



Kirklees

Return on Investment Report

May 2025

Certified



Backed by NHS

Context



To supplement the End-of-Year Impact Report for Kirklees, in West Yorkshire ICB, we conducted a local evaluation in partnership with approximately 25% of Kirklees schools using myHappymind this last academic year.

The evaluation involved sending a survey to Headteachers at schools that have been using the programme for the last academic year. The report contains the combined responses of 31 schools out of the 128 currently using myHappymind, with the final reported figures adjusted to reflect the expected impact across all 128 schools.

The data in this report aims to provide the financial savings across each measured outcome of the Local Evaluation and the overall Return on Investment of the Kirkees myHappymind rollout.

The following schools responded to the survey:

- Holy Spirit Catholic Primary Academy
 - St Patrick's Catholic Primary Academy
 - Scholes Village Primary School
 - Spring Grove J I & N School - Primary School
 - Ravenshall School
 - Slaithwaite C of E Junior and Infant School
 - Thornhill Junior & Infant School
 - Shaw Cross Infant and Nursery School
 - Mount Pleasant Primary School
 - Gomersal St Mary's CE Primary School
 - Westmoor Primary School
 - Dalton School Junior Infant And Nursery
 - Healey Junior, Infant and Nursery School
 - Hepworth J and I School - Primary School
 - Oak CE Primary School
 - Hopton Primary School
 - Golcar Junior Infant And Nursery School
 - Hyrstmount Junior School
 - Our Lady of Lourdes Catholic Primary Academy
 - Fixby Junior & Infant School
 - Moorlands Primary School
 - Birstall Primary Academy
 - Crowlees CE (C) Junior & Infant School
 - Field Lane Junior, Infant and Nursery School
 - Pentland Infant and Nursery School
 - Purlwell Infant & Nursery School
 - Batley Parish CE Primary Academy
 - Meltham CE Primary School
 - Jessica.hunter-smith@kirkleeseducation.uk (school name not provided)
 - Littletown Junior Infant & Nursery School
 - St Paulinus Catholic Primary School
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Return on Investment



Total ROI Summary for Kirklees

The figure below reflects the total return on investment of the funding provided for Kirklees Schools. A breakdown of each element is shown in the report.



£11,457,700

Total Quantifiable Benefits

£320,000

Total Investment

£11,137,700

Net Benefit

34.8X

Overall Return On Investment

936

Referrals prevented

£3,784

Cost of a CAMHS referral

£7,083,648

Total financial savings

CAMHS referrals

With the Kirklees Local Evaluation demonstrating 936 prevented CAMHS referrals within 6 months, and assuming that the average cost of a CAMHS referral is £3,784, this indicates a potential saving of £7,083,648 across all Kirklees schools for the full year on CAMHS referrals alone.

SENCO referrals

Taking the average SENCO hourly rate of £30.88, and with the average SENCO time spent per referral at 4 hours, the 2,100 prevented referrals reported in the Kirklees Local Evaluation would equate to a saving of £259,392.

