**Opening Schools Facilities Phase 3**

**Active Partnership School Guidance Document**

This document is designed to give guidance to Active Partnerships when liaising with schools. The guidance can be adapted to suit the Active Partnership to aid the flow of communication and engagement in the programme.

**Index**

|  |  |
| --- | --- |
| Section 1 | Aims and objectives of the programmeProject partners and roles School White Paper |
| Section 2 | Eligibility criteria for schools, development plans and links to the  |
| Section 3 | School funding |
| Section 4 | Operating and safeguarding |
| Section 5 | Evaluation data |
| Appendix 1 | School privacy notice |
| Appendix 3 | School information and delivery plan guidance |
| Appendix 4 | School information and delivery plan example |

**Section 1**

***Opening school facilities outside of the normal school day to school and community users, to create sustainable change in increased physical activity levels.***

**Aim of Programme**

Opening Schools Facilities (OSF) is a Department for Education (DfE) school funding programme to meet the goals of the Government’s School Sport and Activity Action Plan (SSAAP). The aim is to help schools to open their existing sport facilities, including school swimming pools, for a broader range of young people and to support the wider community by partnering with sporting organisations, who can help deliver activities in these settings.

The three-year investment will ensure that local solutions are sought collaboratively that identify long term changes in behaviour, leading to more people being active in areas that need it the most. Led by the national network of Active Partnerships (APs) and supported by ukactive, StreetGames and the Youth Sport Trust, all nine regions of England will benefit from this programme.

Active Partnerships will work with schools to enable them to deliver new or enhanced activities that will increase the range of face-to-face opportunities for pupils (and their families), incorporating making schools aware of further opportunities to open their sports facilities sustainably beyond the end of participation in the programme.

We know there are clear health inequalities, in relation to physical inactivity, therefore the opening schools’ facilities intervention must promote physical activity to residents who find it challenging to access opportunities and achieve the daily recommended levels of physical activity. The programme will target support to schools with a high percentage of pupils eligible for free school meals, from low affluent families, culturally diverse groups, and pupils with SEND (Special Educational Needs and Disabilities).

**Programme Objectives**

1. To support schools to open their facilities outside of the normal school day (before school, evenings, weekends, and holidays) to allow children & young people and the wider community to access more opportunities to be physically active.
2. To open school swimming pools focusing on swimming and water safety lessons both during and outside the school day for pupils at their school and for pupils at other local schools.
3. Participants are provided with a range of stimulating and enjoyable opportunities to take part in physical activity and sport, in addition to that experienced within PE lessons and extra-curricular activities. This means NEW and additional extra-curricular activities are eligible.
4. Participants are signposted to take part in the same or similar activities in their local community, following the end of their participation in the programme.

**Benefits to schools**

* Short Term: Schools will receive support to help the facilitation of opening their school premises outside of the school day, to deliver both new extra-curricular and out of school hours community sessions, to benefit young people and adults in the community.
* Longer Term: Schools will be able to develop a sustainable business model from hiring their facilities to external organisations at affordable rates. Pupils will also benefit from having greater access and opportunity to take part in activities after school, at weekends and during holidays in their local area.

**Support / funding is therefore being targeted at: Leicester, Leicestershire and Rutland**

**Consortia Partners Role**

**Youth Sport Trust**

The Youth Sport Trust (YST)is a children’s charity with a vision of ‘a future where every child enjoys the life-changing benefits that come from play and sport’. Our mission is to equip educators and empower young people to build brighter futures. Together we create opportunities for everyone to belong and achieve.

The Youth Sport Trust is delighted to be a member of the Opening School Facilities consortium of partners, aiming to bring about a step change in the accessibility of school facilities to provide inspiring, meaningful and accessible sport and activity for students and local community.

The Youth Sport Trust contribution will focus in two main areas;

1. School support

* Engagement and influence of Multi Academy Trusts (Nationally)
* Capacity at a local level to capitalise on existing relationships with school leaders

2. National CPD

* The consortium identified key principles that would support wider systemic change, and as a result CPD will be made available for the Active Partnership networks and lead staff members in school on three topic areas

i. Multi Sport (making the offer meaningful)

ii. Youth Voice - co-design

iii. Business Managers - making the offer viable

**ukactive**

[ukactive Research Institute](https://www.ukactive.com/research-institute-about-us/) are the research arm of ukactive. ukactive are the non-for-profit health body that represents the fitness and leisure sector, made up of over 4,000 members that operate across the public, private, independent and third sector. The ukactive Research Institute provides high quality, rigorous, and innovative research, evaluation, and business intelligence services that achieve sector, policy, and academic impact. This includes extensive experience of working with children, young people, and families to measure the impact of physical activity interventions.

ukactive are conducting the qualitative evaluation as part of the overall evaluation of the OSF programme. This involves capturing youth voice through a qualitative data collection approach called ethnography. Ethnography has been chosen because it allows us to tell rich and sensitive stories that reflect the complexity of lived experience of youth voice. This will span over entire two/three-year delivery of the OSF. It will involve:

* Immersive participatory fieldwork - first hand observing, participating and reflecting
* Regular participant input – from children users themselves
* Observation of wider group members – from session leaders, teachers, parents who have regular interaction with the children taking part

Data will be reported directly back to the DFE, in a variety of formats yet to be decided (e.g. reports, case studies, video diaries).

**StreetGames**

Through our national lead we will:

Share our learning from working in underserved communities.

Provide training and support across the wider AP network to better understand delivery models in the underserved communities.

