



# RPS PE and sport premium monitoring and tracking form 2025/2026



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PHYSICAL EDUCATION



# Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport



# Rotherhithe Primary School PE and sport premium monitoring and tracking form

## Review of the last academic year (2024/2025)



<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<b>1.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres	<b>60% of pupils in year 6 can swim 25 metres.</b>  Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 80%.  Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
<b>2.</b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	<b>50% of pupils in year 6 can use a range of strokes effectively.</b>  Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 75%.  Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
<b>3.</b> Perform safe self-rescue in different water-based situations	<b>Safe-self rescue was not assessed in a range of different water-based situations. 60% of the children could swim to the side or turn on their backs when tiring.</b>  Evidenced by information and data collected poolside with swimming teacher.	We want this to be officially assessed and will discuss this with the swimming pool team.  Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.



# Rotherhithe Primary School PE Review of the last academic year (2024/2025)



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"> <li>▪ Dance CPD provided by PSEN and a new curriculum was introduced. Teachers across the school taught the curriculum for the first time.</li> <li>▪ A reexamination of our CPD program resulted in staff confidence date rising from 80% of staff feel confident in teaching all areas of the curriculum.</li> <li>▪ PE Lead attended training delivered by Central School of Ballet and piloted a new KS2 dance programme. This showed potential to improve the quality of the KS2 dance teaching and learning. An assembly to promote dance delivered by a CSB dancer and a visit to the CSB inspired children and one child was offered a scholarship place to attend the club..</li> <li>▪ A successful trial in two KS2 classes looking at a way to assess and collect data for PE.</li> </ul>	<p>It's great that 80% of staff now feel confident to enjoy delivering high quality Physical Education but we need this to apply to all staff including support staff.</p> <p>See staff confidence and lesson observation date in first column. Staff PDPs indicate the gaps that remain in confidence.</p> <p>PE Lead felt that the new CSB programme had potential to improve the quality of the KS2 dance lesson but needed further advice on how to adapt for children with SEND.</p> <p>No data from all classes in KS1 and KS2.</p> <p>Review of the curriculum indicated some limitations</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<ul style="list-style-type: none"> <li>▪ Targeted sports lunch time activities has increased engagements.</li> <li>▪ SEND PE coaching provided by the PSEN network. Lessons showed increased engagement of children with SEND with physical activities and some SEND TA showed greater confidence to continue SEND specific activities once the PSEN network finished. Children with more complex SEND now accessing a PE lesson and those with less complex needs are more engaged during class PE lessons and more able to manage emotions.</li> <li>▪ Additional opportunities for all pupils to engage in physical activity at lunchtime and by monitoring how active pupils are outside of schools with the goal of pupils achieving an average of 60 minutes a day 7 days a week.</li> <li>▪ Pupils have been celebrated in our assemblies, by Head of PE, by Coaches and by class teachers.</li> </ul>	<p>There are still pupils that are not active for 60 minutes a day, 7 days a week based on data captured linked to in and outside of school physical activity.</p> <p>A PE themed assembly with local partners.</p>



# Rotherhithe Primary School PE Review of the last academic year (2024/2025)



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>TGI coaches promoted PE and the importance of physical activity across the school during lunch time clubs and in ASC.</p> <p>Engagement at school-based competitions increased.</p> <p>PE lead promoted healthy living and the importance of exercise within assemblies.</p> <p>Fair Access Award promoted the important of girls access to sports.</p>	<p>Due to funding restraints less free clubs were on offer than previously.</p> <p>Not all pupils are active for 60 minutes a day 7 days a week.</p>
<p><b>4.</b> 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</p>	<p>TGI coaches provided 2 sports activities in the playground each day. Children engaged purposefully in these activities. Access to the Muga was timetabled to ensure children across all ages could access.</p> <p>Engagement of girls was prioritized and a girl's football session was mapped into the week. Year 5 &amp; 6 girls attended a range of sports activities organized by PSEN network including football.</p> <p>School was awarded a 'fair access trophy' for promoting girls engagement in sports. Assemblies used to promote girls access to sports. Extra-curricular activities included– Dodgeball, Dance, Football,</p>	<p>Some children avoid coming to school when it is their day for PE. Evidenced during attendance meetings.</p> <p>Boys can still dominate the MUGA and access to playing sports at lunch time.</p> <p>Obesity is an issue for many children as evidenced during the reception and year 6 health checks.</p>
<p><b>5.</b> Increasing participation in competitive sport</p>	<p>97% of KS1 and 80% of KS2 have taken part in an Inter competition.</p> <p>UKS2 Boys and Girls had a mixed football team as part of a local league</p>	<p>Continue to develop our competition provision.</p> <p>Want to continue to expand the opportunities for football teams to grow, using local competition as a driver. Hopefully a girls team and boys team.</p>

