

Year 3 Impact Report

(April 2024-March 2025)

What is Opening School Facilities (OSF)?

Opening School Facilities (OSF) is a funding programme from the Department for Education, supporting schools to open their existing sport facilities to support their students and the wider community to become more active. This includes partnering with sporting organisations who can help deliver activities in extra-curricular or out of school hours on school sites.

OSF is aimed at tackling inequalities among pupils and the wider community who face the biggest barriers to physical activity, from four distinct groups:



People from lower socioeconomic communities (including pupils eligible for free school meals and from low affluent families)



People from ethnically diverse communities



Women and girls



Disabled people and those with long-term health conditions (including pupils with SEND)



The funding has allowed us to purchase an online booking portal and secure access system which will ensure that the community can use the sports hall out of school hours. Revenue created from bookings will fund additional heat, light, cleaning and maintenance expenses as well as the annual fees to SportsKey (Booking portal) ”



The equipment has been a huge help to be able to offer sessions that we were not able to due to insufficient funding in areas of need. This has helped to create consistent sessions and in turn consistent attendance. ”

The objectives of OSF

- Support schools to open their facilities outside of the normal school day (evenings, weekends, and holidays) to allow children, young people and the wider community to access more opportunities to be physically active.
- Open school swimming pools, focusing on swimming and water safety lessons both during and outside the school day for pupils at their school and other local schools.
- Provide participants 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 current extra-curricular activities. This means new and additional extra-curricular activities were eligible, however a focus on widening opportunities must be in place.
- 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 and activities become sustainable wherever possible.



Our swimming pool is now in really good condition because of the funding and has enabled us to create a sensory pool for SEND children. We also now have staff trained to deliver relevant sessions and maintain the pool. ”

School assets

Booking systems, facilities, access to site, specialist equipment.

Workforce and CPD

School staff, sport leaders, community coaches

Lifelong habits for young people

Increasing opportunities, broad range of activities locally

Community connections

Relationships with partners, and links between schools and sports clubs

Our approach

We worked closely with education and community physical activity partners in each district to identify schools who could apply for the funding. We did that considering a number of factors:

- | | |
|--|--|
| <ul style="list-style-type: none"> • What were they currently offering to their community? • Access to facilities • Expressions of interest | <ul style="list-style-type: none"> • Where the school was situated • The schools IDACI score (Indices of Deprivation Affecting Children Index) for their postcode and also pupil postcodes |
|--|--|

We offered support to schools to use youth voice and the results of wider consultation to develop a project plan that allowed them to meet the needs of students and the community as a whole.

Schools were asked to apply for up to £20,000 in their first year, with up to £10,000 available in the following financial year to support a sustainable project.

We created district targets for Year 1 and 2 of the funding for the number of schools as part of the programme, linked to the number of schools in each area.

We also considered the number of pupils in each district accessing Free School Meals, as well as the school being in an area of high deprivation. Schools with access to their own swimming pools were identified to develop specific swimming projects. With some schools already receiving funding for PE and sport, we focused on increasing the number of secondary

schools involved, working with Active Schools Groups, School Games Organisers, Local Authority Partners and Multi-Academy Trust PE and Sport Leads.

All applications from schools were reviewed by a panel of national project partners, including Yorkshire Sport Foundation, Youth Sport Trust and Street Games. From there, we guided the successful schools in delivering their projects, completing monitoring and evaluation requirements and the process of claiming their funding from the Active Partnerships National Team and the Department of Education.

We created a monthly newsletter, monthly online drop-in sessions, and were in regular communication with schools around their projects throughout. Our team also visited more than 80 schools across Year 2 and Year 3 to provide face-to-face support throughout the year as well as safety checks, capture learning and link opportunities into other local programmes.

Below summarises the figures from the whole Opening Schools Facilities project from February 2023 until March 2025. The rest of this report looks in more detail at the third year of this fund from April 2024 until March 2025.

