



Opening School Facilities End of programme evaluation & learning report

A report from Active Partnerships and the
Opening School Facilities Consortium
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Executive Summary

The Opening School Facilities Programme

The Opening School Facilities programme (OSF) was delivered by the Active Partnerships Network (AP Network), in collaboration with its national partners StreetGames, ukactive and Youth Sport Trust, between January 2023 and March 2025. This programme involved the distribution of up to £57m of funding from the Department for Education to help schools open up their sports facilities outside of the school day to both pupils and community users.

The aim of the programme was to create a sustainable increase in physical activity levels in communities and with groups where this was needed most.

Funded Activity & Reach



The OSF programme was delivered in

1580 schools

by the end of Year 3, of which 60.8% were in IDACI bands 1-4.



189,071 activity sessions.

These sessions have been characterised by the wide range of activities on offer.



251,543 individual pupils

took part in activities on a combined total of 3.2 million occasions.



This fund reached

93,264 community members

took part in activities on just under one million occasions.

four key groups,

with between 20-58% of total participants recorded against each target group.



Outcomes for Participants



Increased physical activity and a positive experience:

Feedback from participants shared in project case studies and through local surveys, reports that both pupils and adult participants have taken part in more physical activity, sometimes for the first time, and they have enjoyed it.

In some cases, this experience has led to other changes for participants, for example in their fitness, confidence, motivation, and overall attitudes towards physical activity.

These are the types of changes that we may expect to help sustain their involvement in physical activity in the future.

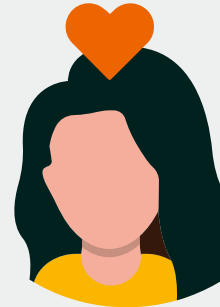


Improved community connections, and social development:

OSF funded activities have provided opportunities for community users and school pupils to meet new people, maintain existing friendships, and create new ones.

Importantly, these were seen as new relationships and opportunities to meet people who participants wouldn't have met in other ways.

In some cases, particularly for pupils, this reflects a quite profound change in their ability to have relationships.

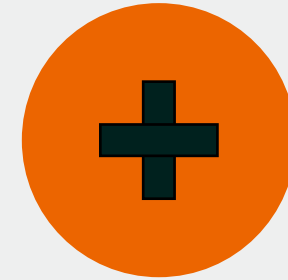


Mental health and empowerment:

Whilst only a few participants talked about empowerment – an anticipated outcome – the survey responses and local case studies often mentioned increased confidence in doing an activity or in taking part in activities.

Several case study examples gave a perspective from schools on how activities in their schools had contributed to the personal development of their students, including their social development and mental health.

That mental health benefits motivated pupils and community members to take part in physical activity was also a strong finding in ukactive's qualitative evaluation and several AP leads also reported mental health as a key impact of the work.



Additional outcomes found in the evidence include contributions to schools related outcomes such as inclusion, attendance and the school environment.

Outcomes for Schools

Community use: Reporting data suggests that 762 schools in Years 2 and 3 of the programme ran activities with community members participating. The case studies and survey responses from schools provided a wide range of examples of how schools who have worked with their communities have used their OSF funding, first and foremost that the OSF investment in equipment and facilities has made activities appealing for community members.

This has been built upon with examples of schools who have developed new ways of working – for example with local clubs – found new skill sets and resources, and confidence to engage their community with their new facilities. These kinds of changes in some cases have led to deeper change in how schools see their role working in their community, and their ability to do this.

Sustainable facilities and activities: OSF leads reported a mixed picture in their areas: whilst some schools' projects had already become sustainable, others were still working towards this, and in some cases OSF leads expected that projects would stop after the end of the programme. On the whole, OSF leads felt there was more that could be done to support schools with sustainability, so it's likely that this outcome has been achieved for some but not all schools in the programme.

That said, there are case studies and examples from the survey that show where OSF funding has led to sustainable activities and offers through income generation, efficiencies, and developing access to skills and expertise in house and externally.

Some APs felt there was a tension, not always resolved, between a conventionally sustainable business model and the community engagement aims of the OSF fund.

“

“These kinds of changes in some cases have led to deeper change in how schools see their role working in their community, and their ability to do this.”

“

“On the whole, OSF Leads felt there was more that could be done to support schools with sustainability.”



Outcomes for Active Partnerships

Targeting inequalities: OSF has delivered against national priorities on inequality in physical activity and made them relevant locally. APs gave examples of where the fund has allowed them to reach not only the four key groups, but others which they felt were locally important. The most common example here was of children attending alternative provision such as behavioural or pupil referral units. This has had a lasting effect on how APs understand inequalities in their locality: as one AP in the South West said of their work with children in a behaviour support unit “they are now massively on our agenda”.

OSF leads tended to be positive about their ability to target the fund to inequalities in their local area. However some large rural counties flagged the challenge of working with rural schools through OSF. In some cases APs said this limited their ability to work with these groups.

Aligning to local agendas: The evidence from local APs suggests that they have been able to align the national and local priorities of the programme in order to tackle inequality.

As well as providing examples of how they have worked with specific programmes to gain greater value from the funding, they have also found that the fund has aligned with place-based working and wider strategic relationships.

Other outcomes: Discussion with the OSF leads revealed the importance of the relationships they have built with schools, not just as a means to deliver activities and reach communities, but as an impact in and of itself. They saw this as a key factor in how they planned to sustain and develop physical activity promotion in their localities beyond the end of the programme.

Many, though not all, APs reflected that the OSF fund was an opportunity to do this relationship building work in a way that wouldn't have happened anyway. At a local level there is a set of promising relationships that APs have established and which has the potential to take this agenda forward in new and different forms.



“The evidence from local APs suggests that they have been able to align the national and local priorities of the programme in order to tackle inequality.”

Programme management

The programme has been delivered by a strong national consortium, which has worked effectively to represent, advocate for and share learning from the work delivered through OSF. Despite external challenges in the programme timeline, APs felt the programme management had supported them to deliver to their local needs whilst maintaining alignment to the national programme's objectives.

The programme has supported a strong peer network of practitioners working for children's outcomes. Where a similar programme might evolve in the future, is in how to ensure the national offer translates to clear on-the-ground support.



Factors influencing change

The evaluation found the following factors as influential in how the programme has achieved its outcomes:

1

Administrative requirements enabled accountability and value, but hindered deeper development and relationship building.

2

The **delay in Year 1** has limited community use and sustainability.

3

Restrictions on eligible spend – especially capital – has limited ability to work with some schools that had potential to contribute to the aims of the programme.

4

Using local knowledge and capacity has supported targeting and delivery.

5

School capacity was the main factor influencing participation in the programme.

6

Championing pupil voice has been effective in some but not all schools.

Reflections for future programmes

Based on these outcomes, and the factors that have influenced them, this evaluation points to some considerations for similar, future programmes:

Working with schools & participants

- Examples from this programme demonstrate clearly the range of impacts that can be achieved from physical activity funding. Working with schools has underpinned this impact, with both pupils and community members, and has proven to be an effective way of working locally.
- The use of pupil voice has led to distinctive projects that respond to pupils' wants and needs. However, this practice could be improved and spread further in a future programme.
- The biggest challenge APs faced in working with schools was school capacity and buy-in to the fund. They have defined the 'school environment' most likely to support a successful project.

