

PE End of Year Evaluation

Evaluation of Impact

PE at Haslam Park Primary School makes an important contribution to pupils' physical development, wellbeing, confidence, teamwork and sportsmanship. The curriculum develops both substantive knowledge—including rules, techniques, tactics, positions, principles of movement and sporting vocabulary—and disciplinary knowledge, through pupils applying, adapting and evaluating this knowledge in practical situations.

The curriculum is cyclical and progressive, enabling pupils to revisit and build on prior learning while developing increasingly complex skills and understanding. Pupils have regular opportunities to apply their knowledge through practical activities, competitions and enrichment.

The wider PE offer has strengthened this impact. Pupils have participated in Manchester United leadership programmes, sports tournaments across the Bolton area and Year 5 swimming lessons. These experiences provide authentic opportunities to develop leadership, resilience, teamwork, confidence and sportsmanship. We are aware of the context and needs of our pupils and strive to ensure they develop a strong understanding of the benefit of sport and wellbeing.

Curriculum and Teaching

Teachers revisit key knowledge, skills and vocabulary and connect these explicitly to practical application. Pupils are taught not only what they are doing, but why they are doing it and how they can adapt their performance.

Weekly Ed Start coaching sessions have provided additional opportunities to develop physical skills and experience the wellbeing through sport approach. These sessions have supported pupils' confidence, teamwork and positive attitudes towards physical activity.

Assessment and Impact

Assessment focuses on pupils' retention of substantive PE knowledge. Mastermind assessment quizzes assess key vocabulary, techniques, rules and player positions. A spring retest measures retention following further teaching, retrieval and practical application.

The assessment cycle:

Initial end of year 'Mastermind' assessment → teaching and progression → retrieval and reinforcement → spring retest → evaluation of retention and impact.

Re-assessment demonstrated positive movement in every year group:

Year Group	Increase in retention
Year 1	+8%
Year 2	+11%
Year 3	+9%

Year 4	+10%
Year 5	+6%

These results provide evidence that the cyclical and progressive approach is supporting pupils to retain key PE knowledge over time.

Leaders also use retention data to identify a cross-section of SEND and disadvantaged pupils for pupil voice. This provides qualitative evidence about pupils' confidence, understanding and experiences and allows leaders to triangulate assessment outcomes with pupil experience.

Inclusion

Pupils with SEND and disadvantaged pupils are supported through appropriate adaptations, including modelling, scaffolding, modified equipment, differentiated expectations and additional support. Assessment and pupil voice are used to identify where further retrieval, reinforcement or adaptation may be required.

Leadership and Curriculum Development

Leaders evaluate PE through assessment information, lesson observations, staff and pupil discussions, participation and wider sporting opportunities.

A key development for 2026–27 is the adoption of the Ed Start PE curriculum, providing greater consistency in planning, progression, vocabulary and the development of substantive and disciplinary knowledge.

Ed Start sessions will also increase from one to two sessions per week, on Wednesdays and Fridays. This will provide more regular opportunities for pupils to revisit knowledge and apply it through practical activity, while strengthening the wellbeing through sport approach across school-based PE.

Next Steps

The priorities for 2026–27 are to:

- Embed the Ed Start PE curriculum across the school.
- Strengthen progression in substantive and disciplinary knowledge.
- Ensure consistent use of PE vocabulary and expectations.
- Increase opportunities for pupils to apply, adapt and evaluate knowledge in practical contexts.
- Continue the Mastermind assessment and spring retest cycle.
- Monitor the progress and experiences of SEND and disadvantaged pupils through assessment and targeted pupil voice.
- Continue opportunities for competition, leadership, enrichment and swimming.
- Evaluate the impact of the increased Ed Start provision through assessment, lesson observations, pupil voice, participation and evidence of pupils' ability to recall and apply knowledge.

Overall Evaluation

PE has a positive impact on pupils' physical development, confidence, wellbeing and ability to work collaboratively. Pupils are developing both knowledge about physical activity and the ability to apply that knowledge in practice.

The increase in retention scores across all year groups, ranging from 6% to 11%, provides evidence of the impact of the cyclical curriculum and retrieval approach. The combination of assessment, re-assessment and targeted pupil voice provides leaders with a clear evidence base for evaluating impact.

The next stage is to strengthen the connection between pupils' substantive knowledge and their practical application, supported by the introduction of the Ed Start curriculum and an increase to two Ed Start sessions each week in 2026–27.