

Living Well Schools Grants Guidance



Living Well Schools is the Healthy Schools programme for Bradford, making it easier for schools to become health-promoting environments by removing health-related barriers to education. We provide the foundation for pupils to grow, learn and become healthy, educated and engaged citizens.

Living Well Schools grants are available for Primary, Secondary, Special schools and Alternative provision settings and are designed to support health and wellbeing projects that meet core public health aims. Schools can apply for up to £5,000, however both big and small projects are welcome.

"When and how can we apply?"

The application window is open until 5pm on 31st July 2026. All projects will be notified of the outcome over summer, and once a Memorandum of Understanding is signed, projects will be paid in September. Projects must ideally be delivered in the 2026/2027 school year, and case studies/evaluation reports will be developed with your Living Well School Lead to share learning and best practice.

Applications can be submitted through the application form here:
[Living Well Schools Grants Application Form](#)



"How will you pick projects?"

We will also be scoring applications based on how well they meet the Living Well Schools priorities on page 2. We will award schools whose projects meet 5 or more criteria. All projects MUST involve pupils in project development, delivery and evaluation (PV1).

Please see page 2 for the full list of priorities, we welcome projects of all sizes.

"Where can I find out more information?"

We will be hosting a Grants Information Webinar on Monday 6th July, 3.30-4pm.

[Follow this link to join the Teams Webinar](#)

You can also get in touch with your Living Well School Lead via email, or contact us at schools@mylivingwell.co.uk

For more information on Living Well Schools, visit our website: [Living Well Schools](#)

Living Well Schools Priorities

Projects must meet 5 or more of the Living Well Schools priorities, and all projects MUST meet PV1 as standard. You can select a mix of Priorities eg. EW1, PA2, MH3, P4, WP5 +PV1

Physical Activity

- PA1: Participation** – Increased physical activity for women and girls throughout the school community.
- PA2: Active Travel** – Increased number of children walking or cycling to school, with safe bike storage.
- PA3: Inclusivity** – Increased opportunities for all pupils to be active, particularly children with SEND.
- PA4: Active learning** – Reduced sedentary time during lessons and breaks, including active learning.
- PA5: Leadership** – Increasing leadership opportunities through physical activity, providing training and positive role models for young people.

Eating Well

- EW1: Cooking Skills** – Increased number of cooking skills for young people.
- EW2: Consumption** – Decrease consumption of foods high in fat, sugar or salt across the school day
- EW3: Growing** – Increased number of children taking part in growing activities.
- EW4: Enterprise** – Increased food leadership or enterprise opportunities (selling grown produce).
- EW5: Environment** – Promotes a positive school food environment and encourages food sustainability.

Mental Health

- MH1: Wellbeing** – Demonstrate measurable improvement in student mental health and wellbeing.
- MH2: EDI** – Develop inclusive student engagement in mental health-related programmes or activities with diverse and marginalised groups.
- MH3: Thriving** – Enhanced pupil capacity to build resilience and promote a culture of thriving in school.
- MH4: Reduce stigma** – Promote an open, inclusive and supportive culture of mental health in school.
- MH5: Sustainability** – Implement sustainable resources or initiatives that continue after the grant.

Poverty

- P1: Ambition** – Increase access to opportunities that work towards children's ambitions or career goals.
- P2: Financial Literacy** – Improve financial literacy within the school community.
- P3: Equity** – Identify where inequity is experienced within the school day and work to reduce the identified area or issue and reduce stigma.
- P4: Resources** – Increasing access to resources in a sustainable manner (uniform, shoes, period products)
- P5: Community** – Build community resilience and signpost services that reduce the impact of poverty.

Pupil Voice

- PV1: Pupil-centred** – Pupils must be involved in the planning, delivery and evaluation of every project.
- PV2: Inclusion** – The voice of children with SEND is reflected in projects and policies, and a trauma informed approach is used in all project delivery.
- PV3: Communication** – A range of communication methods are used to meet all needs eg. creative arts
- PV4: Democracy** – Increasing young people's understanding of voice, influence and democracy.
- PV5: Diversity of Representation** – Diversity in pupil voice leadership opportunities eg, School Council.

Wider Priorities

- WP1: Vaping** – Educate pupils about vaping and reduce the number of children who start vaping.
- WP2: PSHE** – Increased understanding of positive relationships, sex education and life skills.
- WP3: Online Safety** – Educate young people about online safety, reduce risks of gambling/social media
- WP4: Nature** – Improve access to green space and nature, providing education in outdoor environments
- WP5: Community** – Build positive relationships with the local community to foster a sense of belonging,

Example Project - Training for 2 teachers to deliver creative health workshops, reducing stress around exam season. This project would meet: MH1, MH2, MH3, MH4, MH5, **PV1**, PV2, PV3