



**YOUTH  
SPORT  
TRUST**

**Fiona Beckham**  
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We're the UK's leading charity  
for improving the education  
and development of **every**  
**child** through **play** and **sport**

# PE and School Sport Partnerships Network

## What is it?

In June 2025, the [Prime Minister announced the introduction of new School Sports Partnerships](#) and an Enrichment Framework, to give all young people equal access to sport and extracurricular activity.

## Current status?

The Department for Education is procuring a national delivery partner to design, implement and manage a PE and School Sport Partnerships Network, focusing on enhancing PE, physical activity and school sport.

## What happens next?

Following a [market engagement event in September](#), the publication of tender notice has been delayed until early 2026.

## Did you know?

The Department has allocated £15m a year for the delivery of the new Network for 3 years, with the option of extending for an additional fourth year. Information about additional 'pass-through' funding is yet to be confirmed.

# CONSORTIA



# Timeline

- Early 2026 – ITT launch
- 8 week period – ITT close
- Contract Award – by end of April
- April - May – co-creation phase
- September – Pilot PE and School Sport Network commences



# Enrichment Framework

## What is it?

The Department for Education is [developing a new Enrichment Framework](#), informed by experts from schools, youth, sports, arts and research and which will cover a range of activities including sport.

## Current status?

The Enrichment Framework is being developed as non-statutory guidance and is expected to set out what a high-quality enrichment offer looks like, as well as advice for schools on how to be strategic.

## Did you know?

The Government intends for the Enrichment Framework and new PE and School Sport Partnerships Network to align to deliver equal access to high-quality extra-curricular activities.

## What happens next?

The new Enrichment Framework is expected to be published in 2025 – however, a launch date has yet to be confirmed.

# Enrichment for All: Benchmarks

- **Entitlement for ALL.** To be reported via new School Profiles
- **Civic Engagement:** *Volunteering*
- **Arts & Culture: Cultural capital:** *Visits to the Theatre.*
- **Nature, Outdoor & Adventurous:** *DoE, OPAL, Residential*
- **Sport & Physical Activity:** *Competitive sports and exercise opportunities.*
- **Developing wider life skills:** *Cooking, debating, personal finance*
- *80 hours per child, per year. Inclusive and tracked.*



# Curriculum and Assessment Review

## What was it?

Professor Becky Francis led [an independent review of curriculum and assessment](#), to ensure they are fit for purpose and balance ambition, excellence, relevance, flexibility and inclusivity.

## Current status?

The Review [published its final report in November 2025](#), including recommendations about specific subjects such as PE, and enrichment.

## Did you know?

The Department for Education [recently tendered for curriculum drafters](#), to revise programmes of study and qualification content following the Review's final report publication.

## What happens next?

The Government has responded to indicate which elements of the Review it will take forward.



# Government response to CAR

## What is it?

The [Government responded to the Curriculum and Assessment Review's final report](#), including:

### PE

- Plans to revisit the aims of PE across all four key stages
- Ensures KS4 curriculum has a clear purpose encouraging 2 hours per week
- Distinguishes PE GCSE from the KS4 curriculum
- Highlights the role of PE in supporting wellbeing and educational outcomes

### Enrichment

- Introduces a new core enrichment offer for every school including sport
- Developing benchmarks alongside schools, colleges and sector experts
- Includes enrichment in new school profiles and future Ofsted inspection toolkits
- Highlights role of future PE and School Sport Partnerships Network in delivering enrichment

## What happens next?

The new curriculum will be published in spring 2027, introduced September 2028.

# Ofsted school report cards

## What is it?

[Ofsted is introducing new school report cards](#) fulfilling a Labour manifesto commitment, with an ambition to give parents better and more detailed information and to replace single-word judgments.

## Current status?

In September 2025, [Ofsted published a response to a consultation](#) changing the proposed grades, reducing core inspection areas and introducing a school narrative to be read alongside the report cards.

## What happens next?

School inspections will resume with volunteer schools from 10 November, before inspections are rolled out in full from 1 December.

## Did you know?

At the same time, [school profiles will be piloted](#) with an aim to launch in 2026-27, including performance data, information about wellbeing and a school's enrichment offer, and attendance and achievement.

# Children's Wellbeing and Schools Bill

## What is it?

A [Bill which introduces reforms](#) including free primary breakfast clubs, limits on branded school uniform items, and changes including to academies, as well as children's social care.

## Current status?

The Bill has passed through the House of Commons and is currently in the House of Lords, where in Report Stage, Peers are considering further amendments to the Bill

## What happens next?

Date for next session to be announced, upon clearing Report stage the Bill returns to the Commons to consider Lords' amendments.

## Did you know?

Amendments debated so far include a national wellbeing measurement for children, and a national strategy for PE and sport in schools. Although not incorporated into the Bill, both received positive responses from ministers.

# Breakfast clubs

## What is it?

An ongoing rollout of free breakfast clubs in primary schools, implementing a manifesto commitment. The clubs deliver 30-minute sessions before school where children get a free breakfast.

## Current status?

750 Early Adopter schools began delivering free breakfast clubs through the scheme in April 2025. The Government has announced a further 2,000 schools will join the rollout from April 2026.

## What happens next?

The Government has published guidance which highlights the potential to deliver enrichment including sports and physical activities.

## Did you know?

In announcing new partnerships with brands such as Morrisons and Weetabix, the Government highlighted this could free up funds to focus on enrichment activities like board games or sport.

# School uniform and PE kit

## What is it?

The Children's Wellbeing and Schools Bill makes provision for branded items of school uniform to be limited to three at primary and four at secondary school, including PE kit and clothes for after-school activities.

## Current status?

The [Department for Education has published draft statutory guidance for schools](#) on the assumption the Bill passes, as well as [making schools aware of topics to consider including the use of active uniform](#).

## What happens next?

Schools are now expected to begin taking action to comply before parents begin purchasing uniform items for the next academic year.

## Did you know?

The new guidance recommends schools should avoid being overly specific in PE kit requirements and keep the number of items of kit required to a minimum, remaining mindful of costs for parents.

# National Youth Strategy

## What is it?

The Department for Culture, Media and Sport is leading the development of a [new National Youth Strategy](#), to inform services, facilities and opportunities for young people outside the school gates.

## Current status?

The Department held a national listening exercise with young people, alongside deep-dive discussions. There have also been announcements on funding for spaces and youth work in high-priority areas.

## What happens next?

The new National Youth Strategy outlines the ambition to utilize £22.5m across 3 years to support up to 400 schools to provide youth-voice led tailored enrichment offer - delivered through PE & School Sport Partnerships, National Centre for Arts and Music Hubs.

## Did you know?

[Funding from the Dormant Assets Scheme Strategy](#) is being used to increase youth opportunities including access to physical activities and sports and informed by youth voice.



# Schools White Paper

## What is it?

The Department for Education is producing a Schools White Paper, which is expected to include SEND reforms and with a vision to 'lay the path for national renewal to take schools into the 2030s.'

## Current status?

In a [letter to the Chair of the Education Committee](#), Secretary of State Bridget Phillipson set out 5 principles to underpin SEND reform – early, local, fair, effective and shared.

## Did you know?

A White Paper is a government policy document which set out proposals for future legislation, and often form the basis for further consultation before inclusion in a Bill.