Number of
schools funded

116

Year 1 funding
£203,685.37

Year 2 funding
£1,117,185.71

Year 3 funding
£1,165,927.76

Total OSF Funding
£2,486,798.84

Number of individual CYP accessing-
extra curricular provision

Total

26,834

Number of CYP accessing - extra
curricular provision - attendances

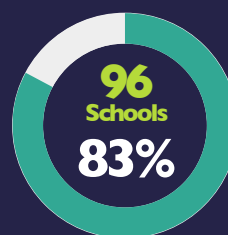
234,625

Number of individual community
participation

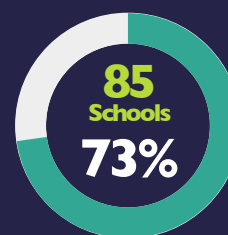
16,082

Number of community
participation- attendances

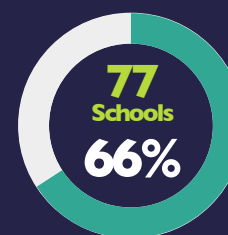
79,671



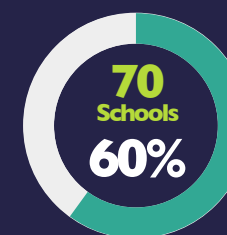
PLIMD
1, 2 or 3



PLIDACI
1, 2 or 3



IMD
1, 2 or 3



IDACI
1, 2 or 3

Year Three



109

**schools were funded in
year three**

10,569

**sessions
delivered**

13,341

**individual
children**

146,338

**attendances
of children**

7,458

**participants
from the
community**

53,768

**attendances
from
community**

**EDC Total
Projects**



61

**FSM Total
Projects**



102

**Girls Total
Projects**



43

**SEND Total
Projects**



35

Some projects may have had more than one target demographic.
EDC stands for ethnically diverse communities, FSM means free school meals, SEND stands for special educational needs and disabilities.

South Yorkshire



Target Populations



Amount funded - £438,084.26



4,657
sessions delivered



4,273
individual children

51,385

attendances of children



1,615

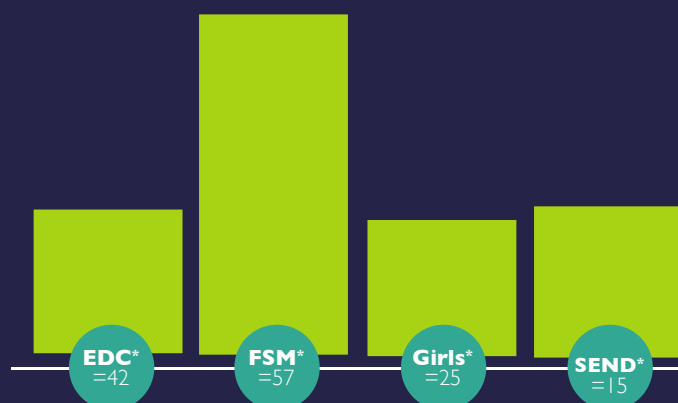
participants from the
community

18,374

attendances from the
community

*This is number of projects that focused on this target demographic,
EDC stands for ethnically diverse communities, FSM means free school meals,
SEND stands for special educational needs and disabilities

West Yorkshire



Amount funded - £727,843.50



5,912
sessions delivered



9,068
individual children

94,953

attendances of children



5,843

participants from the
community

35,394

attendances from the
community

*This is number of projects that focused on this target demographic,
EDC stands for ethnically diverse communities, FSM means free school meals,
SEND stands for special educational needs and disabilities

Case Studies

Throughout this report, we have highlighted the breadth and diversity of the areas we set out to target. There are many stories to share, each one offering a unique glimpse into the real-world difference this funding has made.

The stories are themed:



Opening the school gates

Supporting schools to open their facilities outside of the normal school day (evenings, weekends, holidays).



Multi-sport club activities

Providing children with the choice and variety of activities on a weekly basis as well as options for free play and physical development.



Broad and alternative activities

Providing participants with a range of stimulating and enjoyable opportunities to take part in physical activity and sport.



Community Connections

Schools create new and sustainable links with community partners including sports clubs and activity providers.



Increased access to swimming

Opening school swimming pools for extended use, focusing on swimming and water safety lessons.



Supporting women and girls to move more

Schools developed projects that supported girls in their school as well as mums and the wider female community.