2100

Referrals prevented

4

Hours on average of SENCO time per referral

£30.88

SENCO hourly rate

£259,392

Total financial savings

1240

Referrals prevented

£1,250

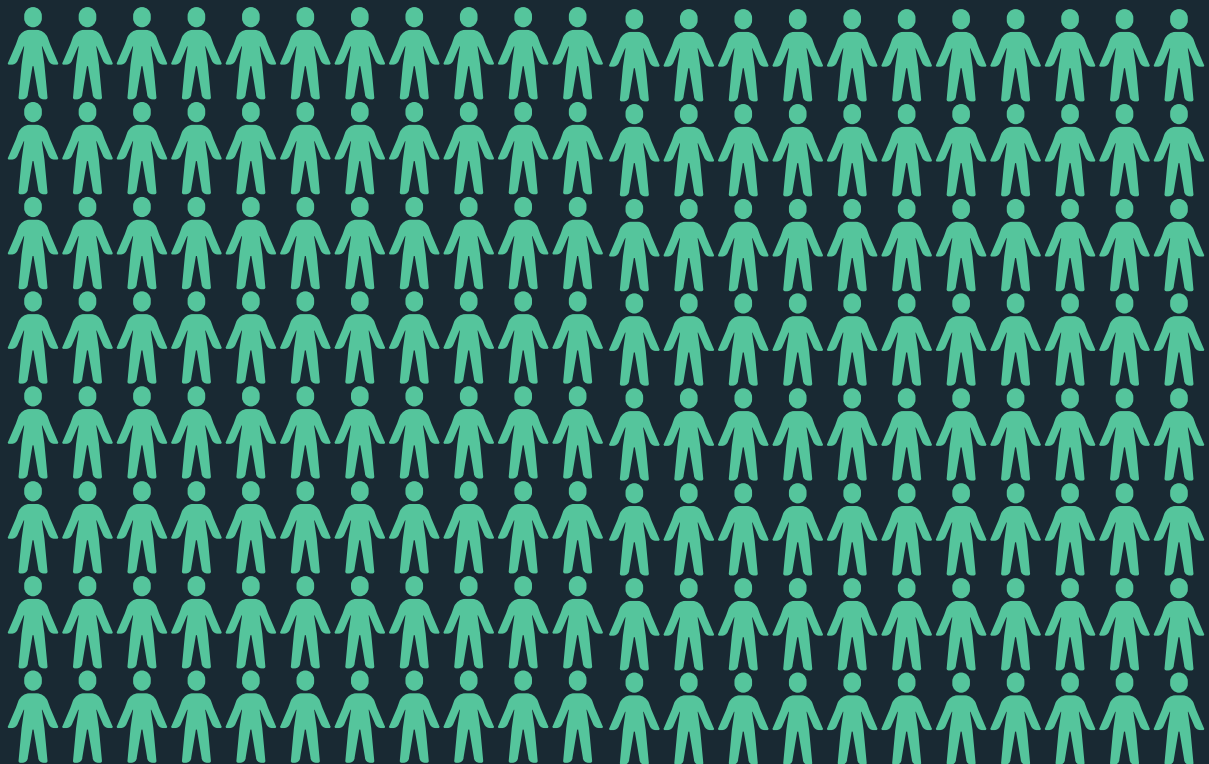
Cost per MHST intervention

£1,550,000

Total financial savings

MHST referrals

While specific MHST intervention costs are not publicly available, NHS England suggests costs between £950-£1,550 per intervention. Using a conservative middle estimate of £1,250, the 1,240 prevented referrals in Kirklees represent approximately £1,550,000 in cost avoidance.



512

Exclusions prevented

£4,300

Cost per exclusion

£2,201,600

Total financial savings

School Exclusions Prevented

Figures provided in DfE literature indicate that the average cost of an exclusion is £4,300, meaning that the 512 prevented exclusions in Kirklees total £2,201,600 in cost avoidance.



CPOMS Incidents Resolved

Specific time requirements for CPOMS incident management are not publicly documented, however education sector research suggests safeguarding incident documentation and follow-up requires 1-3 hours of staff time. Using a conservative estimate of 2 hours at an average staff cost of £24.32 per hour, the 1,068 resolved incidents represent a £51,948 in staff time savings.

