

## **Physical Education and Sports Premium Funding**

### **Aims and Beliefs**

At Fred Nicholson School, we are determined to provide our pupils with pedagogic environment to enjoy Physical Education encouraging a healthy lifestyle which will benefit them now and into their adult lives. The Global Burden of Disease Study reported that in the UK, 67% of men and 57% of women and 25% of children are overweight or obese the third highest rate in Western Europe (Ng et al., 2014). Linked to this diabetes is also at an all-time high, with 3.9 million people in the UK living with the condition (The Diabetes Times, 2015), costing the NHS an estimated £10 billion a year (Diabetes, 2016). Cardiovascular disease is another issue within the UK on the rise, accounting for 25% of all deaths in the UK and it has been estimated that 7 million people live with this condition (British Heart Foundation, 2015).

To tackle these issues the government has set new targets to address and reduce childhood obesity over the next 10 years, setting suggested targets for schools around healthy living and the inclusion of physical activity (The Department of Health, 2017), and they have agreed to give schools the Primary PE and Sports Premium to support delivery within schools. Ofsted will assess how effectively this is being used and measure its impact on the pupil population. At Fred Nicholson we have worked hard to ensure that there is a range of activities available for our pupils; to ensure that they can establish healthy living choices now that will positively impact on their lives into the future.

### **Government Funding – Primary PE and Sports Premium**

To encourage and improve the range and quality of physical activities, the Government has provided funding of £150 million per annum, since 2013/2014. This funding is being jointly provided by the departments for Education, Health and Culture and the Media and sport. This funding is ring-fenced and can only be spent on the provision of Physical and Education and sports in schools. At Fred Nicholson School, we have received the following funds:

- £7,725 for the 2013/2014 academic year
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- £8,111 for the 2015/2016 academic year
- £8,200 for the 2016/17 academic year
- £8,200 for the 2017/18 academic year
- £16,400 for the 2018/19 academic year

As we started getting the funds we evaluated our current provision looking to identify ways which we could enrich physical activity for our pupil population, encouraging a healthy lifestyle. This funding has been spent on the following aspects:

- The building of the fitness suite.
- Purchasing of new fitness equipment to ensure that all sessions can be tailored to the needs of our pupils.
- Purchased new soft play equipment and Occupational Therapy equipment for mobility and sensory issues within our pupil population.
- To provide CPD opportunities for members of our workforce.
- This has allowed our head of Physical Education to attend the county PE forum meetings.
- We have attended numerous sporting competitions between complex needs schools in Norfolk.
- We have been able to use professional coaches within football and cricket attending different lessons and lunch time activities and some after school clubs.

These new ventures have allowed us to offer a wide range of activities during lunch time and after school clubs. Participating in a range of sporting events throughout the academic year helps the pupils to build self-efficacy and social skills while demonstrating that leading a healthy lifestyle can be fun.

### **FNS Raw Data**

The objective of including a wide range of physical activities was to improve the health of our pupil population. Wanting to understand the impact that these programmes on our pupil population we started doing an annual health check on our pupils, which produced the following raw data:

- In the 2013/2014 academic year 27% of our pupil population was considered obese.
- In the 2014/2015 academic year 25% of our pupil population was considered obese.
- In the 2015/2016 academic year 21% of our pupil population was considered obese.
- In the 2016/2017 academic year 18.6% of our pupil population was considered obese.

The positive trend at Fred Nicholson School is that we have seen over the last four years a 31.1 % reduction of childhood obesity within our pupil population, which is fantastic and gives evidence to the excellent work that has been done to address the issue. We as a school are determined to continue this work and are creating a new physical intervention programmes to run from the 2017/2018 academic year which will look to target and support members within the pupil population who would benefit from some additional fitness sessions over a pre-determined period. We as a school feel that this will enable us to continue making excellent progress reducing childhood obesity and lay the foundation on which our pupils can build a healthy lifestyle not only now but into their adult lives.

### **Fund Spending Breakdown and Impact on FNS Pupils**

Since 2013/2014 at Fred Nicholson school we have focused the funds we have received on the following seven areas:

#### **(1) Resource**

- The building of a fitness suite. (2013/2014 & 2014/2015)
- Additional fitness equipment. (2015/2016) (2016/2017)

#### **Objective**

- To provide a wider opportunity for fitness and health.
- To give pupils a chance to experience exercise in a fitness suite.
- Look to develop partnership with gyms within the location of the leaving year 11 pupils. To encourage a healthy lifestyle once they have left FNS.

