



Annual Report Summary

August 2025

“Thank you for everything you do for all the schools in the Borough of Merton. You are an exceptionally well ran organisation and such a valuable piece of what we are able to offer our children”

PE Coordinator - Evaluation Survey - July 2025



Background

Merton School Sport Partnership is located in the London Borough of Merton and was established in September 2003 through the government funded national PE School Sport & Club Links programme. The Partnership is currently formed of 41 primary schools, 11 secondary schools and 3 special schools.

In September 2011, due to a reduction in government funding, MSSP reduced in size and became a self-funded entity via a range of avenues but predominantly through its key stakeholders - Merton state schools and academies. Since then, the Partnership has expanded and now also provides a specialist sports provision service, professional development programme and has developed its own Schemes of Work for Primary PE. The majority of the Partnership's programmes and work remit target children at Early Years, Key Stage 1 and Key Stage 2 with more bespoke programmes targeting Key Stages 3, 4 and 5.

Since 2018–19, MSSP has been awarded funding from Public Health Merton to operate the Healthy Schools London awards programme for schools within the borough.

In the pupil census report of Autumn 2024, Merton state schools and academies had around 27,487 students on roll from EYFS to KS5. Of these, 540 attended a special school and 1,562 had an EHCP and 3,953 received SEN Support.

Furthermore, 14,381 mainstream students were studying at Reception, KS 1 and 2; 9,651 students were studying at KS 3 and 4; and 2,542 were studying in Merton Schools / Academies in Year 12/13.

Children and young people in Merton experience good health outcomes compared to regional and national benchmarks but there is inequality within Merton.

According to the Office for Health Improvement and Disparities, in Merton, 19.1% of Reception-aged children and 33.1% of Year 6 children were estimated by the National Child Measurement Programme (NCMP) to be overweight or living with obesity in 2023–24. The proportion of children living with obesity was 8.3% of Reception-aged children and 19.2% of Year 6 children in 2023–24.

Although these proportions are lower than England levels (9.6% R and 22.1% Yr6), there are significant inequalities in Merton with greater levels of childhood overweight and obesity in East Merton compared to West Merton. Significant inequalities in childhood obesity and overweight exist in the UK by gender, ethnicity, socio economic status, geography and disability. For example, Year 6 children living in the most deprived areas of Merton had 31.3% prevalence of Obesity compared to 11.2% prevalence in the least deprived areas.



Our Vision

‘To inspire **all** of our young people to achieve their best and to be confident within PE, sport and Physical Activity (PA). We want our students to have positive experiences and enjoy a range of sport and physical activities and to lead healthy lifestyles throughout their time at school and into adulthood.

Our co-ordinated, partnership approach will provide effective channels of communication and delivery; ensuring all schools work collaboratively, sharing resources, knowledge and facilities. Our teachers and coaches will be confident to deliver high quality, fun, engaging PE lessons to children of varying abilities and sport will be embedded into the ethos of our schools.’

Aims & Objectives

In order to achieve our long-term vision for Merton’s students we have six key objectives which are based on the needs of our Merton schools and the national landscape for PE, school sport and PA. Our objectives are as follows (*see in brackets for link to the AfPE Key Indicators for the Primary PE and Sports Premium funding*):

1. PE Curriculum (PPESP Key Indicator: 1)

Provision of 2hrs (150 minutes of Physical Development for EYFS) of progressive, active, fun and engaging curriculum PE per week (across 2 separate lessons on different days) for all children.

Workforce Development (PPESP Key Indicator: 1)

All staff and volunteers receive the training, support and resources to enable and inspire them to deliver our aims effectively.

2. Physical Activity (PPESP Key Indicator: 2)

All children are enthused and able to be physically active for at least 60 minutes per day (minimum 30 mins within school time) with particular attention to those from disadvantaged backgrounds and those that are currently less active.

3. Whole School Ethos (PPESP Key Indicator: 3)

Raise the profile of and celebrate sport, PE, physical activity, play and wellbeing across the ethos of the whole school. Ensuring that all adults adopt a positive ethos to the delivery of sessions and the management of competitive activities. Encouraging children and enabling them to ‘play their way’ and enjoy taking part, to develop a lifelong love of being active.

Highlighting the importance of respect, positive attitudes, teamwork, fair play, determination and developing a growth mindset and empathy for others. Utilising physical activity to contribute to the positive mental health, resilience and well-being of children.

4. Range of Activity (PPESP Key Indicator: 4)

Children have access to and enjoy a range of different sports, physical activities and movement, leadership opportunities and unstructured play to help them discover the activities that they enjoy and can access.

5. Competitions (PPESP Key Indicator: 5)

All children are able to represent their school, take part in and enjoy competitive sport at a level that best suits their experience, knowledge and ability in a safe, welcoming and positive environment that encourages a growth mindset and opportunities to learn and grow.

6. Swimming (PPESP Key Indicator: N/A)

All children are able to be safe in the water and develop as competent swimmers.

Equality, Diversity and Inclusion

We seek for all of our objectives to uphold our Equality, Diversity and Inclusion aims and to be accessible to all children; with specific and targeted approaches to children with special educational needs and disabilities, those that are less engaged and children from disadvantaged backgrounds or under represented and minority groups.

Highlights

Our schools have continued to prioritise PE, PA and school sport this year, in spite of the challenges they face with funding and staffing. Key outcomes for our young people this year have included:

44 schools completed the Merton School Sports Mark Award (MSSM)

70% Gold, **27%** Silver and just **2%** Bronze MSSM Awards

All state primary schools provided **two lessons of PE**

36 Schools took part in the Daily Mile

35 Schools completed the Active lives Survey

8 Inspiration Days delivered

2,017 Year 5s trained as Sports Leaders

32 ECTs and **108** School Staff trained across the PE Curriculum

250 KS2 Pupils and **28** SEND pupils participated in pupil voice case study across all state and special schools

EDI review and data collected to help us improve equity in our provision across the Partnership

6,956 children represented their school in competitions and festivals

Centre of Training Excellence Status 2024–25 for MSSP – Leadership skills foundation PESSPA Course

Moving more in Schools Session for Head Teachers delivered by MSSP at AELTC

Girls' Football Celebration Festival delivered with the AFC Wimbledon Foundation. Over **200** girls attended (Years 2–6) who hadn't played football before!

11 Schools Achieved a Health Schools London Award

Launch of Inclusive PE Network and Adapting PE for SEND workshop – free to all

Take a look at our End of Year Video for just some of the events, courses, workshops and activities that have taken place across 2024–25



Challenges

This academic year presented new challenges for the Partnership. With Primary PE Funding confirmed only until the end of July 2024, and schools finding it increasingly difficult to fund external sports coaches or PE specialists and to release staff for events and CPD, the future shape of MSSP was uncertain. To prepare for the anticipated reduction in income, our focus was drawn to reassessing the structure of the Partnership—including reducing the core team from six to five—and exploring alternative funding streams to adapt to the changing landscape.

The Partnership consulted all Primary Head Teachers and PE Coordinators to identify their priorities and determine what they could afford to contribute from September 2025. Fortunately, Merton school leaders remain highly committed to physical activity, PE, and school sport. As a result, at least 41 Primary and Special Schools agreed to affiliate with MSSP under a revised Service Level Agreement (SLA) for 2025–26. This SLA will apply for one year (but could be extended to two years) while we await further government confirmation regarding the review of the National Curriculum for PE, the Primary PE and Sport Grant, and the School Games Programme, along with any other associated funding from September 2025.

Members of the MSSP Team and Steering Committee have established a new Community Interest Company titled Active and Healthy Futures CIC. In such uncertain times with the government PESSPA funding, we hope this new organisation will enable us to apply for a broader range of funding opportunities that align with the aims of the Partnership, ensuring more young people particularly those from underserved groups have the chance to be active and to build the foundations for a career in this industry.

All but one of our 45 affiliated schools successfully completed the Merton School Sports Mark (MSSM) Award this year. Key strengths include Sports Leaders and Intra Competition, both showing positive gains. However, Whole School Ethos and Swimming continue to be areas for improvement.

Feedback from our PE Coordinators suggests that completing the MSSM paperwork is becoming increasingly challenging, particularly for the criteria related to the Whole School Ethos question—such as the Active Lives survey, HSL Award, and School Games Mark applications. Healthy Schools London (HSL) are also finding it harder to release staff for events and CPD, which may impact participation even more in 2025–26.