1,068

CPOMS Incidents Resolved

2

Hours of staff time per
incident

£24.32

Average staff hourly cost

£51,948

Total financial savings

1,440

Children with improved
attendance

5

Days per child estimated
attendance improvement

£43.21

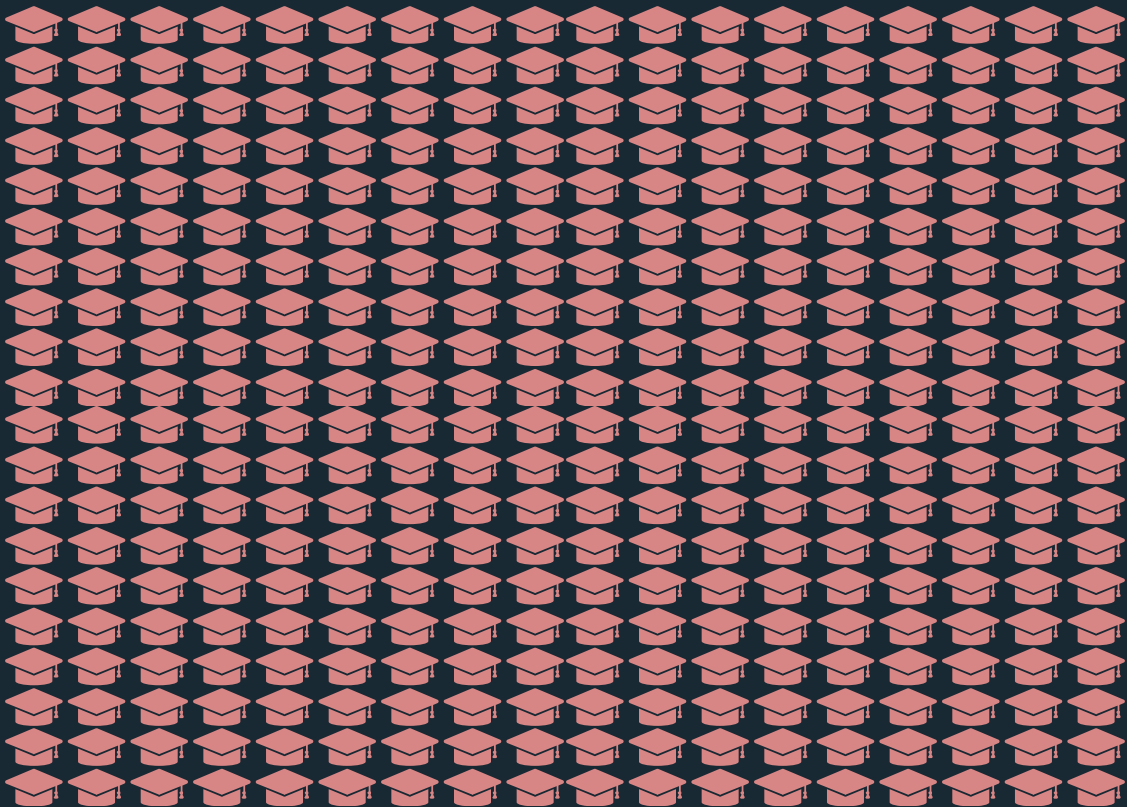
Average daily school
funding per pupil

£311,112

Total financial savings

Attendance Improvements

Latest DfE statistics state the average annual funding a school receives per pupil is £8,210, equating to £43.21 per day. The improved attendance of 1,440 children results in £311,112 of saved funding.



Strategic Value Beyond Financial Returns



Whole-School Mental Health Approach



100%

of schools reported that their school is happier and calmer due to myHappymind.

68%

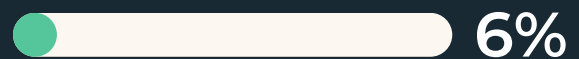
of schools said that myHappymind has been TRANSFORMATIONAL in establishing a Whole School Approach to mental health and well-being. The rest considered it to have had a major impact.

Staff & Family Mental Health Literacy



94%

of schools said myHappymind was helping their parents/carers to better understand mental health and wellbeing.