#### **Costs**

- Building: £29,000
- Equipment: £4810

#### **Impact**

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- The fitness suite has allowed us as a department to offer an increased range of activities for the pupils here at FNS. Enabling us to meet the requirements of the national Ofsted report in 2013, this stated that schools were not doing enough to tackle childhood obesity within physical education lessons.
- As part of the provision each pupil within the main school of FNS has a timetabled lesson each week in the fitness suite. Fitness is now the only curriculum subject within the department which is included all year round. Clearly demonstrating our commitment to tackling increased sedentary lifestyles often exhibited by our pupil population. We are currently working closely with Orchard House to ensure that this provision is being made available to their pupils, and putting the correct support in place to make this happen on a weekly basis for these pupils also.
- Every pupil within FNS has their own personalised fitness program. In the initial stage, they begin with a basic program that looks at the fundamentals of movement with little resistance. As the pupil progresses their program will be related to their health check fitness scores that are carried out yearly. As their understanding of physiology develops they are given more autonomy regarding their fitness goals and the exercises they want included within their program. The objective is to develop confidence for each pupil within a gym setting to encourage further participation once they have left the school environment.
- We have seen a 70 % improvement over the fitness testing we have done (2015 – 2016).
- Over a four-year period, we have seen a 31.1% reduction in childhood obesity within our pupil population.

### **Sustainability**

- The building will have a long-term impact and will be maintained through a rolling programme of maintenance, budgeted for as part of premises expenditure.
- The equipment will be maintained from the PE budget & sports premium





## **(2) Resource**

- Staff professional development – Courses in Yoga, Fitness & Real PE. (2014/15 & 2015/16)

## **Objective**

- To continue to provide a wide range of opportunities for health and fitness within a safe, purpose built and equipped environment.

## **Costs**

- Cost of cover along with the cost of the actual course.

## **Impact**

- Staff within the PE department look to develop themselves through constant CPD opportunities. As an extension, different staff members have been identified who have an interest within the subject area and have been placed on PE courses to cultivate this interest.
- To maintain the current percentage of pupils participating in the OCR exams.

## **Sustainability**

- Staff keep up to pace with all changes with sport by means of the PE forum and changes made by national governing bodies. All changes are discussed within departmental meetings, and possible members of staff are identified for future courses. When relevant the information gained on CPD events is shared with the whole school.

### **(3) Resource**

- Enabling our PE coordinator to attend county wide PE forum meetings (On going).

### **Objective**

- To ensure that the opportunities being made available are suitable for our pupils.
- To ensure that assessment is consistent with all the other special schools within our locality.
- To discuss possible opportunities to provide our pupils with once in a lifetime experience (e.g. skiing in Italy).

### **Costs**

- Cost of cover along with the cost of the actual course.

### **Impact**

- Attendance in sporting events that have been selected for their suitability for our pupil population.
- Gaining pupil voice around events to take to the PE forum meetings, to discuss the possibility of running such events.
- To increase the percentage of pupils who are willing to participate in the once in a lifetime experience, looking at the different ways the school can support these pupils.

### **Sustainability**

- Maintaining strong links within the forum to ensure that it remains strong and that FNS has a voice within these meetings to reflect the changing ability of the pupils within FNS.
- Look to develop qualitative measure to go alongside the quantitative questionnaires to gain true pupil voice about not only what the pupils do and don't like but also understanding why they have answered in this way.
- To have a curriculum which reflects diversity, providing a range of subjects that is tailored to the needs of our pupil population and fits in with the events the PE forum has decided to run.

- To ensure that all monitoring is consistent across the different levels and in tune with the OCR moderator and our peer PE teachers within the forum.

#### **(4) Resource**

- Soft Play equipment (2015/16)
- Sensory equipment (2015/16)

#### **Objective**

- To provide our pupils with stimulating play and therapy through PE.
- To develop and improve fundamental movements patterns involving both fine and gross motor skills.

#### **Costs**

- Soft Play equipment: £1855
- Sensory equipment: £940

#### **Impact**

- The soft play equipment has provided autonomy for the pupils to experience and experiment with different movement patterns.
- Improvement in gross and fine motor skills.
- Increased strength and stability of the hip girdle and shoulder.
- Improved bilateral and bimanual coordination, alongside a improve ability to use movements that cross the midline of the body.
- An improvement proprioception and kinaesthetics that result from improved body schema and awareness.