Alternative provision and SEND schools

Supported Special Educational Needs and Disability schools in addition to specialist settings alternative provision, PRU referral units and Social, Emotional and Mental Health schools.



Churchfield Primary School (Barnsley)

Churchfield Primary School ran free holiday clubs throughout the academic year, with a strong focus on engaging less active pupils including girls and ethnically diverse children.

They delivered a rich programme of activities including sports, games, creative arts, and team-based challenges. The focus was on enjoyment, inclusion, and positive experiences of physical activity. Sessions were designed to be informal, non-competitive, and accessible to children who may not normally engage in sport or physical enrichment.

The school communicated with parents in appropriate languages and liaised with local community groups to widen engagement. Engagement was high throughout the year, particularly among girls and children who had not previously taken part in school sport.

Making the clubs free removed a significant barrier for many families, and holding the club on a familiar site gave pupils a sense of safety and inclusion.

The holiday activities saw increased physical activity levels in targeted pupils alongside improved social skills, especially in children with lower confidence.

It allowed the school to strengthen positive relationships with families and the wider community and allowed some students a stronger engagement with school, particularly from pupils previously less involved in enrichment.





De Warenne Academy and Don Valley Academy (Doncaster)

De Warenne Academy and Don Valley Academy collaborated with Active Fusion and their local School Games Organiser to contact local clubs who would run after-school activities. These sessions engaged students in sports and leadership development, providing a safe environment for personal growth in an area facing high deprivation and anti-social behaviour.

Fusion Youth Clubs were facilitated by school staff and community volunteers engaging young people and sports leaders from the schools in a multi-sport approach. The programme saw high engagement, particularly among boys football and Fusion Youth Club sessions, in addition to developing community sports leadership opportunities. In areas with prevalent anti-social behaviour, activities offered constructive alternatives, fostering teamwork, leadership, and discipline. The variety of clubs catered to diverse interests, contributing to the programme's overall success.

Through the project the schools have strengthened their roles as community hubs, fostering collaboration with local organisations and enhancing community cohesion, which will be built on to ensure sustainability.





Broad and Alternative Activities

Hatchell Wood Primary Academy (Doncaster)

Hatchell Wood Primary opened their green space to offer an inclusive, safe, and nurturing school and community space for parents and children.

The outdoor learning area is used each week through an enrichment afternoon and an afterschool club. **The school have developed opportunities for the whole community and expanded their offer in-school to explore outdoor activities, enhancing community wellbeing, health and fitness.** As well as buying a range of equipment, a member of staff has been offered CPD to help with the delivery of the sessions both in and out of school.

The school deliver a variety of activities for all year groups including outdoor learning, gross motor skill development and den building for all year groups - including a focus on activities for Early Years pupils and their families.

The school also introduced access to the facility during some school holiday periods for families and have explored nearby woodlands to show families how to access other green spaces in their local area. The school are in discussions with local groups such as Scouts and Brownies about using the facility more regularly.

“ The school have developed opportunities for the whole community and expanded their offer in-school to explore outdoor activities, enhancing community wellbeing, health and fitness. ”





Broad and Alternative Activities

St Josephs (Leeds)

St. Joseph's is in a socio-economically deprived area of Leeds where active travel and access to physical activity is often limited. To try and change that, the school introduced a cycling programme, working with local partners to support parents to teach their children to ride a bike, as well as a regular cycling club activity. These projects aim to strengthen family relationships, encourage family physical activity, and build a stronger connection between the school and the community.

The project provided bikes to children and second-hand bikes for family members and parents, who may not be able to learn to cycle due to cost.

The project has had a positive effect on the school community with children taking part in the coaching sessions and cycling programme being more engaged, motivated, and confident, both in and out of the classroom. The initiatives encouraging parents to take an active role in their children's development have fostered a greater sense of partnership between home and school.

School continue to deliver the sessions and now have access to a fleet of bikes to allow younger age groups to develop an essential life skill.

“

J has absolutely loved being part of it, and it's been such a positive experience for her. She has learnt valuable skills and developed a real sense of independence and enjoyment. It's been wonderful to see her so excited riding her bike all by herself independently. ”

Parent





Westmoor Primary School (Kirklees)

The school's community sports hall has been under used in recent years due to the cost of hiring someone to open the facility out of school hours.