Engagement across the network



MSSM Awards Achieved by our Schools – 1 x Bronze, 12 x Silver, 31 x Gold
24 of these are Platinum



School Games Mark Awards 19 in Total (3 x Bronze, 1 x Silver, 14 x Gold, 1 x Platinum)



Healthy Schools London Awards **54 schools** registered, 22 Bronze, 13 Silver and 4 Gold

25

Schools Completed the **School Games Inclusive Health Check**



35



Schools undertook the Sport England, **Active Lives** survey with **2,864 survey responses**

250



Students from **43 schools** took part in our **KS2 Pupil Voice** project providing valuable insight into their experience of PE, School sport and being active.

To reduce workload for both PE Coordinators and the MSSP team, we began reviewing the MSSM Award during the summer term of 2025, exploring how it could be transformed into a more user-friendly online tool. We are actively seeking external funding to support the redevelopment of the Award Tool in 2025–26.

Throughout the year, MSSP continued to deliver a wide range of high-quality opportunities and

activities to keep students active and ensure school staff feel confident in delivering PE and sport. A key focus for our team was strengthening relationships with local partners, community providers, and all Merton schools—working together to secure the best access for our students, communities, and workforce.

Pupil Voice

In order to better understand what barriers some of our less active students faced in PE and school sport we conducted a pupil voice project across 43 Primary Schools and 250 KS2 students. Fraser Addo (MSSP) led on this new project and visited every Merton primary school to capture the views of our young people.

They told us that in general they enjoyed their PE lessons. A recurring concern raised by the participants was the negative behaviour of boys toward girls during PE lessons.

Children expressed a desire for greater input into the PE curriculum, including having more choice in activities during lessons. Popular sports that students want to see more of—both in curricular and extra-curricular settings—include tennis, dodgeball, and basketball. There was also an interest in more specialised extra-curricular clubs, such as those for KS2 pupils, girls-only sessions, and beginner-level activities.

When discussing what makes a high-quality sports event, students highlighted fairness, respectful teammates and opponents, and feeling safe as top priorities.

Safety concerns were highlighted by many of the children and included: having adequate first aid available, referees who can clearly explain and enforce rules, supportive adult supervision, and hygienic facilities to prevent illness.



Merton Data and Insight

The Merton School Sports Partnership (MSSP) utilise several reporting mechanisms to help evidence our impact and identify targets for future years. Data is obtained from our Merton School Sport Mark Award, Active Lives Survey’s, LB Merton Census for Schools, Healthy Schools London Awards, School Games Mark Awards, Inclusive Health Check (YST), registration forms at our events, satisfaction and feedback surveys – staff and students, data from specific projects such as pupil voice or inspiration days, as well as nationally recorded data around health and wellbeing and the English indices of Local Deprivation.

Data Caveat: The data presented in this document should be considered indicative rather than definitive. While every effort has been made to ensure accuracy, the data may not be fully robust and could contain errors arising from manual input processes.

The Merton School Sports Mark (MSSM)

This is an accreditation survey which also serves as a self-improvement tool, designed by MSSP. It is completed annually by our affiliated primary and special schools and seeks to establish outcomes for each school across their PE, Sport and PA aims. Depending on results, schools are awarded either a bronze, silver or gold award. Points are awarded depending on the level of participation. Each section in the MSSM can be awarded 6 pts for gold, 4pts for silver or 2pts for bronze. The overall award levels are shown in the table.

Scoring for Overall Grade

| | |
|--------|-----|
| Gold | 62+ |
| Silver | 38+ |
| Bronze | 22+ |

The questions seek to establish:

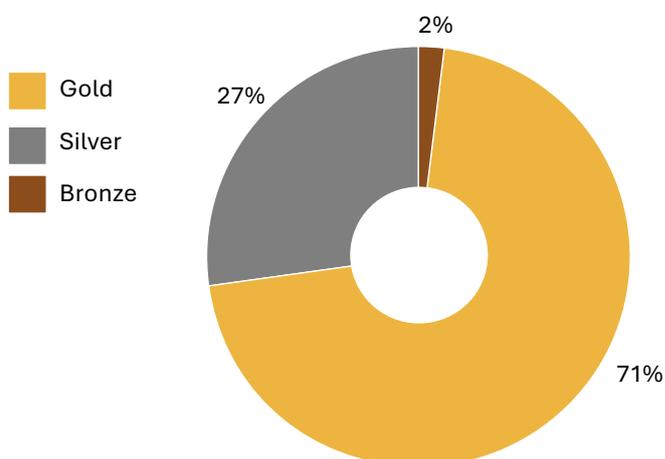
- The frequency and time spent on PE, an effective, planned curriculum map and a system in place for the monitoring and assessment of pupils’ progress.
- If staff who teach PE have appropriate training and support to improve the quality of their lessons.
- If there is a comprehensive inclusive PE and PA programme in place for children with Special Educational Needs and Disability (SEND).

- If the school has a comprehensive PA plan in place for all pupils to access more than 30 minutes of additional physical activity during the school day (as per Chief Medical Officer’s guidelines).
- The club and community links to the school and provision for supporting children to achieve their sporting potential.
- How the school raises the profile of and celebrates sport, PE, PA and wellbeing across the ethos of the whole school, highlighting the importance of respecting others, positive communication and fair play.
- The extra-curricular sports programme provides opportunities for all pupils to enjoy a range of sports, physical activity and leadership.
- Primary Sports Leaders programme – the number of Year 5 children attending and completing the course and the number of leaders volunteering.
- The number of inter-school competitions and festivals entered.
- The number of intra-school competitions and festivals provided.
- Details around the Swimming programme and its effectiveness in supporting pupils to progress and improve.

Key Findings Across the Data

44 out of 45 Primary/Special schools completed the MSSM award in July 2025. The results from the 44 schools are as follows.

Overall Gradings for Merton Primary and Special Schools in the MSSM Survey 2024–25

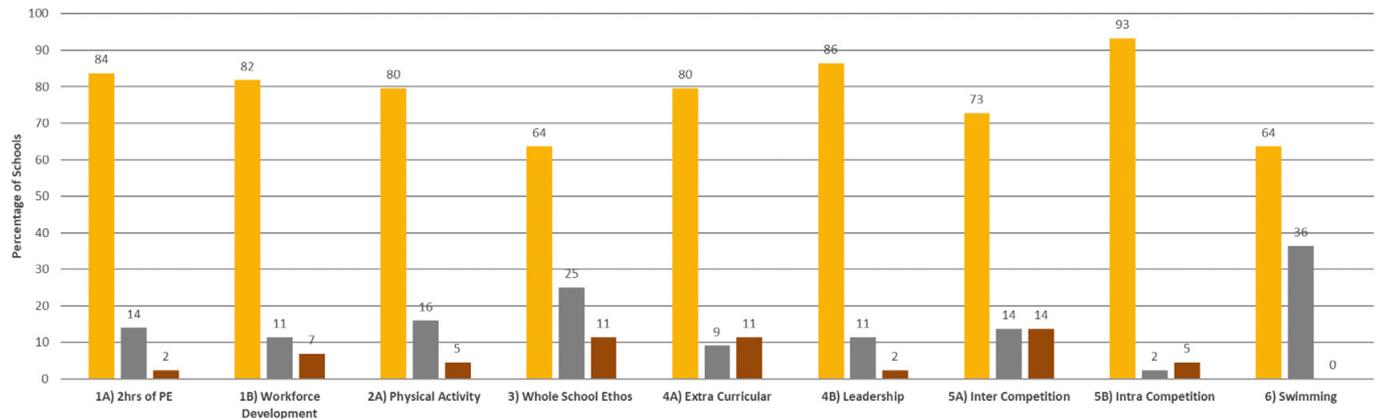


One of our 45 affiliated schools did not complete the Sports Mark; for the purposes of reporting in the individual sections we have removed this from the data. One school achieved Bronze, 12 achieved Silver and off the 31 schools who achieved the Gold award,

24 schools have been accredited with the Platinum award (5 years+ of continuous gold award status).

The table below shows the breakdown of achievement in each section of the sports mark.

