



PE and sport premium monitoring and tracking form 2025/2026

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form

Review of the last academic year (2024/2025)

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	60% achieved. A majority of swimmers (60%) successfully completed the 25 metres, showing they had the necessary skills and stamina. Those who achieved the distance displayed comfort and assurance, reducing hesitation and maintaining rhythm.	A significant portion struggled to meet the requirement, suggesting gaps in technique, endurance, or confidence. Some swimmers may have started strong but lacked the endurance to maintain performance over the full 25 metres. Nervousness or lack of self-belief could have limited performance for some swimmers.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	60% achieved. Most swimmers demonstrated the ability to use more than one stroke effectively. Those who achieved the standard could switch between front crawl, backstroke, and breaststroke with reasonable control.	A significant portion could not demonstrate proficiency across all three strokes. Common issues included poor breathing in front crawl, weak leg action in breaststroke, or lack of coordination in backstroke.

3. Perform safe self-rescue in different water-based situations	Swimming lessons had a positive impact on pupils' water safety knowledge and confidence. Assessment data showed that 60% of pupils achieved the expected standard for performing safe self-rescue in different water-based situations. Pupils demonstrated improved confidence in the water and were able to apply key safety skills such as floating, treading water and moving to safety. Engagement during lessons was high, and pupils developed a greater understanding of how to stay safe in and around water.	Although most pupils made progress, 40% did not achieve the expected self-rescue standard by the end of the programme. Additionally, the assessment information provided was not always detailed enough to accurately track individual progress and identify specific areas requiring further support. This made it more challenging to evaluate the full impact of the provision and target interventions effectively. Next steps Work with the swimming provider to secure more detailed assessment data for each pupil and introduce a clearer tracking system for swimming and water safety outcomes. This will enable staff to monitor progress more effectively, identify pupils requiring additional support and demonstrate the impact of swimming provision more accurately.
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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	PE leads now demonstrate greater confidence in planning, evaluating, and articulating the purpose and outcomes of the Sports Premium funding effectively. CPD has led to professional development Lesson observations show improved quality of PE lessons and integration of assessment strategies	Some members of staff have said their confidence and subject knowledge in some areas of PE require further CPD after a staff voice survey. As this was highlighted, further support from PE lead will be required. Staff voice will inform areas where CPD is needed. This will be a working document and when new staff join the school this can be revisited from time to time. We have changed this to a digital working document which can reflect areas of need and areas of strength both within the curriculum and to extend extra curricular opportunities for children. CPD is an area of focus by the trust and important for staff to continue with upskilling in a variety of areas and focal points for children.



2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupils have benefitted from exposure to broader sporting experiences, boosting confidence, teamwork and aspiration Sustained participation has fostered school pride, resilience and a culture of healthy competition. Strong partnerships with local sports organisations and regular scheduling have embedded these opportunities into the school calendar. Strong partnerships with local sports organisations and regular scheduling have embedded these opportunities into the school calendar. Interviews and questionnaires reveal high levels of enjoyment and motivation among pupils participating in competitions and development days. Increased number of pupils involved in inter-school competitions and extracurricular sports. Positive feedback from partner schools and	Despite structured PE lessons and some extracurricular opportunities, engagement in regular physical activity outside timetabled PE remains low for a significant proportion of pupils. This has impacted overall fitness levels, confidence, and participation in competitive and non-competitive sporting activities In some PE lessons, engagement dropped during skill drills—pupils preferred game-based activities, suggesting a need for more varied and motivating approaches. Limited variety of activities beyond traditional sports—few options for dance, fitness circuits, or non-competitive games
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	sports organisations involved in competitions and development days. Visual documentation of events, competitions and lessons used for celebration and reflection.	
3. Raising the profile of PE and sport across the school, to support whole school improvement	Pupils have benefitted from exposure to broader sporting experiences, boosting confidence, teamwork and aspiration Sustained participation has fostered school pride, resilience and a culture of healthy competition. Strong partnerships with local sports organisations and regular scheduling have embedded these opportunities into the school calendar. Strong partnerships with local sports organisations and regular scheduling have embedded these opportunities into the school calendar.	Efforts to raise the profile of PE and sport across the school have had limited impact. While some initiatives were introduced (e.g., sports assemblies, newsletters), they were inconsistent and did not fully engage pupils, staff, or parents. As a result, PE has not yet become a central part of the school culture or whole-school improvement strategy Social media updates on sporting events were irregular, reducing parental awareness and celebration of success. Initiate more intra school competition pathways using existing coaches to help reestablish the structure of competition and often release time for staff can be tricky. There was an existing rewards statue in place and so smaller steps to initiate this could be easily achieved.