We will work with APs to link OSF programme with other key priorities ie. HAF and MOJ.

We will work closely with the YST to support youth voice as part of the programme development for schools.

Support with the development of workforce plans where needed.

**School White Paper**

How OSF relates to the school white paper -

The School White Paper focuses on mainstream state-funded schools. It marks the start of a journey towards an education system in which all children benefit from the high standards of the best schools and families of schools, bringing everyone closer to achieving the literacy and numeracy missions year by year. It will form part of a wider programme of change, alongside the SEND Review, Independent Care Review, Skills for Jobs White Paper and Levelling Up White Paper.

The vision for this white paper and the SEND Review alongside is to introduce and implement standards that will improve children’s education, deliver the right support if they fall behind and give them the tools to lead a happy, fulfilled and successful life.

Within the paper there are two specific areas which OSF could relate to -

‘A richer, longer average school week which makes the most effective use of time in school and ensures children enjoy a rounded education’. A new minimum school opening of 32.5hrs which could mean extra time for English, maths, sport and art. Considering the wider benefits of increased time for pupils, including more opportunities for learning, socialisation with peers and enrichment, we will also encourage all mainstream state-funded schools to explore going further than 32.5 hours if possible. The paper believes that schools can and should go further, including to address a lack of consistency in school opening hours and in the extra-curricular offers schools afford their children. Following the sacrifices young people made during the pandemic there is – now more than ever – a moral imperative to ensure no child is short-changed on their time in school.

Strategic Governance – operates an effective and robust governance structure that involves schools and exemplifies ethical standards. Utilises the expertise and skills on its boards to oversee the strategic direction of the trusts effectively and hold leaders to account. Has a strong local identity, engaging effectively with parents and the wider community.

**Section 2**

**School Information**

**When applying for funding schools must complete a development plan**

**Criteria for Development Plans**

Schools must demonstrate that they are meeting the following criteria when developing and implementing their development plans -

**Tackling Inequalities** – provision should focus on the following target groups

1. people from lower socioeconomic communities
2. focus on disabled people and those with long term health conditions
3. women and girls
4. people from ethnic minority backgrounds

**Engaging the school community** – programmes to be co-designed with young people

**Engaging the wider community** – opportunities for continued participation and for community engagement (including co-designing with community organisations / local young people)

**Developing a sustainable workforce** - youth leadership and volunteering opportunities

**Added Value** – linking to other policy areas, Holiday Activities and Food Programme, community safety,

**Youth voice** – must include youth voice when developing plans (examples of toolkits - <https://www.youthsporttrust.org/media/j1xf0qap/yst-inclusion-2020-youth-voice-toolkitfinal.pdf>

[https://static1.squarespace.com/static/5f020c49b484e47001f2bb5b/t/620636dd87299006e0bdc73e/1644574432055/Youth+Voice+Toolkit\_v2.pdf](https://static1.squarespace.com/static/5f020c49b484e47001f2bb5b/t/620636dd87299006e0bdc73e/1644574432055/Youth%2BVoice%2BToolkit_v2.pdf))

**Eligibility Criteria for Schools**

* All schools must sign a grant agreement form
* Minimum of a 12-week programme for indoor and outdoor facilities – with opportunities to continue after the initial period (Year 1 is exempt from this due to timescale)
* Minimum of a 6-week programme for swimming and water safety activities – with opportunities to continue after the initial period (Year 1 is exempt from this due to timescale)
* Commitment until March 2025 (APs and schools can plan a year at a time but the emphasis is focusing on sustainable change)
* Indoor and outdoor activities can be delivered before school, after school, evenings, weekends and holidays (not including current curriculum or extra-curricular school activities)
* Swimming activities can be delivered both during the school day, before and after school, evenings, weekends and holidays
* Activities targeting SEND students can also take place during lunchtimes
* Activities can be delivered in holidays, in conjunction with HAF and other programmes, but must target new participants
* Needs to be a new or additional activity to what is already taking place
* All eligible items for expenditure, must be paid for first and then claimed in arrears by emailing the purchased invoices to the AP
* All activities must evidence attendance figures through uploading this information (individual and throughput figures) onto Smartsheets monthly
* All schools must agree to take part in a national evaluation of the programme

**Section 3**

**School Funding**

**Funding period and accountability**

This is a 3-year programme (see below) with schools engaging in Year 1 receiving funding each year in line with their agreed action plan and budget. Schools can apply for the investment they require to support their project.

Year 1: Jan 23- Mar-23 (All APs need to sign up their allocated number of schools within 8 weeks. Additional schools above the year 1 allocation can also be signed up during this time. There is an expectation that there will be a higher number of secondary schools targeted in the programme then primary schools, schools with pools, special schools and PRUs).

Year 2: Apr 23- Mar 24

Year 3: Apr 24- Mar 25

Recommended costs are between £\*,000 and £\*,000 (case by case) per school (DfE has not set a limit for Year 1). All applications (including those above or below the recommended minimum and maximum amounts) will need to fully meet the project objectives and are all subject to approval via an assessment panel **(APs to decide on the most appropriate way of selecting schools).** If a school does not complete their project, they will not be able claim their funding due to payment in arrears and therefore not eligible for future years funding.

Payment claim flow diagram for schools -



Groups of schools or local networks (e.g., Multi Academy Trusts or School Sport Partnerships) can collaborate to add additional value however individual agreements and plans must be submitted for each school and payment will go to that school.