Gradings for Merton Primary and Special Schools (44 Total) in the MSSM Survey, by Question Type 2024–25



MSSM Results Comparison 2023–24 vs 2024–25

Overall

| Year | % Gold | % Silver | % Bronze |
|---------|--------|----------|----------|
| 2023–24 | 79% | 10% | 10% |
| 2024–25 | 70% | 27% | 2% |

Gold decreased by 9 percentage points (79% → 70%). Silver increased significantly (+17 points, 10% → 27%). Bronze dropped (-8 points, 10% → 2%).

Summary

Gold standard performance dipped overall, mainly due to a drop in Whole School Ethos (-8%). Silver awards surged, suggesting more schools are progressing but not yet at Gold. Bronze almost disappeared, indicating fewer schools at the lowest level. Increases in Gold standards for Leadership (+1%), Intra Competition (+4%), and Workforce Development (+4%). Swimming and Whole School Ethos remain areas for improvement.

Per Question

| Question | 23/24 Gold | 24/25 Gold | Change |
|-----------------------|------------|------------|--------|
| 2 hrs of PE | 85% | 84% | 1% |
| Workforce Development | 78% | 82% | +4% |
| Physical Activity | 78% | 80% | +2% |
| Whole School Ethos | 72% | 64% | 8% |
| Extra Curricular | 80% | 80% | 0% |
| Leadership | 85% | 86% | +1% |
| Inter Competition | 72% | 73% | +1% |
| Intra Competition | 89% | 93% | +4% |
| Swimming | 65% | 64% | 1% |

Equality Diversity and Inclusion (EDI) Data Collection

Throughout 2023–24 we gathered an array of data to help to determine which groups may not be accessing the opportunities their schools and MSSP are providing. It has proven difficult to capture accurate data around participants and their protected characteristics so the insight we have is somewhat limited and not overly robust, but it does give us a starting point from which we will continue to work from to better serve these students. Anonymised data was collated from MSSM questions and at our MSSP Events (registration) around the number of Girls, Boys, SEND, Global Majorities/ Ethnic Background and Pupil Premium participants.

PE and Staff Training

42/44 schools provide **two lessons of PE** per week 

23 Primary schools engaged MSSP **Specialist Sports Provision** to deliver PE lessons in their school 

35 schools undertaking a **daily/active mile** programme as part of their schools physical activity programme 

8 schools participated in the **Wimbledon Junior Tennis Initiative** talent ID 6 week programme 

46 ECTs attended **PE specific training** with MSSP 

12,224 Hours of PE delivered by MSSP 

100% **Good – Excellent feedback** rating from all MSSP courses/ conferences delivered 

“Coaches were inspiring, motivating and informative. They answered questions on how to adapt lessons and modelled each one really well!”
Hannah (Merton ECT)

Impact

This section provides further analysis of MSSP’s 2024–25 data and insights in relation to the Partnership’s aims and objectives.

Equality, Diversity and Inclusion

Our commitment to Equality, Diversity, and Inclusion (EDI) remains strong. Our PE Conferences and coach / staff training sessions featured dedicated sessions on creating inclusive environments in PE and sport, ensuring that those who can often be marginalised are fully supported and represented.

Recognising that schools were less confident in adapting PE for SEND students, MSSP launched an Inclusive PE Network Forum. Feedback showed a need for practical support, so on 24th April 2025, we hosted an ‘in-person’ Inclusive PE training session for teachers and staff working with children with SEND. The full-day event, led by Kate Petty (South London Inclusion Lead School tutor), shared best practice and ideas to adapt PE as well as updates from Youth Sport Trust’s national inclusion programme. Twenty-one staff, including teachers, Special Educational Needs Coordinators (SENCO) and Early Career

Teachers (ECT), and sports coaches, attended and received follow-up resources to aid delivery. This training will now be offered annually to all Merton schools.

Our PE Coordinator network supported us in reviewing the Dance Scheme of Work. The valuable feedback and discussions from that session will be actioned, with updates to the resource planned for 2025–26. We continued to review and strengthen EDI across all areas of our work and, as part of this, gathered more data to understand the current landscape and identify areas for improvement.

This year, we collected data on children attending our events, representing their schools, and participating in extra-curricular clubs. Gathering more accurate and usable data will be important as we work to address inequalities moving forward. A snapshot of this data insight can be seen in the box on the following page.

EDI Insight Snapshot

During 2024-2025, MSSP collated data on children attending our events, representing their schools, and participating in extra-curricular clubs; as well as gaining perspectives through our Pupil Voice project and other surveys. Unfortunately, the participation data is not robust as we would like it to be; not all schools provided EDI data, it could also be the same children attending more than one competition – data around individual attendances is not recorded. It does however give us some idea about which children are accessing these opportunities. Gathering more accurate and useable data and comparing this year-on-year will be a focus for our team as our Partnership seeks to better understand and address any inequalities.

Extra-Curricular Activities

- Data collated from the schools' MSSM submission suggests an average of **43% of KS2 pupils took part in an extra-curricular activity** in a selected week (this could be the same children attending more than one club – data around individual children's attendances across the week is not recorded).
- Attendances at extra-curricular clubs were **lower in SEND** (34% of pupils on roll attended), Girls (40% of pupils on roll attended - compared to 47% of Boys) and **Global Majority** (41% of pupils on roll attended). Students receiving **Pupil Premium were well represented at the clubs**, with an average 53% attendance rate.
- Feedback from the **SEND Pupil Voice Survey** suggests us that some children with SEND may be too tired to take part in additional activities at the end of the school day in our special schools.

Competitive Events and Festivals

- Schools also reported (MSSM Survey) that approximately **62% of eligible pupils** (Years 3-6) attended at an **inter school event** or competition (this could be same children attending more than one event). With Girls (59%) slightly less represented than boys (63%) at competitions between schools.
- Schools reported that as a sub group, **Global Majority were the least fairly represented at events** (46%), followed by **SEND** (52%) and **Pupil Premium** (55%).
- At MSSP competitions and festivals, registration data suggests that children from Asian or mixed Asian heritage were the **most under-represented group**. At our events, boys and girls were evenly represented, with around 3,375 boys taking part and 3,429 girls participating. This correlates with our calendar which ensures girls have equal access to all of our events through team selection regulations and additional girls only events.

Swimming

- Swimming attainments data suggests that 53% of children could swim 25m in Year 6. Schools in the East of the Borough appeared to have lower 25m swimming attainment (45%) than those in the West (58%).

Pupil Voice

- Pupil Voice feedback from 250 of our less active students, selected by the PE Co from under-represented groups (including girls, Pupil Premium, Global Majority and SEND), across 42 Primary Schools, informed us that Girls often feel less confident and engaged in PE due to the **behaviour of some Boys**. Students also want to have more say in their curriculum activities and competitive events need to be **fun and safe**.
- SEND student voice from 28 pupils within our Special Schools reveals that most enjoy being active, enjoy inclusive competition, **need rest after school**, and value access to fresh air.

Staff Voice

- Feedback from school staff tells us that they are less confident in adapting PE for SEND students, would like support with the topic around Gender Equality in PE and that our Dance Scheme of Work needs reviewing and redeveloping through an EDI Lens.

Active Lives Survey

- The borough wide Merton School Active Lives Survey in 2023-24 tells us that around **49% of pupils take part in 30 mins + of moderate to vigorous activity across the week** (national data 45%). **Boys (51%) are more active than girls 47%**. When comparing the east (43%) to the west (52%) of Merton, there is a 9% difference in activity levels – suggesting that **deprivation levels in the east appear to be affecting a young person's ability to access sport and physical activity opportunities**.

PE Curriculum

MSSM Data 2024–25 tells us:

- 96% (42/44) of Primary and Special school pupils received the recommended 2 lessons of PE.
- There were 3 schools who did not meet the criteria for gold award by delivering PE lessons for KS1 pupils on separate days (silver award). In one Academy, only one PE lesson was planned and delivered per week.
- Schools were also asked questions around their vision and approach to Physical Education (PE), including whether they have a clear intent, implementation, and impact strategy. They were also asked about the presence of key planning documents such as a scheme of work, curriculum map, and a skills progression map from EYFS to Year 6. In addition, schools were questioned on their systems for assessing pupil progress in PE, how they ensure lessons are inclusive and offer a broad, varied range of activities to meet pupil needs, and how they reflect these needs in practice. Finally, schools were asked how they gather pupil voice regarding the PE offer and whether pupils enjoy participating in PE lessons.