## What happens next?

The White Paper has now been delayed until 'early in the new year' to allow for a further period of co-creation.



A young girl with dark hair in a ponytail, wearing a white tank top with orange and green patterns and green shorts, is running barefoot on a green mat. The background is a blurred indoor setting with a white chair and a rug. The image is overlaid with colorful geometric shapes: a large cyan and orange fan-like shape on the left, a cyan and orange checkered pattern at the bottom left, and a cyan line with white dashes at the top right.

# *Unstoppable* energy

## Talking Point – Someone you haven't spoken to today

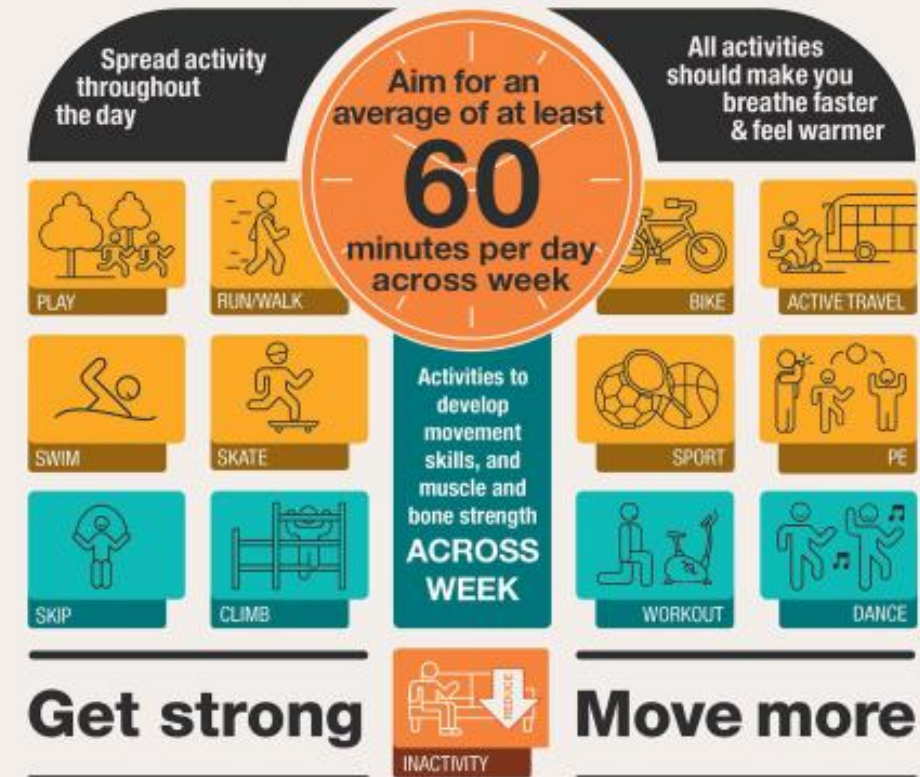
Do you notice any correlation between your least active students and their progress, achievement and wellbeing in school?

# Chief Medical Officer Physical Activity Guidelines

- *Recommends children and young people (ages 5-18) should engage in an average of at least 60 minutes of moderate to vigorous intensity physical activity each day.*
- *This includes all forms of activity, such as play, sports, physical education, and active travel.*



## Be physically active



Find ways to help all children and young people accumulate an average of at least 60 minutes physical activity per day across the week



# The Benefits of Physical Activity



Physical activity in childhood improves academic outcomes ([source](#))

Fitter students report better wellbeing and stronger achievement ([source](#))

Community activity programmes show real impact. ([source](#))

Access to green space boosts attention and working memory ([source](#))

Small improvements in activity lead to big gains in mental health ([source](#))

Active lessons help with focus, writing, and maths ([source](#))

# The Benefits of Active Schools



Immediate Impact	Mid-term Impact	Long-term Impact	Life-long Impact	Generational Impact
Cognitive Function Executive Function Mood Engagement	Attendance Behaviour Wellbeing Progress	Progress Attainment Achievement Academic Performance	Higher Education Employment Lower Sickness Higher Pay	Volunteering Community Cohesion Lower Healthcare costs Active Kids