#### **Sustainability**

- Proper storage of equipment to ensure minimal to no damage occurs.
- Looking to buy further equipment as demonstrated by the occupational therapist to tackle identified issues of our pupil population.
- Continue to develop opportunities and programs, while looking for CPD opportunities to enhance the confidence and ability of staff to create that challenges and support the identified pupil while proving autonomy for each pupil when selecting the activity, they wish to participate in.

### **(5) Resource**

- Attended numerous sporting competitions between the complex needs schools in Norfolk (On going).

### **Objective**

- To create and maintain links with other schools, providing a platform for our pupils to take part and compete. Thus, building self-efficacy, self-esteem and social links that will continue into their college lives.

### **Costs**

- Cost of Cover

### **Impact**

- The motivational climate created is allowing the pupils to have a greater Interaction with their peers and staff members from different schools.
- Pupils have greater self-efficacy within certain subject areas and have the confidence to demonstrate their skill set in front of different people.
- The pupils are learning from the experience they encounter. How to win and lose appropriately and how to demonstrate their skills in game play alongside how to apply simple game tactics.



## **Sustainability**

- By regular participation in created activities it is possible to demonstrate that we value the opportunities that are being made available to the pupils here at FNS. As the pupils witness this they begin to value and anticipate future events. This includes the participation of the activity and the potential Interaction with peers from different schools.

## **(6) Resource**

- Invited Professional Coaches into school for Cricket and Football (On going)

## **Objective**

- Providing our pupils with opportunities to develop their physical and cognitive skills.
- Create potential links to out of school clubs to encourage further opportunities with the pupil's local communities.

## **Costs**

- Cost of coaches

## **Impact**

- Increased opportunities to experience coaching in a specific subject area.
- Further opportunities to demonstrate skills within a different learning environment to normal PE lessons.
- Improved self-efficacy within the subject area from the coaches' background. Potentially leading to further opportunities being made available to these pupils.
- Positive role models from within the local community providing inspiration to the pupil population.

## **Sustainability**

- Keep strong links with the local national governing boards to identify schemes that may prove beneficial to our pupil population.
- Look for opportunities to invite local coaches into the school setting to deliver certain programs.
- Provide accurate feedback to these coaches to ensure that future sessions are tailored to meet the needs of our pupils enhancing the delivery and effectiveness of the coaches' future delivery.

## **(7) Resource**

### **Therapy room (A Sensory Integration Room)**

Sensory Integration (SI) supports children with Sensory Processing issues with how they process information through their senses. It is a process that involves children taking part in varied repetitive physical activities under the guidance of an Occupational Therapist. The exercises and activities are designed to change how the brain reacts to sound, movement, touch and sight helping them respond effectively, meaningfully and appropriately to their environment.

It can benefit a wide range of pupils, particularly those with;

- Autistic Spectrum Conditions
- Attention Deficit Conditions
- A range of Learning Disabilities
- Speech difficulties
- Dyspraxia and Developmental Coordination Conditions
- Behavioural difficulties

## **Objective**

- To develop and provide pupils with an identified area for physical activities through Sensory Integration Therapy.

- To provide an area where pupils can undertake regular activities to develop their sensory processing issues.
- For physical benefits by developing and improving movement patterns involving both, fine and gross motor skills.
- To improve attainment and achievement by developing memory, concentration and behaviour.
- To engage pupils in physical activity.
- To promote positive emotional wellbeing by providing pupils with an individualised programme to support individual needs including self-regulation and sensory overload.
- To help pupils be in a calm state and ready to learn.

### **Costs**

- Enquiries and quotes are being sought from reputable companies at present. Once the location has been confirmed and an Occupational Therapist has been appointed no amount can be confirmed.
- Funding will be from the School budget, a donation from the Friends of Fred and further third sector funding is also being sought due to the considerable amount this valuable resource will cost.
- The Sport Premium funding payments  
Academic year 2016/17 of £8,200.  
Academic year 2017/18 £8,200.  
Academic year 2018/19 £16,400

The money set aside for the Integration room so far totals to £32,800. The total costs for the Sensory Integration room including installation are £16,281. This leaves £16,519 remaining in the Sport Premium budget ready for the next project.

### **Impact**

- Monitor progress and behaviour reports to recognise impact of pupils.
- To provide an appropriate space for pupils to engage in specialised physical activities.
- To provide an individualised, interactive process for pupils.
- To individualise Motor skills programmes.

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- To develop Fine motor skill and the coordination of small muscle movement.
- To help pupils to regulate their mood.
- To ease such sensory difficulties in ways that improve daily function.
- Pupils to process and react to sensations more efficiently.
- Pupils will respond in a more “organised” way to sensations and movement.
- To improve emotional wellbeing of pupils.

