

**Version 3 – 25.05.23**

**Opening Schools Facilities Phase 3**

**Schools Guidance Document**

This document is designed to give guidance to Active Partnerships when liaising with schools.

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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 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 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.

### **Programme Objectives**

- a) To 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.
- 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 the West of England, we are initially targeting funding at schools a 'place-based' approach which targets the most deprived areas/areas of need, based on local insight and data. Applications from schools who fall within Wesport's place based approach to CYP work will be prioritised. Schools outside of these areas can still apply if meeting the key criteria of the fund.

### **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](#) 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, math's, 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

**When applying for funding schools must complete a template 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

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+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 curriculum school activities)

- Swimming activities can be delivered both during the school day, before and after school, evenings, weekends and holidays
- 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 via uploading invoices onto Smartsheet
- All activities must evidence through uploading information (individual and throughput figures) onto Smartsheet monthly
- All schools must agree to take part in a national evaluation of the programme

### Section 3

#### 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.

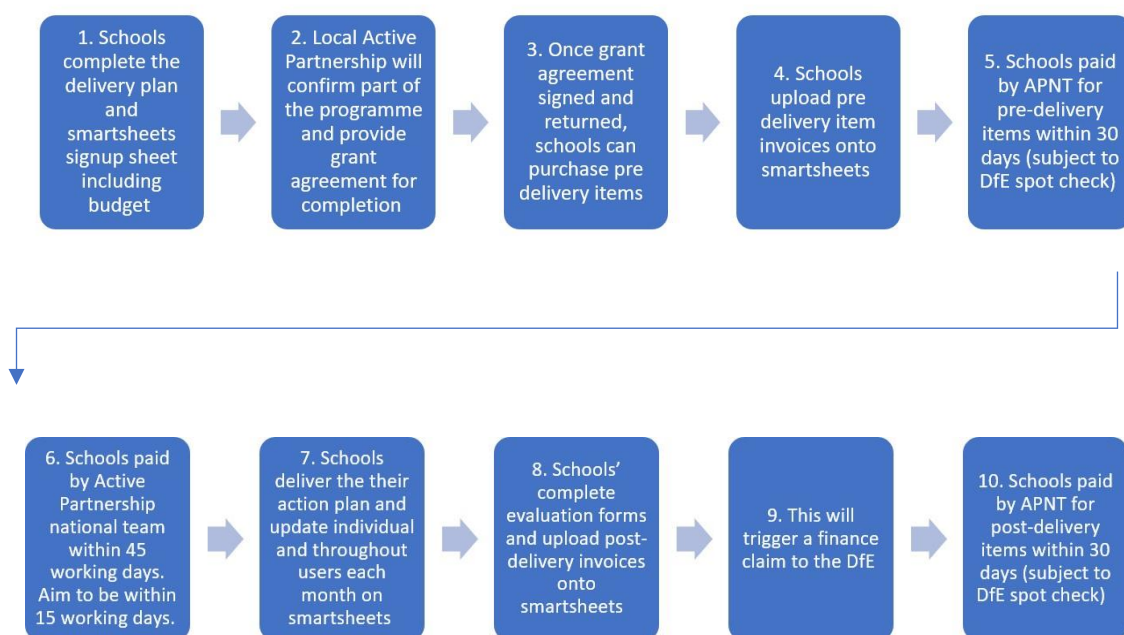
Year 1: Jan 23- Mar 23 (All APs need to sign up their allocated number of schools within 8 weeks. Additional schools above the year 1 allocation can also be signed up during this time. There is an expectation that there will be a higher number of secondary schools targeted in the programme than primary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

Year 2: Apr 23- Mar 24 (All APs need to update their Year 1 funded schools Delivery Plans and grants and sign-up Year 2 newly recruited schools by July 24<sup>th</sup> 2023)

Year 3: Apr 24- Mar 25

Recommended costs are between £5,000 and £20,000 per school per annum (in some circumstances this may be exceeded). 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 (Wesport will use a scoring system at panel). 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 -



\*This flow chart needs to be updated for Year 2 processes. Both pre -delivery and post-delivery grants can be claimed throughout the year up until 4th December . APNT pay runs will happen twice a month.





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.

Schools who receive funding will be required to demonstrate that they can meet the project objectives, 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 3 project details (optional)
- Project collaboration and sustainability
- Overall finance for Year 2
- Additional project details

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 the local AP before being uploaded onto Smartsheet.