The work of APs

- Through building school and local relationships, this fund has created more capacity in the AP network to address inequalities in physical activity in a place-based way.
- APs felt their capacity was stretched by the administrative requirements of the fund, at the cost of offering more support to schools. Capacity would need to be addressed in a future fund.
- The delayed start that compressed Year 1 had knock-on effects for programme outcomes. A longer lead-in time and full three year programme are needed in order to gain alignment at national and local level and to improve sustainability.

Programme design & management

- The exclusion of capital funding from the programme had an impact on what the programme could achieve and what could be addressed at a programme level.
- Consider if delivery to rural schools can be better supported in any future funding.
- The approach taken by the APNO to regularly convene and share practice amongst APs has been valuable and supported learning locally and nationally. This approach could be used in other similar networks.
- The consortium has led the programme effectively at a national level, and the challenge for a future programme is further developing the local offer.



Background & context

About the Opening School Facilities Programme

The Opening School Facilities programme (OSF) was delivered by the Active Partnerships Network, in collaboration with its national partners StreetGames, ukactive and Youth Sport Trust, between January 2023 and March 2025. This programme involved the distribution of up to £57m of funding from the Department for Education to help schools open up their sports facilities outside of the school day to both pupils and community users.

The aim of the programme was to create a sustainable increase in physical activity levels in communities and with groups where this was needed most.

Evaluating the OSF Programme

This evaluation report was commissioned by the Active Partnerships National Organisation (APNO) in October 2024. The report is intended to pull together the existing data and monitoring information on the full three years of the programme, carry out additional primary research with local Active Partnerships (APs), and analyse and report on this at the end of the programme in March 2025.

APNO commissioned independent researcher and evaluator, Vivien Niblett, to carry out primary fieldwork, secondary analysis and overall reporting.

The report explores the four evaluation questions set for the programme:

1

To what extent has OSF led to pupils and members of the community being more physically active, and having improved connections with their local community?

2

To what extent has OSF led to schools being more able to reach and engage their local community in physical activity, and to create a sustainable business model which ensures opportunities continue after OSF funding finishes?

3

To what extent has OSF reduced inequalities for physical activity across the four key audiences, aligning to Sport England's strategy, Uniting the Movement? To what extent have Active Partnerships successfully linked OSF to other key priorities and programmes to achieve even greater impact and added value, including embedding the Active Lives survey?

4

To what extent has the Active Partnerships Network successfully managed the delivery of OSF? To what extent have StreetGames, ukactive and Youth Sport Trust supported Active Partnerships and schools with the aims and evaluation of OSF?



Method

The findings in this report come from the following research activities, and sources of evidence:



Review of programme monitoring data gathered and analysed by Active Partnerships.

This covered figures on investment in activities, and participation on a national and regional level.



Qualitative analysis of comments in two outcomes surveys, distributed by Active Partnerships to schools and participants. Both surveys asked respondents to rate and comment on any outcomes they experienced as a result of the programme :

- Participant feedback survey (84 participants from 11 schools)
- School feedback survey (55 schools from 7 APs)

As noted below, due to the restricted sample, only qualitative data from these surveys is used in this report



6 x Online discussion groups and 5 x 1:1 online interviews with AP OSF Leads.

These discussions covered perceived outcomes from the OSF fund, challenges and enablers, and reflections on programme management. 41 OSF leads attended, representing 34 out of the 42 APs.

The regional split is highlighted on the right, and shows good representation across all regions.



Review and thematic mapping of outcomes in project case studies and local evaluations produced by APs and schools (n=46 projects)



Observation at programme consortium group reflective discussion (n=1)



Informal observation and engagement at fortnightly AP network meetings, October 2024-March 2025 (n=6)

Region	# APs in sample	APs total	Region	# APs in sample	APs total
East	4	6	South East	6	7
East Midlands	4	4	South West	5	7
London	1	1	West Midlands	3	6
North East	3	3	Yorkshire	3	3
North West	5	5	Total	34	42

In addition, this report has drawn on the complementary findings from **ukactive's Qualitative Evaluation** of the OSF fund 2023-2025¹.

This qualitative research – published in a separate report – explored participants' experience of the OSF programme in-depth, across a sub-sample of the 21 OSF funded schools. This study can be consulted for further detail on participant experience.

Limitations

This evaluation has had access to programme-wide data on activity and reach, but it hasn't been possible in the programme to collect participant outcomes data to show extent of change across the full programme. Instead, this report reflects on the perceived extent of change indicated by other sources, and explores evidence of the nature of change through extensive in-depth qualitative accounts available.

School and participant outcomes surveys were completed by a small and self-selected sample of respondents, and were unlikely to be representative of the full school and participant population. This report therefore only uses the qualitative feedback in these surveys to provide examples of their experience, rather than generalising from the quantitative data.

This report draws heavily on the perspective of OSF leads in the local APs in its account of outcomes for APs, experience of programme management, and in identifying enablers and barriers of change. Whilst most APs are represented in these findings, a small number (8) are not, and the sample was self-selected. This means the views presented here may not be fully representative of all APs.

This evaluation has been largely summative, and does not seek to make a comparison with any counterfactual (an estimate of 'what would have happened anyway'). Instead, additionality and contribution of the fund was explored through qualitative reflection with APs, and in comments from schools and participants.

Any other specific limitations are highlighted in the relevant section.

Report structure

This report explores the evaluation questions set for the programme, moving from activities funded and the outcomes reported, through to learning about the process. It closes with reflections and learning for any future similar funds.



Findings:

To what extent has OSF met its overall objectives?

What activity has taken place in the programme?

The Opening School Facilities (OSF) programme was delivered by local Active Partnerships (APs) across England, supported by national partners StreetGames, ukactive and Youth Sport Trust, with targets for reaching schools and participants at scale. By investing in enhancing and equipping school facilities, the programme was expected to be the catalyst for more and more appealing activities and opportunities to be physically active for school pupils and communities who were less likely to be physically active.

Whilst there was flexibility at local level in how this was achieved, there was also an expectation that the majority of investment would be in schools in areas of income deprivation: defined as the four lowest bands on the Income Deprivation Affecting Children Index (IDACI band 1-4). By focusing funding on schools in these areas, OSF investment was expected to

benefit children and communities situated within areas of greatest need..

At a school and participant level, schools were encouraged to target their activity at pupils and communities understood to experience more barriers to being physically active.

These groups were specified by the Department for Education in the design of the programme, and align with those identified nationally in Sport England's Uniting the Movement strategy².



Girls and women



Children with Special Educational Needs and Disabilities (SEND)



People experiencing social disadvantage (defined in OSF as Free School Meals eligibility for pupils and families)



Children and families from ethnically diverse communities

Activities offered through OSF were expected to take place outside of the school teaching day, with no prescription around the type of activity offered except that it was designed with pupil and community voice. This was to provide an appealing offer that would engage those who were otherwise less likely to take part. The programme ran over three financial years (April – March) however the first year was delayed and as a result ran from January – March 2023. This section presents the data describing what activities, facilities and participation levels the OSF programme has funded.