The funding allowed purchase of a sports facility management system, with full remote access and CCTV, which now ensures that community users can book online at an affordable rate and access the facility with a key code. They also bought equipment allowing for a wider range of activities for the community to take part in.

Since the system was set up in October 2024, regular bookings have increased from two hours per week with one regular booking, to thirteen-and-a-half hours per week with up to ten weekly group bookings. The facility is also now booked out most days during school holiday periods for holiday camps, which provide children in the community with access to a range of activities.

The funding also allowed school to bring in an external provider for breakfast club and lunchtime sessions to educate and encourage all children on improving their physical and mental health. and educate them on the value and benefits of a healthy active lifestyle. These extra-curricular sessions have been successful and thanks to the increased revenue from sports hall bookings, school will be able to continue these clubs over the next academic year. The school will also be able to ensure that the booking system is sustainable and that equipment checks and facility maintenance plans are in place.





Broad and Alternative Activities

Wales High School (Rotherham)

Mettle is a Sheffield-based weightlifting and strength training club, driven by the ambition to deliver “more programmes in more places to more people.” In partnership with Wales High School, Mettle launched ‘Raise The Bar’, a six-week introduction to Olympic Weightlifting. Over 100 students expressed interest, with more than half attending sessions. Twenty-five students signed up and completed the full course, culminating in a celebratory graduation event at Mettle HQ.

To encourage children to continue, Mettle offered fully funded three-month scholarships and 50% bursaries to all graduates. Five students have since transitioned into regular, fee-paying club members and are now active competitors in Olympic Weightlifting.

Dave Hembrough, Mettle’s Head Coach, reflected: “The Opening School Facilities funding was the catalyst for this initiative which helps pupils to engage in supervised weightlifting activities to become fitter, healthier, happier and stronger which without this funding this would not have been possible.”

Parents also noticed the transformation. One shared:

“One of the best things to happen in WHS was Mettle Weightlifting coming in as an afterschool sport. Our son has enjoyed everything about Olympic Weightlifting since starting at school and is now training three times a week at the Mettle HQ. He has become more focused and is eager to keep learning from the great coaches who are always there to support.”

The Raise the Bar programme has not only introduced young people to an alternative sport but has created a new club – school partnership resulting in a pathway to long-term participation, improved wellbeing, and competitive success in club and pathway sport. The club are now using this pilot to also widen the Raise the Bar Programme to other school sites across South Yorkshire.





Ash Green Community Primary School (Calderdale)

The 'Mind Body Boost' project delivered in partnership with Ash Green Primary and Positive Impact Sport has provided a range of opportunities after school to the wider community of Mixenden. Sessions were free and accessible to all, removing cost and childcare barriers. Community sessions incorporated a range of activities asked for by local people and pupils including: girls football, kids boxing, family fitness and wellbeing sessions.

Non-traditional sports specifically attracted the target audience and each session embraced a 'turn up and play' approach to welcome less active young people and adults into a relaxed and friendly environment.



The impact of this project on individuals has been beneficial for many participants in different ways. Individuals have gained more confidence, lose weight, reduced screen time and enhancing family time while becoming healthier. There has been such positive feedback from the community with one parent saying:

"I feel this project has been amazing for my boy's confidence. They can't usually attend classes due to cost, but this has been inclusive to all."

Other outcomes highlighted from participant feedback surveys included the impact on social cohesion and families mixing together; improved physical and mental health of children and adults; building stronger connections between residents and the school; and even contributing to reducing crime rates by offering positive diversionary activities, particularly for young people.



Opening the School Gates

Outwood Academy City Fields (Wakefield)

The school has not opened its doors to the community in over five years. There was interest from students wanting to continue their love for sport outside the classroom but they were unable to access this locally due to lack of opportunity and disposable income. The school opened a new sports block in 2024 and wanted to ensure that the benefits of the space were available to the local community. **The project has brought hundreds of children and adults on a weekly basis to use the ever-improving facilities.**

A student survey revealed that cricket, football, fitness and netball were sports they'd like to play after school. School had also been approached by several local clubs and activity providers wanting to have a training base but the facilities were not suitable and the school has no process for managing bookings and use of the site. The school purchased fitness equipment, football goal posts, cricket nets and other equipment, as well as developing storage space for external clubs and access routes to the sports hall. The school also provided several targeted after-school clubs for specific groups of young people using local club coaches to create pathways.