In total 84% of schools achieved gold for this PE Curriculum MSSM Question with 14% achieving Silver.

We set a target for 100% of primary schools to deliver two hours (2 lessons) of PE each week for every pupil, which was achieved across all state schools.

23 schools engaged MSSP Specialist Sports Provision to deliver PE lessons in their school.

250 Students from 43 schools took part in our KS2 Pupil Voice project providing valuable insight into their experience of PE, School Sport and being active. There were lots of positive comments about enjoying PE and some areas for us all to work on to improve their experiences, especially for the girls. This report has since been published by the Association for PE. See the full report [here](#).

“I enjoyed how practical the session was. It allowed me to see how I could teach the lessons more clearly than just being told how”

Jessica, ECT Course attendee

Workforce Development

MSSM Data 2024–25 and MSSP records/surveys tell us:

- 93% (41/44) schools achieved a Silver award or above for their commitment and provision of continuous professional development in their school.
- This takes into account attendance at MSSP PE Coordinator conferences, audit of school staff needs and subsequent actions, and observations of PE delivery undertaken with members of MSSP and SLT.
- MSSP delivered a New PE Coordinator Induction workshop, Teaching Assistant (TA) PE Support Workshop, Healthy Schools London Workshops, NFL Flag Football Workshop, new Adapting PE for SEND Workshop.
- Five ECT PE Development Workshops training 46 Early Career Teachers as they begin their journey to inspire and activate our students (Invasion Games, Gymnastics, Dance, Summer Sports and Inclusion/OAA).
- Autumn and Summer Conferences with additional learning opportunities in Gender Equality inclusive PE, Dance SoW Review, Adapting PE for SEND, Girls in PE, Play Their Way, Handball, Netball, Tag Rugby and Active Classroom Lessons.
- Three School Bespoke Insets - 1 x Dance, 1 x EYFS, 1 x Invasion Games and 1 x SEND training provided.
- 100% Good – Excellent feedback rating from all courses/ conferences delivered.
- 108 Merton Staff Received CPD.
- WJTI provided by the AELTC.

Our workforce development provision was once again well received this year. Thanks to a successful funding bid to the Borough of Sport Grant Fund, we were able to build on the success of our new Merton PE Coach Academy and deliver the SLQ Supporting the Delivery of Primary PE, School Sport and Physical Activity Award (Level 2) to 11 local people. The additional funding allowed us to provide bursaries to individuals from marginalised groups, particularly women and girls—five females were awarded free places on the course. This initiative has resulted in a more qualified and experienced workforce delivering PE to primary students in Merton. Watch our YouTube video [here](#)

A particular success story is Ramel, one of our most dedicated BTEC students from Tooting and Mitcham United FC. Ramel completed the course with us in 2023–24 and has since begun a new career, working for MSSP as a trainee PE coach at Liberty Primary School, delivering their PE lessons with ongoing mentoring and support from the MSSP team.

MSSP was delighted to be recognised by the Leadership Skills Foundation for 2024–25 as a Centre of Training Excellence for our PESSPA coaching award qualifications.

“The Sports Leaders Inspiration Day and activities were well paced, which helped neurodiverse children to maintain focus and engagement”

PE Lead - Merton Abbey Primary School

Sports Leaders

MSSM Data 2024–25 tells us:

- 98% (43/44) schools achieved a Silver award or above for their delivery of a leadership programme for their pupils.
- 2,017 Year 5 pupils had sports leadership training, offered by MSSP team as part of the schools’ affiliation package. Of those, 1,552 pupils (77%) undertook 3 voluntary hours, 1,187 (59%) undertook 6 voluntary hours and 847 (42%) undertook 9 voluntary hours delivering sports, physical activity or play opportunities in their school or community.

Our Sports Leaders programme across schools has been highly successful ensuring that young people have an opportunity to develop their leadership skills through sport and physical activity.

- 478 Secondary School pupils supported events through the Secondary Sports Leaders programme. This is an increase from 355 students from 2023–24.

Developing Sports Leaders and the Local Workforce

478

Secondary School pupils supported events through the **Sports Leadership programme**



“I believe I have grown in my cooperation, communication and my ability to work well with students and different adults”



10

work **experience placements** organised this year including 5 SEND students.

72

Primary School pupils supported events through the **sports leadership programme**



“This placement made me think that I might really enjoy working with children, perhaps teaching or leading in sports. I am already very passionate about sports, but this helped me appreciate it in a different way”

2,017

Y5 young leaders trained in Primary School



11

local school staff, sports coaches and secondary students completed the **Level 2 in Supporting the delivery of PE, Sport and PA** (5 of them female – targeted group).

100%

of sports leaders (82) rate their experience as **good or outstanding**



MSSP Awarded **Leadership Skills Foundation Centre of Excellence** status
Leadership Skills Foundation

- 72 Primary Sports Leaders also supported at MSSP events.
- 100% of Sports Leaders and Work Experience placements (82 surveyed) rated their overall experience as good or excellent.

Funding from the Wimbledon Foundation enabled us to deliver eight Year 5 Sports Leader Inspiration Days. These were very well received by schools in the east of the Borough, who found the sessions, resources/ equipment and subsequent lunchtime sessions, delivered by the newly inspired leaders, highly beneficial to their school community.



Work Experience

10 work experience placements were provided to local young people including 5 SEND students.

Feedback has been overwhelmingly positive, with 100% of surveyed sports leaders and work experience participants (82 respondents) rating their experience as good or excellent. These results highlight the strong commitment to developing leadership skills and providing meaningful opportunities for young people across Merton. We hope to secure additional funding to continue providing these opportunities in 2025–26.



Physical Activity

MSSM Data 2024–25 tells us:

- 96% (42/44) schools achieved a Silver award or above for their delivery of Physical Activity.

This means they deliver a physical activity programme to include all children in short bursts of activity throughout the week to support their 30 minute activity a day at school recommendation. Example activities would include active travel, daily mile, cosmic yoga.

- Schools who achieved Silver and above evidenced activities they delivered to target the least active pupils in their school.
- Schools who achieved Gold had a minimum of 6 community sport partners who provided exit routes for pupils.
- 36 schools undertaking a daily/active mile programme (to some extent) as part of their schools physical activity programme.

With MSSP’s encouragement, 2,521 Students in Years 1–11 and 269 Parents, across 35 schools, completed the Merton Active Lives Survey for Children and Young People in 2024–25 (results expected in December 2025).

Results from the 2023–24 Survey indicate that approximately 49% of students were active for 30 minutes or more each day. This raises questions about the current validity of our MSSM criteria for achieving a Silver Award or above within the Physical Activity section. To ensure our standards remain fair, accurate, and aligned with national expectations, we will review this further and update the grading criteria for the Physical Activity questions as part of the redeveloped 2025–26 MSSM survey.



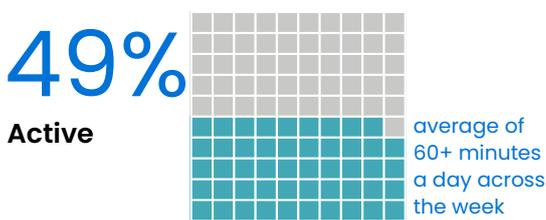
Active Lives Children and Young People Survey 2023–24

A snapshot of results from the Sport England Active Lives Children and Young People Survey, from all Merton School responses (2023–24) tells us that:

- Around 49% of pupils take part in 30 mins + of moderate to vigorous activity across the week (national data 45%).
- Boys (51%) are more active than girls (47%).
- It also suggests that 78% of pupils go to school by active means (national data 59%).
- When comparing the east (43%) to the west (52%) of Merton, there is a 9% difference in activity levels – suggesting that deprivation levels in the east appear to be affecting a young person’s ability to access sport and physical activity opportunities.