## **Sustainability**

- This will be an ongoing school resource, which will continue to benefit the pupils of the school.
- Once funds are confirmed; and equipment has been purchased the resource will be sustainable as it is on the school site and equipment will be stored correctly, maintained and inspected regularly to ensure equipment is in good working order.
- Possible future purchases of equipment as identified by the occupational therapist to meet the needs of our pupils.
- Once in place any further equipment or replacements can be factored in within the school PE budget and/or fundraising activities.
- A part time Occupational Therapist has been employed for 1 ½ days a week by the school to support pupils within school and advise and guide the process of the Therapy (Sensory Integration) room.
- The Sports premium money has been set aside to cover the costs of the Sensory Integration room equipment.
- A new double glazed door and windows have been installed by the school through part of premises expenditure towards the preparation process.



New double-glazed door for access.



The room has been emptied, new double-glazed windows have been put in as suggested.

- A quote and design has been agreed and is suitable for the designated room (see Appendix 1 and 2).
- The Sensory Integration room is planned to be installed in January 2019.

### Spring 2019

The room has been completed and referrals, assessments and pupil programmes are starting.



The OT has been completing assessments and supporting staff with the implementation of individual programmes.

Staff have reported the following impact the Therapy room has had on pupils after sessions.

\*\*\*\* approached an adult and guided them towards the sensory integration room, when an adult explained they needed the key, \*\*\*\* said '\*\*\*\*, get key...come on' this is incredible communication for \*\*\*\* to make. When in the room, \*\*\*\* wanted pressure, he was less

interested in the swing, and chose to hide under the bean bag for a long period of time. \*\*\*\* responded to this by laughing.

\*\*\*\* returned to Orchard Lodge and spent some time outside.

\*\*\*\* then had Attention Autism – this is a session that \*\*\*\* has refused to attend or engage with for a number of weeks. However, in this session \*\*\*\* sat throughout the whole session and engaged with the activities.

\*\*\*\* seemed much more settled and presented as calm and happy after his session.

\*\*\*\* returned to Orchard Lodge and came straight inside. He appeared calm and settled and communicated with the adults that he wanted something to eat. \*\*\*\* chose to use his chewy stick for a considerable amount of time – \*\*\*\* does not usually seek this out himself.

\*\*\*\* returned from the session and sat down to do attention autism. \*\*\*\* seemed to concentrate really well throughout and was less loud than usual.

## **OT Data and Impact report**

### **Fred Nicholson Therapy Room Outcome Data 2019**

#### **Overview of Clinical Objectives**

The student who access the Therapy Room all have individual therapeutic objectives and goal attainment scales to measure progress. This document summarises and anonymises those objectives for the purpose of considering the effectiveness of the Therapy Room. Objectives are:

- Increase body awareness;
- Increase balance;
- Increase regulation to create a calm and alert state ready for learning;
- Increase concentration;
- Reduce level of staff input (eg: verbal prompts) to encourage participation in learning.

#### **Measurement Scales**

Determining whether a student has met their therapeutic objectives is done via regular reviews of the GAS goals. To date, all of the students accessing the Therapy Room will continue to do so, however, information regarding the effectiveness of each session is collected via:

- Student feedback, either verbal or by a three point visual Likert scale;
- Observation from education staff.

Sessional data is collected and the following provides an overview and analysis of that data.

### Increased Body Awareness

100% of students with this clinical objective have made progress, with education staff and students reporting transition from -1 to either 0 or +1 on the GAS goals. In functional terms, the following has been reported for students with this objective:

- The present as less clumsy and more coordinated so therefore, are better able to move around the school;
- They are better at applying an appropriate amount of force for tasks such as opening and closing doors, moving chairs, writing etc.

### Increased Balance

50% of students with this clinical objective have made progress, with education staff and students reporting transition from -1 to 0 on the GAS goals. In functional terms, the following has been reported:

- Sitting posture has improved;
- Dynamic balance has improved;
- Static balance still needs to develop.