Yes, all of our families



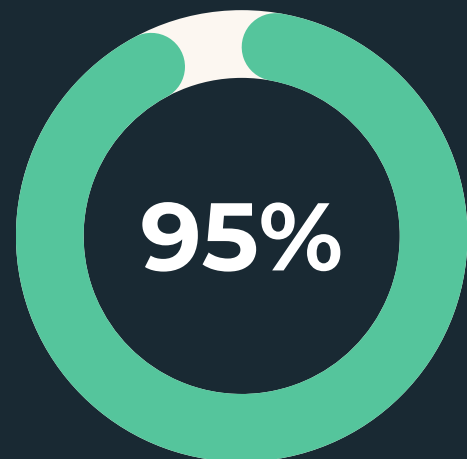
Yes, most of our families



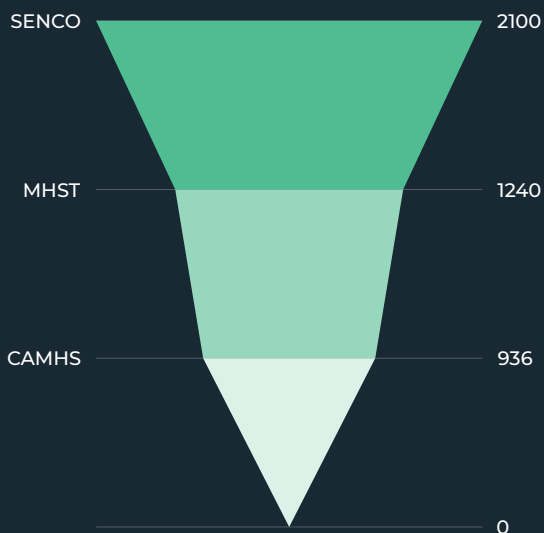
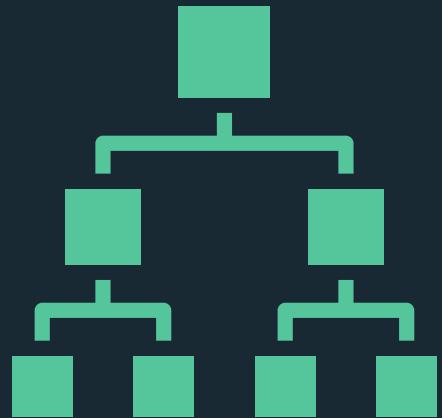
Yes, some of our families

95%

of schools said all or most their staff members now have a better understanding of mental health and wellbeing.



Prevention Hierarchy Impact



- Clear demonstration of the "prevention pyramid" with fewer children needing higher-level interventions.
- Progression from SENCO (2,100) → MHST (1,240) → CAMHS (936) showing effective early intervention.

Reference: myHappyMind Local Evaluation - Kirklees, October 2024, p.7

Policy Framework Alignment



Aligns with Department of Health's prevention agenda



Supports NHS Long Term Plan focus on early intervention



Meets Public Health England's Prevention Concordat objectives

Click to read each policy.

100%

of schools said they would not be able to afford myHappymind if funding wasn't available.



Further Feedback



Teacher Feedback



"myHappymind has been absolutely amazing for our school. It has changed the mindset, thinking and understanding of regulation for our children and they are using it at home also. It has been completely transformative and it has been amazing to see children using Happy Breathing independently to calm themselves down, without needing support and intervention input."

myHappymind has provided our children with the understanding of the brain, as to why our brain goes into fight, flight or freeze and this has helped children to understand how and why it is important to regulate."

Class Teacher

St Patrick's Catholic Primary School



Excellent Programme. The children really enjoy it and have loved learning about their brains as well!"

Class Teacher

Holy Spirit Catholic Primary Academy



"It has encouraged children with poor attendance to attend because they are looking forward to their myHappymind session. It has helped children to self-regulate, e.g. by using Happy Breathing and by being able to talk about what is happening in their brains."

Head Teacher

Dalton School Junior and Infant Nursery

Teacher Feedback



As Parents of children with SEN, having access to the Parent App (as well as all the other parents) has enabled consistency of approach between home and school, which has made an enormous difference as children are getting the same message reinforced at home too, which aids neuroplasticity.

Many parents are using the Parent App to support the work done in school, and we have received good feedback from them on this, including from two parents who are GPs and have seen a difference in their children due to the work done in school and reinforced at home.

Discrete use of myHappymind approaches has also been invaluable to pastoral leads, inclusion/behaviour leads, SENDCO and SEND team, and DSL for children with SEMH needs. Parents have even said how Happy Breathing and understanding the brain better has helped them personally, and if parents are happier and more able to cope, then so are their children, resulting in more resilient children and families."