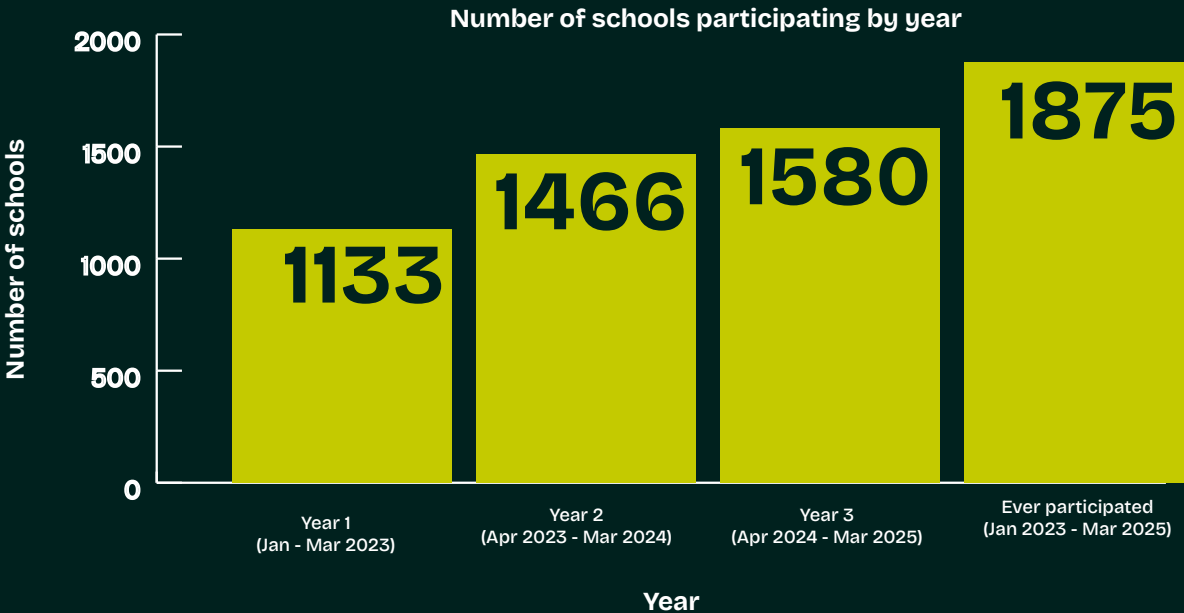
How many schools have been involved?

The programme was designed to build a cohort of schools who could deliver physical activity over multiple years. Nationally, the programme targets were to engage 820 schools in the first year, increasing this to 1147 in Year 2 and then to 1417 in Year 3. As the data below shows, the programme has exceeded these targets in each year, and at the end of Year 3, the programme was funding projects in 1580 schools.

Not all schools joined in Year 1 and remained involved until the third year, with some leaving and others joining during the programme. However, we find that 1875 schools have received funding at some point in the programme, suggesting that

although there has been turnover in schools – described particularly by APs as between Years 1 and 2 – there is still a majority of schools who remained involved over multiple years of the programme.

Figure 1: School Participation, national, Years 1-3



“Nationally, the programme targets were to engage 820 schools in the first year, increasing this to 1147 in Year 2 and then to 1417 in Year 3.”

What types of schools have been involved?

To understand the variation in the kind of schools that have been part of OSF, this section looks at the range of schools involved as at Year 3.

Nationally, the proportion of OSF schools in IDACI areas 1-4 at the end of Year 3 is 60.8% (n=961/1580), confirming that the programme has successfully focused its work with schools where pupils are most likely to experience income deprivation. This pattern continues through the full set of IDACI classifications, with school numbers inversely proportional to the IDACI band.

Whilst this pattern is consistent across the nine regions, it is much less pronounced in the South West, East, and South East regions. Here the distribution across the bands is more even (for example, 37% in the South East within bands 1-4, compared with 88% in the North East). In these areas, it appears the fund has been less targeted to the lower IDACI bands, and whilst this may reflect different ways of working regionally, it's also likely to reflect different demographics and characteristics of deprivation in each region.

Figure 2: Year 3 Schools by IDACI band, national

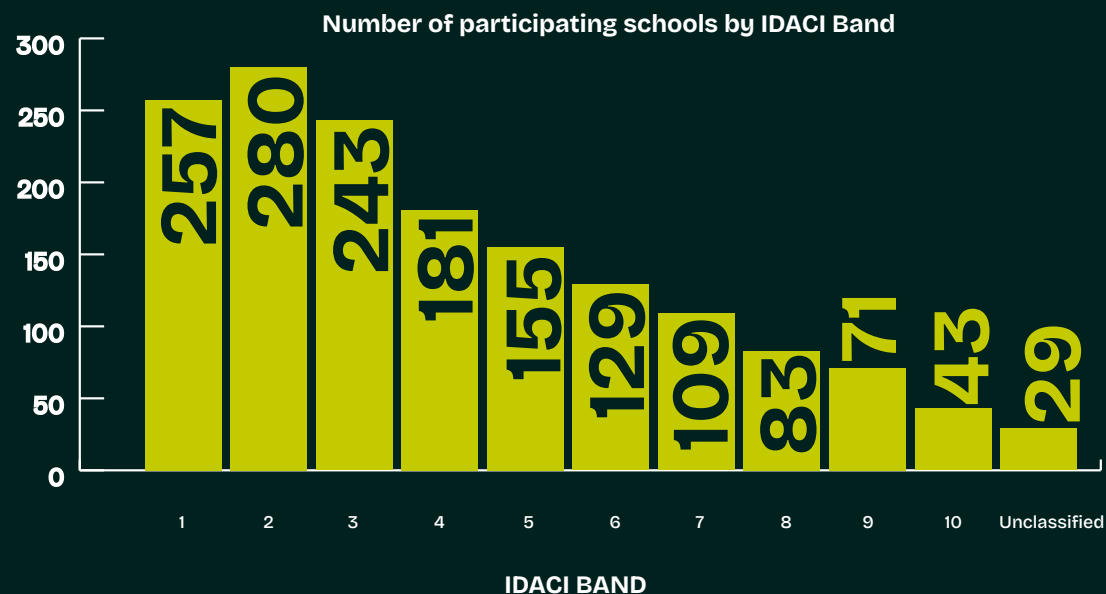
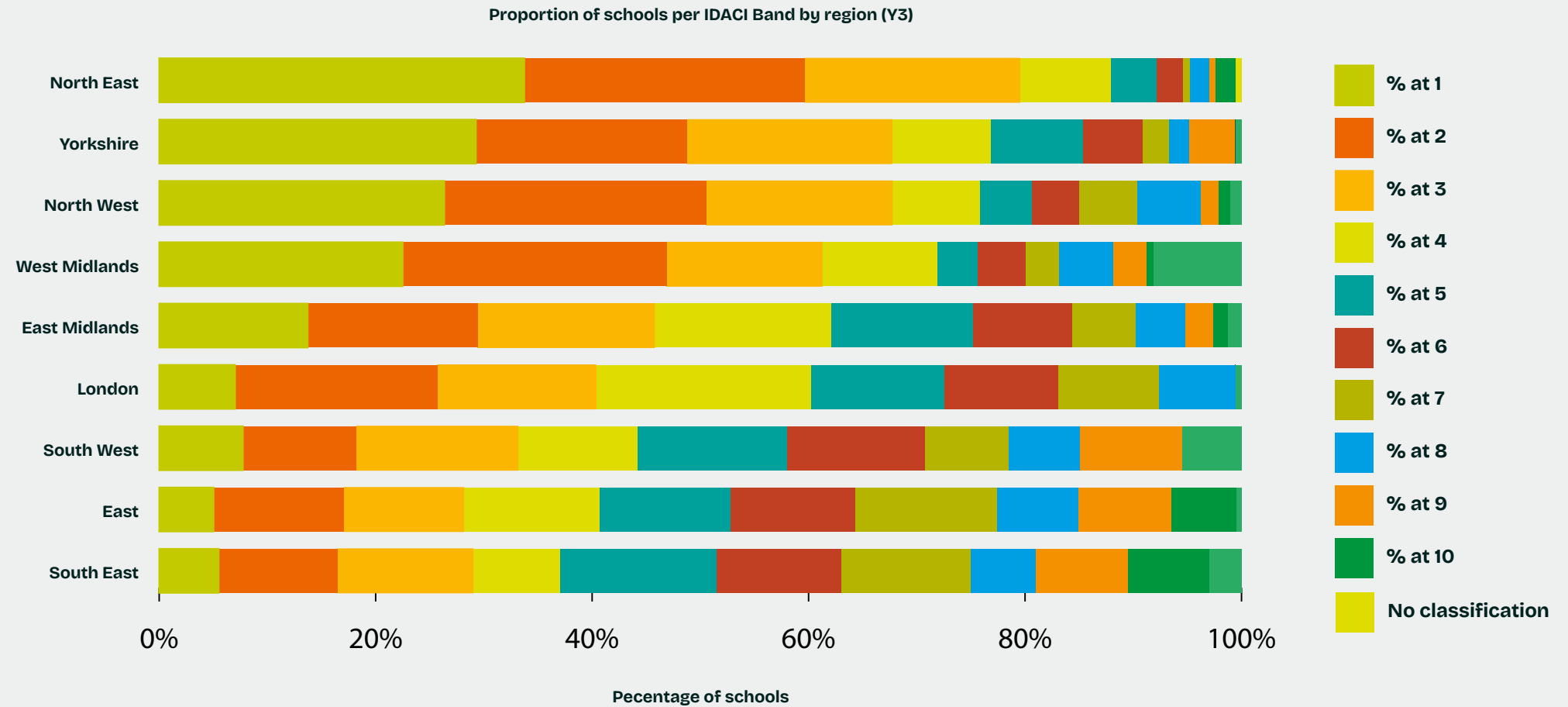


