|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INTENT** | **KI** | **IMPLEMENTATION** | **IMPACT** | **SUSTAINABILITY/NEXT STEPS** |
| Increased confidence, knowledge and skills of all staff in teaching PE and sport | 3 | PASS led Year 3 Hockey lessons following a PASS scheme of work working with cover teacherThe class teacher stated at the start of the term that she would like to PASS’ support to impact the children the most by; benefitting from specialist advice and support.The class teacher stated at the start of the term that she would like to PASS’ support to impact her the most by; giving her more confidence to carry out a lesson successfully, learn technique and move children on.  | The class know how to dribble, keeping close control of the ball. Most children can dribble at jogging speed keeping close control, some can do this without using the back of their stick. All of the children know how to perform a push pass in hockey. All can push pass accurately from short distance and some can pass accurately from further away. The children can link dribbling and push passing under limited pressure and some can do this showing improved control under pressure. The class have been able to pass cooperatively in small groups and extend their knowledge of attacking and defending tactics through 3 v 1 games. Most know the main rules of quick sticks hockey.   | Class teacher to continue to work from PASS schemes of work in future terms.Class teacher to attend PASS CPD as required – KS2 Dance T5, OAA T6 (may be delivered remotely) |
|  Increased confidence, knowledge and skills of all staff in teaching PE and sport | 3 | PASS led Year 6 Hockey lesson following PASS scheme of work. Key skills covered included;Dribbling – tap, contact, Indian dribble, passing using the push pass for accuracy and power, trapping the ball on strong and reverse side (for some), linking dribbling and passing skills in small sided games, learning how to block tackle and jab tackle, taking on roles of attackers and defenders in games. Learning key rules of mini hockey. The class teacher stated at the start of the term that she would like to PASS’ support to impact the children the most by; ‘ progression of skills, support where needed and challenge where needed. The class teacher stated at the start of the term that she would like to PASS’ support to impact her the most by; knowing how to progress skills and activities involved (give herself more variety.’ | All of the class know the different types of dribbling in hockey. Most can dribble at jogging speed demonstrating tap and contact dribble accurately.All children can demonstrate a push pass accurately from short and medium distances. Most can trap the ball with control on their strong side and a few can also trap the ball confidently on their reverse side. All of the children know what a block and jab tackle is. Most can demonstrate both and some can tackle often successfully. All children attempted small sided games loaded in attack to work on attacking as a unit and support play along with playing man to man marking in 3 v 3 games. Most children could explain the tactics they were using.  |  Class teacher to attend PASS CPD as required. KS2 Dance in Term 5, OAA in Term 6 (may be delivered remotely.)Class teacher to continue to work from PASS schemes of work in future terms. |
| Increased confidence, knowledge and skills of all staff in teaching PE and sport | 3 | PASS Primary Gymnastics Training PASS led a workshop to develop confidence and subject knowledge in delivering high quality Dance lessons. Delegates had an opportunity to discuss their concerns about teaching Gymnastics and troubleshoot any questions. Key skills such as rolling, balancing, jumping and travelling were discussed and practical examples delivered. Example warm ups that lead into the main body of the lesson were delivered along with showing staff how to progress skills to develop the more able and to support the less able. Staff were shown how to set up apparatus in creative ways to maximise activity levels in lessons and to challenge.  | Increased subject knowledge of the PE curriculum.Increase knowledge on how to structure a PE lesson and develop fundamental skills. Opportunity to network with other trainee teachers and NQTs locally.Increased confidence and ideas to deliver PE lessons in the future. |  Staff to continue working from PASS SOW in other activities. Attend further PASS training as required; EYFS/KS1 Dance Term 4, KS2 Dance Term 5, OAA Term 6 (may be delivered remotely.)  |
| Engage pupils in regular physical activityIntroduce a broader range of sports and activities | 14 | Ks2 FootballA regular extra-curricular club to develop children’s fitness, enjoyment for Football and regular physical activity. Activities included developing skills in; passing, dodging, marking and defending and shooting. All skills are developed through conditioned activities, small and larger sided games.  |  Children have developed their skills further and have competed in more league fixtures to select and apply their skills.  | Continue leading ks2 football club in Term 5 |
| Increased number of children involved in competitive opportunities | 5 |  Continue to take part in PASS Year Netball & Football leagues | Increased number of children involved in inter school competition. Increased school games mark data.Regular competitive opportunities  | Continue to arrange and complete fixtures against other schools in the league.  |
| Increased number of children involved in competitive opportunitiesIntroduce a broader range of sports and activities | 54 | School to take part in PASS’ third Personal Challenge of the academic year – ‘The Bounce’ Children to complete a first attempt of the Mountain Climb at the start of term to discover their personal best. This Personal best is then worked on throughout the term in PE lessons, at lunchtimes, outside of school to see if they can improve it. Second attempt is then completed again at the end of term 1 to discover if they have beaten their personal best.Results then sent to PASS to collate and compare against children form other classes and schools. Certificates generated. | Increased number of children involved in intra and inter school competition. Increased school games mark data.More children active during the school day, attempting beat personal bests. Children more knowledgeable about the importance of striving the best themselves and values such as; determination, perseverance, personal excellence etc. | S.G to send PASS their resultsPdf certificates printed and awarded in celebration assembly to praise excellence and endeavour. Future personal challenges entered in forthcoming terms. |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INTENT** |  | **IMPLEMENTATION** | **IMPACT** | **SUSTAINABILIITY/NEXT STEPS** |
| To provide schools and pupils access to home learning material for PE and physical activity.  | 41 | Second arm of PASS’ original website built to host videos and documents  | All PASS staff can now create resources and videos to feed site.Schools and pupils now have access to material from home or school.  | Continue to add daily material to site and monitor quality. Advertise to schools and via social media. Monitor number of views. |
| Create age specific home learning PE/PA tasks  |  | Modify activities from PASS schemes of work, active classrooms resources and PASS 360 to provide activities that can be completed in smaller spaces with limited equipment. School to add to their website for pupils to access at home or at school.  | More children have access to PE/PA tasks from different locations. Potential for more children to staff active, potential for improve well-being of pupils.  | Regularly add to age specific resources, welcome feedback. Continue to advertise.  |
| To provide 2 new videos per day to website  | 41 | Create 1 x active workout per day to raise heart rates, keep active and healthy to be made available at 10am daily. Create and add 1 x dance/fun active task per day  | More pupils and staff have access to daily workouts/physical activities that are different and keep children and adults healthy and motivated.  | Continue to create and add daily workouts. Monitor quality and number of views. Advertise to schools and via social media |
| Provide weekly personal challenges | 15 | Create a range of personal challenges to motivate children and adults to beat personal bests. Increase amount of intra/inter school competition.  | More children and adults motivated to beat personal bests.Increased amount of competition.  | Continue to create and add new personal challenges. Encourage feedback. Look into children sending in videos/photos of their challenges and results.  |
| Create age specific PE lessons and tasks | 41 | PASS staff set up in teams of 2 to create suitable online PE lessons/activities that are age specific. Add to website regularly.  | More schools and pupils to access resources at home or at school. More pupils keeping activity, challenged at necessary level, some progress made.  | Continue to create resources and add content to website. Welcome feedback. Monitor quality and number of views.  |
| Create a well-being resources for pupils and staff | 2 | In collaboration with Kelly Jarvis an online well-being tool has been created for all schools and pupils/staff at home to access.  | Potential for increased mental well-being.  | Encourage feedback regarding resource. Add material. Monitor views.  |