Activity levels*

(Moderate to vigorous intensity)



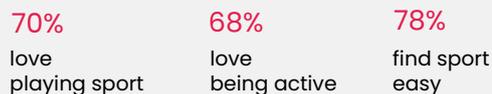
Attitudes towards sport and physical activity

Years 3–11 only

Attitudes towards sport and physical activity



Years 1–2 only

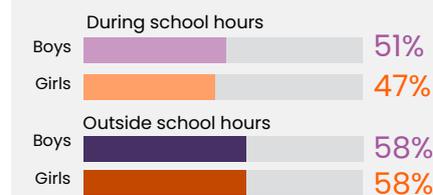


Participation at and outside school*

% of pupils doing an average of 30+ minutes a day of moderate to vigorous activity across the week



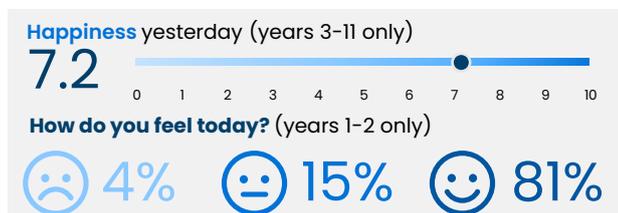
Activity levels at and outside school for boys and girls (Average of 30+ minutes a day of moderate to vigorous activity across the week)



*The infographics here are taken directly from the Sport England Active Lives Children and Young People Survey - Results from all the Merton School Response 2023-24. Read full report [here](#)

Well-being*

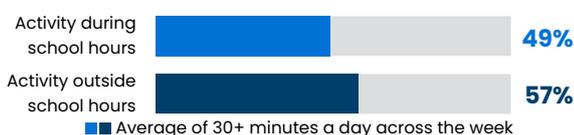
Mean scores from answers given on a scale of 0–10 where 0 is low and 10 is high levels of agreement with statements asking about...



Location of activity

(Average of 30+ minutes a day moderate to vigorous activity across the week)

Government guidelines set out that pupils should get 30 minutes of their daily physical activity during the school day and 30 minutes outside school.



To better understand the activity levels, barriers and preferences for children from SEND schools, we worked with Janna Scott, from the Merton Borough of Sport Team, to run pupil voice sessions across three SEN schools.

Twenty-eight pupils shared their experiences, revealing that:

- Most enjoy being active.
- Multi-use games areas and swimming pools were favourite spaces.
- Racquet sports ranked highly in all schools, likely linked to the Tim Henman Foundation project.
- At Perseid, trampolining was a clear favourite among pupils.
- Pupils also highlighted that they enjoy inclusive competition, need rest after school, and value access to fresh air.
- Read the full report [here](#).



Community Club Links

MSSP worked in partnership with a number of local community sport partners to improve the delivery and pathways for pupils in sport. These include Tooting & Mitcham Utd FC, Wimbledon Hockey Club, The AELTC, Old Ruts Rugby and Cricket Clubs, Mitcham Cricket Club, Merton Hockey Club, Lions Basketball Club, AFC Wimbledon, Westside FC, London Broncos, Spencer Lacrosse Club, Motspur Park FC and Mitcham Park FC.

Extra-Curricular Activities

MSSM Data 2024–25 tells us:

- 89% (39/44) schools achieved a Silver award or above for their provision of extra-curricular opportunities. 35 schools achieved Gold, 4 Silver and 5 were awarded Bronze.

This was worked out on the ratio of extra-curricular opportunities in relation to the number of pupils on the school roll. (E.g. to achieve Gold for an average 2 form entry, the school will provide 7 extra-curricular sports/ physical activity opportunities every week. This would mean approx. 50% of pupils on the school roll would access an extra-curricular sports/physical activity club every week). Barriers to increasing these opportunities vary from school to school but physical space on site and availability of staff and external coaches to run the sessions can impact this.

To achieve Silver or above, schools need to provide a minimum of 6 different sports or physical activities as part of their extra-curricular offer.

Representation at Extra-Curricular Clubs

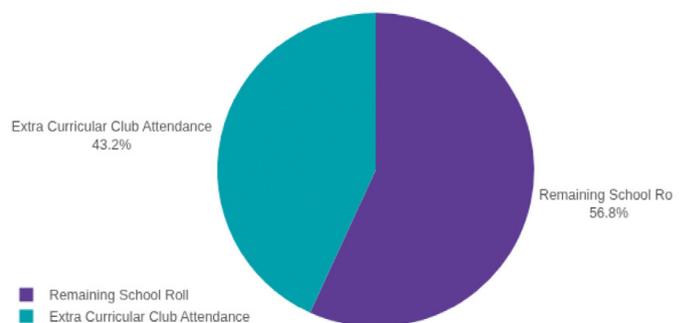
Schools were asked to select a standard week’s extra-curricular provision and record the number of pupils who took part in that week’s clubs. The data was broken down into the number of Girls, Boys, SEND, Global Majorities and Pupil Premium

participants. Individual student attendances were not recorded so some children may have attended more than one club during that week. This information was measured against the same target group data for pupils on the school roll to provide analysis of how each target group had been represented. The details of the analysis can be found in the charts below.

Key Findings

Across all schools, an average of 43% of pupils took part in an extra-curricular activity in the selected week (this could be the same children attending more than one club – data around individual children attendances across the week is not recorded).

Average Participation in Extra-Curricular Clubs Compared to Average Number of Students on School Roll

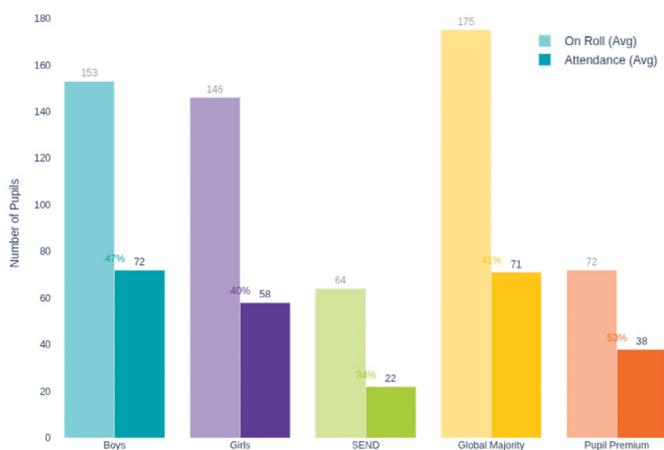


The chart above illustrates the proportion of pupils attending extra-curricular clubs compared to the total average school roll. The total average on school roll was 301 pupils, of which 130 participants (43%) attended an extra-curricular club.

Key Findings

Attendances at extra-curricular clubs were (lower in SEND (34% of pupils on) roll attended), Girls (40% of pupils on roll attended) and Global Majority 41% of Pupils on Roll attended. Data from the SEND Pupil Voice Survey tells us that children with SEND may be too tired to take part in additional activities at the end of the school day in our special schools.

Average Attendance at Extra-Curricular Clubs vs. Average School Roll by Subgroup



The chart above compares the average number of pupils on roll versus those attending extra-curricular activities for each subgroup (Boys, Girls, SEND, Global Majority, and Pupil Premium). Lighter bars represent the average number of students on roll, while darker bars represent the average attendance. Percentages detailed above the attendance bars indicate attendance as a proportion of the subgroup roll.

Whole School Ethos

MSSM Data 2024–25 tells us:

- 87% (39/44) schools achieved a Silver award or above for their efforts to raise the profile of and celebrate sport, PE, physical activity, play and wellbeing across the ethos of the whole school.
- Poplar Primary School won the Annual REFSPECT award for displaying positive sporting behaviour and values of the School Games. There was also a winner from each cluster area that included; Liberty (Mitcham Town), Poplar (Morden), Holy Trinity (Central Wimbledon), Pelham (West Wimbledon) and Lonesome (East Mitcham).
- 25 Schools Completed the School Games Inclusive Health Check, a free, online self-assessment tool embedded within the School Games programme. It helps schools reflect on whether their school sport and physical activity provision truly inclusive for pupils from underserved communities.
- 14 schools achieved Gold National School Games Mark, 1 school achieved Silver and 3 schools achieved Bronze National School Games Mark operated by Your School Games. Poplar Primary School achieved the Platinum School Games Mark for maintaining the gold award for the past 4 years as well as submitting a case study to support their application. Poplar's case study looked at how they ensured every child in KS2 had represented the school in at least one inter competition or festival within that academic year.
- 36 Schools provided Bikeability.
- 36 of our schools committed to providing the daily mile in some capacity during the week.





Healthy Schools London

MSSP are commissioned by Public Health Merton to deliver the Healthy Schools London (HSL) Programme across the borough. This initiative aligns well with the Partnership’s objectives, and with our extensive network and established outreach in all Merton schools, we are ideally positioned to lead and drive the success of this programme.