	Interviews and questionnaires reveal high levels of enjoyment and motivation among pupils participating in competitions and development days. Increased number of pupils involved in inter-school competitions and extracurricular sports. Positive feedback from partner schools and sports organisations involved in competitions and development days. Visual documentation of events, competitions and lessons used for celebration and reflection.	
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	Through ongoing CPD and collaboration, subject leads are equipped to maintain and evolve the plan annually, ensuring long-term value and alignment with school priorities. PE leads now demonstrate greater confidence in planning, evaluating, and articulating the purpose and outcomes of the Sports Premium funding effectively. Pupils have benefitted from exposure to broader sporting experiences, boosting confidence, teamwork and aspiration	Despite efforts to broaden the range of sports offered, participation remained uneven across genders and year groups. Some activities were still perceived as gendered (e.g., football for boys, dance for girls), and opportunities for less traditional sports were limited. This resulted in gaps in engagement and inclusivity PE units heavily weighted towards invasion games (football, netball) with limited exposure to alternative sports (e.g., badminton, tennis, fitness circuits) Some lessons lacked differentiation and adaptation for pupils with lower confidence or physical ability, reducing inclusivity.



5. Increasing participation in competitive sport	Pupils have benefitted from exposure to broader sporting experiences, boosting confidence, teamwork and aspiration Sustained participation has fostered school pride, resilience and a culture of healthy competition. Strong partnerships with local sports organisations and regular scheduling have embedded these opportunities into the school calendar. Strong partnerships with local sports organisations and regular scheduling have embedded these opportunities into the school calendar.	Despite some progress, overall pupil participation in competitive sport remained below target. Opportunities were limited to a small number of pupils, and representation across genders and ability levels was uneven. This reduced the intended impact on confidence, teamwork, and whole-school sporting culture. No inclusive or adapted competitions were offered for pupils with additional needs No evidence of improved attendance or behaviour linked to competitive sport initiatives.
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Aims for the next academic year (2025/2026)

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

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	80%	High success rate with 80% of children achieving their 25m swimming goal. Consistent practice contributed to this success. Many children demonstrated enthusiasm and resilience. Need to identify barriers of the last 20% such as fear of water, lack of stamina or missed sessions.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	60%	60% of children were able to use a range of strokes effectively, showing progress in technique and adaptability. Allocate more time for each stroke to ensure mastery rather than brief exposure. Identify which strokes are most challenging and provide focused drills.
3. Perform safe self-rescue in different water-based situations	60%	60% of children successfully demonstrated safe self-rescue techniques, showing an understanding of basic survival skills in water. Those who succeeded were able to respond appropriately to simulated scenarios such as floating, treading water and reaching safety. Provide more opportunities for children to experience varied rescue situations. Some children struggled with maintain buoyancy or conserving energy.



Aim	Why?	Key area	Supporting evidence
Raise the profile of PE through inter-school sports competitions	Raising the profile of PE through inter-school sports competitions fosters a culture of enthusiasm, teamwork, and healthy competition among pupils. It provides opportunities for children to showcase their physical skills, build confidence, and develop a sense of pride in representing their school. These events also strengthen community links, encourage wider participation in physical activity, and highlight the value of PE as a vital part of a well-rounded education.	Raising the profile of PE and sport across the school, to support whole school improvement	Pupil voice when PE lead interviewed groups it was aparent that they missed copetitions and looked forward to this as they had competed many times before.
Increasing engagement of all pupils in PE particularly SEND	Increasing engagement in PE for pupils with SEND promotes inclusion, boosts self-esteem, and helps develop key motor and	Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal	On the back of the last pupil voice it was highlighted that there were limited opportunitites for girls. We are delighted that this year we have a significant increase in