Schools who receive funding will be required to demonstrate that they can meet the project objectives and have buy in from their Senior Leadership Team. Schools must provide information split into the following sections:

* School details
* Project contact details
* Current offer in schools
* Project details
* Year 2/3 project details (optional)
* Project collaboration and sustainability
* Overall finance for Year 1
* Additional project information

Schools will be required to complete the information and delivery plan (see appendix 2 and 3) prior to commencing any activity. This document will be signed off by the local AP who will then upload the information onto smartsheets. This will then trigger the grant agreement form being sent to the SLT lead in the school to sign via docu-sign.

Active Partnerships are asked to monitor school spending (including site visits if necessary) and support schools in the evaluation processes.

**Applications and Further information**

To apply for funding, schools must read this guidance document (including the Frequently Asked Questions section below) and complete the online application **by 5pm on Wednesday 8th February 2023 if you are able to deliver over half term, or week commencing 27th February 2023.**

**Other sources of funding**

The following sources of funding are available in your area (please speak to n.hankin@active-together.org.uk)

**Eligible & Ineligible Spend Excluding Swimming**

When considering school spend on the programme, we ask that partners focus on the following 4 key questions –



**Capital Expenditure Information (guidance taken from the Department for Education** [PE and sport premium for primary schools - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools#:~:text=Funding%20for%202022%20to%202023,grant%20for%202022%20to%202023.)**)**

The grant payments should not be used to fund capital expenditure. Capital and building works are ineligible spend. “Capital assets or funding are those from which an entity expects to derive benefit for more than one year: typically land, buildings, vehicles and information technology. They are usually called fixed assets.”

Where schools have an existing capitalisation policy, you should use this policy to determine whether proposed spending would be capital expenditure.

If a school does not have a capitalisation policy it remains for them to determine what qualifies as capital, but you might wish to use the following resources:

* local-authority-maintained schools: [consistent financial reporting framework: capital expenditure](https://www.gov.uk/guidance/consistent-financial-reporting-framework/capital-expenditure)
* academies: capital expenditure is defined in the [academies handbook](https://www.gov.uk/guidance/academy-trust-handbook/part-7-definitions) as: “capital assets or funding are those from which an entity expects to derive benefit for more than one year: typically land, buildings, vehicles and information technology. They are usually called fixed assets.”

Small purchases should not be capitalised. Your school or trust should determine an appropriate (de minimis) value, below which transactions should be charged to revenue.'

**Other sources of funding information**

School and college funding and finance: detailed information

[Schools, colleges and children's services : School and college funding and finance - detailed information - GOV.UK (www.gov.uk)](https://www.gov.uk/topic/schools-colleges-childrens-services/school-college-funding-finance)

The national funding formulae for schools and high needs - <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091988/2023-24_NFF_Policy_Document_.pdf>

PE and sport premium for primary schools -

[PE and sport premium for primary schools - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)

**Swimming Spending**

Any spend that is new or extends what the school currently offers for swimming can be funded. E.g. if a swimming pool is opened for an extra hour (1pm – 2pm) all costs incurred to use this facility will be covered in the spend – heating, lifeguards, equipment etc.

Please refer to the above eligible and illegible spend flow chart for all other swimming spend.

**School VAT Information**

Where the school is able to reclaim VAT incurred (in accordance with relevant laws), the school should seek to reclaim any eligible VAT and only seek reimbursement from the Active Partnerships of net expenditure.

**Section 4**

**Operating Safely and Safeguarding**

**Operating safely**

The school will have several responsibilities in relation to community use to ensure the safety of students, staff and community users. This can be covered by a comprehensive lettings policy. In most cases, it will simply be about extending the current school safety practices to cover community activity, although the exact nature of each school’s responsibilities may depend on which operating model it is using.

Health and safety should be a consideration in the early stages of planning for community use on school site. It is important APs ensure the school’s health and safety policy is up to date and made available to all groups, and key contacts. Fire evacuation and other safety procedures should be included within the induction process for all new community groups and practiced on a regular basis. Risk assessments should be carried out by all groups using the schools facilities, however, if it is an event that the school is organising (such as a competition) or a 'pay and play' activity, then it is the school's responsibility. The school will provide adequate public liability insurance for participants whilst they are engaged in activity relating to the project. Where appropriate, leaders/coaches responsible for the programme should hold professional indemnity.

### Safeguarding

It is recommended that schools introduce a quality assurance process when allowing groups to use on their site to minimise any risks – the [Child Protection in Sport Unit](https://thecpsu.org.uk/) and the [Ann Craft Trust](https://www.anncrafttrust.org/) has developed a check and challenge tool to support schools in this process. The general public will see a school site as a safe environment, but schools should consider the implications if a child protection issue arose on their site outside of the school’s core hours.

Schools need to ensure there are safeguarding procedures in place including safer recruitment and reporting procedures for all community facility operating models. The school governing body should agree any policy and procedures and ensure there are appropriate checks made on any external providers/clubs/hirers in terms of their safeguarding policies, procedures and practice.

Where the school is working with young people or Adults at risk, they must operate according to their own Safeguarding policies and procedures – a copy of which must be provided to the local Active Partnership. The organisation which is being funded by the OSF funding must be able to evidence that there will be a member of staff present at each session with the appropriate level of DBS.

**Section 5**

**Evaluation Data (usage participation and activity levels)**

Data will be collected against specific objectives to understand the impact of the programme on children’s physical activity participation and community engagement, and to understand the children’s experience known as ‘youth voice’. In signing up to take part in the OSF programme each school is agreeing for necessary data to be collected for the purposes of the evaluation of the programme. The below provides more information on the data required, how this will work, and what it means for your school and pupils.