Sports clubs are now active partners using the school facilities weekly. These clubs are now on the doorstep for the local community and sessions are promoted through school and local primary schools.

The school are now looking for further funding to develop their outdoor activity offer for local teams.





Increased Access to Swimming

St Bede's and St Joseph's Catholic College (Bradford)

The school has been able to increase the provision of swimming and water safety to the wider community, whilst also maintaining high quality PE lessons for boys and girls from ages 11-14 across two sites and two swimming pools in Bradford.

Due to an increase in demand as well as staffing available to support lessons, the school now offers swimming to a wide range of individuals who would otherwise have had limited local access to water.

The pool is now open after school from 3.45pm - 9pm most weekdays, and between 8am and 1pm on weekends. It is managed by the school site team to allow external use.

The project has seen improvements in people who can't swim and offers swimming to the wider public so young people are able to learn a life skill. The project has also encouraged more girls to take part and there have been changes to how they see and view swimming activities. As well as increased bookings, free open swim sessions and lessons, the school have been able to provide lifeguarding courses, swim teacher courses, water polo and water safety.





Co-op Academy Southfields (Bradford)

Co-op Academy Southfields are a specialist school in Bradford supporting students with a range of physical needs, learning disabilities and SEMH needs. Students expressed an interest in taking part in cycling but having a fleet of bikes that would meet the needs of the students was seen as difficult and expensive.

The school project was split into three activities with all sessions delivered on school site after school or during enrichment time. Specialist provision often struggle to offer opportunities after school due to the need for school transport and consequently school make sure there are a range of enrichment activities throughout the day.

The school purchased a range of adapted bikes and trikes for use on site and worked with Summat Creative to deliver staff CPD in cycle instructing as well as activities for the children. School opened for four holiday sessions and twelve after-school club sessions in addition to regular enrichment.

School also offered a new activity in Kinball for PMLD learners delivered by International Mixed Ability Sports (IMAS) which included staff CPD, lunchtime and after-school engagement. Also, the school increased swimming provision delivered by AquaKids using the on-site pool.

The impact on students and families to have meaningful, safe and well coached activities in a place that they trust has been a huge positive for students who can struggle to find suitable activities outside of school.





Supporting Women and Girls to Move More

Phillimore Community Primary School (Sheffield)

The mums at Phillimore Community Primary School told the school that whilst the school has invested heavily in improving their children's biking and scooting skills, mums were not able to take part in family biking activities as they couldn't ride a bike. The school enlisted a female cycling coach to teach them how to ride a bike. Through a local partnership with Darnall Health and Wellbeing, the school were able to access several adult bikes (and helmets).

The local School Sport Partnership supported with transporting the bikes to the school using their van and bike rack. Sessions were advertised to parents/carers as 'women only learn to ride sessions' and took place on Tuesday afternoons after school from April to October in the school playground. The school did not recommend that sportswear was worn as they didn't want this to be a barrier.

A female cycling coach and a trusted member of staff were involved in delivery, and sessions were consistently well attended by complete beginners. **The success rate was high with ladies learning to ride bikes and some now planning on joining their families on local bike rides.**

A Class Dojo message from one of the ladies read: **"The Ladies Biking program is an excellent programme that promotes health, confidence and community. This not only encourages physical fitness but also fosters social connections among parents. I was really interested in learning but never got chance to spend**

time on this. Thanks to Phillimore Community Primary School teachers and management for this great initiative. I finally managed to learn biking within a short period. Overall, it's a fantastic opportunity for mothers to stay active, build confidence, and set a positive example for their children while enhancing the school community's sense of togetherness."

Refresher sessions are planned when the evenings are longer in the summer term and there has been a request for mums bike rides led by an instructor/ ride leader during the day on quiet roads whilst the children are at school.