	communication skills. By adapting activities to meet individual needs and providing targeted support, we aim to foster a sense of achievement and belonging for all learners.	access to sport for boys and girls	the number of girls attending extra curricular clubs and hope to see their confidence increase in their own abilities/self esteem as a result.
Provide targeted CPD to ensure all staff feel confident and competent teaching all areas of the PE curriculum	Through targeted CPD, staff will gain deeper subject knowledge, practical strategies for differentiation, and increased confidence in teaching all areas of PE—including gymnastics, dance, games, and athletics. This will lead to improved pupil outcomes, greater engagement, and a more inclusive PE offer across the school.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff voice completed in the first half term to ensure progression of cpd support throughout the year. It was highlighted that gymnastic and dance remain an area of low confidence and skills for staff and so this has been fed back to our supporting partners so that staff can receive some on going support.
Sustain and expand opportunities for pupils to participate in inter-school and intra-school competitive sports	By continuing to offer regular opportunities for competition—both within school and against other schools—we aim to raise the profile of PE, boost pupil motivation, and foster a culture of healthy ambition. Competitive sport also helps pupils apply skills learned in PE lessons in real-life contexts, building	Increasing participation in competitive sport	We are linked to the Skegness Academy Sport Partnership and we try to attend as many competitions as possible. With the aim to help this with transition for our year 6 pupils when they eventually leave. We have found this to be an invaluable bridge between both schools and to aid in inspiring our new generation of sports leaders.



	confidence and encouraging lifelong participation in physical activity.		
Offer a broader and more equal experience of a range of sports and physical activities with the PE curriculum	By offering a wider range of sports and physical activities, we aim to engage more pupils, uncover hidden talents, and promote lifelong participation in physical activity. This approach helps reduce barriers to involvement, supports physical and mental wellbeing, and ensures that all children feel represented and motivated to take part in sport both in and beyond school.	Offer a broader and more equal experience of a range of sports and physical activities	Pupil voice indicated that lessons were repeated each year and they have been so far much more engaged by the content of the lessons and the new scheme of work that we have incorporated into our planning. Teachers who previously expressed concern teaching certain elements of the curriculum have embraced the scheme and are happy delivering new aspects.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Raise the profile of PE through inter-school sports competitions	- Continue attending sports competitions at Skegness Academy - Participate in Leicester Athletics Event - Celebrate all participants by recognizing effort, teamwork and sportsmanship with certificates and shout-outs - Organize intra-school tournaments (one per big term) where pupils compete in houses. - Pupil-led events by house captains - Family fitness events like 'Lads and Dads' (maybe even after school clubs?)	- Increased pupil engagement and enthusiasm for PE with more children actively participating in lessons and extracurricular activities - Improved confidence and self-esteem - Greater sense of school pride and community spirit as pupils represent their school in competitions and celebrate achievements together - Enhanced inclusion with SEND pupils supported and celebrated through adapted activities and inclusive sporting opportunities - Development of key life skills such as teamwork, resilience, leadership, and communication through regular competitive and cooperative play - Raised profile of PE across the school with sports achievements recognised in assemblies, facebook posts and displays, reinforcing its value in the curriculum.	- Participation logs – track how many pupils take part in competitions and events over the year, including breakdowns by gender, year group and SEND - Pupil progress in PE – use assessment grids or teacher observations to show improvement in physical skills (insight) teamwork and resilience - Pupil voice – conduct surveys or interviews asking pupils about how they feel about PE and competitions. Include SEND pupil feedback. - Parent feedback – gather comments from parents about their child's confidence, enjoyment, and participation in sport - Staff reflections – ask staff to reflect on changes in pupil engagement, behaviour, and attitudes towards PE following new initiatives - Photographs and displays – create visual evidence through photos of events on OneNote and display some in celebration assembly.



