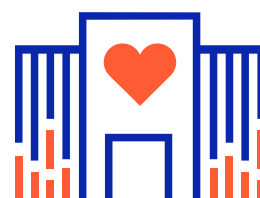


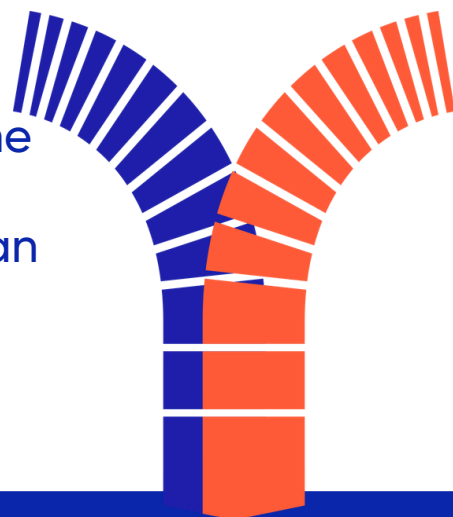


Tackling Disadvantage Through Community Engagement: Top tips & reflective questions

Drawing on the approaches shared during the session with Manchester Communication Academy, the following recommendations can support school leaders looking to develop community engagement as part of their Well School journey.



Well Culture.



01 Begin with fully rounded analysis



Bring together school data, local intelligence and structured listening. Avoid treating pupil premium eligibility as a complete picture of need.

02 Name the barriers before choosing the interventions

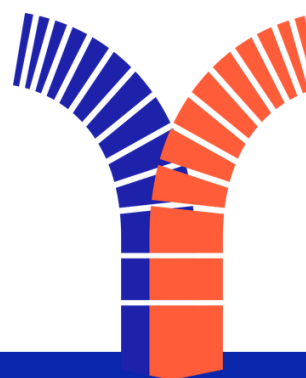


State the problem in observable terms—for example, limited participation, weak reading fluency, transport barriers or anxiety-related absence—before selecting a response.

03 Protect excellent teaching



A The wider strategy should strengthen, not distract from, curriculum quality, literacy, assessment and professional development.

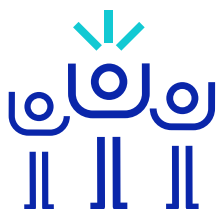


04 Design for access, not availability



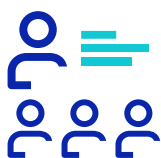
Track who takes part in clubs, trips, leadership, sport and enrichment. Remove practical barriers such as cost, kit, confidence, timing and transport.

05 Build trusted relationships



Identify the adults who know pupils and families well. Make relational work intentional, supervised and connected to safeguarding and inclusion systems.

06 Work with families, not around them



Use respectful, two-way communication. Ask what would make engagement easier and avoid deficit language.



07 Build a small, accountable partnership network

Choose partners because they address a defined barrier. Agree roles, referral routes, information-sharing boundaries and review arrangements.



08 Use assets creatively

Map staff expertise, facilities, pupil leaders, community spaces, local services and existing funding before creating something new.



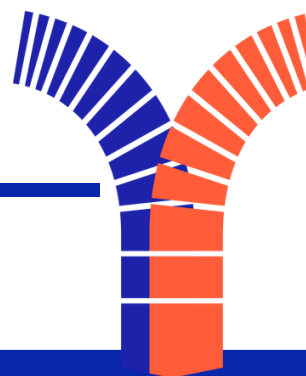
09 Measure reach, quality and change

Ask: Did the intended pupils access it? Was it delivered well? What changed? Use both numbers and pupil/family voice.



10 Make stopping part of the strategy

Set review dates. End or redesign activity that is poorly attended, duplicative, burdensome or not improving the intended outcome.



A 30 days starting plan

Week 1

Agree the three most important barriers for disadvantaged pupils.

Create a one-page diagnostic drawing on data and lived experience.

Week 2

Map current provision and participation.

Create a provision map showing universal, targeted and specialist support.

Week 3

Test the map with pupils, families, staff and partners.

Identify gaps, duplication and access barriers.

Week 4

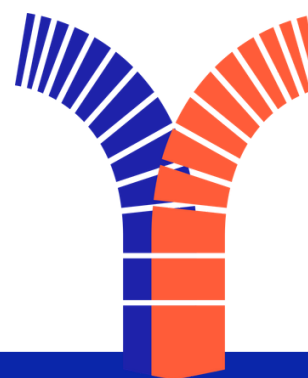
Choose two or three implementation priorities.

Create a plan with named owners, milestones, measures and review dates.



Reflection Questions for Leadership Teams

- Which identified barrier does this address?
- Which pupils should benefit, and how will we ensure they take part?
- What is the evidence or rationale for this approach?
- What will staff need to deliver it well?
- How does it connect to curriculum, attendance, safeguarding and inclusion?
- What will success look like after one term and after one year?
- What will we stop, reduce or combine to create capacity?
-





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