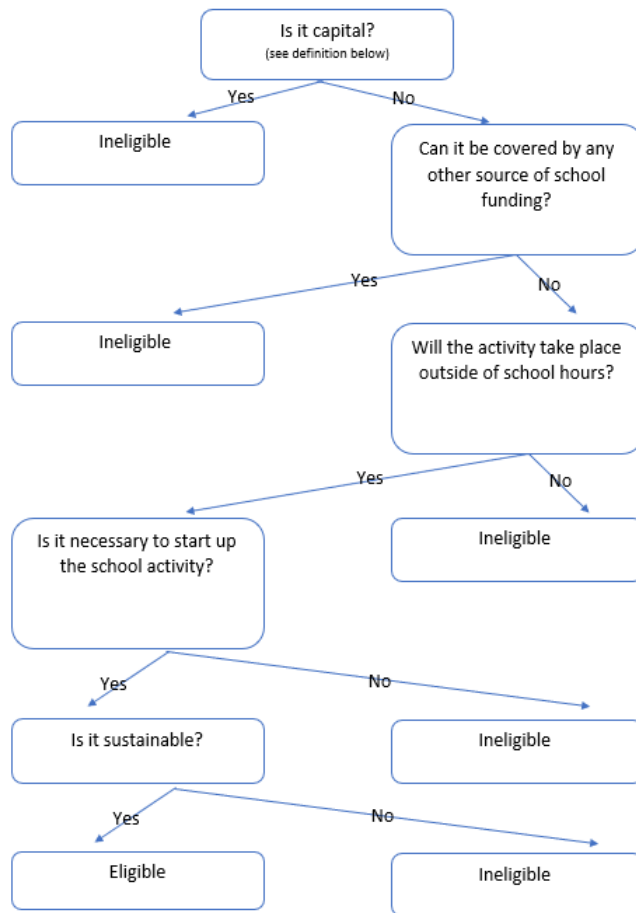
Active Partnerships are asked to monitor school spending (including site visits if necessary) and support schools in the evaluation processes.

### **Applications and Further information**

To apply for funding, schools must read this guidance document (including the Frequently Asked Questions section below) and contact Wesport for an initial conversation. Email [CYP@wesport.org.uk](mailto:CYP@wesport.org.uk) or call 0117 3286250. Deadline for Year 2 sign ups is **5pm on Monday 24<sup>th</sup> July 2023**.

**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/government/publications/primary-school-premium))**

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)

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)

### **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.

### **Examples of Fixed and Non-fixed Equipment**

This is not an exhaustive list, but we have shared examples of what is considered eligible, and ineligible spend to aid your decisions in the document [here](#).

## **Section 4**

### **Operating Safely and Safeguarding**

#### **Operating safely**

Your 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 your current school safety practices to cover community activity, although the exact nature of your responsibilities may depend on which operating model your school is using.

Health and safety should be a consideration in the early stages of planning for community use on your site. It is important you ensure your 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 your facilities, however, if it is an event that you are 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**

We recommend you introduce a quality assurance process when allowing groups to use your 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 you 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**

### **School Privacy Statement**

Wesport's full privacy statement can be found on our webpage here:

[Privacy Notice - Wesport - page 1](#)

A downloadable version can also be found below:

[Microsoft Word - West of England Sport Trust Privacy Notice - 11.05.2018 v2 \(wesport.org.uk\)](#)

## Appendix 2 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.

### What is the difference between the pre delivery and post-delivery grant to schools?

The pre delivery grant will pay for everything which is required before you deliver e.g. equipment, storage facilities, CPD, admin costs.

The post-delivery grant will pay for anything that ran during the activity e.g. coaches & staff, cleaning costs etc

It depends on its purpose:

\*If a booking system is purchased before project delivery to help attract participation, then it would be a pre-delivery cost.

\*If CPD is offered as part of a delivery package alongside coaches (i.e shadow coaching) then this can be classed as a delivery cost

Both payments will be awarded in arrears once invoices have been uploaded onto Smartsheet by your Active Partnership.

### Are FE colleges and sixth forms eligible for funding?

No. The remit for this funding is purely schools.

### 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.

### **What is the deadline for spending this funding?**

Funding for Year 2 must be **spent or committed by 4<sup>th</sup> December 2023**.

Any delivery taking place after this date up until March 31<sup>st</sup> 2024, you will need to claim your grant in advance of this delivery. The school can hold the funds and pay any costs to providers once the delivery has taken place.

### **Is there a deadline to apply for funding?**

In Year 2 of the programme we will be taking a solicited approach for applications from our [place based schools](#) (or those with an IDACI score of 1-4), special schools and schools with swimming pools. If you feel you meet these criteria and aren't already engaged in the programme please contact [CYP@wesport.org.uk](mailto:CYP@wesport.org.uk).