**How is data being shared?**

The below diagram explains how data will be shared as part of the programme evaluation:

**Who is collecting data and what is being collected?**

There are two aspects to the data collection for this programme, and so there are multiple parities collecting this.

*Data being collected by Active Partnerships*

Active Partnerships will be collecting quantitative (numerical) and qualitative data. This will involve a representative from your school providing data to the Active Partnerships via an online reporting platform that has been set up for each school (smartsheet). Data will be requested at sign up and regular intervals throughout the programme. It will be reported back to DfE and their external evaluator on a monthly basis, and then at the close of the programme as part of the contracted reporting. Data is being reported back for the purposes of evaluating the overall impact of the OSF programme, and not schools. All data will be reported back in line with GDPR, meaning it will be anonymised, aggregated, and means individuals will not be identifiable.

The data to be provided includes:

* Data about the school setting and current offer of physical activity and sport outside of the school day.
* Information on the projects involved with OSF including target audience, spend, projected impact on school and community users and links to community clubs.
* Every month - the total number of individual participants (school and community) and throughput attendees that have engaged with your project overall, and which demographic group they represent. Please keep copies of registers for each project to enable the school to upload the current numbers. We will not be asking for copies of these registers.
* Photos (sent to the local Active Partnership) of what the funding has been provided for. Please note that consent must have been gained from the person/people being photographed.
* A case study/report (to your local Active Partnership) stating what impact the funding and/or the activity has had for the school and its pupils (templates can be supplied).
* To provide feedback to your local Active Partnership about how the programme is going, to help with the scoping of future support.  Feedback data will also be collected on the successes, barriers and lessons learnt as part of the programme delivery, which will include feedback from teachers and school staff.
* Additional data relating to the delivery and participation within the OSF programme.

*Data collected by ukactive*

Qualitative (non-numerical) data is being collected by the ukactive Research Institute as part of capturing information on and understanding how children have found the experience of taking part in the programme – this is called ‘youth voice’. Any data collected from children directly will be done so through parental consent. Data will be collected at regular intervals across the programme delivery by a dedicated member of the ukactive research team. This team member will come into schools to collect this data, or it will be done virtually online. This data will be collected through observation and semi-structured / formal interviews and focus groups. It will be reported back to DfE towards the end of the programme in an aggregated format, meaning that individuals will not be identifiable.

The data being collected is:

* Observation data – ukactive will collect data on the children’s experiences through attending in person sessions and making observations.
* Participant input data – ukactive will collect data directly from the children themselves about their experiences, likes and dislikes. They will also speak to session leaders, teachers and parents who interact regularly with the children taking part, about the children’s experiences of the sessions, in addition to successes and challenges with the programme delivery.

**What will happen to my information and will it be kept confidential?**

All data being collected will be collected, stored, shared and analysed in line with General Data Protection Regulation ((EU) 2016/679) (GDPR). This means all the information and data collected will be kept confidential and anonymous. It will be used for the purposes of the evaluation of the DfE programme (e.g., in evaluation reports to the DfE / external evaluator) and may also be used as part of academic manuscripts, conferences for the purposes of building the evidence base for the importance of physical activity for young people. All data will be collected, stored, processed (analysed) and reported securely and will remain confidential and anonymous when reported. No individuals' names will be used or reported, and no individuals will be identifiable. All data will be collected, controlled, and processed by the appointed data controllers and processors.

The Controller (DfE) retains control of the data collected and remains responsible for its compliance obligations under the applicable Data Protection Legislation. The processor (Active Partnership and ukactive) is in control of any operation or set of operations which is performed on personal data or on sets of personal data, whether or not by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction. Processing also includes transferring Personal Data to third parties. All parties involved in data collection, controlling and processing will ensure compliance with the Data Protection Legislation at all times. This clause is in addition to and does not relieve, remove or replace a party’s obligations under the Data Protection Legislation.

**What if I have further questions or a problem?**

If you have any questions please get in contact with the ukactive Research Institute at research@ukactive.org.uk or Helen Pring at hpring@activepartnerships.org

**Appendix 1**

**Summary of the Privacy Notice document**

The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 sets out the UK’s legal framework with which organisations must comply when they process personal data. Active Partnerships (AP) aims to be transparent by providing information to individuals about the use of their personal information (data), as this is a key element of the legal right to transparency as set out in the UK GDPR.

This Privacy Notice [included as part of your information pack] is a document that is used to set out AP’s approach about how we process personal data we collect. AP has made this Privacy Notice document available [on our website for schools, pupils and parents to access and] as a hard copy. This Privacy Notice will be reviewed by our data protection officer on at least an annual basis and will also be reviewed whenever we make a significant change to how we process personal data.

In summary, the Privacy Notice contains information to help data subjects (i.e., the person about who personal data is collected and used) will understand the following:

* who the ‘Data Controller’ (the organisation who (either alone or jointly with others) will determine the purpose for which, and the way data is processed) is and who are the Data Processors (who the organisation who process data on behalf of and on the orders of a Controller) are;
* the types of data collected / processed, for the purposes of data protection legislation, UK GDPR and the Data Protection Act 2018, the terms ‘process’, ‘processed’ or ‘processing’ can apply to any activity involving the personal data, for example:
	+ collecting
	+ recording
	+ storing
	+ use;
	+ sharing; or
	+ destroying data,

please note this list is not exhaustive.