	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	- Increased pupil enthusiasm and engagement in PE lessons, particularly during competitive activities and Sports Day events. - Pupils showed pride in representing their house teams during Sports Day, encouraging participation across all year groups. - Greater confidence observed in pupils who participated in sporting events, with many willing to take on new challenges and leadership roles. - Positive attitudes towards teamwork, cooperation and sportsmanship were evident during Sports Day and PE lessons.	- Yes, many of the improvements are sustainable because they rely on existing school systems and staffing rather than significant additional funding. - Sports Day and house-based activities can continue annually as established whole-school events. - Celebration of sporting achievements through assemblies, certificates, displays and social media can be maintained throughout the year at minimal cost. - Opportunities for pupil leadership can continue through house captains, sports leaders and PE ambassadors. - Staff have embedded positive approaches to recognising effort, teamwork and sportsmanship within PE	- Observation records from PE lessons showed high levels of participation and engagement. - Sports Day participation records demonstrated involvement from pupils across all year groups. - Photographs and videos from Sports Day, PE lessons and celebration assemblies were stored on OneNote and shared with the school community. - Certificates and awards presented during assemblies recognised effort, teamwork and sporting achievement. - Teacher observations noted improvements in confidence, resilience and cooperation during PE activities. - Pupil voice discussions indicated that pupils enjoy competitive activities and opportunities to represent their house teams. - SEND pupils participated successfully in PE activities with appropriate adaptations and support.	£1956

	• SEND pupils successfully accessed PE activities through adapted support and were able to participate alongside their peers. • Increased visibility of PE across the school through celebration assemblies, certificates, displays, photographs and social media posts. • Pupils responded positively to recognition of effort and achievement, helping to raise the profile of PE and physical activity across the school.	lessons. • Participation tracking and pupil voice activities can continue to inform future PE provision and identify pupils who may benefit from additional encouragement. • Future plans for inter-school competitions and family fitness events remain in place and can be developed when staffing, transport and scheduling opportunities allow. •	• Social media posts and displays highlighted sporting achievements and contributed to the raised profile of PE within the school community.	
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Objective 3				
	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Sustain and expand opportunities for pupils to participate in inter-school and intra-school competitive sports	• Partner with nearby schools to create a shared sports calendar, each taking turns to hold sports competitions • Attend sports competitions at Skegness Academy • Organise termly house tournaments, include mixed-age teams to boost leadership skills • Train older pupils to support younger children in house tournaments • Award certificate for effort and teamwork as well as ability	• Increased pupil participation in competitive sport across all year groups • Improved confidence, teamwork, and resilience through regular competition • Greater inclusion, with SEND pupils supported in adapted formats • Stronger community links and school pride through shared events • Raised profile of PE and sport across the school	• Track how many pupils take part in inter-school and intra-school competitions • Record the number of competitive events held or attended each year • Include variety to show breadth • Monitor attendance on competition days as a sign of motivation • Survey pupils about their enjoyment, confidence, and sense of belonging through sport • Ask staff to reflect on pupil development, engagement and behaviour linked to competitive sport • Photos and videos



	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	- Increased participation in competitive sporting opportunities through whole-school events such as Sports Day and house-based activities. - Pupils demonstrated improved teamwork, resilience and sportsmanship when competing within their houses. - Older pupils took on leadership responsibilities by supporting and encouraging younger pupils during sporting activities. - Increased confidence among pupils who may not usually engage in competitive sport due to the focus on effort, teamwork and	- Yes, the improvements are sustainable as house competitions and Sports Day are established parts of the school calendar. - The house system provides a structure that can continue to support regular competition without significant additional costs. - Certificates recognising effort, teamwork and sportsmanship can continue to encourage participation from all pupils. - Older pupils can continue to develop leadership skills by supporting younger children during sporting events. - Staff are committed to promoting inclusive competition and ensuring all pupils can access opportunities to participate.	- Records of participation in Sports Day and house-based competitive events. - Registers showing the number of pupils involved in school sporting activities, including SEND pupils. - Photographs and videos of Sports Day, house competitions and PE activities. - Certificates and awards presented for participation, teamwork, effort and sportsmanship. - Pupil voice feedback indicating enjoyment of competitive activities and pride in representing their house. - Teacher observations noting improvements in confidence, teamwork, resilience and engagement. - Attendance records on event days demonstrating strong pupil involvement	£1956