Figure 3: Year 3 Schools by IDACI band, regional



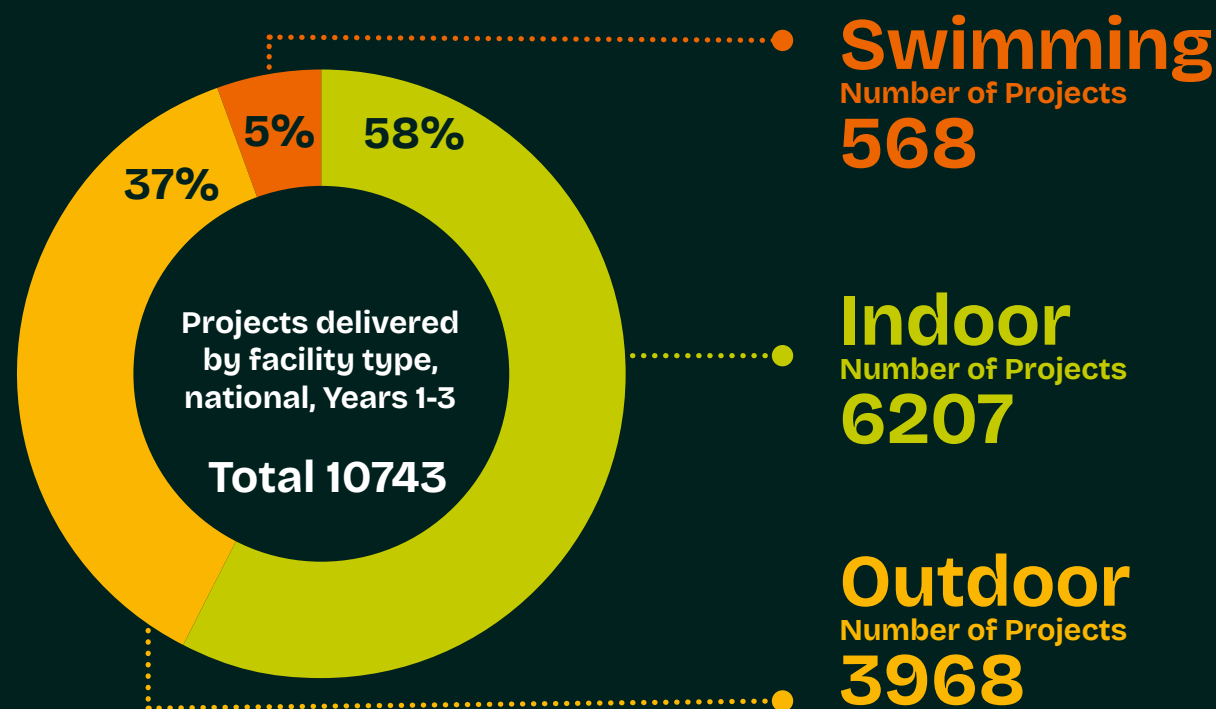
How many sessions and what types of activity have been offered?

Across the full three years of OSF, 189,071 sessions of activity have been delivered, through 9,123 individual projects.

The programme invested in individual facilities in each school, many of these could be used in multiple ways. We know from monitoring data what kinds of facilities these were and the proportion of projects that ran from them. The majority of projects run were indoors (58%), with over a third outdoors (37%) and the small remainder (5%) were swimming facilities, a specific focus of the fund.