* why the data is collected (purpose)

* how the data is used (processed)

* the lawful basis for processing the data

* how and where the data is stored and how long for, and how security is ensured

* who/which organisations data is shared with and why

* the individual data subject’s rights over their data (including right of access) and how they can exercise them

* contact details for the data protection lead (for queries)

* contact details for the Information Commissioner’s Office in the event the data subject wishes to make a compliant.

This list is not exhaustive, as we have made the notice specific to the arrangement involved. Overall, this Privacy Notice provides information so that the data subject will understand how and why their data will be used and rights they have.

**Appendix 2**

**School Information and Delivery Plan with Guidance on Completion**

|  |  |
| --- | --- |
| **Section 1 - School Details** | Guidance |
| Name of school |   |
| URN |   |
| Idaci school band | Insert number 1 - 10 |
| Trust Name |   |
| Type of school |   |
| Location |   |
| Number on roll |   |
| School finance - contact name |   |
| School finance - email |   |
| School finance - telephone number |   |
| School finance - role |   |
| Bank details |   |
| - BANK / BUILDING SOCIETY NAME |   |
| - BANK ACCOUNT NAME |   |
| - SORT CODE |   |
| - ACCOUNT NUMBER |   |
| Active Partnerships |  Drop down menu to select |
| Region |  Drop down menu to select |
|  |  |
| **Section 2 - Project Contact Details** |   |
| Project Lead - contact name |   |
| Project Lead - email |   |
| Project lead - phone number |   |
| Project lead - job role |   |
| SLT contact name |   |
| SLT email |   |
| SLT job role |   |
|  |  |
| **Section 3 - Current Offer** |   |
| Number and range of activities offered | Broken down into total number of indoor/outdoor/swimming activities offered per week. |
| Number of sessions | List all activities available in the facility |
| Length of sessions | Recorded in total number of hours in a week per indoor / outdoor/ swimming |
| Capacity (i.e. number of spaces available) |  Indoor = number of opportunities (no of sessions x max capacity per session) & attendees (total average throughput number per week) |
| As above for outdoor and swimming |
| Take up (for both school pupils and community users) | Average per week for indoor, outdoor and swimming |
| Hours that facilities are open for school aged children  |  Total hours per week for the 3 spaces combined – indoor, outdoor, swimming pools |
| Hours that facilities are open for post school aged children |  Total hours per week for the 3 spaces combined – indoor, outdoor, swimming pools |
| Number of self-employed people employed to deliver sessions |  In total per week |
| Number of business's employed to deliver sessions |  In total per week |
| Does your school currently use a digital booking platform | Y / N |
| Barriers to use of sport facilities (both by the school and community) |  Drop down menu to select from the following - |
| Staffing (availability or expertise) |
| No appropriate ancillary provision available and/or lack of supporting infrastructure e.g., floodlights |
| Facilities do not meet needs/requests of community and/or pupils (including price of facility hire). Can we include a comment box here? |
| Cost of running facilities  |
| Access to and/or parking at site (during or after school hours) |
| How would you describe the quality of your outdoor sports facilities | – drop down list options of ‘Poor’, ‘Standard’, ‘Good’ |
| How would you describe the quality of your indoor sports facilities | – drop down list options of ‘Poor’, ‘Standard’, ‘Good’ |
| Who carries out maintenance of sport facilities inc. both indoor and outdoor?  | Drop down list from the following - |
| - In house maintenance person/team |
| - External contractor |
| - Local Authority |
| - Mixture of above |
| - Other - (if this is ticked, could a text box be provided to provide more detail) |
| Do any of your facilities currently get used by the community? If so, who used them? | Drop down list from the following -- Clubs- Community organisations - Instructors for classes e.g., yoga- Social leagues e.g., back to netball, walking football - Other (if this is ticked, could a text box be provided to provide more detail) |
| How do they staff their sports facilities?  | Drop down list from the following - |
| - Staffed by school e.g., caretaker |
| - External contractor - (if this is ticked, could a text box be provided to provide more detail) |
| - Local Authority/leisure provider |
| - Other - (if this is ticked, could a text box be provided to provide more detail) |
|  |  |
| **Section 4 - Year 1 Project Details (for each individual project)** |   |
| Overview of project |  Brief statement of project needed |
| What priority group will your project aim to target? |  Drop down menu to select – BAME, SEN, FSM, Girls |
| How has youth voice influenced your decisions? |   |
| How has your wider community been considered? |   |
| Type of facility that has been opened (indoor/outdoor/swimming) |  Drop down menu to select |
| Type of activities undertaken  |  Drop down menu to select  |
| Number of hours the facility is open (per week) |   |
