

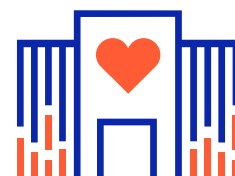


YOUTH
SPORT
TRUST

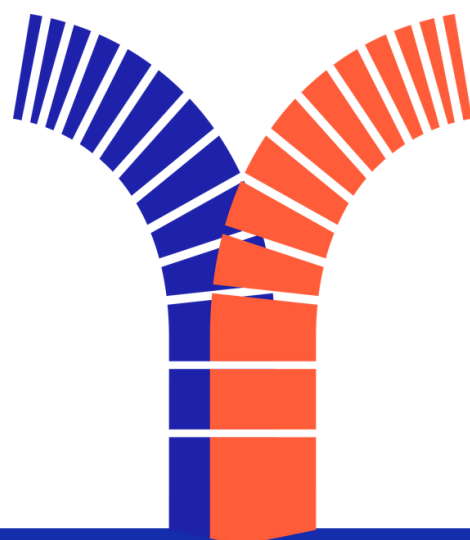
WELL
SCHOOL
COMMUNITY



Further Reading Guide: Tackling Disadvantage Through Community Engagement



Well Culture.



This resource has been designed based on the Well Schools Well Culture pillar.

Pupil premium and evidence-informed strategy

[DfE – Using pupil premium: guidance for school leaders](#)

Current expectations for evidence-informed use of pupil premium, the menu of approaches and annual strategy statements.

[DfE – Pupil premium overview](#)

Funding purpose, eligibility, accountability and current-year information.

[Education Endowment Foundation – The EEF Guide to the Pupil Premium](#)

A practical approach to diagnosis, evidence selection, implementation and review.

Implementation and high-quality teaching

[Education Endowment Foundation – A School's Guide to Implementation](#)

Guidance on exploring, preparing, delivering and sustaining change.

[Education Endowment Foundation – Teaching and Learning Toolkit](#)

Accessible summaries of evidence on commonly used approaches.

Attendance & Family engagement

[DfE – Working together to improve school attendance](#)

Statutory guidance on roles, early support, persistent and severe absence, and partnership working.

[DfE – Communicating with parents about school attendance](#)

Practical guidance, templates and communication principles for schools.

[DfE – RISE support for improving attendance in schools](#)

Professional development and school improvement resources for attendance.

ttendance & Family engagement

Mental Health, wellbeing and belonging

[DfE – Promoting and supporting mental health and wellbeing in schools and colleges](#)
Resources for a whole-school approach, including leadership, curriculum, attendance and support pathways.

[DfE – Mental health and behaviour in schools](#)

Guidance on identification, whole-school culture and working with external agencies.

Physical activity, PE and wider opportunity

[DfE – PE and sport premium guidance for primary schools](#)

Current expectations for sustainable use, inclusion, monitoring and reporting.

[Youth Sport Trust – Resources and insight](#)

Resources supporting physical literacy, wellbeing, inclusion and the role of sport in school improvement.

7. Flourish

Martin Seligman

Why read it?

Introduces the PERMA model of wellbeing (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment).

Key takeaway for school leaders

Schools should intentionally develop wellbeing alongside academic outcomes.

Practical implication

Physical activity contributes to all five elements of PERMA and can therefore become a practical mechanism for delivering a wellbeing strategy.

8. The Children's Wellbeing and Schools Agenda

Explore recent reports from:

- Youth Sport Trust
- Sport England Active Lives
- Centre for Social Justice (Inactive Nation)
- Association for Physical Education (afPE)

Collectively these reports argue that physical activity should be viewed as a preventative and protective factor for children's health, attendance, wellbeing and future life outcomes.

Improvement planning alongside literacy, attendance and wellbeing priorities.

Suggested Reading Sequence for Busy School Leaders

If time is limited:

Start Here

1. Youth Sport Trust – The Link Between Physical Activity and Attainment
2. Youth Sport Trust – PE and School Sport Annual Report

Then Read

3. John Ratey – Spark
4. John Hattie – Visible Learning

Finally Explore

5. Creating Active Schools Framework
 6. Margaret Whitehead – Physical Literacy
 7. Martin Seligman – Flourish
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Three Leadership Questions to Reflect On

1. How much of our school day enables movement rather than restricts it?
2. Are we treating physical activity as a curriculum subject, or as a whole-school strategy for learning, wellbeing and inclusion?
3. If wellbeing, attendance and attainment improved over the next three years, what role would physical activity have played in that success?

The strongest evidence increasingly suggests that schools should stop viewing physical activity as something that sits alongside learning and instead recognise it as one of the conditions that helps learning, wellbeing and development flourish.



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