HeadTeacher

Scholes Village Primary School

Teacher Feedback



“Our Family Well-being Officer and Safeguarding team frequently point parents/carers in the direction of the app so they have access to resources to support pupils at home which is consistent in the work we are undertaking in school. These have been an invaluable resource for parents who are currently on the lengthy waiting lists for CAMHS. We are aware that some of our staff are accessing the well-being portal to support their own mental Health. Through the activities and resources, our teaching staff and support staff are now more confident in delivering and talking about mental health in school.

As we are an SEN school the resources such as story books and teddies have been very well received at an appropriate level for our pupils who recognise the characters. Pupils who are in crisis frequently ask to undertake myHappymind breathing which has been written into their Regulation Support Plans (RSP) In September we have just opened up a new pupil well-being room at school where structured interventions take place using myHappymind resources often during some ELSA, Bereavement or Draw and Talk sessions.”

Class Teacher

Ravenshall School

Teacher Feedback



“For SEND children, myHappymind has supported them to understand their emotions and feelings and how best to manage these. This has meant that we have not had to make as many referrals as we might have done without myHappymind.”

Class Teacher

Mount Pleasant Primary School



“myHappymind has provided a missing piece of children learning about self-regulation and how to support their own mental health. It is extremely accessible for all children.”

Class Teacher

Westmoor Primary School



“myHappymind has given staff the tools and confidence to support the children in understanding how the brain works. The children are then going home and teaching their parents. It is a positive start in solving many issues that families are facing. Having the emotional vocabulary to verbalise what they are feeling and being able to understand this is helping children enormously. A whole school approach is key to embedding this and if schools can't afford it, it will such a detriment to personal development and well-being.”

Class Teacher

Shaw Cross Infant and Nursery School

Teacher Feedback



"Children and parents understand that they have some control in managing emotions before the situation becomes critical. This programme is accessible for most children."

Class Teacher

Spring Grove Junior Infant & Nursery School

Teacher Feedback



"It has encouraged children with poor attendance to attend because they are looking forward to their myHappymind session. It has helped children to self-regulate, e.g. by using Happy Breathing and by being able to talk about what is happening in their brains."

Head Teacher

Dalton School Junior and Infant Nursery



"We have had a positive response this year and feel like with another year of being able to run it properly and prioritise it, it will impact a lot more children and families."

Class Teacher

Golcar Junior Infant and Nursery School



"It has provided a whole school approach for the first time and gives the whole school community a joint approach to mental health. It feels like we are doing something positive and forward-thinking rather than applying sticking plasters when children are at crisis point."

Head Teacher

Hepworth Junior & Infant School

Teacher Feedback



"Although we are still at the start of our myHappymind journey, only having used it for a term, the impact has been very positive and children are able to verbalise a lot more. We have shared with parents what the children are doing but our next move is to engage the parents more in the programme, this is why I have said that the impact for families has been limited."

Head Teacher

Oak CE Primary School



"We are early in our myHappymind journey and are seeing positive impact already. We are keen to explore its full potential as the pupils move through school."

Class Teacher

Our Ladies of Lourdes Catholic Primary Academy



"Anecdotally, many of our pupils, particularly SEMH needs, use the strategies and knowledge of myHappymind when regulating and dealing with situations."

Class Teacher

Crowlees CE Junior and Infant School

Teacher Feedback



"The programme is helping children of all ages in our school understand how their brains work and how this influences our behaviours e.g. fight and flight response. It equips children across school with strategies and techniques that will help them to self-regulate at times when they are maybe angry or upset. It is also providing them with numerous strategies they can apply to look after their mental health. The work we have always done as a school on growth mindset and the malleability of the brain has been reinforced and complemented by the programme. Since the start of term, behaviour in school has been excellent in and out of the classroom with a notable calmness around school - this could in part be attributed to the myHappymind programme."