### **How will money be distributed to schools?**

Schools will be paid directly by the AP National Team following the submission of a [Funding Reclaim Form](#) to Wesport, supported with evidence of **NET ONLY** spend for pre delivery and post-delivery spend. Once this process has been completed, Wesport will upload your documents to the national team who 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. Schools do not need to raise an invoice to be reimbursed as it is a grant system. We just need to see evidence of your expenses. Schools can claim back VAT in their usual way.

### **How do we evidence spend?**

Anything that demonstrates the money has already been spent:

- Invoices
- Time sheets
- Expenses claim forms
- Payslips

\*If an invoice you've received shows GROSS cost only. Please print it off and write on the NET costs before sending them to us.

### **Do schools have to complete the [Active Lives Young People Survey](#)?**

As part of this funded programme all schools will be asked to collect data on the physical activity attitudes/ behaviours and wellbeing of their pupils. You will be expected to take part in Year 2 and/or Year 3 of the programme. Year 1 funded schools will be signed up to take part in Terms 1-2 of 23-24 academic year.

### **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)
- Hours facilities are open
- How funding has been utilised
- Spending breakdown
- Examples of what works / doesn't work – barriers and challenges

**Can we work with schools which already open up their facilities and those who took part in phase 1 or 2?**

Yes, if funding can help a school to further extend their existing community use.

**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, at evenings, weekends and during the school holiday.

**Is there support for schools to work with community providers?**

Wesport can support schools to liaise with local sport and community 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.

**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.

**Can the money be used to pay for sports coaches, teachers and teaching assistants to deliver activities?**

You can use this money to pay sports coaches and sports leaders. 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.

**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. As is transport for SEND pupils accessing after school clubs.



**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 secondary school swimming, no, this funding is for opening facilities on school sites.

**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.

**Can this funding be used to enhance the Holiday Activities & Food initiative offer or is this double funding?**

If a school was accessing this funding and targeting the same pupils it would be double funding and not eligible. You can use OSF funding to run a programme alongside HAF if you are targeting new pupils.

**We are a dual use/PFI school. Can we apply for funding?**

Yes, you can use funds to pay for facility hire from the company who manage your facilities out of school hours.

**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.

**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.

**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).

**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).

**Can anyone else other than schools apply for funding?**

No, only schools will be able to apply for funding. Multi Academy Trust's, coaches, clubs, community groups 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.

**Is funding available for future years?**

The programme is for 3 years and schools engaging in Year 1 will receive funding each year, for 3 years subject to progression and success of the project.

**Does the amount of funding remain the same for each of the 3 years?**

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 Years 2 & 3 and further funding will only be approved pending the progression and success of the project.

**What are throughput numbers?**

DfE have requested we monitor participation numbers for each school across the West of England.

‘Throughput’ is the total number of participant attendances.

i.e if 10 children attend 12 weeks of one session a week:  $10 \times 12 = 120$  participants

**How do I find the IDACI band for my school?**

Based on YST data we have done some work to look at **school IDACI** scores vs **pupil location IDACI** scores.

Please use the below link to look at Columns G and I (highlighted yellow) and insert both scores into Section 1, row 4 of the Delivery Plan form.

<https://www.wesport.org.uk/custom-content/uploads/2023/04/Pupil-Location-IMD-IDACI-Summary-Wesport.xlsx>

**Can we continue to develop our plans and add additional activity and costs after we submit an application in Year 1?**

Yes, we will continue to work with successful schools to develop their delivery plans. In years 2 + 3 of the programme we will require schools to submit additional delivery plans to obtain further funding.

**Further question and queries?**

If you have any additional questions or queries about the programme, or if you wish to discuss your project prior to applying, please contact [CYP@wesport.org.uk](mailto:CYP@wesport.org.uk) for more details or call 0117 328 6250.

### Appendix 3

#### School Information and Delivery Plan Swimming Example

**\*This is the old version of the form but gives an example of responses and how to detail project activity ideas**

<b>Section 1 - School Details</b>	
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

<b>Section 2 - Project Contact Details</b>	
Project Lead - contact name	
Project Lead - email	
Project lead - phone number	
Project lead - job role	
SLT contact name	
SLT email	
SLT job role	

<b>Section 3 - Current Offer</b>	
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	
Does your school currently use a digital booking platform	Y / N
Barriers to use of sport facilities (both by the school and community)	
How would you describe the quality of your outdoor sports facilities	- tick box selection of 'Poor', 'Standard', 'Good'
How would you describe the quality of your indoor sports facilities	- tick box selection of 'Poor', 'Standard', 'Good'
Who carries out maintenance of sport facilities inc. both indoor and outdoor?	
Do they currently have any community access to their sports facilities (indoor and outdoor), if so, who?	
How do they staff their sports facilities?	