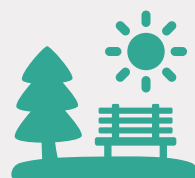
Considerations of Opening School Facilities

We have worked with schools through to understand what has worked well. We've highlighted these over the next two pages, providing principles and considerations for the future. This applies to funding targetted at opening school facilities, and for schools themselves.



Community Connections

Projects have seen the biggest success where schools have engaged with community providers to support the delivery and promotion of activities. This can be a range of local sports clubs, national governing bodies and local community organisations. By working in partnership as well as family engagement programmes, projects have become more targeted as well as providing exit routes for continued engagement post funding. Local School Sport Networks have been integral to supporting these connections.



Accessibility of Spaces

It is important to understand that not all schools manage their own facilities and may be restricted in the influence they can have to open their site outside of school hours. Whilst creating a sustainable business model for income generation schools should ensure pricing structures are affordable to the local community. Having a flexible model for charging specific groups in some cases has allowed smaller organisations, youth clubs and community organisations in deprived areas to access sites that they would otherwise be unable to afford.



Alternative Activities and Range of Sports

Schools often have a wide range of spaces that can be used for multiple sport and physical activity opportunities. Some students may not choose activities as it is not available to them or they may not have had the opportunity to try these before. By providing a localised offer, schools can offer activities that are not usually available, engaging a wider range of participants. Schools have also had success in providing a space for multi sport activities where children have had the chance to try new and exciting sports rather than signing up to individual activities in advance.



Family Activities

For younger children there has been a success when families have been involved in the activities, or have engaged in school whilst children participate. Allowing parents to observe, provide refreshments and even engage in physical activity with their children, has improved attendance.



Capacity in School

Success has been highlighted where schools have a member of staff responsible for community engagement in addition to those responsible for PE and Sport. Where this has not been available, funding has been used to create this capacity internally to engage families, liaise with partners, and to be a locally trusted adult for pupils and the wider community. In some cases this has been done in partnership with community organisations who already have positive relationships. However, the time taken to develop this is vital in delivering a successful programme.



Links to other programmes

Successes from the programme have included the schools developing their projects in conjunction with other opportunities as well as increasing physical activity out of school hours. Schools developing their offer as part of a whole school approach to physical activity linked to the Creating Active Schools Framework, their School Games equal access offer, active travel initiatives, outdoor learning approaches, local healthy holiday programmes, wrap around care for pupils and other community engagement initiatives have seen success and been able to implement long term change and sustainability of activities.



Safe Practice

Any activities taking place on school site are the responsibility of the school in terms of safeguarding and ensuring safe practice. Schools may need to put policies and procedures in place to ensure any wider community activity taking place adheres to Keeping Children Safe in Education and also Department of Education Guidance on Out of School Activities.



Transition

By encouraging primary school pupils on to secondary school site to engage in sport and physical activity, both through extra curricular and within community time, it has supported transition for pupils and eased some concerns for parents. Schools have also used school holidays to support specific transition activities allowing future students to build a positive relationship with school and staff.



Targeted Provision

Accessing activities at their local school has provided a familiar space for targeted groups of young people who would otherwise not have engaged in physical activity. Schools have targeted a range of students including SEND, Girls, Pupil Premium, Ethnically Diverse Communities, Inactive Children, those at Risk of Exclusion, those who need support with attendance and many other interventions. This has reduced not only physical activity barriers but also supported schools with wider outcomes of pupils engaging in school life.



Play and Green Space

For some local areas, school grounds may be the only available green space and access to outdoor learning as well as play spaces for younger children. Examples of where schools have opened their facilities for free play have seen positive impact on the children and families. Access to nature on school grounds that are suitable has engaged wider families and promoted other local opportunities as well as linking to bushcraft, gardening and cooking activities to support wider health and wellbeing.



Youth Voice

Whilst whole school youth voice has supported with some project ideas, the biggest successes have included small focused groups capturing the thoughts and feelings of those young people who the school want to engage further. Using this insight in the planning stages of the project and engaging the young people throughout planning, delivery and evaluation has provided a sense of ownership and led to further engagement from young people over a longer period of time.



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