

Opening Schools Facilities Phase 3

Active Partnership School Guidance Document

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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

- a) 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.

- b) 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.
- c) 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.
- d) 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: Across x we are targeting funding at...

Rise are seeking to strengthen their existing relationships with schools, as well as develop new relationships with schools that may not have worked with the Active Partnership network before.

In Year 2, Rise will be prioritising SEND and Pupil Referral Unit schools, rural schools, ethnically diverse schools as well as schools falling within the IDACI 1-3 percentile.

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; pr

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](#) 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.

Section 2

When applying for funding schools must complete a template development plan using an Excel Spreadsheet.

Criteria for Development Plans

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

Tackling Inequalities – focus on disabled people and those with long term health conditions, people from lower socioeconomic communities, women and girls, people from ethnic minority backgrounds and marginalised groups

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

Engaging the wider community – opportunities for continued participation and for community engagement (including youth voice and co-designing with children, young people, families and community organisations)

Developing a sustainable workforce – CPD for school and delivery staff, youth leadership and volunteering opportunities

Added Value – linking to other policy areas (i.e. HAF, community safety, family hubs, poverty agendas etc. to name a few)

Youth voice – must include youth voice when developing plans (examples of toolkits - <https://www.youthsporttrust.org/media/j1xf0qap/yst-inclusion-2020-youth-voicetoolkitfinal.pdf>
https://static1.squarespace.com/static/5f020c49b484e47001f2bb5b/t/620636dd87299006e0bdc73e/1644574432055/Youth+Voice+Toolkit_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

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 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.

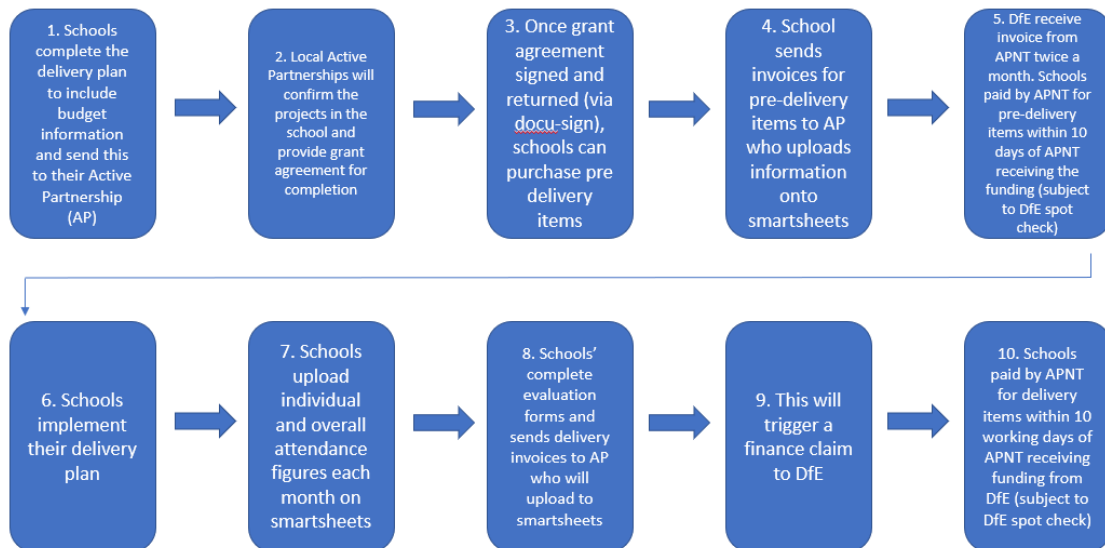
Year 1: Jan 23- Mar-23

Year 2: Apr 23- Mar 24

Year 3: Apr 24- Mar 25

Recommended costs are up to £21,000 per school in year 1 and then £12,000 and £9,000 in years 2 and 3. 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.