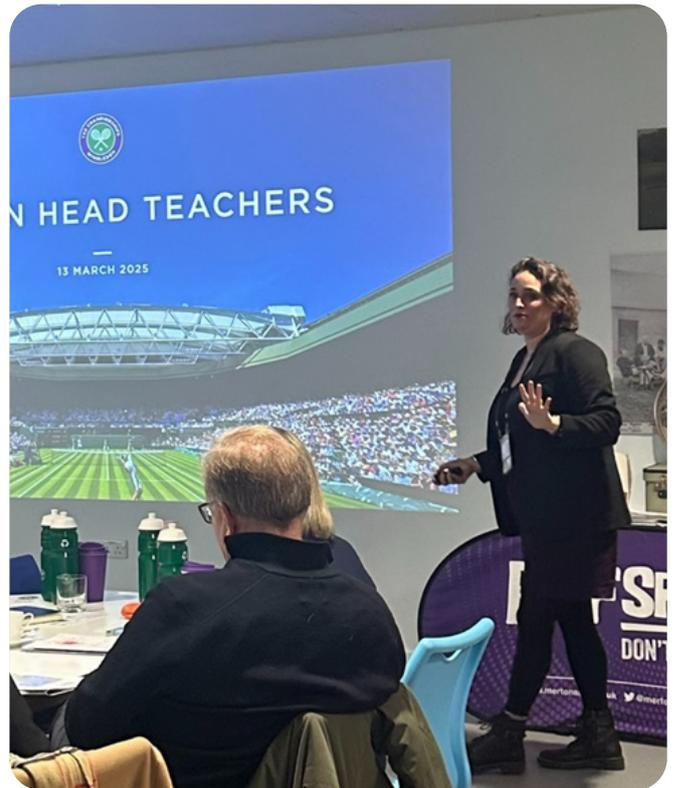


- 8 schools successfully achieved the Bronze Award level (All Saints, HPAM, Holy Trinity, Pelham, SS Peter & Paul, Singlegate, The Sherwood, Wimbledon Chase).
- 2 schools achieved Silver Award Level (Cricket Green, Pelham).
- 1 school achieved Gold Award Level (Pelham).

The Mayor’s Office delayed the launch of the new HSL scheme which remained under review throughout the 2024–25 academic year. This caused some impact on the uptake of the award by schools.

“Since attending the Healthy Schools workshop and beginning our Bronze Award application, I can already see the significant impact and benefits it will bring to our children. We’ve already introduced a water-only policy across the school and are currently reviewing our healthy snack policy”

PE Lead - Malmesbury Primary School



Moving More in Schools

Merton SSP were delighted to partner with LB Merton Borough of Sport and Public Health teams with support from the All England Lawn Tennis Club (AELTC), Wimbledon to emphasise the impact of active, healthy lifestyles on children’s education and wellbeing.

On 13 March 2025, we hosted a Head Teacher meeting titled ‘Moving More in Schools’ at the AELTC with 42 schools and local partners in attendance. The session featured GB Olympian Caragh McMurtry, sharing her neurodiverse perspective on movement and sport.

Heads reviewed their school’s bespoke health and activity reports, including 2023–24 Active Lives and MSSM data, and explored ways to embed physical activity and wellbeing into their school culture. The event strengthened collaboration and inspired leaders to help every child move more in order to thrive at school.

Stormbreak

Our link with mental health and movement charity Stormbreak continued in 2024–25 inspiring and supporting the mental health outcomes for several students and their families within our borough through their ‘Shine Pathway’. Providing in-depth staff training in 13 of our schools that need this the most.

Swimming

Data from the MSSM shows that swimming attainment has dropped slightly this year, from 55% to 53%.

- **53% of pupils in Year 6 can swim 25 metres**, based on MSSM data from 41 out of 44 schools (attainment data is provided directly to schools by swimming providers). In 2023–24 this figure was 55%, and in 2022–23 it was 56%. Nationally, the Active Lives Survey for Children and Young People 2023–24 indicates that 60% of children can swim 25 metres unaided by the end of primary school.
- **52% of pupils in Year 6 can perform a safe rescue in the water**, based on MSSM data from 40 out of 44 schools.
- The Merton Active Lives Survey data (2023–24) suggests that schools in the **east of the Borough** tend to have lower 25m attainment (**45%**) by Year 6 than those in the **west (58%)**. MSSM data shows that schools in East Mitcham and Mitcham Town clusters, where families face higher levels of deprivation, have the lowest attainment (see the table below).
- The school swimming programme provided by GLL consists mainly of an intensive model for participating schools (SEND sessions tend to be weekly).
- The Merton Swimming Development Group continues to support swimming provision across the Borough. MSSP led the group to ensure that state schools, and those with the highest need for lessons, were prioritised by GLL when timetabling.
- MSSP created the timetable and dates based on the new 2024–25 school term calendar, after which GLL took over allocating slots to schools. GLL has continued to follow our protocol to prioritise schools with the greatest needs. This year, we worked directly with schools to ensure they received slots as close as possible to those originally allocated in the 2023–24 MSSP timetable redevelopment, subject to annual changes in term dates.

- MSSM data shows that **100% (44/44)** of schools achieved a Silver award or above for their programme and promotion of swimming (28 Gold and 16 Silver). Based on the MSSM criteria, this suggests that schools are doing their best to provide core and top-up lessons as part of the National Curriculum for PE. It also highlights that more may need to be done within the community to encourage families to take their children swimming, and to help to reduce anxieties around learning to swim; building confidence and safety in the water.
- It may also suggest that the scoring of the MSSM swimming question is too generous and may need reviewing for 2025–26. When the MSSM was reviewed previously, the Steering Committee agreed that it was unfair to mark down schools – who were typically all offering the same National Curriculum programme – based on pupils’ attainment alone, as starting points vary significantly depending on children’s prior family swimming experience.
- Consultation with schools and GLL indicates that the recent decrease in attainment may correlate with the impact of Covid-19 on the Year 6 cohort assessed in 2024–25. Access to swimming pools was limited during the pandemic, which reduced opportunities for children to swim with their families and develop water confidence. Schools report that it is typically the children who do not swim with their families who struggle to achieve the 25m requirement during National Curriculum lessons.

We are deeply concerned that only half of our pupils can swim when they leave primary school, with significantly lower attainment for children living in the east of the Borough (see the table below). To address this, we will support the Local Authority and GLL to explore a multi-agency approach. This should include; consulting with schools and families to understand the inequalities and barriers they face, raising awareness of the importance of learning to swim, reducing fears around swimming, and encouraging a combination of family/community swimming. This should be alongside a strong school swimming offer (with added Top Up Swimming lessons where needed) to help raise attainment and improve water confidence.

| Cluster | Number in Year 6 Group | Number of pupils that can swim 25m | % | Number of pupils able to perform self rescue | % |
|-------------------|------------------------|------------------------------------|----|--|----|
| Central Wimbledon | 359 | 220 | 61 | 202 | 36 |
| East Mitcham | 371 | 109 | 29 | 117 | 31 |
| Mitcham Town | 301 | 49 | 16 | 76 | 25 |
| Morden | 508 | 348 | 68 | 322 | 63 |
| West Wimbledon | 414 | 286 | 69 | 305 | 73 |

Competitions and Festivals

67 Primary/SEND Sport Events delivered



858 Primary/Special School teams represented their school



6956 Primary School pupils represented their school



100% of schools' feedback (58 responses) rated the overall organisation and provision of MSSP competitions as **good or excellent**

Competition and Performance

Our MSSM data tells us:

- 96% (42/44) achieved a Silver award or above for their delivery of an intra school events programme.

This means that schools delivered a minimum of 6 intra school competitions for each year group from Years 3–6.

- 86% (38/44) schools achieved a Silver award or above for their participation in Inter School events and competitions (a reduction of 3pp in Silver from 23–24 likely due to challenges with staff release for events (Gold increased by 1pp)).

Our MSSP event records tell us that:

- MSSP delivered 67 primary school events.

14 of these events were inclusive and targeting SEND pupils: Cross Country Festival, Panathlon Multi Skills, New Age Kurling Competition, Sitting Volleyball Competition, Boccia Competition, Dance Festival, Tennis Skills Festival, Orienteering and Team Building Festival, Football Skills Festival, Hockey Skills Festival, Scatter-ball Festival and 3 x Multi Skills Festivals.