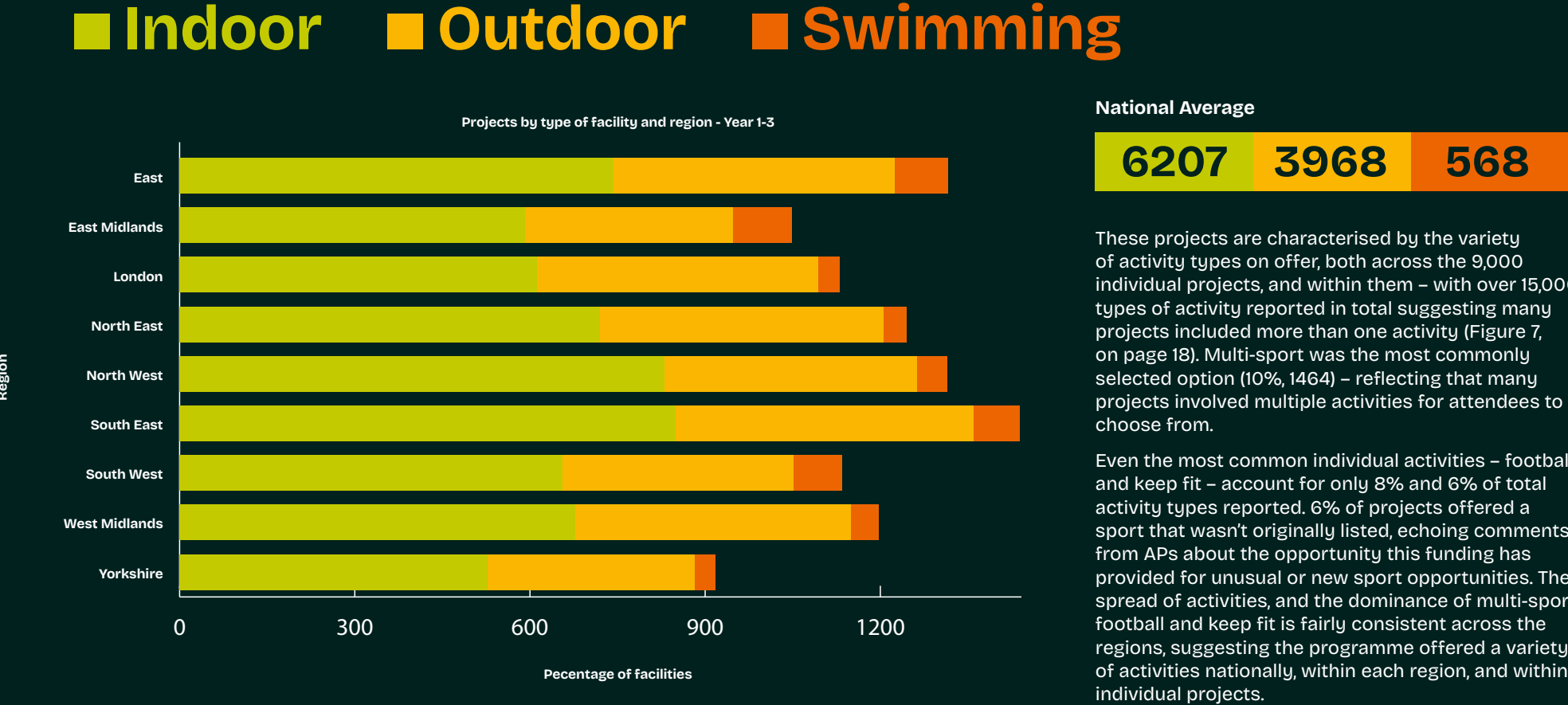
Some projects reported use of multiple facilities, for example multi-sport sessions could involve activities both inside and outside. The chart below shows a consistent regional spread, with the proportion of swimming facilities being the main area of difference.

Figure 4: Projects delivered by type of facility, national, Years 1-3



“The majority of projects run were indoors (58%), with over a third outdoors (37%) and the small remainder (5%) were swimming facilities, a specific focus of the fund.”

Figure 5: Projects delivered by type of facility, regional, Years 1-3



These sessions were to be delivered **'out of hours'**, to ensure that OSF funded additional activities to those in the schools day. Monitoring data shows that half of sessions (53%) were run after school, with most participation for both pupils and community users taking place then. Sessions run in the evening were second most common (33% of sessions), and as would be expected, these sessions had high attendance from community users. Activity run at the weekends and in the school holidays was far less common, making up no more than 14% of sessions and participation.

Figure 6: Number of sessions and attendances by 'Out of Hours' period, national, Years 1-3