# Relevant Sources of Evidence

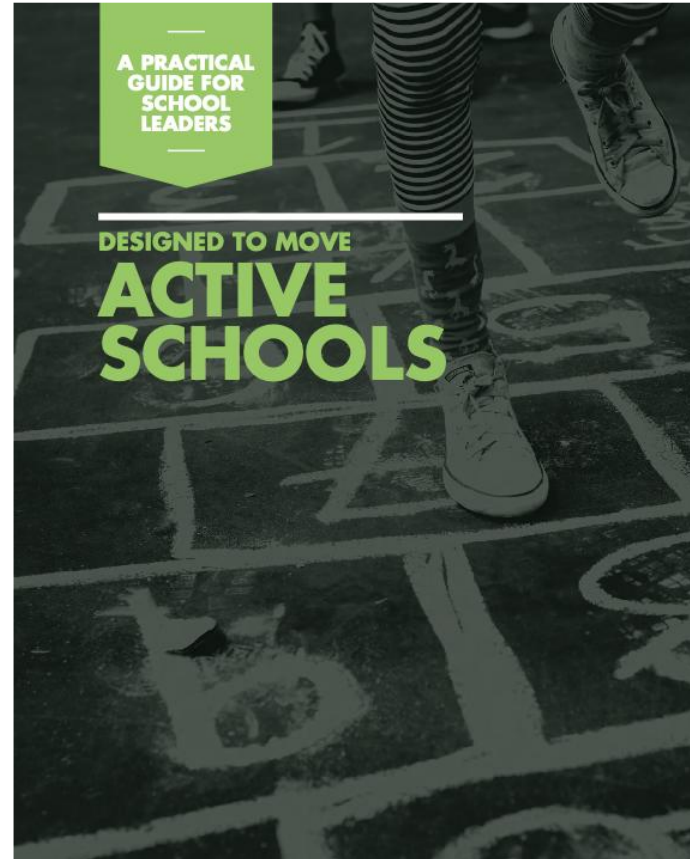


Protecting and improving the nation's health



## Active mile briefing: implementation guide

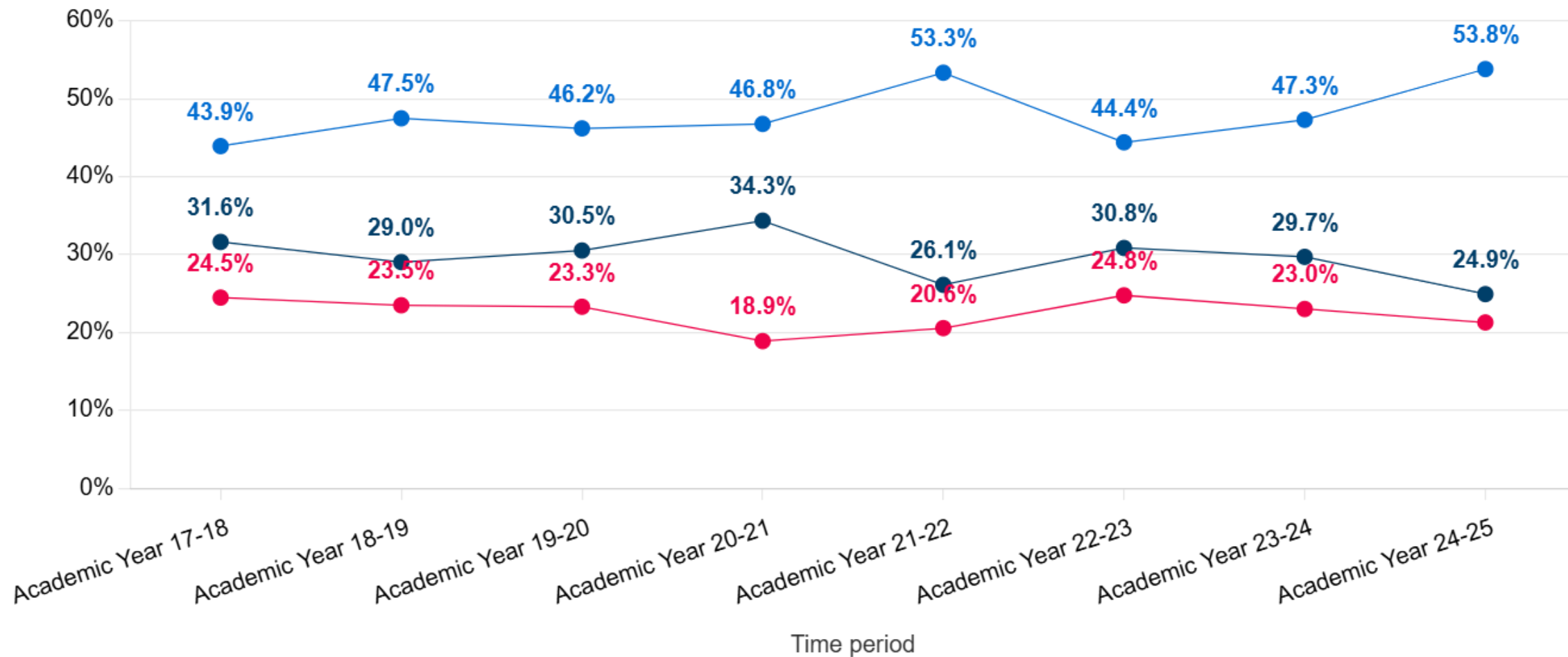
A briefing for public health teams, commissioners, schools, headteachers and teachers



## What works in schools and colleges to increase physical activity?

A resource for head teachers, college principals, staff working in education settings, school nurses, directors of public health, Active Partnerships and wider partners.

# Active Lives Data



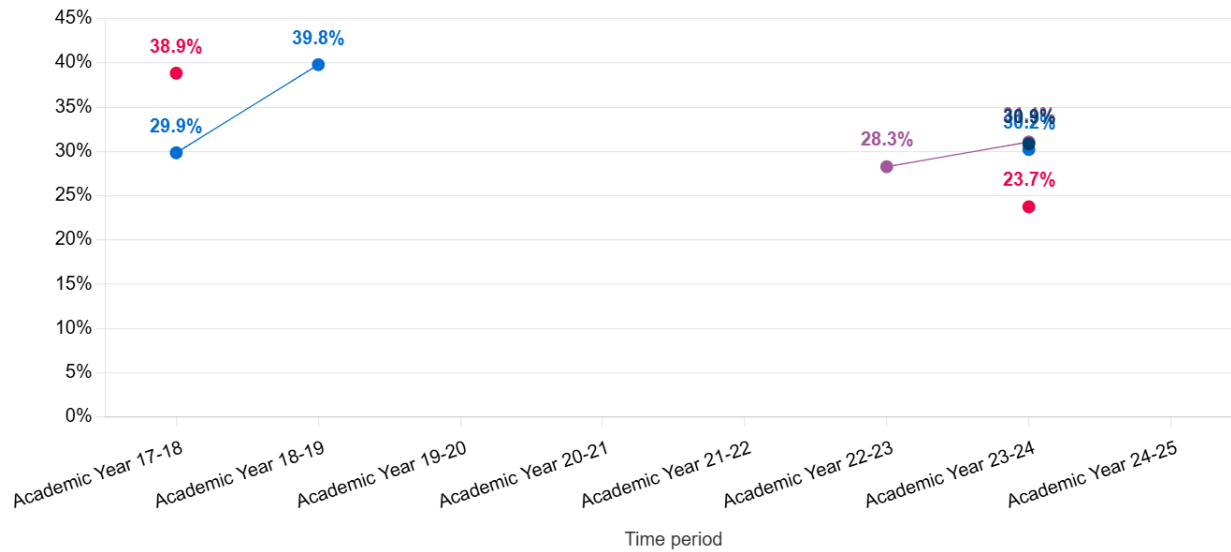
% Levels of activity:

- Less active: less than an average of 30 minutes a day
- Fairly active: an average of 30-59 minutes a day
- Active: an average of 60+ minutes a day



# Active Lives Data

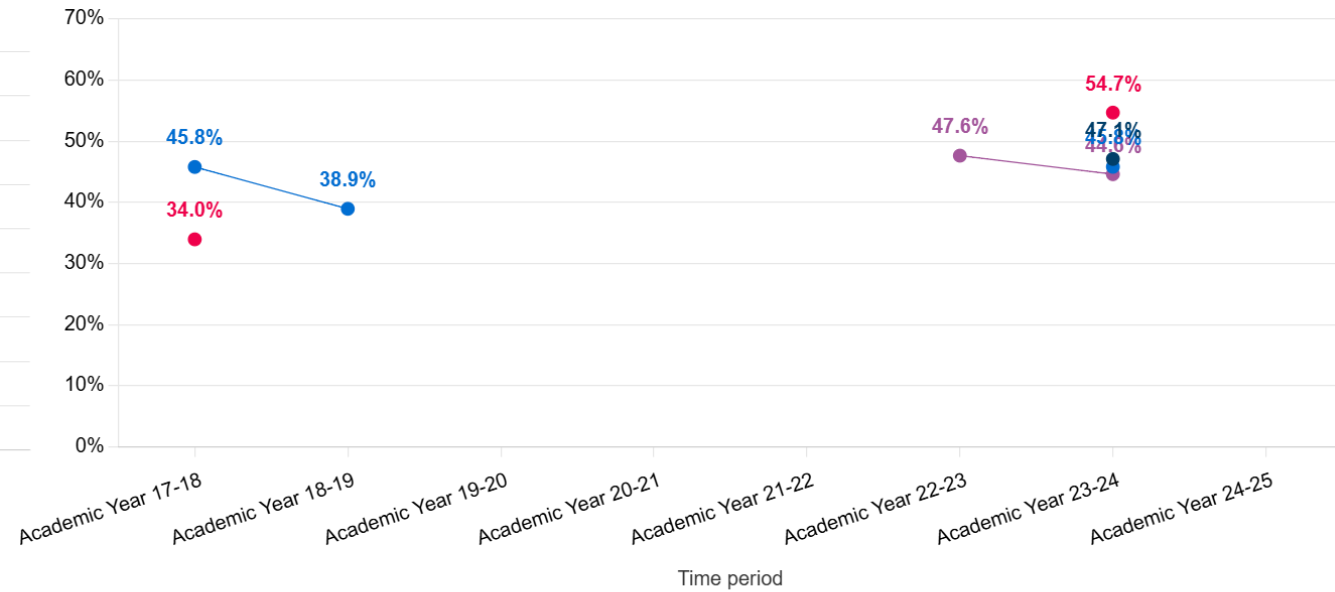
## Less than an average 30 mins



% Levels of activity by Location:

Halton LA Knowsley LA Sefton LA St. Helens LA

## An average of 60 mins

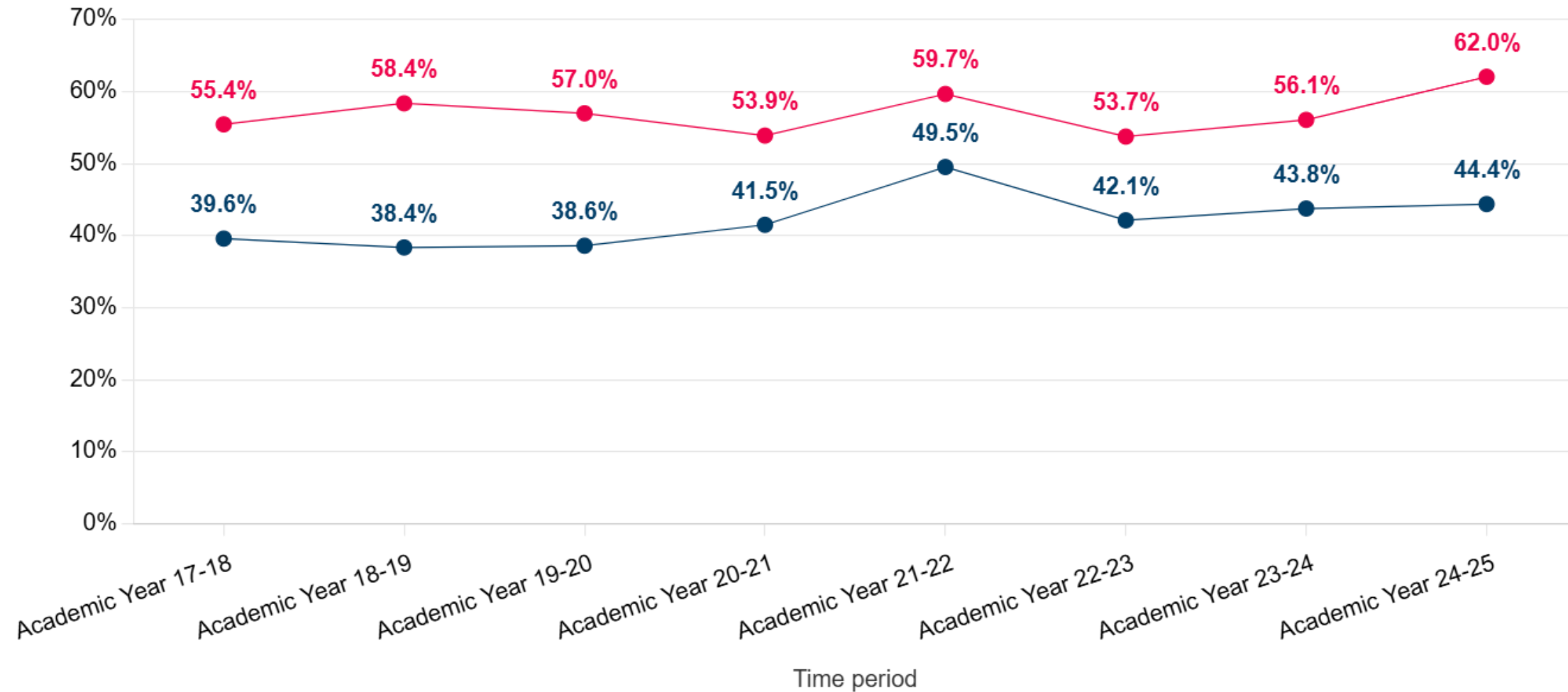


% Levels of activity by Location:

Halton LA Knowsley LA Sefton LA St. Helens LA

# Active Lives Data

Merseyside

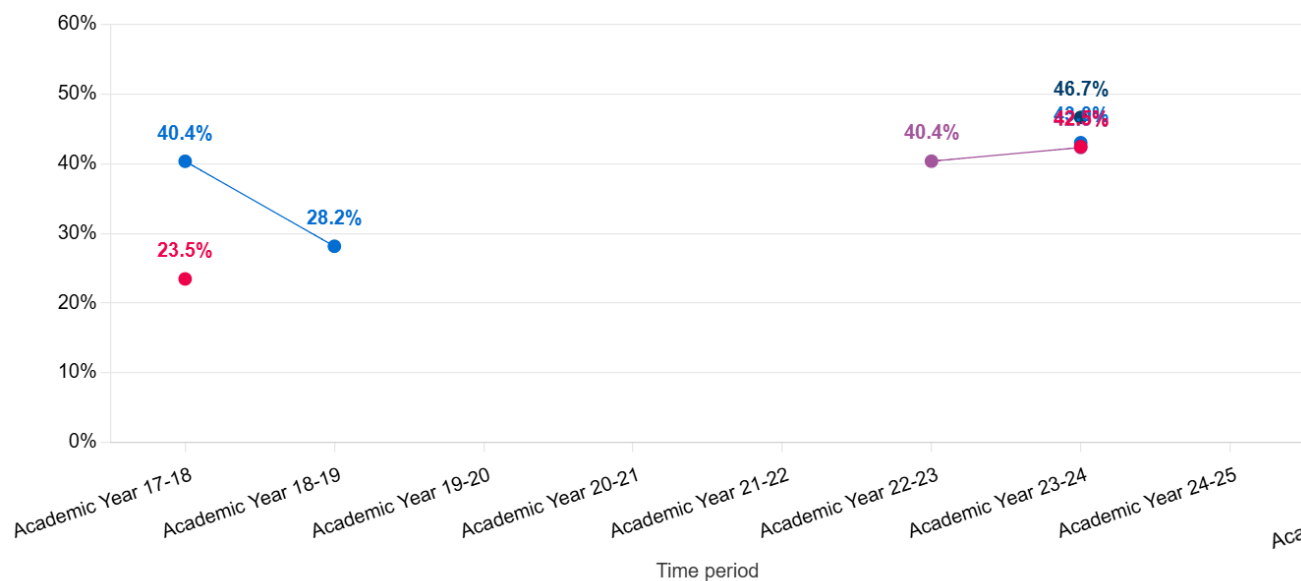


% During school hours or outside of school hours activity:

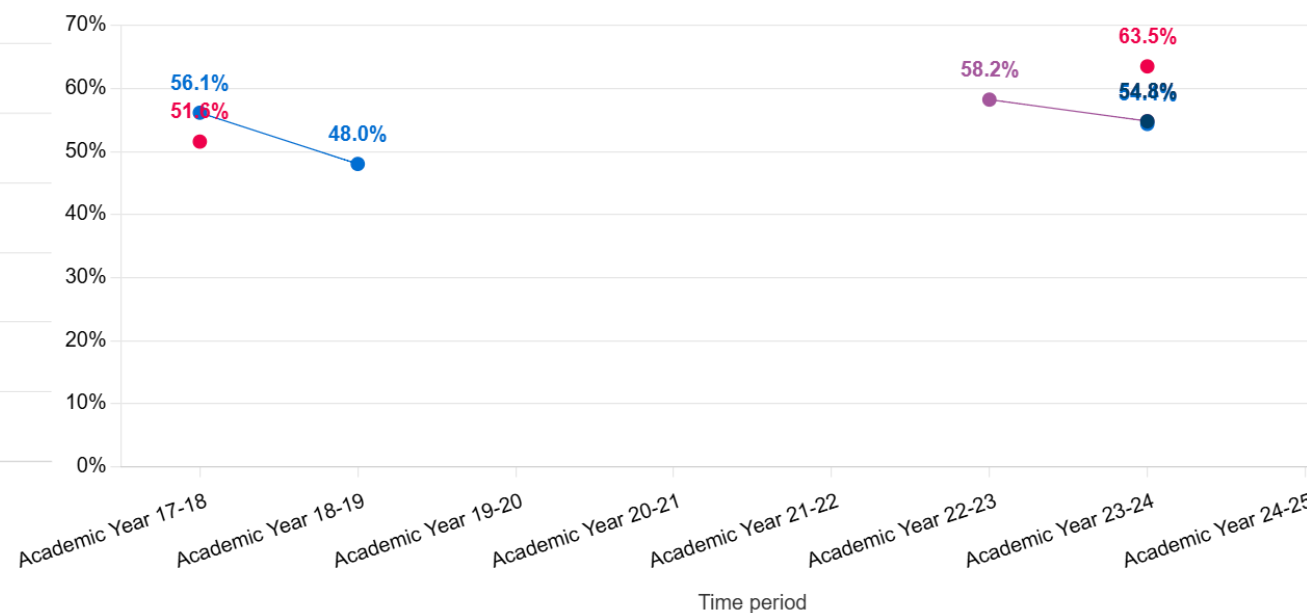
■ During school hours: an average of 30+ minutes a day ■ Outside of school hours: an average of 30+ minutes a day

# During and Outside School Hours

During school hours an average of 30 mins



Outside of School hours an average of 30 mins



% During school hours or outside of school hours activity by Location:

Halton LA Knowsley LA Sefton LA St. Helens LA

% During school hours or outside of school hours activity by Location:

Halton LA Knowsley LA Sefton LA St. Helens LA







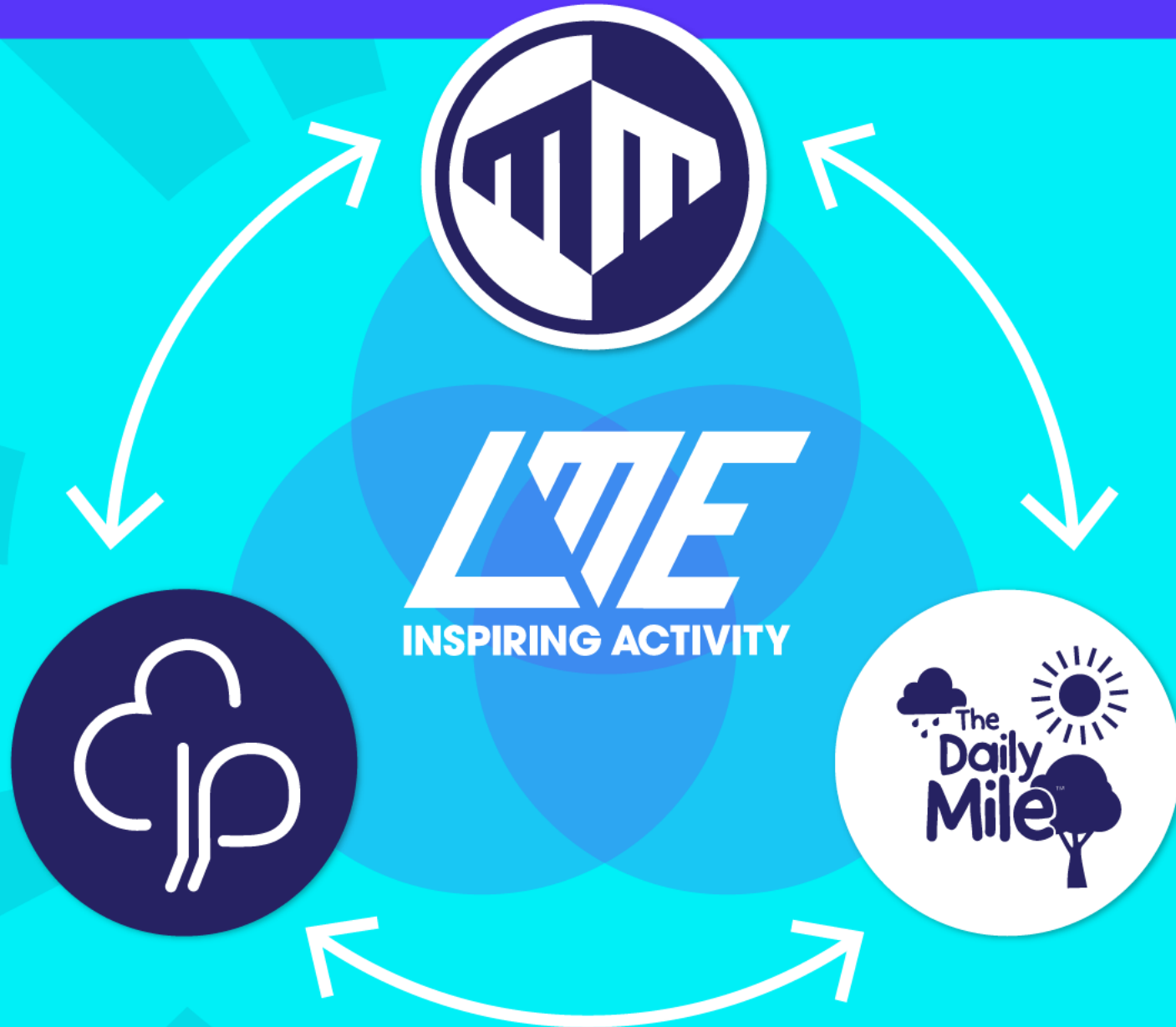
# London Marathon Foundation Emma Mackenzie CYP Lead (North)



**INSPIRING ACTIVITY FOR  
CHILDREN AND YOUNG PEOPLE**



# PARTICIPATION PATHWAY : From playground, to park, to finish line



# The Daily Mile



## CORE PRINCIPLES



### QUICK

15 minutes in class time  
at least 3 x a week



### INCLUSIVE

Whole Child,  
Every Child,  
Free



### FUN

Run, wheel or walk  
outdoors together

# THE DAILY MILE – THE IMPACT

## THE BENEFITS OF PHYSICAL ACTIVITY

### HOW THE DAILY MILE CAN HELP

Taking part in regular physical activity has lots of benefits for children's physical health, mental health and wellbeing, and their learning



It improves bone health and muscle strength in children



It enhances fitness and improves heart health



It supports self-esteem and happiness



It reduces body fat and promotes healthy body composition



It helps reduce anxiety and increases confidence



It improves focus and concentration and can help improve classroom behavior



It improves memory function, maths and problem solving and performance



It supports improved academic attainment and cognitive performance

### PHYSICAL HEALTH AND WELLBEING

The Daily Mile helps children be more active and less sedentary and significantly increases their fitness levels.