| When the facility is open (evening/weekend/holiday) |  Drop down menu to select |
| Number of sessions offered outside the school day (per week) |  Sessions measured in hours |
| **Projected** number of children and young people participating (throughput and individual) |   |
| **Projected** number of community users participating (throughput and individual) |   |
| Capacity – number of spaces available |  Per week |
| Describe your project provision and what success looks like for your school, users and the community? |   |
| Include the objectives of the project |
| How you intend to engage your priority group(s) in the design of your project |
| Project timescale - pre delivery |  How long will it take you in weeks |
| Project timescale - delivery |  How long will it take you in weeks |
| Project total cost |   |
| Project cost breakdown | Breakdown  |
|  |  |
| **Section 5 - Year 2 (to be submitted onto smartsheets at the beginning of Year 2)** |   |
| Overview of project |   |
| How has youth influenced your decisions? |   |
| Type of facility that has been opened (indoor/outdoor/swimming) |   |
| Type of activities undertaken  |   |
| Number of hours the facility is open (per week) |   |
| When the facility is open (evening/weekend/holiday) |   |
| Number of sessions offered outside the school day (per week) |   |
| **Projected** number of children and young people participating (throughput and individual) |   |
| **Projected** number of community users participating (throughput and individual) |   |
| Capacity – number of spaces available |   |
| What priority group will your project aim to target? |   |
| Describe your project provision and what success looks like for your school, users and the community? |   |
| Include the objectives of the project |
| How you intend to engage your priority group(s) in the design of your project |
| Project timescale - pre delivery |   |
| project timescale - delivery |   |
| Project total cost |   |
| Project cost breakdown |   |
|  |  |
| **Section 6 - Year 3 (to be submitted onto smartsheets at the beginning of Year 3)** |  |
| Overview of project |   |
| How has youth influenced your decisions? |   |
| Type of facility that has been opened (indoor/outdoor/swimming) |   |
| Type of activities undertaken  |   |
| Number of hours the facility is open (per week) |   |
| When the facility is open (evening/weekend/holiday) |   |
| Number of sessions offered outside the school day (per week) |   |
| **Projected** number of children and young people participating (throughput and individual) |   |
| **Projected** number of community users participating (throughput and individual) |   |
| Capacity – number of spaces available |   |
| What priority group will your project aim to target? |   |
| Describe your project provision and what success looks like for your school, users and the community? |   |
| Include the objectives of the project |
| How you intend to engage your priority group(s) in the design of your project |
| Project timescale - pre delivery |   |
| project timescale - delivery |   |
| Project total cost |   |
| Project cost breakdown |   |
|  |  |
| **Section 7 - Project collaboration and sustainability** |   |
| How will you be collaborating with other organisations (community partners, clubs, NGBs) in your project? |   |
| How will you engage with parents/guardians to encourage participation from your priority groups? |   |
| State how you will sustain or maintain the legacy of this provision |   |
| How is this project tackling inequalities |   |
|  |  |
| **Section 8 - Overall Finance for Year 1 only** |   |
| Wider project costs (inc. booking systems, admin support) |   |
| **Total overall project cost (year 1 only)** |   |
| Pre delivery cost year 1 |   |
| Delivery cost year 1 |   |
| I understand that (with the potential exception of swimming) the expenditure for the projects above is revenue spend only | Y/N |
|  |  |
| **Section 9 - Project evaluation and data collection** |   |
| **To provide high level description of evaluation and data collection, with link to funding letter / other page where this is outlined in more detail (e.g. refer to privacy statement)** |   |
| Have you had a chance to ask questions (or know who to contact with questions) regarding data sharing and collection occurring as part of the evaluation of the OSF programme, have you had these questions answered and are you happy with the reasons why, how and by whom as laid out in the privacy statement? | Yes / No |
| Your School has a clear, accessible safeguarding policy in place, and robust procedures that cover any activities that take place on site out of school hours. | Yes / No |
| Do you agree that by taking part in the OSF programme you are also agreeing to the sharing and collection of data as part of the programme evaluation. Do you (the school) consent to the sharing and collection of data (as outlined in the privacy notice) as part of the evaluation of the OSF programme? | Yes / No |
|  |  |
| **Section 10 - Additional project details** |   |
| further information |   |
| National organisation linked to projects |   |
| National organisations running project |   |
| Local organisation linked to projects |   |
| Local organisations running project |   |
| local intelligence / learning / challenges |   |