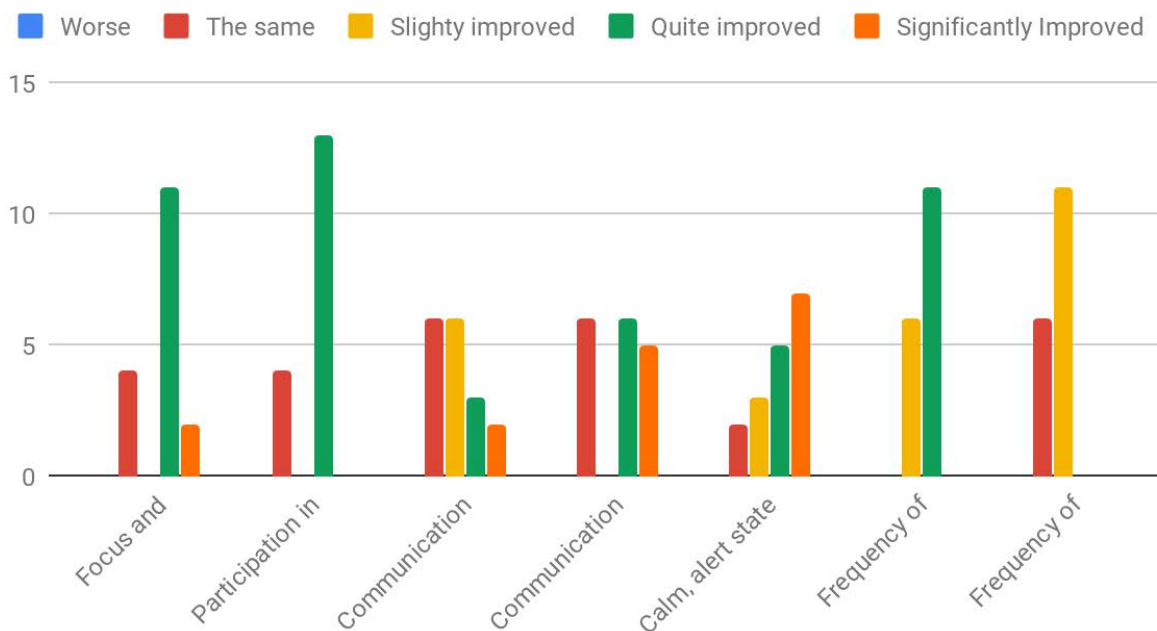
### Increased Regulation To Create A Calm And Alert State Ready For Learning

This is an objective that has mainly been in place for those children in Orchard and strategies to implement it have been to provide intensive (eg: multiple times a week) access to activities that is rich in vestibular, tactile and proprioceptive input.

Information collected post intervention generally shows that strategies are effective over the short term (eg: the rest of the morning) but do not yet facilitate longer term results (eg: a sustained state of calm).

Information collected has predominantly been via adult observation, and it is important to note that there are gaps in the data, with some feedback forms not being fully completed. Where there have been gaps, the category of no impact has been allocated based on the assumption that if significant improvement had been noted, it would have been documented. The data demonstrating the following:

## Summary Of Staff Observation Data



### Student Feedback

Not enough student feedback was collected to be significant. However, when it was collected, feedback indicated that students enjoy using the Therapy Room, it helps them to feel calm and sometimes helps them to concentrate.

### Significant Qualitative Data

The most significant qualitative data comes in the form of a case study of a student in key stage two, who has a diagnosis of autism. Speech is predominately echolalic and interactions with staff and peers are minimal. Anxiety and observable sensory seeking behaviours are high. Following a week of daily access to the Therapy Room to participate in sensory rich, calming activities, the student initiated communication with staff telling them to “get key, come on” Staff took the child to the Therapy Room where he was able to communicate (non verbally) that he wanted deep pressure activities, with staff reporting that he was calm, relaxed and initiating shared interactions.

### Next Steps

#### Clinically:

- Increase staff training so that more students can access the Therapy Room;
- Review existing cases and recreate GAS Goals if necessary.

#### Evidence:

- Support staff to continue to complete feedback forms;
- Work with staff to collect student views in a manner that is meaningful.



## **(8) Resource**

There is a lack of outdoor physical activity equipment around the school. The recent pupil survey also shows that there were pupils that do not undertake physical activity every day; the school would like to change this and support our aims and beliefs of encouraging a healthy lifestyle. We plan to do so by providing areas outside physical activity areas that is creative and engaging. Something that will also enhance the PE lessons we can offer and encourage pupils to be more physically active during play times.

### **Objective**

- To develop the physical activities that we offer.
- To provide wider opportunities for pupil to develop their fitness, health and wellbeing.
- To raise the profile of PE and give pupils the opportunity to engage in physical activities on a daily basis.
- To improve the health and fitness of current and future pupils.