The Daily Mile improves children's body composition by reducing body fat and has a positive impact on body mass index in girls.

### MENTAL HEALTH AND WELLBEING

Children report feeling happier, more awake and calmer after doing The Daily Mile and improves attitudes towards physical activity

Teachers report that The Daily Mile improves teacher-child and peer-to-peer relationships.

### LEARNING

The Daily Mile increases children's alertness and can help increase verbal memory – these skills enhance children's ability to learn.

Teachers report that The Daily Mile helps children's attention, focus and concentration in class and its social nature supports children to work better together.

## STAFF AND PUPIL QUOTES

"They're out with their friends, they're in a positive environment and an exercise environment – It contributes to the culture within the school."

**Parent**

"The children love The Daily Mile and it gives them a good chance to take part in physical exercise. It's also a great 'brain break' and gives children the opportunity to revitalise ready for learning."

**Teacher**

"You can do laps without even knowing you're doing them 'cos you're talking and having fun with your friends."

**Pupil**

"The Daily Mile – It keeps you healthy, it keeps you fit, it's great exercise and I just love it!"

**Pupil**

"For any other school thinking of starting The Daily Mile, I would definitely recommend it. You don't need any equipment, it's completely free, the children themselves love it, and we've noticed even the staff love it and getting their wee moment outside for a bit of fresh air. It's great for everybody so I'd definitely recommend any school to give it a go!"

**Teacher**

"I'm a Great Daily Miler because it helps me focus in class more."

**Pupil**



# Impact– whole school culture

- Increased overall daily activity levels (pupil voice, data driven, staff feedback)
- Improved concentration and behaviour in lessons
- More positive attitudes to movement from pupils and staff
- Children feel more confident to being active
- Increased uptake of: Playtime activity, After-school clubs and Active travel

**The Daily Mile is whatever you need it to be** – we have pupils who compete and track every step/lap, and we have children who just like to walk and talk with their friends



# Beyond the Daily Mile: Creating an Active School

## The Daily Mile:

- normalises movement during learning time
- encourages active classrooms
- builds staff confidence to try other initiatives
- links with: Active lessons, Active playtimes and Active travel
- aligns with whole-school wellbeing priorities
- makes movement a part of everyday school life



Walk, jog, run,  
skip around the  
course, volunteer  
or spectate

A weekly 2k  
community event  
for 4 to 14 year olds  
in green spaces

Events are  
created and run by  
amazing volunteers  
of all ages

It's fun, free,  
every Sunday at  
9am & everyone  
is welcome!



**junior parkrun**

**How to become a parkrun primary:**

Register as a **parkrun primary** and connect with your local event.

Host a junior parkrun school assembly.

Share information with parents and carers.

Attend your local event together.

“junior parkrun has helped remove barriers and encourages participation in physical activity for our pupils. These types of consistent, community-based opportunities are essential. It's not just about fitness, it's about belonging, confidence, and continued growth.”  
— Mr Reuben, at Cricket Green School.

You are now a **parkrun primary**, great job and welcome to the parkrun family!

Sign up to receive your **parkrun primary toolkit** (also available in Welsh) including customisable assembly presentation, communication templates, guidance and much more here:  
<http://parkrun.me/jpreg>

A map of a parkrun primary location with numbered markers 1 through 5. The map shows a green park area with a path. Marker 1 is at the top, marker 2 is on the right, marker 3 is on the right, marker 4 is at the bottom, and marker 5 is on the left. The map is surrounded by a yellow border with text and icons.





**Emma Mackenzie**

Children and Young Person Lead- North

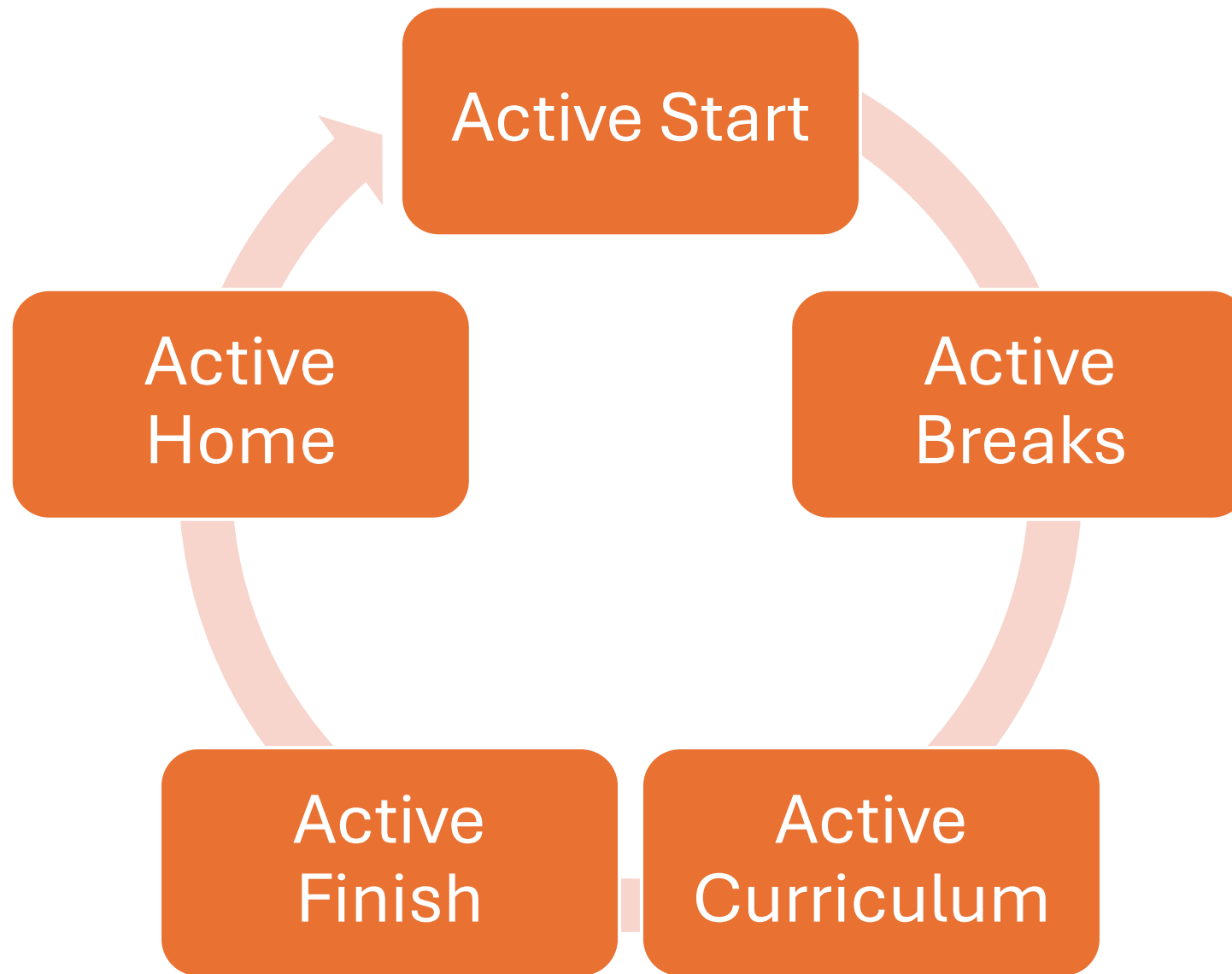
[emma.mackenzie@londonmarathonfoundation.org](mailto:emma.mackenzie@londonmarathonfoundation.org)

# Opportunities for Improvement



Look at the school day and identify opportunities for ‘micro-activities’ – incremental increases in physical activity and incremental reductions in sedentary behaviour amongst staff and students.