Payment claim flow diagram for schools -



Groups of schools or local networks (eg. 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:

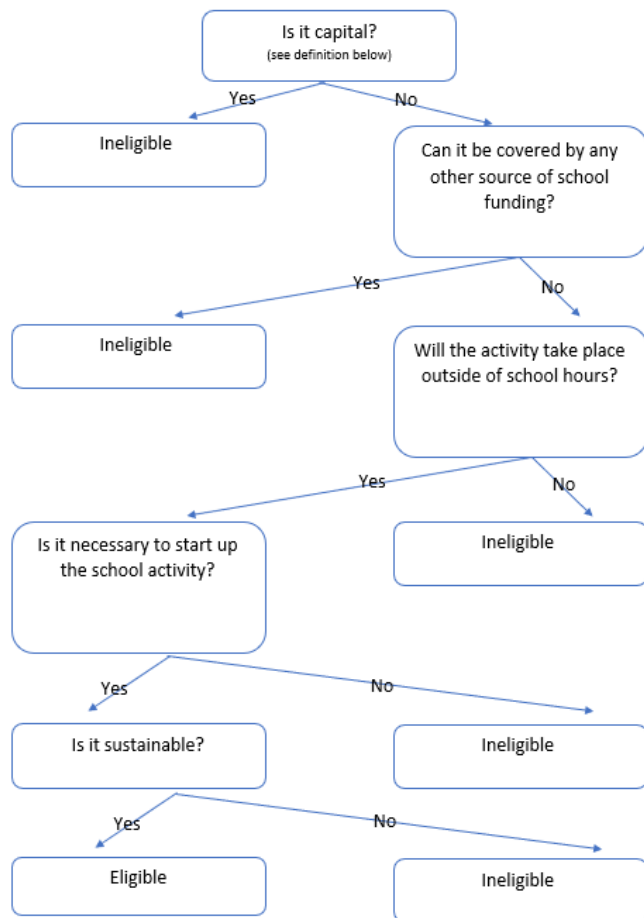
- School details
- Project contact details
- Current offer in schools
- Project details
- Project collaboration and sustainability
- Overall finance for Year 2
- Additional project information

Schools will be required to complete the information and delivery plan (see appendix 3 and 4) prior to commencing any activity. This document together with the signed grant agreement form will then be signed off by Rise before being uploaded onto Smartsheet by Rise.

Rise will monitor school spending (including site visits if necessary) and support schools in the evaluation processes.

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))

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](#)
- academies: capital expenditure is defined in the [academies handbook](#) 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/government/uploads/system/uploads/attachment_data/file/1091988/2023-24_NFF_Policy_Document.pdf)

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](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/government/uploads/system/uploads/attachment_data/file/1091988/2023-24_NFF_Policy_Document.pdf)

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.

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](#) and the [Ann Craft Trust](#) 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.



Appendix 1 Frequently Asked Questions (FAQs)

What can the funding be used for?

1. **Supporting schools to open up to the community**, this could include purchasing booking systems, short term staffing, additional equipment, improving security to the facility to ensure it can open.
2. **Help schools with their own pool on site to safely re-open** – this can include purchasing water testing kits and plant servicing following guidance from Swim England. The funding should be used to restart and extend the opportunities for children and young people to participate in swimming activities. Swim England will also be offering advice and guidance on pop up pools in the near future.
3. **Purchase additional sports, activity, and storage equipment (non-fixed items only)**. You may require additional sports, activity and storage equipment to be able to run activities.
4. **To improve the accessibility of school sports facilities, especially for pupils with Special Educational Needs and Disabilities (SEND)**. This could include buying adaptive sports equipment.
5. Where relevant provide funding for **additional short-term staffing challenges** which prevent schools from opening facilities or delivering sessions.
6. **Providing CPD opportunities for staff** to either create sustainable business models or provide training to staff to deliver new activities.
7. **Develop existing websites** including purchasing of booking systems and marketing/advertising of new activities.
8. **What is the difference between the pre delivery and post-delivery grant to schools?** The pre delivery grant will pay for anything which is required to ensure the activity can be run e.g. equipment, booking systems, storage facilities, CPD. The post-delivery grant will pay for anything that ran during the activity e.g. coaches & staff. Both payments will be awarded in arrears once invoices have been uploaded onto smartsheets.
9. **Are FE colleges and sixth forms eligible for funding?** No. The remit for this funding is purely schools, but young people can access provision on the school site under the community offer
10. **Are independent schools eligible for funding?** Independent schools are not eligible to receive funding as the DfE have specified that this funding is for state schools. However, if there is an independent school which has a facility e.g. a school pool which is extensively used by local

schools for school swimming (and without some funding may not be able to open to provide this facility) funding could go towards hiring their pool for 'top up' swimming for secondary students.