	participation rather than ability alone. • SEND pupils were able to participate successfully through adapted activities and supportive staff approaches. • Greater enthusiasm for PE and physical activity, with pupils looking forward to competitive elements within lessons and school events. • Improved sense of belonging and school pride through participation in house competitions and celebration of achievements. • Raised profile of PE through assemblies, photographs, displays and recognition of sporting success.	• Strong links with local schools and Skegness Academy can be further developed as future opportunities arise. • Competitive elements can continue to be embedded within PE lessons even when external competitions are limited. • Celebration of sporting achievements through assemblies, displays and social media can be maintained throughout the year.	and enthusiasm. • Assembly presentations, displays and social media posts celebrating sporting achievements and participation. • Staff reflections highlighting positive impacts on behaviour, motivation and social development through competitive sport.	
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Objective 4				
	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Offer a broader and more equal experience of a range of sports and physical activities	• Introduce non-traditional sports • Use differentiated equipment (larger balls, lighter bats, visual markers) • Run short, varied clubs during playtime e.g. Fun Friday Fitness • Survey pupils to find out what sports they'd like to try • Create a 'PE Wish List' board where pupils can suggest new activities • Invite local coaches or volunteers to run taster sessions • Run 'pupil vs teacher' challenges to build community • Create a SEND folder with strategies and resources for differentiation • Encourage staff to try new activities alongside pupils	• Increased engagement in PE across all pupils • Greater inclusivity • Improved physical literacy as pupils develop a wider range of movement skills through exposure to diverse activities • Enhanced confidence and self esteem • Stronger pupil voice and ownership • Positive attitudes towards physical activity	• Record of the range of sports and physical activities offered • Conduct surveys or interviews asking pupils what activities they enjoy and how included they feel • Ask teachers to reflect on pupil engagement, confidence, and skill development across different activities • Photos and videos • Use visuals on social media



	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	- The introduction of the new PE scheme has provided a broader and more progressive curriculum, ensuring pupils experience a wider range of sports and physical activities. - Increased pupil engagement in PE lessons, with pupils responding positively to the variety of activities and clearer skill progression. - Greater inclusivity across lessons, with differentiated activities and equipment enabling all pupils, including those with SEND, to participate successfully. - Improved physical literacy, with pupils developing a wider	- Yes, the improvements are sustainable because the new PE scheme provides a long-term framework for curriculum delivery across the school. - Staff have access to high-quality planning, resources and assessment materials that can be used year after year. - The scheme ensures consistent progression of skills, supporting pupils as they move through the school. - Differentiation strategies embedded within the scheme support the ongoing inclusion of pupils with SEND and varying abilities. - Resources and equipment purchased can continue to be used to deliver a broad range of activities.	- Long-term and medium-term planning documents from the new PE scheme demonstrate increased breadth and progression across the curriculum. - Teacher observations show improved pupil engagement, participation and confidence during PE lessons. - PE assessment records demonstrate progress in physical skills across a wider range of activities. - Pupil voice feedback indicates that pupils enjoy the variety of sports and activities now available. - Staff feedback highlights increased confidence in delivering different areas of the PE curriculum. - Participation records show high engagement in PE lessons across year groups, including SEND pupils. - Photographs and videos provide evidence of pupils accessing a range of	£595



	range of fundamental movement skills through exposure to different sports and activities. - Enhanced confidence and self-esteem, particularly among pupils who may not have traditionally excelled in competitive sports. - Stronger pupil voice, with pupils encouraged to share their views on activities they enjoy and would like to experience in the future. - Positive attitudes towards physical activity, with more pupils demonstrating enthusiasm, resilience and willingness to try new challenges. - Increased staff confidence in delivering a wider range of activities	- Staff confidence will continue to develop as they become more familiar with the scheme and share successful practice. - Pupil voice can continue to inform future activity choices and enrichment opportunities. - The scheme supports curriculum coverage while allowing flexibility to introduce new sports, games and physical activities when opportunities arise.	physical activities. - Social media posts, newsletters and school displays showcase the variety of sporting opportunities offered throughout the year. - Learning walks and lesson observations demonstrate consistent implementation of the new PE scheme and high levels of pupil involvement.	
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	due to the support and structure provided by the new PE scheme. • Pupils have benefited from consistent teaching approaches and progression of skills across all year groups.			
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