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<b>PE/Sport Grant Award</b>	
<b>Number of children on roll</b>	350
<b>Amount awarded</b>	£18,600
<b>Amount carried forward</b>	£0



# Rotherhithe Primary School PE and sport premium monitoring and tracking form 2025-2026



## Aims for the next academic year (2025/2026)

Aim	Why?	Key Area	Supporting evidence
<p>Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.</p>	<p>Many of our teachers have limited formal PE training, leading to variations in confidence and lesson quality. Focusing on staff training ensures all teachers have the subject knowledge, pedagogical skills and confidence to deliver consistent, enjoyable and progressive PE lessons. This supports sustainable improvement, reduces reliance on external providers, and enhances pupil engagement, progress and physical literacy across the school.</p>	<p>Providing targeted CPD for teachers (CSB, PESSN). Using specialist staff or coaches to model lessons and team-teach. Sharing new assessment resources. Supporting teachers with inclusive practice, behaviour strategies and differentiation in PE.</p>	<p>Staff confidence audits before/after CPD. Lesson observations, learning walks or team-teaching notes. Pupil voice showing increased enjoyment and understanding of PE. Reduction in reliance on external coaches for curriculum teaching. Teacher reflections or case studies.</p>
<p>Raise the profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Raising the profile of PE and sport supports whole-school improvement by promoting positive behaviour, wellbeing, resilience and teamwork. Highlighting sporting success and active, healthy lifestyles across the school helps embed PE as a valued curriculum area, increasing motivation for pupils and staff. A strong profile of PE encourages higher participation rates, develops leadership opportunities for pupils, and strengthens the school's commitment to health, character education and community engagement.</p>	<p>Celebrating sporting achievements in assemblies, newsletters and displays. Establishing pupil sports leaders or ambassadors to support active play and events. Running whole-school events (Sports Week, Playground running initiatives, active challenges). Increasing participation in interschool sports competitions and festivals. Using PE achievements to reinforce school values such as teamwork, resilience and respect. Strengthening links with local clubs, community groups and sports organisations.</p>	<p>Newsletters, assembly records and celebration displays highlighting PE achievements. Participation data for sports clubs, competitions and active initiatives. Pupil voice surveys showing increased motivation, pride and enjoyment. Records of pupil sports leaders/ambassadors and their impact. Logs of whole-school events such as Sports Day, active weeks or inter-house competitions. Evidence of improved links with community sports organisations.</p>
<p>Increased participation in competitive sport</p>	<p>Increasing opportunities for pupils to take part in competitive sport helps develop resilience, teamwork, leadership, and a sense of achievement. Competition supports personal development, raises aspirations and strengthens the school's sporting culture. Providing regular competitive experiences—both within school (intra-school) and against other schools (inter-school)—increases engagement, improves physical literacy and motivates pupils to remain active.</p>	<p>Increasing participation in local school sports competitions and leagues. Running regular intra-school competitions, including inter-house events. Establishing or expanding sports teams across a range of activities. Using specialist coaches to prepare teams and develop skills. Targeting specific groups (e.g., girls, SEND pupils, disadvantaged pupils) to ensure inclusivity.</p>	<p>Registers and participation data for competitions, teams and events. Records of intra-school competition results and participation levels. Photos, certificates or newsletters celebrating competition involvement (where permitted). Pupil voice showing increased confidence and enjoyment of competition. Logs of targeted pupils participating (SEND, girls, disadvantaged).</p>