- A total of 6,956 KS2 children took part in an MSSP event this year.

We have noticed a gradual decrease over the past two years, with figures falling from 9,407 in 2022–23 to 7,512 in 2023–24. We are also seeing an increase in last-minute withdrawals from schools that had entered our events, largely due to staffing challenges.

- 100% of staff that attended our events rated the overall organisation and provision of MSSP competitions as good or outstanding (58 responses and PE Cos 30 responses).

“I love this dodgeball tournament. It makes me feel proud to play for my school and its fun playing other schools”

Year 6 Student, St Peter & St Paul Primary School



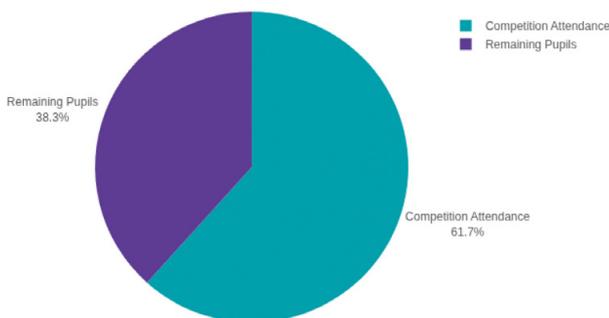
Representation at Inter-School Competitions and Festivals

Schools were asked to detail the number of pupils (attendances) who took part in events throughout the year, the data was also broken down into number of Girls, Boys, SEND, Global Majority and Pupil Premium participants. This information, recorded by the MSSM questionnaire, was measured against the same target group data for pupils on the school roll to provide analysis of how each group had been represented.

Key Findings

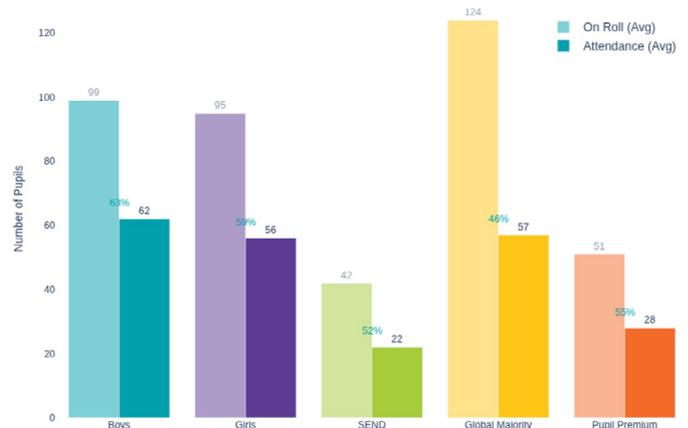
The total average no of pupils on roll (Y3-6) was 193 pupils, of which a total average of 119 (62%) attended a competition (this could be the same children attending more than one competition – data around individual children attendances is not recorded).

Average Proportion of Pupils Attending Competitions vs. Average School Roll, (Years 3–6)



The chart above illustrates the average proportion of pupils who attended a competition from years 3 – 6 compared to the total average number of pupils. This could be the same children attending more than one competition – data around individual children attendances is not recorded.

Average Attendance at Inter-School Competitions vs. Average School Roll by Subgroup (Years 3–6)



The chart above compares the average number of pupils on roll versus those attending interschool competitions and festivals for each subgroup (Boys, Girls, SEND, Global Majority, and Pupil Premium).

Lighter bars represent the average number of pupils on roll, while darker bars represent the average attendance as a proportion of the subgroup on roll (this could be the same children attending more than one competition – data around individual children attendances is not recorded).

Percentages detailed above the attendance bars indicate attendance as a proportion of the subgroup roll.

The participation figures from Inter School Competitions indicate that:

- There were approximately 62% of eligible pupil (Years 3-6) attendances at an inter school event or competition (this could be same children attending more than one event).
- Girls (59%) were slightly less represented than boys (63%).
- As a sub group, Global Majority were the least fairly represented at events (46%), followed by SEND (52%) and Pupil Premium (55%).



“I like helping children do more sports. Sport can make children more confident and help them forget if they are not happy or hurt”

DB - Year 5 Sports Leader - Malmesbury Primary School

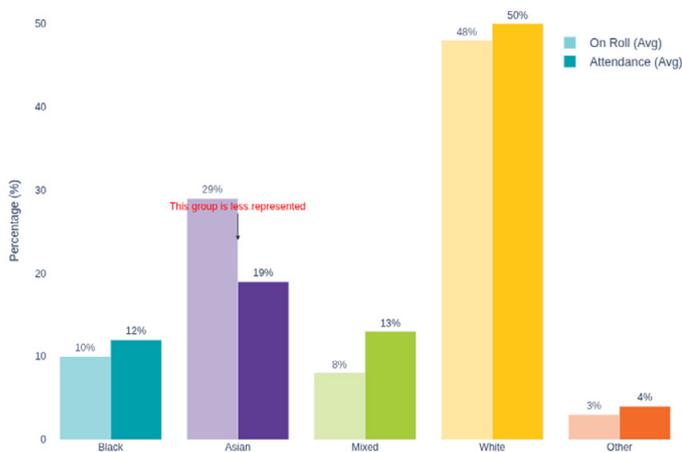


Participation Data from MSSP Events

Data was also collected throughout the year at each MSSP-delivered interschool competition and festival.

The findings are illustrated in the chart and bullet points below. Schools were asked to provide anonymised data on the gender, SEND status, ethnic group, and Pupil Premium status of the children representing their school at our events. This dataset is based on MSSP event registers submitted by schools (from 67 events) and compared against data from the Merton school census (October 2024). Please note that not all schools completed the data in full, and some schools did not participate.

Ethnicity Representation at MSSP Events vs. Merton Borough Census Data (Oct 2024), by Category



Lighter shades represent Merton School Census data (Oct 2024), and darker shades represent MSSP Events data.

The annotation highlights that pupils from Asian or Asian British groups are less represented at events compared to their borough proportion.

Additional Data

- Pupil Premium data suggests that approximately 17% of participants at the events were entitled to Pupil Premium Funding (we do not have the overall number of Pupil Premium data to compare this with).
- Boys and Girls participation levels across MSSP events are approximately 50:50. With 3375 boys taking part and 3429 girls taking part. This correlates with our calendar which ensures girls have equal access to all of our events through team selection regulations and additional girls only events.
- Some SEND data was collected but this was not clear or robust enough for comparison to Merton Census Data.

“Coaches were inspiring, motivating and informative. They answered questions on how to adapt lessons and modeled each one really well!”
Hannah, EYFS Course Attendee

Borough Representation at Competitive Pathway Events

The following schools represented Merton in the listed pathway events:

London Youth Games School Games Programme 2024–25

- 3v3 Yr 9-11 Girls Basketball – Ursuline
- 3v3 Yr 9-11 Boys Basketball – Wimbledon College
- Rugby (RFU) Girls U12 – Ricards Lodge High School
- Rugby (RFU) Girls U14 – Ricards Lodge High School
- Key Stage 3 Dance – Ricards Lodge High School
- Key Stage 4 Dance – Ricards Lodge High School
- Year 7 SportsHall Athletics Boys – St Mark’s Academy
- Year 7 SportsHall Athletics Girls – Ursuline High School
- Year 5-6 SportsHall Athletics – Bishop Gilpin
- New Age Kurling – Poplar Primary School
- Primary Golf – Malmesbury Primary
- Mixed NFL – Bishop Gilpin
- 3v3 Basketball – Poplar Primary School
- Year 5-6 Girls Football – Hollymount
- Year 5-6 Netball – Bishop Gilpin
- RFL Tag – Holy Trinity
- Sitting Volleyball – SS Peter and Paul

“Children were able to express themselves without excessive external pressures. I felt that children enjoyed their football immensely”

PE Lead - Wimbledon Chase Primary School

Surrey County Pathway events 2024–25

- Surrey FA Girls U11’s – Pelham
- Surrey FA Best Team U11’s – Liberty
- Number of Surrey Cross Country Yr 7-13 runners entered from Merton Schools: 52
- Number of Surrey Track and Field Yr 8-11 athletes entered from Merton Schools: 66
- MSFA Merton District U11’s Girls Football Team
- MSFA Merton District U11’s Boys Football Team

(Please Note: where events do not state ‘boys’ or ‘girls’ these will be mixed/open gender teams)

Girls Football Focus

We topped the year off with a fantastic Girls’ Football Celebration Festival, delivered by MSSP in partnership with the AFC Wimbledon Foundation. Over 200 girls from Years 2–6 came together at Tooting and Mitcham United Football Club for a day focused on being active, having fun, and celebrating girls in sport. We were even joined by Haydon the Womble! This event was funded through our Borough of Sport Grant to engage more girls in Merton in football—and it truly achieved its goal. The festival inspired many girls who had never played football before, taking place right in the middle of what would become a tremendous European Championships success for our Lionesses.