Head Teacher

Hyrstmount Junior School



Teacher Feedback



"We believe in a whole-school approach to Mental Health and well-being and have been waiting for a long time for something robust and accessible with an evidence base to be able to deliver. This whole school approach is now an integrated part of our Well-Being Pathways and all staff are delivering and using daily elements in classrooms.

This means that all children can be supported, and this is most beneficial to children who mask, we know this is key in so many people and what has led to the high rate of suicide in young men and self-harm in teenagers, is they have not had a toolbox available to support themselves or have been unaware of services or self-help strategies. We link our Pastoral Support directly to classroom teaching of myHappymind, leading to fewer referrals, and support is embedded. Parents are referred to the App, now able to work alongside their children, again, a reduction in low-level referrals. This MUST continue to support in building resilience for EVERY child."

Class Teacher

Moorlands Primary School

Teacher Feedback



"We are only in our second year of using myHappymind and yet we are already seeing the benefits. The most important aspect for us is how the children now have the words to express how they are feeling and why they are experiencing these feelings. It has given us a common language through which we can all understand one another. It has been so useful during conflict resolution session. As a head, I have the opportunity to talk with parents about issues children may have at home, and it has been so useful for them to have the app to guide them. We have held 'emotion coaching' sessions for parents where content from the programme has been used to support those struggling with behaviour management at home."

Head Teacher

Field Lane Junior Infant and Nursery School



"The programme has supported children across the year groups to self regulate, and use techniques such as Happy Breathing, which have helped children in crisis immensely."

Class Teacher

Pentland Infant and Nursery School

Teacher Feedback



"myHappyMind supports children at the right time in the classroom meaning they are getting the social and emotional support they need on a weekly basis rather than waiting for interventions."

Class Teacher

Focus Academy Trust



"It provides a skill set for children to refer to when managing their own emotions. It provides real-life skills and actual 'takeaway' advice that can be acted upon instantly in an environment with a familiar adult that help reinforce the same messages daily."

Head of School

Batley Parish CE Primary Academy



"From a child that had been struggling with his emotions as he arrived at school each day - 'I've done my Happy Breathing Miss and I feel calm now.' Parent of an SEND child - '.....loves myHappyMind' he gets so excited when we put it on at home.' Teacher - 'My class loves 'myHappyMind', when they see the image on the visual timetable they can't wait for that part of the day to arrive.' Child - 'That blew my amygdala.'"

Head Teacher

Purlwell Infant and Nursery School

Teacher Feedback



"The children have responded really well to myHappymind since it was introduced last year- the pupils love the different characters and especially the songs! We received the journals ready to start with September, and again, pupils have really embraced these - viewing them as their own special places to reflect and explore.

Teachers in school have noted that myHappymind has been particularly effective in supporting our pupils with SEMH needs in understanding and learning how to process and manage their thoughts and feelings using different strategies. There has been a notable difference in the behaviour of these pupils, with an increase in resilience and many being able to self-regulate more efficiently.

We have been blown away by how myHappymind has supported one pupil in particular (who receives support from an autism partnership). Before beginning myHappymind, this pupil would go into crisis on a weekly basis. However, since starting myHappymind, they are now effectively managing their own feelings and emotions and they are thriving!"

Head Teacher

Mount Pleasant Primary School

Teacher Feedback



"On a wider scale, our children are becoming more supportive of each other and recognising and praising strengths within each other and their teachers, which has been very wholesome. This has spread throughout the curriculum!"

Whilst we are still near the beginning of our journey with myHappymind, the impact of the programme on our pupil well-being has been significant. Our priority, aside from educating our pupils, is their happiness and well-being. As such, we would love to continue our journey with myHappymind!"

Class Teacher

Mount Pleasant Primary School



"We have had to refer very few children to mental health services in the last term and this has hugely helped children to regulate themselves, keep calm, breathe and it's used throughout the day across school. We are so grateful this was designed how it was."