## Swimming aims for the next academic year (2025/2026)

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>Year 4 to swim competently, confidently and proficiently over a distance of at least 25m</p> <p>70-80% of Year 6 to swim confidently and proficiently a distance of at least 25 m.</p>		
<p>Year 4 to use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Year 6 to use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>		
<p>Year 4 &amp; Year 6 to perform safe self-rescue in different water-based situations</p>		

Cost of year 6 top up swimming - **Total**  
**£1,740**



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## Indicator 1 Objective: Provide impactful CPD for staff that increases access and attainment during PE lessons

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	<p>Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.</p> <p>Upskilling Teaching Assistants so they can effectively deliver some PE activities for the most complex children and provide appropriate support that enable children with SEND to access class lessons.</p>	<p>We will provide targeted PE CPD for all teaching staff, including team-teaching, lesson modelling and curriculum support, to build confidence and strengthen subject knowledge (focus will be on Dance and SEN) and areas identified in staff voice and during PE monitoring.</p> <p>Teachers will receive updated assessment and progression documents so they can deliver engaging, inclusive and consistent PE lessons across the school and use formative assessment to dynamically adapt lessons in response to the needs of the children.</p> <p>Coaching through PSEN and Millwall coaching. Millwall coach to have PSEN training.</p>	<p>Teachers will develop greater confidence, enjoyment and consistency in delivering PE, resulting in improved lesson quality and more positive pupil experiences.</p> <p>Pupils will show stronger engagement, skill development and participation across year groups, and the school will reduce reliance on external providers through sustainable staff upskilling.</p> <p>Children with SEND will increasingly participate during class PE lessons. Children with complex SEND show progress and improve their Physical Development.</p>	<p>Staff voice</p> <p>Pupil voice</p> <p>Pupil outcomes in assessment data SEND participation and increased access in lessons</p> <p>Outcomes evident within PD on Cherry Gardens Branch Map</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)				<p>Central School Ballet training = £0</p> <p>PSEN network £1,500 approx. with curriculum access and CPD</p> <p>SEND lesson £1,000</p> <p>PE Lead release time for monitoring and for coaching/team teaching lessons = £1,095</p>



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## Indicator 2 Objective: Increasing engagement of all pupils in regular physical activity and sporting activities

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Increase engagement of all pupils in regular physical activity and sporting activities	<p>Additional opportunities for all pupils to engage in physical activity at lunchtime. A rota of activities to be delivered by Millwall coach.</p> <p>Development of Sports Leaders and Play Leaders to increase the range of activities children can engage with during lunch time.</p> <p>Purchase of a range of equipment to increase activities on offer including purchase of nets, low ball nets etc. Children to apply, be interviewed and trained to teach children how to play games.</p> <p>Increase extra-curricular – through Millwall coaching and external specialists. Dance, Football, Multi Skills, fitness.</p> <p>Promote external clubs through the newsletter to increase children’s access outside of school.</p> <p>Purchase of speaker to enable music to be played in the playground to promote dance.</p>	<p>Increasing number of children engaging with physical activities during lunch time.</p> <p>Behaviour at lunch time improves.</p> <p>Increased number of children accessing clubs.</p>	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)				Coach activities at lunch time £4,750



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## Indicator 3 objective: Raise the profile of PE and sport across the school through sustainable pupil leadership

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	<p>Use PE and Sport to drive improved pupil confidence, behaviour, teamwork, resilience, wellbeing and readiness to learn.</p> <p>Develop sustainable leadership opportunities for pupils.</p>	<p>We will embed PE, sport and structured physical activity across the school day through high-quality PE lessons, increased extracurricular clubs, regular intra-school competitions and active playtimes.</p> <p>Staff will model positive sporting values, sports leaders supported games on the playground, and whole-school events and celebrations promoted teamwork, resilience and physical wellbeing for all pupils.</p> <p>Develop Sports Leaders who have key responsibilities at events such as Sports Day. Sports leaders to photograph lesson activities and report updates for the newsletter. Sport Leaders to deliver an assembly to promote the importance of exercise and sportsmanship during competitive activities.</p> <p>Develop Play Leaders – these children are to teach key play/games skills and to promote sportsmanship.</p> <p>Promote the importance of physical activity through assembly</p>	<p>Pupils may demonstrate increased confidence, stronger teamwork skills, improved behaviour and greater resilience across subjects.</p> <p>Participation in physical activity will rise, wellbeing improved, and pupils showed better readiness to learn; sports leaders developed sustained leadership skills that contributed positively to the wider school community.</p> <p>Link with wellbeing initiative with Groundwork to discuss the impact of physical activity on wellbeing.</p>	<p>Pupil voice</p> <p>Assessment data</p> <p>Access to clubs</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)				£2,000 to replenish school equipment



