



# Key facts about...

## The impacts of physical activity and school sport for those facing school exclusion



For more facts, please visit [here](#) to access the Youth Sport Trust's Knowledge Bank.

Children and young people in alternative provision settings are typically from the most deprived regions and localities – where they are provided less accessible community level opportunities to participate in sport ([Tejerina-Arreal et al., 2020](#); [Brinkley, 2024](#)).

Children and young people who form positive relationships with their physical education teacher are better able to control their emotions during stressful times ([Aldrup et al., 2018](#)).

Physical education can act as a catalyst for developing friendships, which can be beneficial for those with poor social skills ([Bailey, 2016](#)).

The health benefits accumulated through sport and exercise could be more significant for excluded pupils, given the potential for wider developmental benefits ([Simmons et al., 2024](#)).

Children and young people excluded from mainstream education participate in 13% less sport than their mainstream peers ([Brinkley, 2024](#)).

Only 49% of alternative provision practitioners have stated that they have access to a dedicated indoor space for their physical education lessons ([Quarmby et al., 2022](#)).

Children and young people who participate in physical activity programmes are reported to be happier within school, less disruptive in large group situations and more able to work with others ([Sandford et al., 2008](#)).

Only 57% of alternative provision practitioners have suggested that physical education is taught by a specialist teacher, and it is only a compulsory subject across 78% of alternative provision settings ([Quarmby et al., 2022](#)).