**Appendix 4**

**School Information and Delivery Plan Swimming Example**

|  |
| --- |
|  |
| **Section 1 - School Details** |   |
| Name of school | Example Academy |
| URN | 123456 |
| Type of school | Primary |
| Location | Exeter |
| Number on roll | 235 |
| School finance - contact name |   |
| School finance - email |   |
| School finance - telephone number |   |
| School finance - role | Business Manager |
| Bank details |   |
| - BANK / BUILDING SOCIETY NAME | The Green Bank |
| - BANK ACCOUNT NAME | Example Academy |
| - SORT CODE | 00 00 00  |
| - ACCOUNT NUMBER | 12345678 |
| Active Partnership | Active Devon |
| Region | South West |
|  |  |
| **Section 2 - Project Contact Details** |   |
| Project Lead - contact name |   |
| Project Lead - email |   |
| Project lead - phone number |   |
| Project lead - job role |   |
| SLT contact name |   |
| SLT email |   |
| SLT job role |   |
|  |  |
| **Section 3 - Current Offer** |   |
| Number and range of activities offered |   |
| Number of sessions |   |
| Length of sessions |   |
| Capacity (i.e., number of spaces available) |   |
| Take up (for both school pupils and community users) |   |
| Hours that facilities are open |   |
| Number of self-employed people employed to deliver sessions |   |
| Number of business's employed to deliver sessions |   |
| Barriers to use of sport facilities (both by the school and community) |   |
| Accessibility to sport facilities – are facilities inclusive. If not, is there a specific focus/audience they want to engage and why? |   |
| What is the quality of sport facilities? Does this hinder use? |   |
| Who carries out maintenance of sport facilities inc. both indoor and outdoor?  |   |
| Do they have and/or know of any funding opportunities for sports facilities at the school? |   |
| Do they currently have any community access to their sports facilities (indoor and outdoor), if so, who? |   |
| How do they staff their sports facilities?  |   |
| Do they have any aspirations around their sports facilities and if so, have they engaged any conversations with partners such as the Football Foundation previously? |   |
|  |  |
| **Section 4 - Project Details (for each individual project)** |   |
| Overview of project | KS3 After School Swimming |
| How has youth influenced your decisions? | Whilst the decision to include swimming has been driven by data, 'how' the swimming programme will be delivered will be shaped by the students attending. We will consult with them to understand their preferences and understand any barriers to participation. |
| Type of facility that has been opened (indoor/outdoor/swimming) | Indoor Swimming Pool |
| Type of activities undertaken  | Learn to Swim After School Clubs |
| Number of hours the facility is open (per week) | 6 |
| When the facility is open (evening/weekend/holiday) | After school 3.45pm - 5.15pm |
| Number of sessions offered outside the school day (per week) | 4 |
| **Projected** number of children and young people participating (throughput and individual) | Throughput 40 x4 = 160. Individual = 40 |
| **Projected** number of community users participating (throughput and individual) | 0 |
| Capacity – number of spaces available | 40 |
| What priority group will your project aim to target? | Children eligible for FSM that cannot swim 25m unaided |
| Describe your project provision and what success looks like for your school, users and the community? | [] Four local secondary school staff/students will undertake swim instructor and lifeguard training. They will bring 10 students to the pool weekly and run a learn to swim programme with them. [] The objective of the project is to provide an opportunity for children in KS3 to learn to swim after missing out during the pandemic. There is a focus on children eligible for FSM whose families might not be able to afford/access private swimming lessons.[] Letters will be sent home to parents to invite their child to be involved.[] Success will be an increase in the number of secondary aged children that meet the minimum national curriculum requirements for swimming. |
| Include the objectives of the project |
| How you intend to engage your priority group(s) in the design of your project |
| Project timescale - pre delivery | Feb-23 |
| Project timescale - delivery | Mar-23 |
| Project total cost | £5,300 |
| Project cost breakdown | [] Swimming Aids EG Floats to support learn to swim programmes and maximise pool programming. £2000[] Lifeguard courses and Swimming Instructors qualifications - external and internal inc. school pupils in 6th form to support class sessions (inc. Female only) £2500[] Hire of swimming pool £50 per session (1 1/2h) x4 dpw x 4w = £800 |
|  |  |
| **Section 7 - Project collaboration and sustainability** |   |
| Will you be collaborating with other organisations (community partners, clubs, NGBs) in your project? | We will be working with Swim Devon to deliver the CPD courses for school staff. They will also be running the community element of the programme |
| How will you engage with parents/guardians to encourage participation from your priority groups? | We identify and invite targeted families through our family support worker, class teachers and TAs who have a good relationship with families. We will speak and listen to parents and guardians to understand any additional barriers they face and work to overcome those to enable participation. |
| State how you will sustain or maintain the legacy of this provision | We will charge  |
|  |  |
| **Section 8 - Overall Finance for Year 1 only** |   |
| Wider project costs (inc. booking systems, admin support) | [] Changing Rooms Upgrades to improve customer experience, Health and Safety signage/ wall fixing/Lockers. Clock/timer for swim pool area £6000[] Storage units for organisations hiring pool, residents and deliverers to utilised. Expanded to enable more equipment to be held on site. £2000[] Purchase of open data booking / facility management system £500 |
| **Total overall project cost (year 1 only)** |   |
| Pre delivery cost year 1 |   |
| Post Delivery cost year 1 |   |
| Project spend breakdown (% - Equipment, CPD, Staff, Facilities, IT, Admin) |   |
|  |  |
| **Section 9 - Additional project details** |   |
| further information |   |
| links to community clubs | Swim Devon |
| local intelligence / learning / challenges |   |