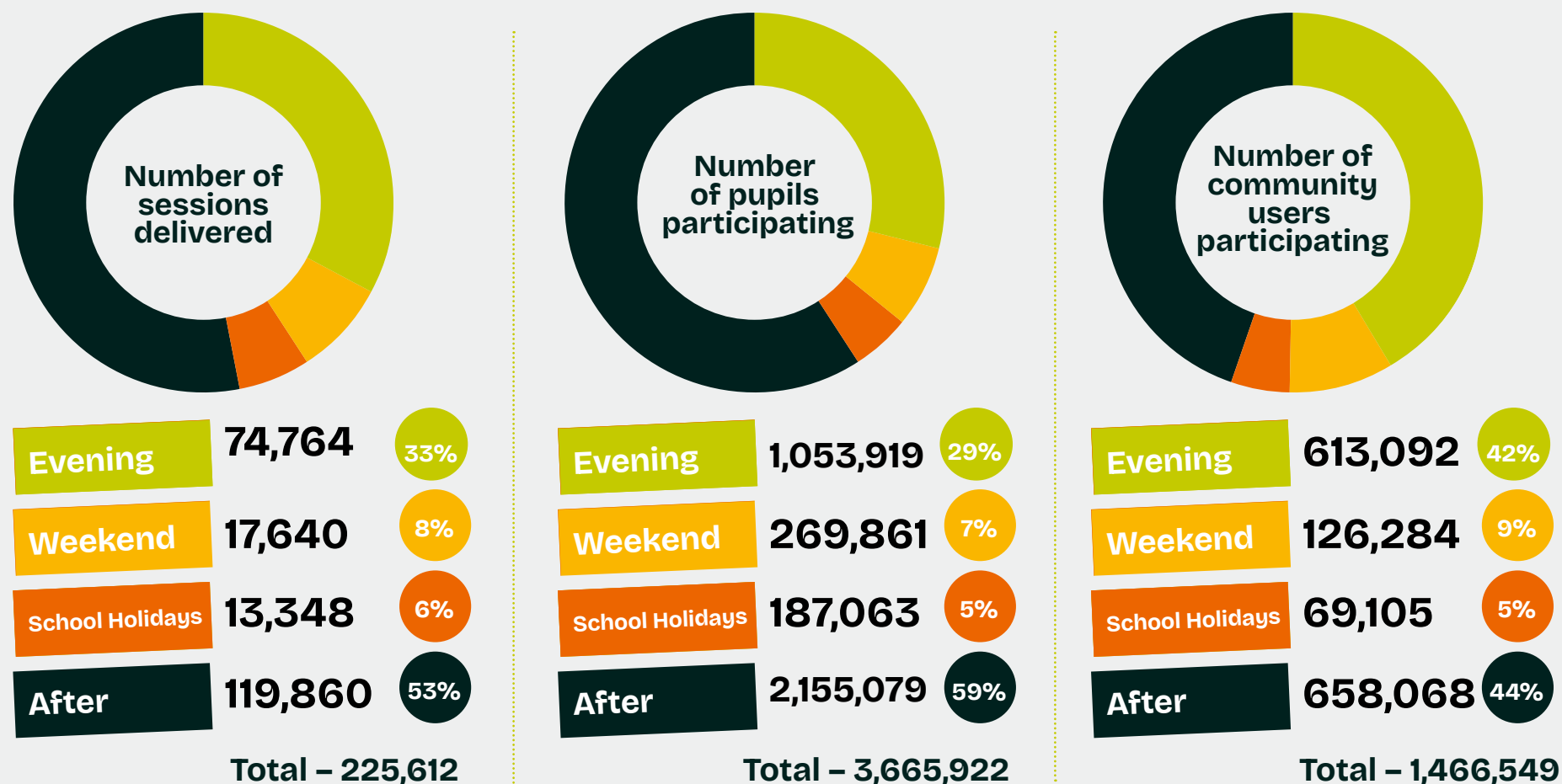
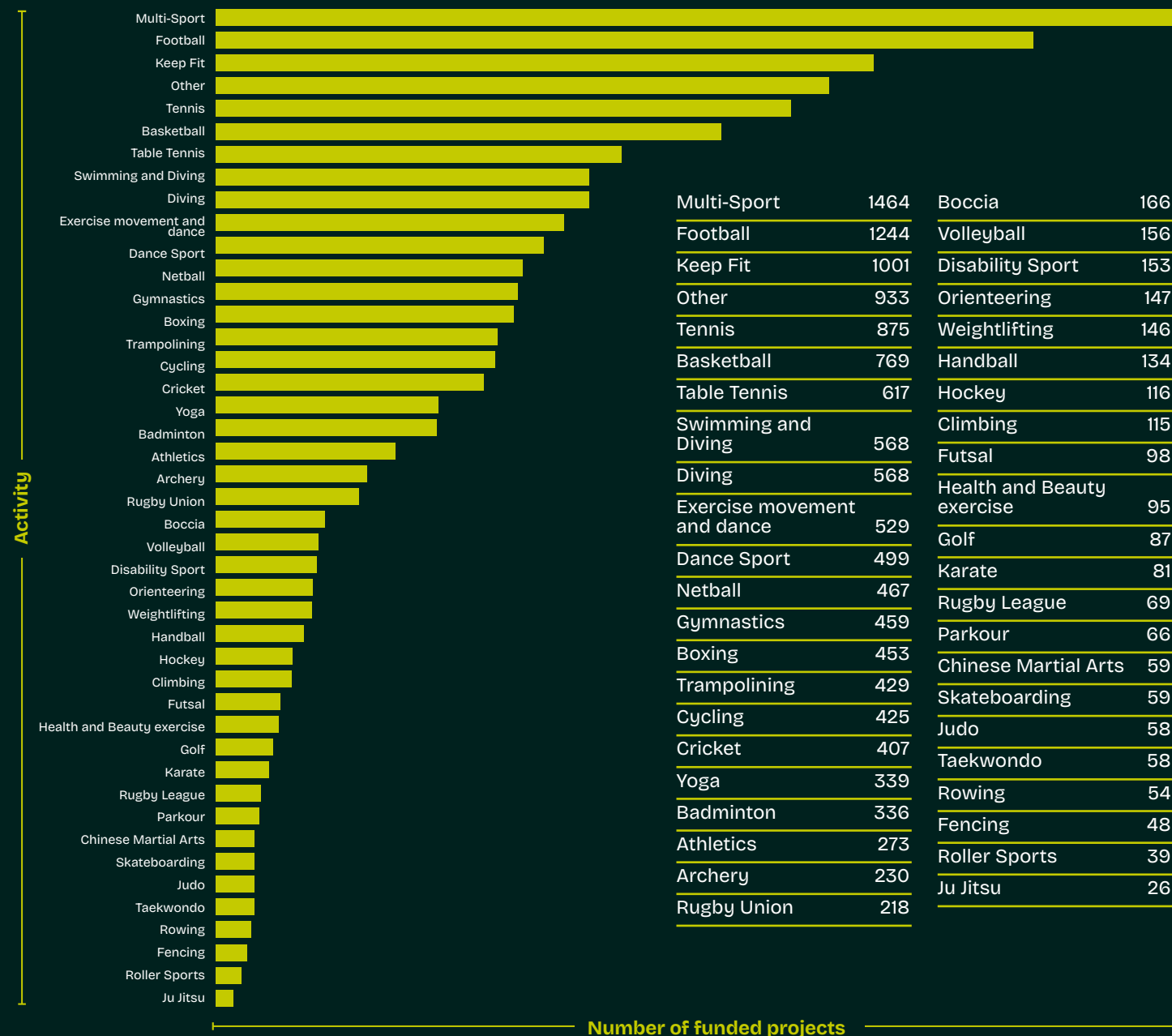


Figure 7: Type of activity, national, Years 1-3

Number of funded activities by activity type (Y1-3, Excluding activities with fewer than 25 funded projects)



“Even the most common individual activities – football and keep fit – account for only 8% and 6% of total activity types reported.”



How many pupils and community members have participated?

A note on participation figures

How pupil and community participation in OSF funded activities was monitored met some challenges in the first calendar year of the programme, and was believed to overestimate participation.

The programme team redesigned the system for collecting this data in December 2023 and subsequent data is considered to be more consistent and accurate. This section therefore reports only on the programme participation from January 2024 until the end of the programme in March 2025. As such, these figures do not include any participation from January – December 2023.

Pupils

The national programme target for pupil participation was 362,569 attendances ('throughput').

The programme has far exceeded this target, with 3.2 million attendances recorded in the data since December 2023. This is based on 251,543 individual pupils taking part.

Community use

The programme target for community user participation was 112,564 (throughput). Community use has far exceeded this target, with schools reporting a throughput of nearly one million (997,352) for community use.

This was based on 93,264 individual community members using facilities since December 2023.

Target groups

Participation data recorded for the four target groups, suggests that the activities funded through OSF have reached groups that are more likely to experience barriers to physical activity³.

In total across the nine regions of England, the number of participants reported to meet each of the four categories is as below, noting that some participants and projects will be recorded in multiple categories. This shows that the highest proportions of participation from individuals in target groups was for girls and women (58%), and those eligible for Free School Meals (51%), followed by just under half who had special educational needs (44%). The outlier in this data is the much lower proportion of participants – around 21% nationally – who were from ethnically diverse backgrounds suggesting that fewer individuals from this target group participated.

