarding linking with other cross curricular work in Year 4 on the use of maps, keys and compass directions. The class teacher and children were led through the first part of a unit of OAA. The children took part in activities which improved their ability to follow routes accurately, use maps, use a key and work cooperatively in pairs and groups.	At the start of the term the class teacher rated herself as having a 3/4 for confidence in teaching OAA effectively subject knowledge 3/4 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, 3/4 knowledge of resources and equipment and 2/4 ability to asses	Class teacher to continue working from PASS SOW in Term 3 on OAA due to lessons missed through bubble closures. Class teacher to attend PASS CPD as required.

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		<p>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>The class teacher stated that she wanted PASS support to impact the children the most by 'providing challenge and enjoyment of OAA.' She wanted PASS' support to assist her in 'making OAA challenging and varied.'</p>	<p>effectively. She rated herself overall as 15/24.</p> <p>Due to Covid-19 isolation PASS will be continuing working with this class in term 3 as some lessons were unfortunately not delivered as planned.</p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PASS led Year 4 OAA lessons Outdoor & Adventurous Activities was delivered following discussions with class teachers regarding linking with other cross curricular work in Year 4 on the use of maps, keys and compass directions.</p> <p>The class teacher and children were led through the first part of a unit of OAA.</p> <p>The children took part in activities which improved their ability to follow routes accurately, use maps, use a key and work cooperatively in pairs and groups.</p> <p>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</p>	<p>At the start of the term the class teacher rated herself as having an overall subject knowledge 1/4 for OAA, this included 1/4 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 1/4 ability to assess effectively. She rated herself overall as 7/24.</p> <p>Due to Covid-19 isolation PASS will be continuing working with this class in term 3 as some lessons were unfortunately not delivered as planned.</p>	<p>Class teacher to continue working from PASS SOW in Term 3 on OAA due to lessons missed through bubble closures.</p> <p>Class teacher to attend PASS CPD as required.</p>

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		ways to maximise activity levels and avoiding children waiting. The class teacher stated that she wants PASS' support to impact the children the most by 'helping them to develop their skills as they haven't done OAA before and to provide/enrich practical experience to link with Geography. She requires support with teaching and suitable resources needed for delivering OAA.		
Increased competitive opportunities	5	Year 4 Intra Class Competition – Christmas themed partner and team activities. In the final lesson this term PASS staff led a Year 4 class OAA competition to develop their team work and problem solving skills.	All children in Year 4 involved in an intra school competition. Increasing School Games data. Staff shown how to deliver an intra school competition which could be repeated again with other activities in a different term.	MCA to repeat intra school competitions with Year 4 in other terms and in other activities across the year. PASS staff to support where required.
Engage of all pupils in regular physical activity Introduce a broader range of sports and activities	1 4	PASS led lunchtime Dance/Aerobics on all playgrounds/astro on Wednesday lunchtimes	Increased physical activity levels amongst most children, reduced accidents and improved overall behaviour. Children from EYFS, KS1 & KS2 playground involved. MCA staff joining in and learning ideas for dances to lead on other days.	PASS to lead dance/aerobics on playground in Term 3. MCA staff to continue running dance/aerobics on playgrounds/astro on other days of the week.

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<p>Introduce a broader range of sports and activities</p> <p>Engage of all pupils in regular physical activity</p>	<p>4</p> <p>1</p>	<p>PASS led Year 4 Sports extra-curricular club. Children led through a range of activities to develop their fundamental movement skills into linked actions and to develop their knowledge of attacking and defending tactics. The aim was also to introduce them to a range of different sports to see which they might like to continue taking part in outside of school.</p> <p>Children improved their ability to dodge, tag and pass in rugby activities, learnt a range of athletics activities and worked on their ability to pass and move into space, attack and defend in netball activities and games. They have also improved their hand-eye coordination through tennis activities.</p>	<p>18 children regularly attended. More children from Year 4 involved in regular physical activity.</p> <p>Key skills improved, increase knowledge of other games activities, increase knowledge of rules for different sports, increased ability to play in teams, increased intra school competition. Increased enjoyment of a different sports.</p>	<p>PASS to lead the Year 3 extra-curricular club in T3 and due to being oversubscribed.</p>
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>3</p>	<p>PE Subject leaders Chat night PASS led a PE subject lead chat night regarding updated advice on PE and Sport Premium and covid 19. Presentation and resources sent to R.S as he could not attend</p>	<p>PE subject need more knowledgeable on national updates in PE and sport. Increased ideas on how to make most impact from the PE and sport premium funding during this challenging time.</p>	<p>PE subject lead to update 'Evidencing the impact of PE and Sport Premium document' with underspend focus and any other new ideas.</p>