### **Costs**

- The Sports Premium will have a carryover from the previous SI project of £16,519. This will be carried over and put aside for outdoor physical activities and additional payments of the Sports Premium will be set aside for any new outdoor physical activity projects.
- Carry over 16,519 minus trampoline costs £9,933 leaves £6,586 at end summer 2019. Sport Premium paid for 2019-2020 £16,400 combined with £6,586 will leave £22,986 set aside to be put towards outdoor physical activity equipment.

### **Impact**

- Monitor progress on school assessment systems.
- To provide an appropriate space for pupils to engage in physical activities.
- To develop gross motor skills and coordination.
- To help pupils to recognise the importance of regular exercise.

### **Sustainability**

- The different outdoor Physical activity areas will have a long-term impact and will be maintained through a rolling programme of maintenance, budgeted for as part of premises expenditure.
- The equipment will be maintained from the PE budget & sports premium.

## **Initial Actions**

- To identify areas within school that would benefit from additional activities to support physical activity and promote wellbeing.

## **Area 1 - Trampolines**

Fred Nicholson have used their sports premium funding to develop the PE, physical activity and sport activities that are already in place within the school. Purchasing a trampoline will enable our school to build capacity by developing and strengthening the fundamental movement skills, and abilities of our children.

The trampolines will be situated near the specialist autism base, this will encourage the daily routine for our children who find PE and team sports a challenge. The use of a trampoline will be timetabled across all of the Key stage 2 classes to encourage the engagement of all pupils in regular physical activity.

Trampolines have been identified as a resource that would enhance the emotional well-being of pupils as well as providing the opportunity to undertake physical activity on a daily basis.

Having a trampoline as a resource will increase the capability of providing individualised physical and sensory opportunities within the school to ensure that improvements made now will benefit pupils joining the school in future years. Not only does a trampoline support children's sensory needs it offers a broader experience of a range of sports and activities offered to all pupils

## **Trampoline costs**

After receiving quotes for two trampolines to be placed in school one was agreed on that would total £9,933. The trampolines are to be placed on two of the Orchard sites within the school grounds which will enable pupils to have constant access. Other pupils are able to access the trampolines supported by school staff by arranging times with Orchard.

The trampolines were installed during the 2019 school summer holiday and were ready for use in September 2019.

## **Impact of the trampolines**

Since the installation of the trampolines they have been used for a range of lessons and activities.

The pupils regularly use trampolines for sensory regulation, which can help them to get ready to learn before the start of a lesson, or if they are feeling dysregulated. This in turn supports attainment and achievement by supporting pupils with their memory, concentration, perception and behaviour.

One pupil in particular chooses to use it when he is feeling heightened and it seems to help him to settle and engage in his learning, this promotes his emotional well-being by supporting his mood, self-esteem and resilience.

The trampolines have been used for PE lessons in Orchard and by pupils from the main school. This has given pupils from both areas in school the opportunity to meet socially. This was of great benefit to the pupils as they do not often have the opportunity to engage with each other. The pupils have also demonstrated that they were able to build on turn taking and sharing skills during this time. This supports the requirements of the social benefits as it enables them to improve their social interaction and integration, improve their communication skills and promote positive behaviours.

One pupil in particular has incorporated the trampoline into his space role play and uses it as a 'black hole'. This has supported the development of his imagination and provided an opportunity for newer staff to build up positive relationships with him.

Pupils who have been reluctant to take part in physical exercise have benefitted from using the trampoline as they appear to see it as a fun form of exercise, this supports physical benefits by engaging them in physical activity.

Pupils have used the trampolines for relaxation, seeming to enjoy lying on the warm surface on sunny days promoting their emotional wellbeing.

The trampolines have been used in storytelling, with pupils making up stories relating to jumping and bouncing and has also supported mathematics with pupils counting their jumps and also using mathematical language, such as high, low, higher, lower, greater and less than. This is a clear

demonstration of how the trampolines have had a positive impact on the attainment and achievement of pupils.

One KS2 pupil uses the trampoline multiple times a day and this is essential sensory input for her which helps her regulate herself. She is confident and able to bounce herself.

Another KS2 male student is not able to bounce himself but will lay on the trampoline and enjoys feeling the bouncing sensation caused by others. He accesses the trampoline 1-2 a day.

Two other KS2 pupils also use the trampoline multiple times a day to support with their sensory regulation, this supports their emotional well-being, self-esteem and resilience.

The trampolines in Orchard are in use most of the day by Orchard pupils meaning pupils often need to wait their turn. This demonstrates the social benefits as pupils can improve their social interaction and integration skills whilst also promoting positive behaviours.

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