Pupil Premium Lead

St Paulinus Catholic Primary School

Teacher Feedback

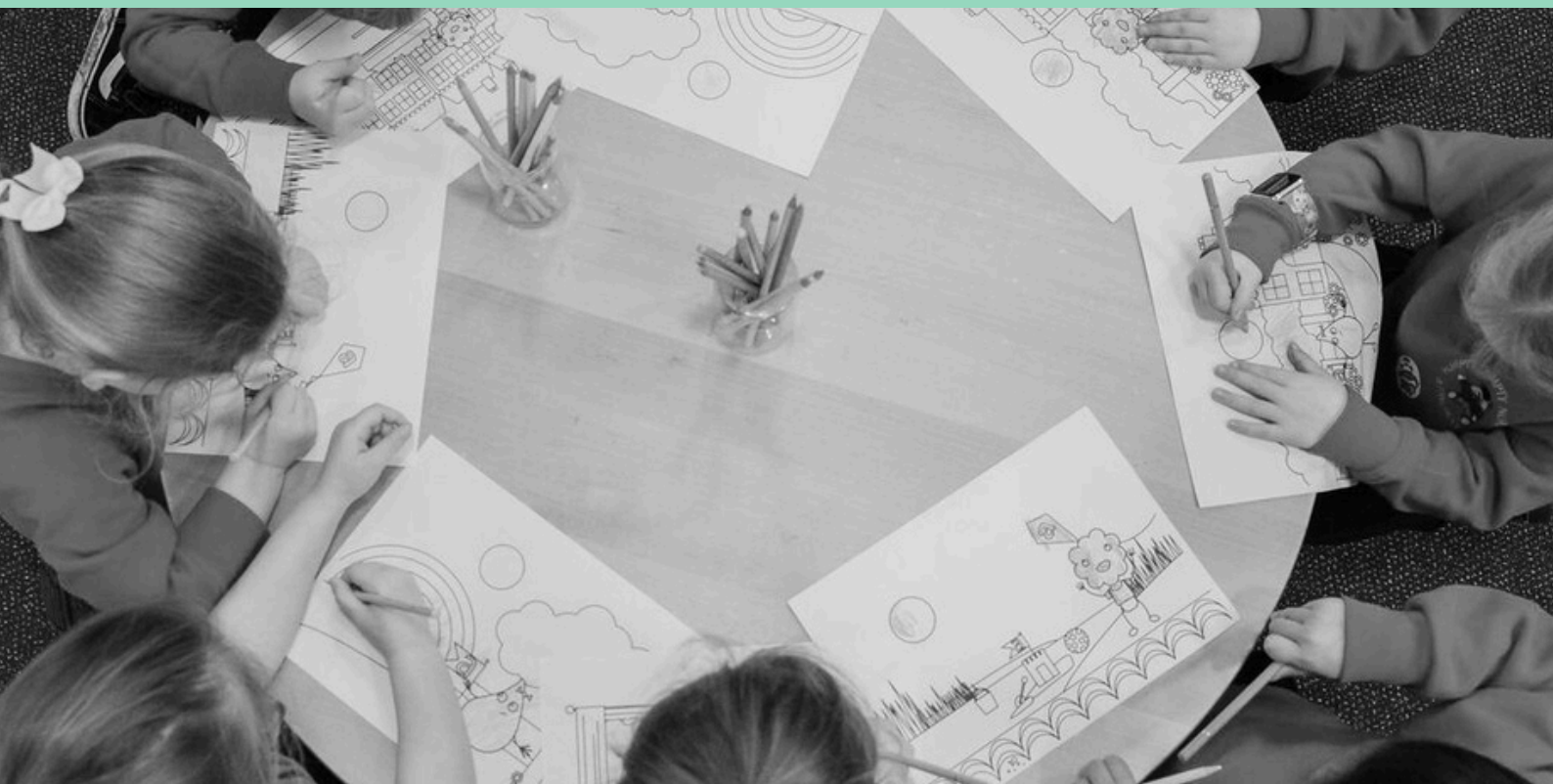


"An excellent resource that every child from EYU to year 6 has access to and is invaluable in allowing our pupils to understand how their mind works, how to take care of it and recognise any issues that may arise."

