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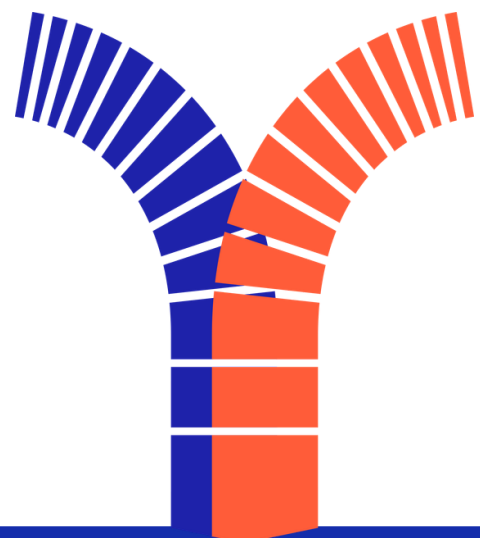
WELL
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Further Reading Guide: **Daily Physical Activity -** **Intentional movement** **across the whole school** **day**



Move Well.



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

1. UK Chief Medical Officers' Physical Activity Guidelines (5-18 years)

Why read it?

To anchor whole-school decisions in the recommendation that children and young people average at least 60 minutes of physical activity a day across the week, spread across the day.

Key takeaway for school leaders

Daily movement is accumulated; it does not need to sit in one lesson or one long block.

Practical implication

Map where movement already happens, then address the long sedentary stretches and the pupils least likely to access those opportunities.

2. Youth Sport Trust - Active 30:30

Why read it?

To explore a whole-school approach to reducing sedentary behaviour and building activity outside curriculum PE.

Key takeaway for school leaders

An active-school culture depends on routines, environment, staff confidence and leadership, not a single activity.

Practical implication

Use a day audit and a movement menu so staff can make purposeful choices without having to invent activities each time.

3. Education Endowment Foundation - Physical Activity

Why read it?

To consider the evidence with appropriate caution: physical activity has valuable health, wellbeing and developmental benefits, with a small average positive effect on attainment.

Key takeaway for school leaders

Quality and implementation matter; movement should not be oversold as an automatic academic intervention.

Practical implication

Define the problem a movement moment is intended to address, then monitor both participation and learning-readiness indicators.

4. Youth Sport Trust - PE & School Sport: The Annual Report 2026

Why read it?

To understand current inequalities in access, activity and school-day provision.

Key takeaway for school leaders

A universal offer can still produce unequal participation if confident, sporty or less restricted pupils benefit most.

Practical implication

Disaggregate participation by phase, sex, SEND, disadvantage and other locally relevant groups.

5. EEF – A School's Guide to Implementation

Why read it?

To plan movement as a manageable change process rather than a launch event.

Key takeaway for school leaders

Explore, prepare, deliver and sustain; attend to staff capacity, fit and implementation quality.

Practical implication

Trial a small number of movement moments, gather staff and pupil feedback, adapt, then scale.

Suggested Reading Sequence for Busy School Leaders

Start here: UK CMO guidelines and Active 30:30. Then read: EEF Physical Activity and the YST annual report. Finally explore: the EEF implementation guidance alongside this pack's audit and trial tools.

Leadership reflection questions

- Where are the longest periods of sitting or inactivity in a typical day – and for whom?
 - Are we adding movement, or redesigning routines so movement supports connection, readiness, regulation and belonging?
 - Which pupils experience the fewest meaningful movement opportunities, even when provision is technically available?
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