**School Information and Delivery Plan Indoor/Outdoor Example**

|  |  |
| --- | --- |
| **Section 1 - School Details** |   |
| Name of school | A school |
| URN |   |
| Type of school | Secondary |
| Location | Peterborough |
| Number on roll |   |
| School finance - contact name |   |
| School finance - email |   |
| School finance - telephone number |   |
| School finance - role |   |
| Bank details |   |
|  - BANK / BUILDING SOCIETY NAME |   |
|  - BANK ACCOUNT NAME |   |
|  - SORT CODE |   |
|  - ACCOUNT NUMBER |   |
| Active Partnerships | Living Sport - Cambridgeshire and Peterborough |
| Region | East |
|  |  |
| **Section 2 - Project Contact Details** |   |
| Project Lead - contact name |   |
| Project Lead - email |   |
| Project lead - phone number | 01733 821430 |
| Project lead - job role |   |
| SLT contact name | A headteacher |
| SLT email |   |
| SLT job role | Principal |
|  |  |
| **Section 3 - Current Offer** |   |
| Number and range of activities offered | 5 extra-curricular clubs - Boys football, rugby, Dodgeball, Girl’s netball, hockey |
| Number of sessions | 6 x 18 sessions = 108 sessions over the year |
| Length of sessions | 60 mins |
| Capacity (i.e., number of spaces available) | 20 in each club |
| Take up (for both school pupils and community users) | Full school pupils |
| Hours that facilities are open | 5 x 3 hrs in evening (5-8pm) = 15 hrs per week |
| Number of self-employed people employed to deliver sessions | 3 |
| Number of business's employed to deliver sessions | 3 |
| Barriers to use of sport facilities (both by the school and community) | Heating and lighting costs, lack of youth voice |
| Accessibility to sport facilities – are facilities inclusive. If not, is there a specific focus/audience they want to engage and why? | Want to focus on SEN provision, include hoists into swimming pool andaccessible sports equipment in sports hall |
| What is the quality of sport facilities? Does this hinder use? | Tired, 15 years old, wear and tear from community and school use |
| Who carries out maintenance of sport facilities inc. both indoor and outdoor?  | Site staff |
| Do they have and/or know of any funding opportunities for sports facilities at the school? | Local authority, S106 funding |
| Do they currently have any community access to their sports facilities (indoor and outdoor), if so, who? | Yes - Peterborough swim club, Nene Park basketball club, Aspire badmintonclub |
| How do they staff their sports facilities?  | Employ own sports centre team |
| Do they have any aspirations around their sports facilities and if so, have they engaged any conversations with partners such as the Football Foundation previously? | Discussions ongoing re Football Foundation |
|  |  |
| **Section 4 - Project Details (for each individual**  |   |
| Overview of project | Girls basketball club targeting girls in year groups 7-11, starting March 23,for 16 weeks (4 weeks Year 1) on Tuesday after school |
| How has youth influenced your decisions? | Student survey through form time and PE |
| Type of facility that has been opened (indoor/outdoor/swimming) | Indoor sports hall |
| Type of activities undertaken  | Basketball coaching |
| Number of hours the facility is open (per week) | 1 |
| When the facility is open (evening/weekend/holiday) | Evening |
| Number of sessions offered outside the school day (per week) | 1 |
| **Projected** number of children and young people participating (throughput and individual) | 80 throughput/20 individual |
| **Projected** number of community users participating (throughput and individual) | 0 |
| Capacity – number of spaces available | 20 |
| What priority group will your project aim to target? | Girls |
| Describe your project provision and what success looks like for your school, users, and the community?Include the objectives of the projectHow you intend to engage your priority group(s) in the design of your project | No current basketball club after school, we aim to get 16 girls playing on aweekly basis with a view to starting a girls’ team for Sept 2023.We have delivered some focus groups within girls PE sessions and alsoengaged with the student council. |
| Project timescale - pre delivery | Feb 2023: Purchase of equipment e.g., portable basketball goals to enabledelivery in summer months when sports hall being used for exams, basketballs,bibs etc |
| Project timescale - delivery | Starting Tues 7th March 2023- 28th March (4 weeks delivery) |
| Project total cost | £3,015 |
| Project cost breakdown | Coach 4 weeks @ £30ph x 1.5 hours = £180Portable goals 4 x £500 = £2000Basketball trolley £155basketballs x 30 @£20 = £600Bibs £80 |
| **Section 4 - Project Details (for each individual project)** |   |
| Overview of project | Tennis club targeting students years 7-11 starting Thurs 9th March (initial 4weeks delivery |
| How has youth influenced your decisions? | Student survey through form time and PE |
| Type of facility that has been opened (indoor/outdoor/swimming) | Outdoor courts |
| Type of activities undertaken  | Tennis coaching |
| Number of hours the facility is open (per week) | 2 |
| When the facility is open (evening/weekend/holiday) | Evening |
| Number of sessions offered outside the school day (per week) | 2 |
| **Projected** number of children and young people participating (throughput and individual) | 120 throughput/30 individual |
| **Projected** number of community users participating (throughput and individual) | 0 |
| Capacity – number of spaces available | 30 |
| What priority group will your project aim to target? | Girls |
| Describe your project provision and what success looks like for your school, users and the community?Include the objectives of the projectHow you intend to engage your priority group(s) in the design of your project | No current tennis club after school, we aim to get 30 students playing on aweekly basis with a view to sustaining after school club for Sept 2023.We have delivered some focus groups within PE sessions and alsoengaged with the student council. |
| Project timescale - pre delivery | Feb 2023: Purchase of equipment e.g., portable tennis nets to enabledelivery in summer months when sports hall being used for exams, rackets, tennis balls etc |
| Project timescale - delivery | Starting Thurs 9th March 2023- 30th March (4 weeks delivery) |
| Project total cost | £6,340 |
| Project cost breakdown | Coach 4 weeks @ £40ph x 1.5 hours = £240Portable tennis nets x 8 @£600 = £4800Tennis balls £200Rackets x 40 @ £20 = 800Teaching ball cart x 2 @ £150 = £300 |
|  |  |
|  |  |
| **Section 7 - Project collaboration and sustainability** |   |
| Will you be collaborating with other organisations (community partners, clubs, NGBs) in your project? | Linking with local tennis and basketball clubs |
| How will you engage with parents/guardians to encourage participation from your priority groups? | Parent mail, PTA, Social media etc |
| State how you will sustain or maintain the legacy of this provision | Training up of teaching staff to deliver provision |
|  |  |
| **Section 8 - Overall Finance** |   |
| Wider project costs (inc. booking systems, admin support) |   |
| **Total overall project cost** |   |
| Pre delivery cost year 1 | 8935 |
| Post Delivery cost year 1 | 420 |
| Project spend breakdown (% - Equipment, CPD, Staff, Facilities, IT, Admin) | 90% equipment, 10% staff |
|  |  |
| **Section 9 - Additional project details** |   |
| further information |   |
| links to community clubs | Peterborough city swim club, Nene Basketball Club, tennis club etc |
| local intelligence / learning / challenges | area of deprivation, high FSM, excellent facilities, huge costs to run |