An **active start** to the day gets young people ready to learn

Active  
Travel?

Activity  
Clubs?

Rewards &  
Incentives?

### Ask Yourself:

What's already in place?

What small incremental changes or quick wins can you make?

How can you drive change as subject lead?



- Use Sports reps to organise Dance.

Soft start - Sensory

Walk to school -  
walking bus

Living Streets -  
WOW travel.

Sport club  
before school  
Judo Dance  
Fencing.

### Future

- Daily mile
- Active Maths (marching counting after registration)

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[www.youthsporttrust.org](http://www.youthsporttrust.org) | @YouthSportTrust



# Active Breaks for engagement, wellbeing & learning

Play spaces  
for activity

Semi-  
formal &  
informal?

Lesson  
breaks?

## Ask Yourself:

What's already in place?

What small incremental changes or quick wins can you make?

How can you drive change as subject lead?



## Active Breaks

WWD

- Gro noodle
  - Brain gym
  - Opal playtime
  - Playleaders
  - gym equipment
  - Football/basketball
  - Gardening - Eco Warriors
  - bikes
  - Sport cups
  - Sports reps - games
  - trampoline
  - Daring GO
- Happy lunchtimes

- resistance training
- Teachers join in games.
- enrichment
- barriers with welfare staff  
↳ CPD training
- more time for staff to run events/games

**Active Breaks** for engagement, wellbeing & learning

Play spaces  
for activity

Semi-formal  
& informal?

Lesson  
breaks?

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# Active Curriculum for better progress and achievement

Active lesson  
breaks?

Active  
teaching &  
learning?

Reducing  
sedentary  
behaviour?

## Ask Yourself:

What's already in place?

What small incremental changes or quick wins can you make?

How can you drive change as subject lead?



## Now

- Sensory circuits
- Daily mile
- Continuous provision
- Brain Breaks <sup>active</sup> <sub>music tracing</sub>
- Wake up shake ups
- Using support staff
- Enrich subscription
- Active maths -
- Skip counting
- Music - actions/dances
- Forest School
- Happy lunchtimes
- Sensory breaks - active ones

## Future

- more cross curricular

**Active Curriculum** for better progress and achievement

Active lesson  
breaks?

Active  
teaching &  
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Reducing  
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### Ask Yourself:

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[www.youthsporttrust.org](http://www.youthsporttrust.org) | @YouthSportTrust



# Active Finish for innovative, inclusive after-school clubs

Targeted groups?

Engaging with the wider community?

Training for school staff?

## Ask Yourself:

What's already in place?

What small incremental changes or quick wins can you make?

How can you drive change as subject lead?



## Now

- Multi-Skills (TA/Teacher led)
- LFCF - targetting specific year groups and skills
- Paid coaches
- Active after-school club
- SEN/Transition comps in local high schools
- Healthy Schools Family group - low uptake
- Sensory breaks during transitions.
- Hiring out school facilities to local sports clubs.

## Future

**Active Finish** for innovative, inclusive after-school clubs

Targeted groups?

Engaging with the wider community?

Training for school staff?

### Ask Yourself:

What's already in place?

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[www.youthsporttrust.org](http://www.youthsporttrust.org) | @YouthSportTrust



# Active Home by engaging with families

Targeted groups?

An active community around school?

Training for parents & families?

## Ask Yourself:

What's already in place?

What small incremental changes or quick wins can you make?

How can you drive change as subject lead?



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[www.youthsporttrust.org](http://www.youthsporttrust.org) | @YouthSportTrust



Bikeability

Newsletter to advertise events.

Trikids

School website

Pupil Power

Pupilvoice

Social media to promote.

Children's University

Input from community clubs/groups.

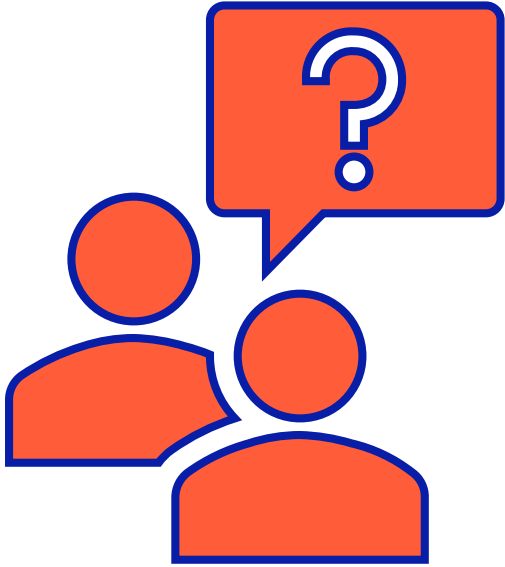
Assembly to celebrate outside of school achievements.

Walk to school tracker



"Walk on Wednesday"

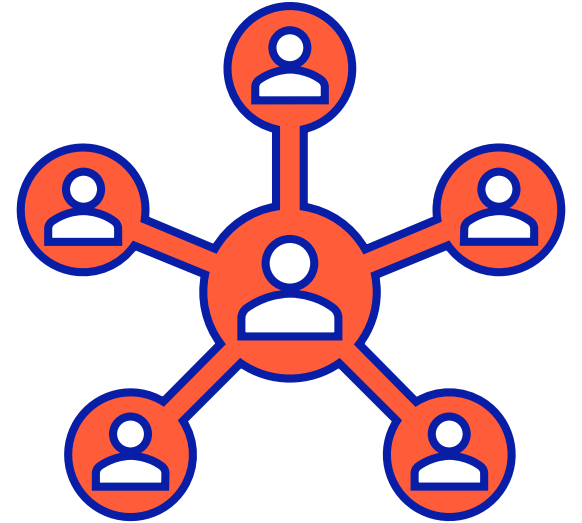
# Next Steps...



**Any questions?**



**What support do you need?**



**How do we work together?**

# Why PE, School Sport & Physical Activity?



# Our children have just one childhood

The Covid-19 pandemic has made things worse for a generation who were already struggling with low levels of health and happiness.

**Unhappy, unhealthy children don't learn effectively.** If children don't learn, they don't achieve their potential in life and we don't have a society fit for the future.