#### Section 4 – Tell us why this investment is needed

#### Section 5 - 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
<b>Projected</b> number of children and young people participating (throughput and individual)	Throughput 40 x4 = 160. Individual = 40

<b>Projected</b> 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?	<input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Letters will be sent home to parents to invite their child to be involved.
Include the objectives of the project	<input type="checkbox"/> Success will be an increase in the number of secondary aged children that meet the minimum national curriculum requirements for swimming.
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	<input type="checkbox"/> Swimming Aids EG Floats to support learn to swim programmes and maximise pool programming. £2000 <input type="checkbox"/> Lifeguard courses and Swimming Instructors qualifications - external and internal inc school pupils in 6th form to support class sessions (inc Female only) £2500 <input type="checkbox"/> Hire of swimming pool £50 per session (1 1/2h) x4 dpw x 4w = £800

<b>Section 6 - Project collaboration and sustainability</b>	
How 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
How is this project tackling inequalities?	

<b>Section 7 - Overall Finance for Year 1 only</b>	<i>We want your initial thoughts on your estimated costs</i>
Wider project costs (inc. booking systems, admin support)	<input type="checkbox"/> Changing Rooms Upgrades to improve customer experience, Health and Safety signage/ wall fixing/Lockers. Clock/timer for swim pool area £6000 <input type="checkbox"/> Storage units for organisations hiring pool, residents and deliverers to utilised. Expanded to enable more equipment to be held on site. £2000 <input type="checkbox"/> Purchase of open data booking / facility management system £500
<b>Total overall project cost (year 1 only)</b>	
Pre delivery cost year 1	
Post Delivery cost year 1	
Project spend breakdown (% - Equipment, CPD, Staff, Facilities, IT, Admin)	

<b>Section 9 - Additional project details</b>	
further information	
links to community clubs	Swim Devon
local intelligence / learning / challenges	

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

<b>Section 1 - School Details</b>	
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 Partnership	Living Sport - Cambridgeshire and Peterborough

<b>Section 2 - Project Contact Details</b>	
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

<b>Section 3 - Current Offer</b>	
Number and range of activities offered	5 extra curricular clubs - Boys football, rugby, Dodgeball, Girls 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	

Number of business's employed to deliver sessions	3
Does your school currently use a digital booking platform	Y / N
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 and accessible 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 currently have any community access to their sports facilities (indoor and outdoor), if so, who?	Yes - Peterborough swim club, Nene Park basketball club, Aspire badminton club
How do they staff their sports facilities?	Employ own sports centre team

<b>Section 5 - Project Details (for each individual)</b>	
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
What priority group will your project aim to target?	Girls
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
<b>Projected</b> number of children and young people participating (throughput and individual)	80 throughput/20 individual
<b>Projected</b> number of community users participating (throughput and individual)	0
Capacity – number of spaces available	20



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	No current basketball club after school, we aim to get 16 girls playing on a weekly basis with a view to starting a girls team for Sept 2023. We have delivered some focus groups within girls PE sessions and also engaged with the student council.
Project timescale - pre delivery	Feb 2023: Purchase of equipment eg portable basketball goals to enable delivery 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 = £180 Portable goals 4 x £500 = £2000 Basketball trolley £155 basketballs x 30 @£20 = £600 Bibs £80
<b>Section 5 - Project Details</b>	
<b>Project Activity 2</b>	
Overview of project	Tennis club targeting students years 7-11 starting Thurs 9th March (initial 4 weeks delivery)
What priority group will your project aim to target?	Girls
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
<b>Projected</b> number of children and young people participating (throughput and individual)	120 throughput/30 individual
<b>Projected</b> number of community users participating (throughput and individual)	0
Capacity – number of spaces available	30
Describe your project provision and what success looks like for your school, users and the community? Include the objectives of the project	No current tennis club after school, we aim to get 30 students playing on a weekly basis with a view to sustaining after school club for Sept 2023.

How you intend to engage your priority group(s) in the design of your project	We have delivered some focus groups within PE sessions and also engaged with the student council.
Project timescale - pre delivery	Feb 2023: Purchase of equipment eg portable tennis nets to enable delivery 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 = £240 Portable tennis nets x 8 @£600 = £4800 Tennis balls £200 Rackets x 40 @ £20 = 800 Teaching ball cart x 2 @ £150 = £300

<b>Section 6 - Project collaboration and sustainability</b>	
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?	Parentmail, PTA, Social media etc
State how you will sustain or maintain the legacy of this provision	Training up of teaching staff to deliver provision

<b>Section 7 - Overall Finance</b>	
Wider project costs (inc. booking systems, admin support)	
<b>Total overall project cost</b>	
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

<b>Section 9 - Additional project details</b>	
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