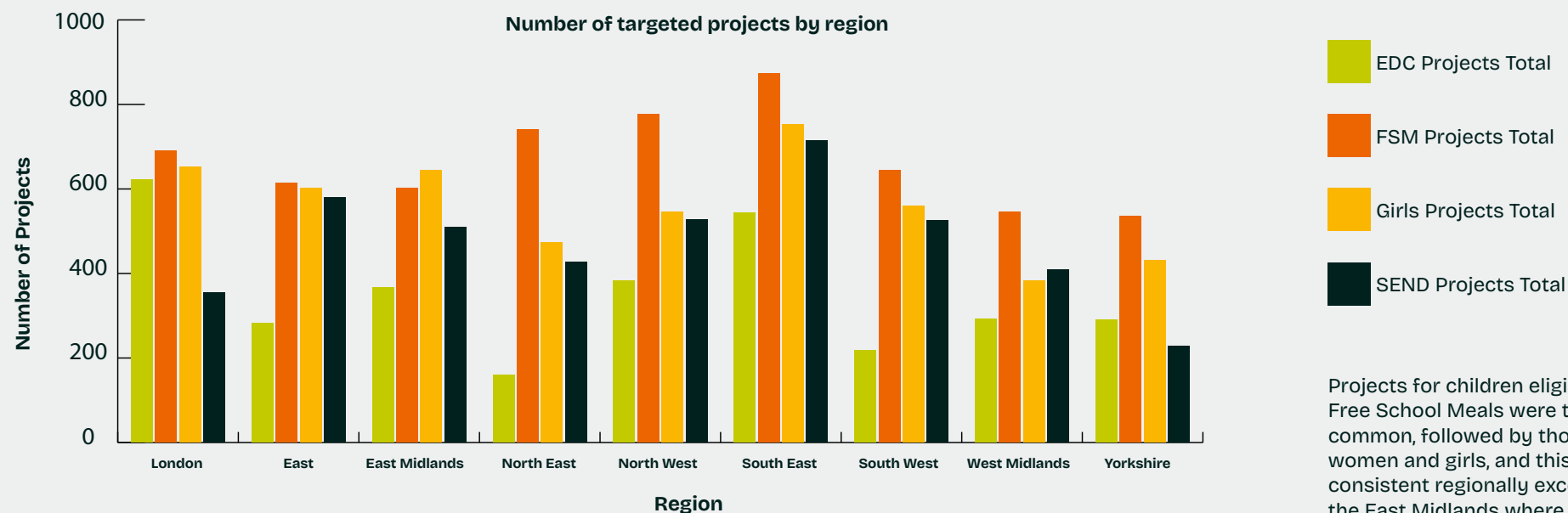
Figure 8: Projects and participants by target group, national, Years 1-3

EDC Participants		FSM Participants		Girls Participants		SEND Participants	
Targeted projects	3157	Targeted projects	6023	Targeted projects	5044	Targeted projects	4276
% of all participation (Since Dec 2023)	21%	% of all participation (Since Dec 2023)	51%	% of all participation (Since Dec 2023)	58%	% of all participation (Since Dec 2023)	44%



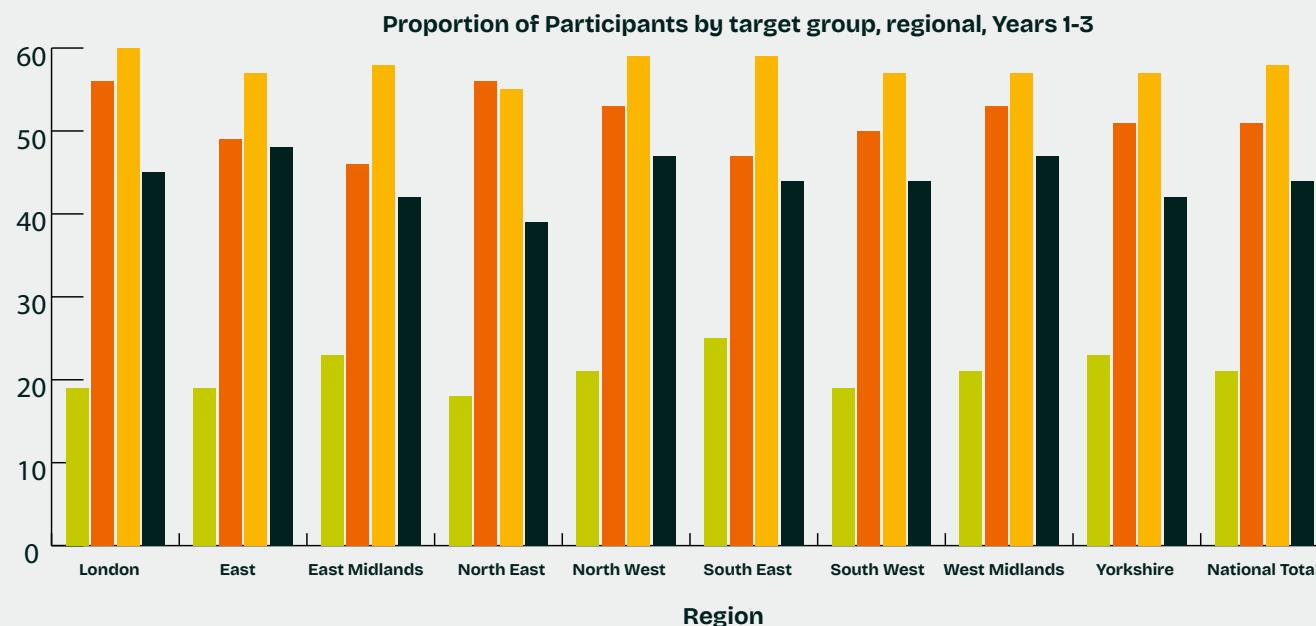
³Note that this data required significant cleaning as schools sometimes gave a higher figure for target group participation than overall participation. Where this was the case, data was omitted from the analyses presented in Figures * 9 & 10.

Figure 9: Projects by target group, regional, Years 1-3



Projects for children eligible for Free School Meals were the most common, followed by those for women and girls, and this is fairly consistent regionally except in the East Midlands where there were slightly more projects for women and girls.

Figure 10: Proportion of Participants by target group, regional, Years 1-3



Projects focused on including people from ethnically diverse communities were typically the least common, though again some exceptions are in London and Yorkshire, where SEND projects were the least common. Looking at the proportion of participants in each target group per region, the split is uniform across the regions, mirroring the national pattern.



What difference has the programme made to participants, schools and Active Partnerships?

Outcomes for participants

To what extent has OSF led to pupils and members of the community being more physically active, and having improved connections with their local community?

This evaluation has drawn together several sources of data on the experience of participants which together provide an indication of whether OSF has led to its expected outcomes for pupils and community users.

Increased physical activity

- Pupils more physically active
- Local community more physically active
- A positive experience of physical activity

Community connectedness

- Improved connections between community members

Personal outcomes & development

- Improved social development
- Improved mental health
- Improved empowerment

Local Active Partnerships could choose if and how to measure these outcomes with their schools, rather than there being prescribed, programme-wide measures. Instead, this report draws information on the extent and nature of outcomes from:

- Case studies of impact in individual projects written by schools and APs, a small survey of participant feedback (n=88) on their experience, shared by APs with schools and participants.
- Reporting on the qualitative research conducted by ukactive, which explored participants' experience of the OSF programme in-depth, across a sub-sample of the OSF funded schools⁴.

- Discussion groups where APs were asked to reflect on the outcomes they had witnessed in their area.

Although it isn't possible to extrapolate the change described in these sources to the whole programme, examples of impact on participants are widely reported. In addition, whilst OSF leads felt some projects were more impactful than others, they reflected that most did make a positive difference to the children, young people

and community members taking part. The evidence we have gives some confidence that these outcomes have occurred fairly widely, although likely not in every project.

This evidence does provide a range of examples showing the kinds of changes that have occurred for participants in OSF activities. This section highlights the change that OSF shows it is possible to make.



⁴Further exploration of pupil and community experience in the OSF programme is available in ukactive's forthcoming report Qualitative Evaluation of the OSF Fund 2023-2025 (forthcoming)

Increased physical activity and a positive experience

The most common reports of outcomes are of what might be considered the 'early outcomes' for pupils and local community: being more physically active through attending sessions funded by OSF, and having a positive experience of physical activity.

