



PE and sport premium monitoring and tracking form *2025/2026*

Commissioned by



Department
for Education

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PE and sport premium monitoring and tracking form



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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<ul style="list-style-type: none"> • Staff confidence in teaching PE remained positive overall. Staff questionnaires indicated that the majority of teachers felt confident delivering PE lessons • A staff meeting was held to clarify expectations for PE teaching, curriculum delivery and assessment, ensuring consistency across the school. • Lesson observations completed across selected year groups demonstrated that teachers were delivering lessons effectively, with appropriate organisation, pupil engagement and clear learning intentions. • Teachers worked alongside external coaches during some curriculum sessions, providing opportunities to observe high-quality teaching and develop subject knowledge. 	<ul style="list-style-type: none"> • Lesson observations were not completed for all teachers, meaning it was not possible to gain a full picture of PE teaching across the school. • Staff feedback identified dance and gymnastics as the areas in which teachers felt least confident. • Dance and gymnastics lessons were primarily delivered by MSSP specialist coaches. Whilst this ensured pupils received high-quality teaching, there were fewer opportunities for class teachers to lead these units independently and develop their own confidence.
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<ul style="list-style-type: none"> • Pupils accessed a broad range of competitive sport opportunities, including MSSP competitions, enabling them to represent the school, develop teamwork skills and experience competition. • A strong partnership with the MSSP coordinator ensured the school was kept informed of events, opportunities and sporting initiatives. • Daily physical activity was promoted through the Daily Mile, movement breaks and mindfulness activities, supporting physical and mental wellbeing. • After-school clubs provided opportunities beyond curriculum PE, with netball club successfully supporting pupils to prepare for competition. • All pupils received two hours of PE weekly, ensuring regular access to physical education. 	<ul style="list-style-type: none"> • Participation data was not consistently tracked across all physical activity opportunities, making it difficult to analyse which groups of pupils were accessing clubs and competitions most frequently. • Although after-school clubs were offered, the range of sporting activities available was limited and did not always provide opportunities for pupils with different interests, abilities and preferences.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	<ul style="list-style-type: none"> PE and sporting achievements were regularly celebrated in assemblies through certificates, recognising pupils' efforts, progress and participation in competitions and sports day. Opportunities were provided to inspire pupils and promote the enjoyment of physical activity, including an assembly delivered by professional rugby athletes. A PE display board showcased pupils' achievements, competitions and activities, raising the profile of PE across the school community. 	<ul style="list-style-type: none"> Pupil voice indicated that not all pupils were active for the recommended 7 days a week, highlighting the need to continue promoting daily physical activity opportunities. Some pupils were reluctant to participate in PE lessons or after-school clubs, and further work is needed to identify and remove barriers to engagement.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	<ul style="list-style-type: none"> A broader range of sporting experiences was provided, including girls-only football sessions, external tennis coaching and a circus skills workshop. A Sports Leadership Programme was introduced for Year 5 pupils, encouraging pupils to take an active role in promoting physical activity with KS1. Mixed netball club provided opportunities for pupils to develop skills. Targeted nurture sessions supported identified pupils who required additional opportunities to be physically active. 	<ul style="list-style-type: none"> Pupil voice highlighted that football at lunchtimes was not always equally accessible, with some pupils feeling that boys dominated the space and opportunities to participate. Further work is needed to ensure lunchtime activities are inclusive and encourage participation from all pupils. The range of after-school clubs offered could be broadened further to provide a wider variety of sports and activities that appeal to different interests and abilities.
5. Increasing participation in competitive sport	<ul style="list-style-type: none"> Entered several MSSP competitions throughout the year, increasing opportunities for pupils to participate in competitive sport against local schools. Entered an inclusive competition specifically for children with SEND. Competitive opportunities were also provided through PE lessons and Sports Day, ensuring all pupils experienced competition. 	<ul style="list-style-type: none"> Increase the number and variety of competitions entered throughout the year. Provide more competitive opportunities for disadvantaged (Pupil Premium) and SEND pupils. Track participation to ensure a broader range of pupils are selected and have the opportunity to represent the school.

Swimming Data Context



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- Nationally, approximately **60–63%** of children leave primary school able to swim the expected **25 metres unaided** by the end of Year 6. Across Merton, this falls to **53%**, indicating lower attainment than the national average. Within the **Mitcham Town cluster**, swimming outcomes are significantly lower still, with only **16%** of Year 6 pupils meeting the 25-metre standard in 2024/25.
- As a result, Bond Primary School is committed to improving swimming outcomes and ensuring that every child has the opportunity to develop this essential life skill. Alongside our Year 3 swimming programme, this year we have invested in additional **Year 5 and Year 6 top-up swimming sessions** to provide targeted support for pupils who have not yet met the expected standard. These additional sessions are designed to increase pupils' confidence, competence and water safety knowledge, enabling more children to leave primary school able to swim safely and confidently.
- Our current Year 5 cohort consists of **46 pupils**. At the end of Year 3, **27 pupils (59%)** had not yet achieved the expected 25-metre swimming standard, meaning **19 pupils (41%)** had met the standard. Following targeted Year 5 top-up swimming sessions, a further **2 pupils** achieved the expected standard, increasing the total to **21 pupils (46%)**. Although this represents a modest increase in the number of pupils meeting the statutory requirement, many other pupils made significant progress in their swimming ability, confidence and water safety skills.

Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Year 5 data shows that we had an increase in children meeting the expected standard from 41% to 46% following top-up sessions.	We would like this percentage to meet the Merton average of 53% by the time the children leave Year 6. Evidenced on information and data collected by swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Year 5 data shows that we had an increase in children meeting the expected standard from 41% to 46% following top-up sessions.	We would like this percentage to meet the Merton average of 53% by the time the children leave Year 6. Evidenced on information and data collected by swimming teacher.
3. Perform safe self-rescue in different water-based situations	Year 5 data shows that we had an increase in children meeting the expected standard from 41% to 46% following top-up sessions.	We would like this percentage to meet the Merton average of 53% by the time the children leave Year 6. Evidenced on information and data collected by swimming teacher.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Improve staff confidence and subject knowledge in PE teaching.	To ensure high-quality PE is delivered consistently across the school and increase teacher confidence in areas such as dance and gymnastics	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritising CPD and training where needed.	Staff questionnaires, CPD records, lesson observations, monitoring and staff feedback.
Increase pupils' participation in regular physical activity.	To encourage healthy lifestyles, improve engagement and ensure all pupils access regular physical activity.	2. Increasing engagement of all pupils in regular physical activity and sporting activities.	Daily Mile, club registers, PE curriculum, external coach visits, competition registers, pupil voice, photos and newsletter.
Raise the profile of PE and sport across the school.	To celebrate achievement, inspire pupils and promote the importance of physical activity.	3. Raising the profile of PE and sport across the school to support whole-school improvement.	Assemblies, certificates, newsletters, PE display board, website updates, external athlete visit and pupil voice.
Provide a broader and more equal range of sporting opportunities.	To ensure all pupils, including girls, SEND and disadvantaged pupils, have equal access to a variety of sports and physical activities.	4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls.	Girls' football sessions at lunchtime, Sports Leaders programme, mixed netball, nurture groups, tennis coaching, circus skills workshop and participation records.
Increase participation in competitive sport.	To provide more opportunities for pupils to experience competition, develop resilience and represent the school.	5. Increasing participation in competitive sport.	MSSP competition entries, inclusive SEND competition, Sports Day, PE lesson competitions, registers and participation records.

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:

- 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
- 2. Increasing engagement of all pupils in regular physical activity and sporting activities*
- 3. Raising the profile of PE and sport across the school, to support whole school improvement*
- 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
- 5. Increasing participation in competitive sport*

Plan, monitor and evaluate (2025/2026)

Your objective: Drive physical activity levels and expand variety of sports on offer.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	<p>To provide pupils with access to a broader range of sports and physical activities, both within and beyond the PE curriculum.</p> <p>To increase participation by offering activities that appeal to a wider range of interests, abilities and needs.</p>	<p>Expanded the after-school club offer to include dodgeball, tennis, dance, rounders and multisports (including football and basketball).</p> <p>Introduced a gardening club to provide an active but lower-intensity option for pupils who prefer calmer activities.</p> <p>Worked with external providers to deliver six weeks of tennis coaching to EYFS and Key Stage 1 pupils.</p> <p>Arranged six weeks of squash coaching for Key Stage 2 pupils delivered by external coaches.</p> <p>Dance club was delivered by an external professional, with costs met by families.</p>	<p>Increased participation in extracurricular physical activity.</p> <p>Greater pupil engagement through a wider choice of activities.</p> <p>Improved inclusion by providing opportunities that appeal to pupils with different interests and abilities.</p> <p>Increased enjoyment of physical activity and confidence to try new sports.</p>	<p>Club registers and attendance records.</p> <p>Pupil voice and feedback.</p> <p>Timetables showing the range of clubs offered.</p> <p>Emails to external professionals.</p> <p>Photographs and school newsletters celebrating participation.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	<p>More pupils participated in after-school clubs due to the increased variety of activities available.</p> <p>Pupils were introduced to sports they had not previously experienced.</p> <p>The gardening club provided an alternative opportunity for pupils</p> <p>Positive pupil feedback demonstrated increased enjoyment and willingness to participate in physical activity.</p>	<p>Yes. Strong links have been established with external providers and the MSSP to continue offering a broad range of activities.</p> <p>Club provision can continue to be adapted each year based on pupil voice and participation data.</p> <p>Free community initiatives and external partnerships help maintain a varied offer while keeping costs low.</p>	<p>Participation data.</p> <p>Club registers.</p> <p>Records of external coaching programmes.</p> <p>Photographs and newsletters.</p>	<p>MSSP membership (£3,390).</p> <p>Dance club: Parent-funded.</p> <p>Tennis coaching: Free (Wimbledon initiative).</p> <p>Squash coaching: Free (community initiative).</p>