11. **How will money be distributed to schools?** Schools will be paid directly by APNT following them uploading a copy of their invoices for pre delivery and post-delivery spend. Once this process has been completed, APNT will process two payment runs per month to schools, following claim submission and payment from DfE. Schools will be paid between 10 and 30 working days from the end of the month that the claim was submitted.
12. **What reporting will schools be required to do?** Schools who receive funding will be required to provide the following information:
 - Number and range of activities offered
 - Number of sessions
 - Length of sessions
 - Capacity (number of spaces offered)
 - Take up (for both school pupils and community users)
 - Hour's facilities are open
 - How funding has been utilised
 - Spending breakdown
 - Examples of what works / doesn't work – barriers and challenges. (Please note: M&E can be embedded as a requirement to gather data as part of the delivery provider MOU's / SLA agreements)
13. **Is the focus on after school provision or opening school facilities?** Aside from swimming, the aim of the programme is to open school facilities outside of the normal school hours – after school, in the evenings, weekends and during the school holiday.
14. **Is there support for schools to work with community providers?** Rise can support schools to liaise with local sport providers as well as National Governing Bodies of Sport to ensure that they have access to a high quality and varied offer of sport and physical activity opportunities, which meets the needs of their pupils, including the least active. This could include making links between schools to maximise use of affordable facilities across the local area.
15. **Can we work with consultants?** Yes. Priority should be given to your existing network of staff and local partners, as it is important that existing relationships with schools exist. Another factor to consider is that consultants can be costly, so there may be a question of value for money and sustainability. Where there are gaps in expertise (for

example, facility development/improvement consultants, to enable schools to open their facilities to the community), consultants can be used, but only if sustainability measures can be identified and evidenced. Please consider this spend carefully as we all want as much of this funding to be for the benefit of children, young people and families

16. **Can the money be used to pay for sports coaches, youth workers teachers and teaching assistants to deliver activities?** Yes you can use this money to pay sports coaches, sports leaders youth workers. You cannot use the money to pay teachers. Teaching assistants can be paid provided they are running a session when they are not being paid to work. Ideally the schools will connect with local providers and or National Governing Bodies to ensure the sessions are sustainable and there are pathways in place, should the young people want to continue to develop and remain active in the activity/sport.
17. **Can the money be used to pay for transport to support children's transportation from rural areas?** No. Paying of transportation costs is not in the scope of this funding as payment of transportation costs would not directly open school facilities. Transport to swimming for 'top up swimming' if there are no other options (no other sources of funding) is permitted.
18. **Can the funding be used to take pupils offsite to use the facilities at a nearby facility such as a leisure centre?** With the exception of swimming, no, this funding is for opening facilities on school sites.
19. **Can the funding be used to re-open swimming pools on school sites?** Yes, we expect that funding will be used to help support schools to re-open their swimming pools and this a priority area.
20. **Can the funding be used for large scale capital building works?** No, capital building works are not eligible, including resurfacing, new playgrounds or improvements to sports facilities.
21. **Can the funding be used to cover loss of revenue because of facilities being closed during the period of restrictions?** No, these costs are not eligible items of expenditure.
22. **Can we charge for the activities?** Yes, you can charge for community hire and pay and play etc. If the proposed charge is for after school provision, you will need to demonstrate that this is not a barrier to the target audience (FSM, SEND, inactive young people) participating and that the income is to enhance and extend the provision (sustainability).
23. **Can I have more than one application per school?** No but you can apply for funding to provide more than one activity (e.g. an after

school or community 'programme', rather than just one after school club) and more than one of the target audiences (FSM, SEND and inactive young people – as defined above).

24. **Can anyone else other than schools apply for funding?** No, only schools will be able to apply for funding. Multi Academy Trust's, coaches, consultants, clubs etc. may want to support schools with their applications, however only schools can apply and receive funding. Schools can then utilise funding to bring in support to deliver after school provision, manage facilities etc.
25. **Is funding available for future years?** The programme is funded until March 2025. Subject to meeting M&E deadlines/submission, progression and success of the project:
- Y1 schools will receive funding for 3 years (March 2023-March 2025)
 - Y2 schools will receive funding for 2 years (April 2023 – March 2025)
 - Y3 schools will receive funding for 1 year (April 2024 – March 2025)
26. **Does the amount of funding remain the same for each year?** No. Schools will be required to submit an Information and Delivery Plan in their first year with an agreed budget. This will be reviewed and updated for future years and further funding will only be approved pending the progression and success of the project.