MSSP are also part of the newly formed Surrey FA Women and Girls Working Group where Merton is a focus areas within Surrey. The Group’s aims are to empower every woman and girl in Merton to play, lead, and thrive in football – supported by inclusive facilities, inspiring environments, and clear talent pathways.





Summary and Appreciation

The Merton School Sports Mark Award supports schools in planning comprehensive provision for PE, sport, and physical activity, helping them meet their PE Premium funding obligations to report on PESSPA. It enables schools to review their current provision, identify gaps, and evaluate programmes to achieve improved outcomes and accreditation.

Comparing results from last year’s School Sports Mark Award and other MSSP operational targets – such as the number of events and participants – it is clear that, while schools have continued to deliver excellent opportunities for their students in many areas, 2024–25 has also presented further challenges. Over the past two years, we’ve observed gradual declines in participation at our events, staff training participation, swimming attainment, and schools’ capacity to deliver extra-curricular provision or engage in new projects linked to the PE role. Feedback suggests these challenges primarily stem from nationally driven school budget reductions and associated staffing constraints, which have significantly impacted schools’ ability to commit resources to these areas.

Despite these pressures, there have been notable successes worth celebrating, including the capture of 250 student voices, the engagement and training of over 108 staff within our schools and with an even 50:50 split of girls to boys attending our events.

Understanding our landscape gives us a strong foundation to develop innovative approaches and targeted support for the year ahead.

The dedicated PE Coordinators in Merton have continued to strive to provide the best possible opportunities for students. It is a testament to the incredibly hard-working network of PE Coordinators, SLT, and all other school staff that so much has still been achieved during such a financially challenging time for schools.

MSSP is extremely grateful for the commitment our School Leaders have shown in engaging with the Partnership and supporting the work we do to ensure the health and wellbeing of Merton pupils remains a top priority.

“Thank you for picking me as a leader. I would be very pleased to get another chance to help the children at another sports event”

Y6 Sports Leader - Cranmer Primary School

Focus and Targets for 2025–2026

The focus and targets for MSSP for 2025–2026 (and beyond) are agreed by our Executive Steering Committee and will be fully documented in our Annual Performance Targets document available to affiliated schools upon request from December 2025.

Structure and Organisational

- ✓ Prepare for and react quickly to any changes in our national landscape, with new School Sport Networks planned alongside the National Curriculum Review and Recommendations, and the potential end of the Primary PE Funding in its current format. Ensure the Partnership evolves to meet the needs of our affiliated schools in line with national and local objectives.
- ✓ Secure adequate funding to enable our work remit for the next affiliation period – including provision this year for Sports Leaders, Work Experience, and the new MSSM Online Tool.
- ✓ Develop a new online MSSM Tool that is easier and quicker for PE Coordinators to use, and that provides more accurate data for the Partnership to analyse and report on (less subject to human error and time-consuming processes).
- ✓ Review our current MSSM grading criteria and ensure they are better aligned with key student outcomes, including daily physical activity levels and swimming attainment.
- ✓ Improve data collection and analysis techniques within the core team. Make better use of technology and AI to organise the breadth of work and reporting mechanisms.
- ✓ Further build relationships with secondary school PE departments to consider the PE pathway for students from EYFS to KS4, and improve links between local primary and secondary schools.
- ✓ Continue to offer enhanced CPD to our workforce, especially around target areas including girls' participation, promoting healthy masculinity in school sport, EYFS physical development, adapting PE for SEND, and supporting the PE Lead to enhance their curriculum.
- ✓ With new structural changes and fewer opportunities for 1-to-1 mentoring, enhance the networking and CPD offer to ensure less experienced PE Leads continue to feel supported and connected within our Partnership.
- ✓ Utilise Active and Healthy Futures CIC to increase income generation to enable more young people, particularly those from underserved groups have the chance to be active and to build the foundations for a career in this industry.
- ✓ Launch the new Healthy Schools London Award for Merton Schools. Improve opportunities for students and school communities to adopt active and healthy lifestyles, working with public health to target the schools that need the most support in this field.
- ✓ Increase Active Lives Survey completion rates by secondary schools.
- ✓ Review current MSSP hosting and compliance arrangements with Steering Committee and Harris Federation.



Equality, Diversity and Inclusion

- ✓ Continue our journey to review and improve our approach to EDI across school sport and within our organisation. Use local insight and data to target our work remit effectively to identified target groups.
- ✓ Provide ongoing training for staff and coaches around EDI and adapting PE for SEND; make use of SEND student voice feedback to enhance our provision.
- ✓ Respond to the feedback gathered from our Pupil Voice report:
 - Provide training around the impact boys can have on girls in PE, and find a way to develop a better model and environment for girls in sport and PE – working with Play Their Way and our school network.
 - Develop resources to support both curricular and extra-curricular delivery of a wider range of sports and training for staff.
 - Add a broader range of sports to our events calendar where needed.
 - Review our Competition and Festival calendar for 2025–26 and ensure safety, fun, and supportive school adults are prioritised at every event.
- ✓ Gather further feedback from underrepresented groups to understand how they would like their PE (including swimming), sport, and physical activity to be. In particular, investigate the underrepresentation of students from Asian and Mixed Asian backgrounds at inter school competitions.
- ✓ Create better imagery and language to ensure all students and staff feel a sense of belonging in PE, sport, at our events and within our resources. Continue to review and rewrite the Dance Scheme of Work.
- ✓ Further develop schools’ physical activity, health, and wellbeing dashboards alongside LBM PH, BoS, and School Improvement Teams to utilise the new extensive data sets we now have across Merton. Aim to have a better impact on those who need it most, ensuring all children can enjoy being active and reducing the barriers they face to participate.

PE, School Sport and Physical Activity

- ✓ 100% of Primary schools delivering 2 hours of PE every week for every pupil – preferably on separate days, for all schools.
- ✓ Provide support and training for PE Leads to enhance their school PE curriculum through new termly workshops.
- ✓ Support schools to develop their PE Progression of Skills map in line with their school’s own curriculum intent.
- ✓ 95% of Primary Schools achieving Merton Sports Mark Silver Standard or higher for Question 2.
- ✓ Increase the number of schools planning for regular bouts of physical activity in every child’s day and promote the Daily Mile.
- ✓ Develop resources and training to support active classrooms/schools by April 2027.
- ✓ Support the Surrey FA Women and Girls Working Group to improve the landscape for girls Football within Merton.
- ✓ Enhance Sports Leaders resources, keep up to date with good practise and meet the actions from our pupil voice project.
- ✓ Further refine MSSP’s events calendar to ensure there is something for every child to enjoy and that schools can access the events as easily as possible (times/locations).
- ✓ Make sure the events are a safe and fun space for all children to learn, practise and perform and that all adults are supportive.
- ✓ Encourage GLL to provide all attainment data in a digital format for school and to include EDI data to show trends and highlight groups that may need more support or an alternative approach.
- ✓ Encourage GLL to adapt timetable and approach to meet the needs of the schools with the lowest attainment data and for those with SEND that require a different approach.
- ✓ Work with the swimming development group and the Local Authority to find solutions to increase 25m attainment and ensure water safety is a priority.

“I felt unsure before I came today, but taking part has made me feel happy! I would love to come to more events and play more sport like this”

Wimbledon Chase (Year 5 Student)

“I thought it was brilliant! I saw children grow,
inspire and learn – who wouldn’t like that?!”

Year 5 Teaching Assistant - Morden Primary School



merton
School Sport Partnership

mertonssp.org.uk

[@mertonssp](https://twitter.com/mertonssp)

info@mertonssp.org.uk