Your objective: Strive to ensure all pupils meet the minimum requirement in swimming.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	In addition to the statutory Year 3 swimming block, we have invested PE Premium funding in top-up swimming lessons for Year 5 and Year 6 pupils who have not yet met the minimum requirement, giving them additional targeted sessions to close the gap before the end of primary school.	We hope to see a measurable increase in the percentage of pupils across Year 5 and Year 6 meeting all three elements of the national curriculum requirement (25m, stroke range, self-rescue), narrowing the gap between our school and the national average.	Swimming assessment reports and data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	At the end of year 3, 20% of pupils could swim 25m and use a range of strokes effectively. Now in July 2026, these pupils are year 6, and 71% of year 6 pupils can swim 25m, perform safe self rescue and use a range of strokes.	The school are committed to raising the required funds for top up swimming going forwards.	Swimming assessment reports and data.	Cost for top-up sessions (£4,320)

Your objective: Promote inclusion and equal access



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	<p>To provide equal access to PE, school sport and physical activity for all pupils, with a particular focus on girls, SEND and disadvantaged pupils.</p> <p>To remove barriers to participation by offering a wider range of inclusive sporting opportunities.</p>	<p>Prioritised disadvantaged pupils for places in clubs and competitions.</p> <p>Entered two inclusive SEND-specific competitions (Boccia and Scatterball).</p> <p>Continued girls-only football club at Friday lunchtime to encourage greater female participation.</p> <p>Entered a girls-only football competition.</p> <p>Increased the variety of competitions entered, including cricket, athletics and football, to appeal to a broader range of pupils.</p> <p>Expanded the after-school club offer to provide a wider range of activities.</p> <p>Extended the PE curriculum by introducing squash for KS2 and tennis for KS1 through external coaching.</p>	<p>Increased participation from girls, SEND and disadvantaged pupils.</p> <p>Improved confidence, enjoyment and engagement in PE and school sport.</p> <p>More pupils representing the school in competitions.</p> <p>A more inclusive PE and school sport provision that meets the needs of all pupils.</p>	<p>Club registers.</p> <p>Competition registers and participation records.</p> <p>Pupil Premium and SEND participation data.</p> <p>Pupil voice.</p> <p>Photographs and newsletters.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	<p>More girls participated in football through the lunchtime club and girls-only competition.</p> <p>SEND pupils successfully represented the school in inclusive competitions.</p> <p>A wider variety of sports and clubs resulted in increased participation from pupils.</p> <p>Disadvantaged pupils were given increased opportunities to participate in extracurricular sport and represent the school.</p>	<p>Yes. Inclusive practice has become embedded in club planning and competition selection.</p> <p>Strong links with the MSSP will continue to provide inclusive competitions and opportunities.</p> <p>Participation will continue to be monitored to ensure girls, SEND and disadvantaged pupils remain well represented.</p> <p>A broad curriculum and varied club offer can be reviewed annually using pupil voice to meet changing needs.</p>	<p>Club registers.</p> <p>Competition entries.</p> <p>Pupil voice.</p> <p>Photographs and newsletters.</p> <p>Of all the children who attended an external competition this year, 30% are in receipt of SEND support, 38% are disadvantaged and 63% are girls</p>	<p>Competitions included with MSSP membership (£3,390)</p>

Your objective: Develop lunchtime play provision in order to increase pupil activity levels



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Develop lunchtime play provision in order to increase pupil activity levels, offering structured and varied opportunities for all children to be active and engaged during lunchtimes.	Sports leadership training programme delivered to Year 5 pupils by MSSP coaches Trained sports leaders deliver structured activity sessions to KS1 at lunchtime Sports equipment (hurdles, cones, balls, hoops) made available to KS2 pupils at lunchtime Adults stationed at different activity stations to support and supervise Football rota by class each lunchtime to ensure equal access, with girls' football on Fridays Pupil voice gathered to ask children what activities they would like and how they experience lunchtimes	Increased pupil activity levels at lunchtime, greater engagement and enjoyment across all key stages, more equitable access to activities (particularly football for girls), and pupil feedback showing lunchtimes are viewed positively.	Pupil voice records/survey responses, regular playground observations, staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Playground observations show increased activity levels at lunchtime, with more pupils engaged in structured games. Less behaviour incidents at lunchtime. Pupil voice indicates children enjoy having sports leaders and being sports leaders. Girls report feeling more included through the dedicated Friday football session.	The Year 5 sports leadership programme will run again next year with a new cohort trained by MSSP coaches. The equipment required is durable and reusable, so provision can continue without cost. Staff rotas can embed the model into normal lunchtime practice going forward.	Playground observation notes	Sports Leader training included with MSSP membership (£3,390)