## Physical ill health

**One in four year 6 pupils** are obese. 2.4 million young people are active for less than 30 minutes per day

(NHS/Sport England)



## Poor mental wellbeing

**53% of parents** believe that their children's social wellbeing has been negatively impacted by Covid-19

(YST/YouGov)



## Lonely and disconnected

**83% of parents** believe children are spending too much time online and not enough time with each other

(YST/YouGov)



## Increased inequality

**Children from disadvantaged backgrounds** are less likely to access and understand the benefits of sport and play

(Sport England)

# Current landscape for PE & school sport

**53%**

Of children not doing 60 minutes of physical activity each day (CMO guidelines)

**72%**

Of parents concerned children not doing enough physical activity

**54%**

Of children would like to do more exercise or sport

**11%**

Drop in the number of PE hours delivered in schools over the past decade

**8.8%**

Fewer PE staff in schools than 10 years ago

**26%**

Of PE staff feel that the subject is not a priority in their school



# And the most disadvantaged in society face the highest barriers...

**Children and young people** from lower income families are less likely to be active, are twice as likely to be living with obesity, and have less positive attitudes towards physical activity.

**The gender gap is re-emerging**, with a 5% gap between girls and boys classed as active<sup>6</sup>.

**Children with disabilities are twice as likely to be lonely** compared to their non-disabled peers (72% compared to 36%). They are more likely to feel they have no one to talk to, to feel left out and to feel alone<sup>34</sup>.

**Children and young people with Black, Asian and Other ethnicities** are the least likely to be active<sup>6</sup>.

**Almost half of parents** (47%) say that the cost of living crisis has had a negative impact on the number of opportunities their children have to be physically active and take part in sport<sup>32</sup>.



# What the Government have said...

"We've got to be much bolder in moving from sickness to prevention."

Keir Starmer  
Prime Minister

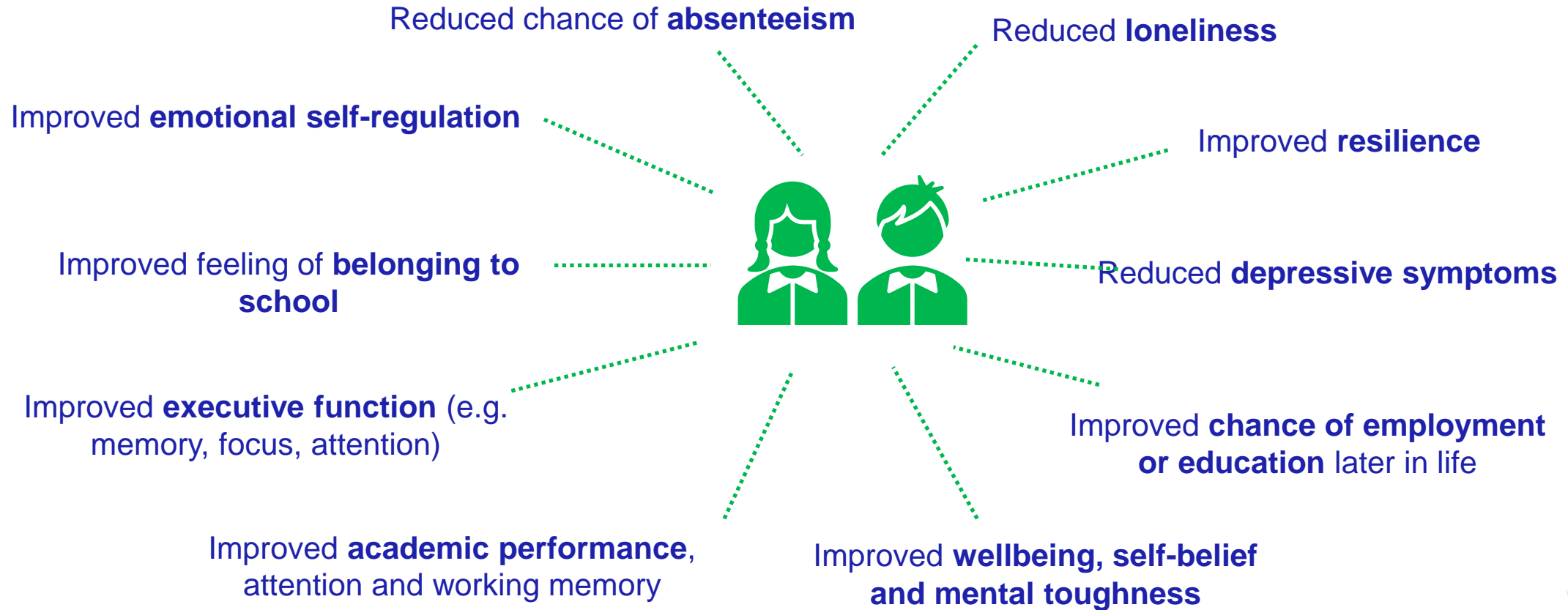
"That sense of wellbeing and belonging holds the key to so much of the change that we want to bring."

Bridget Phillipson  
Secretary of State for Education

"We are committed to protecting time for physical education, and the Department for Education's upcoming review of the curriculum will ensure that no child misses out on a broad range of subjects, including PE and sport."

Stephanie Peacock  
Minister for Sport

# The benefits of PESSPA for young people's mental and emotional health and wellbeing





# The benefits of PESSPA are greatest for children in greatest need

Compared with medication alone, physical activity leads to a **larger reduction in depressive symptoms** in children and adolescents with depression (Recchia et al., 2023).

Sports participation positively predicts self-belief and 'mental toughness', which in turn positively predicts wellbeing. This effect was found to be **greater for girls than boys** (Denovan and Dagnall, 2023).



The impact of physical activity at school on wellbeing has been found to be **almost double for children with SEND and/or receiving Free School Meals** compared with those who are not (Youth Sport Trust/State of Life, 2024).

Children and adolescents with **diagnosed depression benefit more from increased physical activity** than those without a diagnosed condition (Recchia et al., 2023).

# Spotlight On: Belonging to school



- Students feel a **greater sense of school belonging** when they **feel supported**, have opportunities to participate in **extra-curricular activities** and where **social, friendship, and activity groups** were encouraged by school staff.
- A school-based **sense of belonging** is also **positively related to mental wellbeing**.
- These things can be achieved through PESSPA - **could your school use PESSPA to target those who have a reduced feeling of belonging to school?**

Porter et al. (2024)

# Further reading

FEATURED NEWS

📅 05 Jun 2025

## PE & School Sport: The Annual Report 2025

Our latest PE and School sport report highlights the issues facing children and young people today. The scale and...

► [FIND OUT MORE](#)



# Relationship between inactivity and ill health





# A Well School

## Well Culture.

Wellbeing is put at the heart of school life and enables everyone to thrive and achieve their potential.



- ♥ School Leadership
- ♥ Wellbeing Measurement
- ♥ Community Engagement
- ♥ Inclusion and Diversity
- ♥ Physical Environment



## Lead Well.

Staff and pupils are empowered to shape and lead their school

- Staff voice and pupil voice
- Workload support
- Professional development
- Wellbeing governors
- Staff personal development



## Move Well.

Every pupil is prepared physically and mentally for learning and for life

- Physical education
- Extracurricular provision
- Unstructured active play
- Daily activity
- Competitive opportunities
- Activity delivery



## Live Well.

Every pupil is equipped with the essential skills to thrive in a digital world

- Leadership opportunities
- Volunteering
- Educational visits
- Health and wellbeing curriculum
- Mental health support



# Any Questions!

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