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## Indicator 4 Objective: Increased access to a range of sports activities available to children with SEND/Disadvantaged

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p><b>Plan and monitor</b> (Complete now and monitor)</p>	<p>To increase the access of children with SEND including complex SEND to sports activities.</p> <p>Develop resilience of children who are disadvantaged/experienced trauma or who have SEND through physical activities.</p>	<p>Strengthen and embed use of sensory circuits for children with SEND (particularly those with complex needs) who have sensory processing needs. Timetable sessions throughout the day to help increase alertness or decrease activity levels dependent on the presentation at the time.</p> <p>Develop a resilient dance club that focuses on teaching children to cooperate within teams, follow directions, celebrate successes while increasing their overall fitness levels. Employ a specialist dance teacher to deliver a weekly session. 2 target groups throughout the year. First to be focused on year 2 &amp; 3 the second on years 4 &amp; 5.</p> <p>Embed and extend resilient yoga opportunities for children who are disadvantaged. Teacher referral system and the safeguarding team to review applications. Employ a qualified yoga teacher to deliver bespoke programme.</p> <p>Children with SEND to attend a range of sports activities not available within the curriculum through the PSEN network. E.g sailing, sports festivals.</p>	<p>Increased engagement of children with SEND in physical activity during class lessons and within SEND PE lessons– linked to the IQM project.</p> <p>Increased progress in PD on Cherry Garden Branch Maps.</p> <p>Children with SEND access a greater number of clubs and sports activities throughout the year.</p> <p>PD attainment of children with SEND and disadvantaged children increases.</p>	<p>Staff voice</p> <p>Pupil voice</p> <p>Pupil outcomes in assessment data SEND participation and increased access in lessons</p> <p>Outcomes evident within PD on Cherry Gardens Branch Map</p> <p>Newsletter celebrations</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<p><b>Evaluate</b> (Complete in July)</p>				<p>£1,500 PSEN activities £3,600 Resilient dance club</p>



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## Indicator 5 objective: Increase participation in competitive sport

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p><b>Plan and monitor</b> (Complete now and monitor)</p>	<p>Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.</p>	<p>We will introduce a structured programme of regular intra-school competitions across year groups, making formats inclusive and accessible for all pupils.</p> <p>We will ensure every child has had opportunities to represent the school through inter-school events linked to the School Games offer, using adapted formats and targeted support so that competitions reflected the needs and abilities of our pupils.</p> <p>Children with SEND to engage in focussed competitions and activities through the PSEN network e.g Sailing, sports festival, bowling.</p> <p>Sports Day to include competitive element and to be delivered at the Southwark running track.</p> <p>If needed the children with most complex needs to access a reduced version of sports day within the school playground with limited numbers to avoid overstimulation and dysregulation.</p> <p>After school football club for girls and boys. Weekly practice and some additional practice opportunities at lunch time.</p>	<p>All pupils will engage in competitive experiences throughout the year, increasing confidence, teamwork and resilience. Participation in inter-school competitions will increase across year groups, with pupils demonstrating improved sporting values and a stronger sense of belonging and school pride.</p> <p>Inclusive formats will ensure greater access for SEND and less-active pupils, leading to broader representation and positive behaviour and wellbeing outcomes.</p> <p>Children with SEND access sporting festivals and engage in a range of activities.</p> <p>This year the children with the most complex needs access sports day activities with their parents actively engaged with the event.</p> <p>The school develops and established girls and boys football team. That they participate with sportsmanship and celebrate their efforts. Coach and PE lead to take the children to fixture matches.</p>	<p>Competition records</p> <p>Pupil voice</p> <p>Newsletter representations</p> <p>Awards/medals</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<p><b>Evaluate</b> (Complete in July)</p>				<p>£2,000 – club</p> <p>£2,500 PSEN inter competitions</p> <p>£600 – sports day venue hire</p>