Assistant Head Teacher

St Paulinus Catholic Primary School

References



References

CAMHS Referrals Prevented

- **Primary source:** myHappyMind Local Evaluation - Kirklees, October 2024, p.5
- **Supporting reference:** Department of Health and Social Care's "Future in Mind" Report [link: https://assets.publishing.service.gov.uk/media/5a80b26bed915d74e33fbe3c/Childrens_Mental_Health.pdf]
- **Additional validation:** NHS England's "Mental Health of Children and Young People in England 2021" Report [Link: <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2021-follow-up-to-the-2017-survey>]
- **Long-term impact reference:** Public Health England's "Prevention Concordat for Better Mental Health" (2020) [Link: <https://www.gov.uk/government/publications/prevention-concordat-for-better-mental-health-consensus-statement/prevention-concordat-for-better-mental-health>]

SENCO Referrals Prevented

- **Primary source:** myHappyMind Local Evaluation - Kirklees, October 2024, p.6
 - **Time requirement reference:** National SENCO Workforce Survey (2020) by Bath Spa University and nasen [Link: <https://www.bathspa.ac.uk/media/bathspaacuk/projects/15432-National-SENCO-Workforce-Survey-2020-PAGES.pdf>]
 - **Salary reference:** Department for Education's School Teachers' Pay and Conditions Document 2022 [Link: <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>]
 - **Impact validation:** Education Endowment Foundation's "Special Educational Needs in Mainstream Schools" (2020) [Link: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>]
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References

MHST Service Referrals Prevented

- **Primary source:** myHappymind Local Evaluation - Kirklees, October 2024, p.6
- **Cost basis:** NHS England's "Mental Health Support Teams for Schools and Colleges" implementation guidance (2022) [Link: <https://www.england.nhs.uk/mental-health/cyp/trailblazers/>]
- **Supporting reference:** Department of Health and Social Care's "Transforming Children and Young People's Mental Health Provision" Green Paper (2018, with 2021 updates) [Link: <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>]
- **Prevention ratio validation:** Public Health England's "Universal Approaches to Improving Children and Young People's Mental Health and Wellbeing" (2021) [Link: <https://www.gov.uk/government/publications/children-and-young-peoples-mental-health-prevention-evidence>]

School Exclusions Prevented

- **Primary source:** myHappymind Local Evaluation - Kirklees, October 2024, p.9
 - **Cost basis:** Department for Education's "School Exclusion: A Literature Review on the Continued Disproportionate Exclusion of Certain Children" (2019) [Link: https://assets.publishing.service.gov.uk/media/5cd15de640f0b63329d700e5/Timpson_review_of_school_exclusion_literature_review.pdf]
 - **Comprehensive cost reference:** Institute for Public Policy Research report "Making The Difference" (2022) [Link: <https://www.ippr.org/research/publications/making-the-difference>]
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References

CPOMS Incidents Resolved

- **Primary source:** myHappyMind Local Evaluation - Kirklees, October 2024, p.9
- **Keeping Children Safe in Education** (2023) [Link: <https://www.gov.uk/government/publications/keeping-children-safe-in-education>]
- **Education Support Partnership "Teacher Wellbeing Index"** (2022) [Link: <https://www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index/>]

Attendance Improvements

- **Primary source:** myHappyMind Local Evaluation - Kirklees, October 2024, p.9
 - **Funding reference:** Department for Education's "Understanding School Revenue Expenditure" (2023) [Link: <https://explore-education-statistics.service.gov.uk/find-statistics/school-funding-statistics>]
 - **Impact validation:** DfE's "The Link Between Absence and Attainment at KS2 and KS4" (2022) [Link: <https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014>]
 - **Implementation evidence:** Public Health England's "The Link Between Pupil Health and Wellbeing and Attainment" (2022) [Link: <https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>]
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Thanks for your time

Thank you for taking the time to read this report. If you have any questions or would like to discuss our findings further, please don't hesitate to get in touch.

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