The comments below were typical of feedback shared through the participant survey and in local case studies. OSF gave these participants the opportunity to try a new sport, from an expanded offer, or to take part in a sport they already enjoyed but with enhanced facilities. It's clear from consistent feedback in the survey, case studies and ukactive's qualitative evaluation report that both pupil and adult participants have taken part in more physical activity, sometimes for the first time, and they have enjoyed it.

“

“I didn't normally play cricket but when I started, I really enjoyed it.”

(Participant survey)

“

“I play a lot more because we can finally play with proper goals and this makes it more interesting.”

(Participant survey)



Taking part in activities delivered through OSF also helped some participants make other changes, for example in their fitness, confidence, motivation, and overall attitudes towards physical activity. These are the kinds of changes that we may expect to help sustain their physical activity and habits in the longer term. Some participants described that they now regularly took part in physical activity both for health and social reasons.

This included examples where pupils or community members progressed from taking part in an activity to attending local clubs.



"By attending regular sessions it gradually allowed me to build my fitness which in turn motivated me to build even more fitness independently."

(Participant survey)



"I have made more friends and now like being active."

(Participant survey)

OSF leads also gave examples of community projects in their area where the fund had opened up opportunities where previously there were very few. For example, one AP lead described a school that had opened up its swimming pool for use by residents of a local care home who otherwise faced very limited options for maintaining their mobility.



"They've been able to use the swimming pool for free because of the Opening School Facilities funding and residents' relatives are saying actually, we chose this care home, because of the fact that they can be free and mobile and active in a swimming environment which is just amazing."

(AP South East)



"I don't really like sports that much. [The project] made me think that sports are quite fun and I could be good at them. I really want to take part in sports now because it's so fun."

(Participant survey)

Improved community connections, and social development

OSF funded activities have provided opportunities for community users and school pupils to meet new people, maintain existing friendships and create new ones.

Importantly, these were seen as new relationships and opportunities to meet people who participants wouldn't have met in other ways, such as pupils in different year groups and classes, or local families.

“

“The pool is a great place to meet up with friends and family. We have also met members of the local community who we have not met before.”

(Participant survey)

“

“I was new in school and I didn't know [many] people from my year or other years but after attending I made some very good friends and [am] still friends with them.”

(Participant survey)

“

“It allows me to stay in regular contact with a friend I don't otherwise have a chance to see that much.”

(Participant survey)

“

“I had to work as a team with other people which helped build friendships with them.”

(Participant survey)



Comments from participants described taking part in OSF-funded activities with their families. This was usually described as something they didn't normally do, and which they liked, and in some cases which helped build their confidence in doing a physical activity. Taking part together was a chance to share the experience, as one pupil said they could "show my family what I had learnt" (participant survey).

“

"In the swimming pool I had so much fun as all my friends and family were there."

(Participant survey)

“

"When I do football, normally I just do it just with my brother but when I do swimming with my parents it means they are doing something with me."

(Participant survey)

Whilst we've seen that the activities have been an opportunity for pupils and community attendees to make friends and meet new people, this reflects quite profound changes for some pupils where activity has allowed them to have better relationships. For example, the pupils at Vandyke Upper School, where a programme was aimed at their pupils eligible for Free School Meals and who tended not to engage, now play a variety of sports together:

“

"They have become friends and were able to play a 'competitive' game (with goals scored) without any disagreements."

(Case study, Be Active, East/Vandyke Upper School)



Case study:

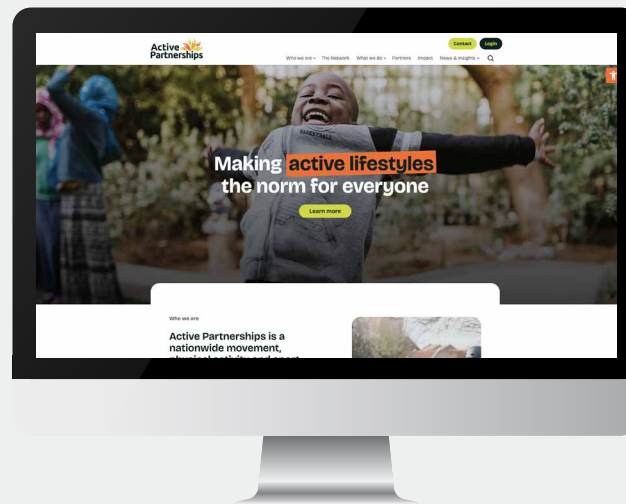
Park Lane Primary in Nuneaton (Think Active, West Midlands)

At Park Lane Primary School, in Nuneaton, many young people did not know how to ride a bike and many did not have access to a bike. Park Lane was identified by Think Active as a priority school for OSF funding due to the high proportion of pupils with Special Education Needs and Disabilities.

Through OSF investment, and a collaborative working approach between Think Active, Park Lane's PE Lead, the local School Games Organiser and the Northern Warwickshire Active Community Foundation, a cycling programme was co-produced and delivered.

A Bike Library was created at the school, which enabled a number of 12-week schemes to be delivered including balance bike training, Bikeability and Family Bikeability, 1-2-2 learn to ride and maintenance workshops.

To maximise the impact of this funding, the project was opened up to the three closest primary schools to the Park Lane site, ensuring that the programme reached the wider community. Sixty-two individuals and their families are now equipped with the skills to ride a bike, encouraging active travel to school and supporting families to be more active in their free time.



Other impacts include:

- Children and young people that have advanced their cycling abilities.
- Parents and carers feel comfortable supporting their children to further develop their cycling participation having equipped themselves with skills and confidence.
- Bicycles and helmets are made available through the Bike Library to participants.
- Families build a social network to access cycling.
- Community Café bike hire investigated for the future.

[Read the full case study on activepartnerships.org](https://activepartnerships.org)



Mental health and empowerment

Whilst only a few participants talked about empowerment – an anticipated outcome – the survey responses and local case studies often mentioned increased confidence for both pupils and community users. This tended to be about confidence in an activity or in taking part in activities, though there were some suggestions that this could extend beyond the specific activity into elements of family and social life.

“

“My mum doesn’t do anything really because she has chest pains and feels sick but because this was a family thing she wanted to join in with me and my brother so now I think she also has more confidence.”

(Participant survey)

“

“My brother and sister don’t do sports with me and mum has to go to work but they all came. I really liked that because it boosted my confidence.”

(Participant survey)

“

“It has made me more confident to join school clubs. I’ve never joined any after school clubs and now I’ve got letters for cricket, gymnastics and cheerleading.”

(Participant survey)

Several case study examples gave a perspective from schools on how activities in their schools had contributed to the personal development of their students, including their social development and mental health. That mental health benefits motivated pupils and community members to take part in physical activity was also a strong finding in ukactive’s qualitative evaluation report, and several AP leads also reported mental health as a key impact of the work.

“

“We know we can do stuff, but it’s about overcoming that thought that you can’t. This translates a lot into life and important life skills. It’s not just parkour, it’s life skills, like mental resilience.”

(Case Study, Be Active/Flitwick Lower School)

Case study:

Manor Community Academy, Hartlepool (Tees Valley Sport, North East)

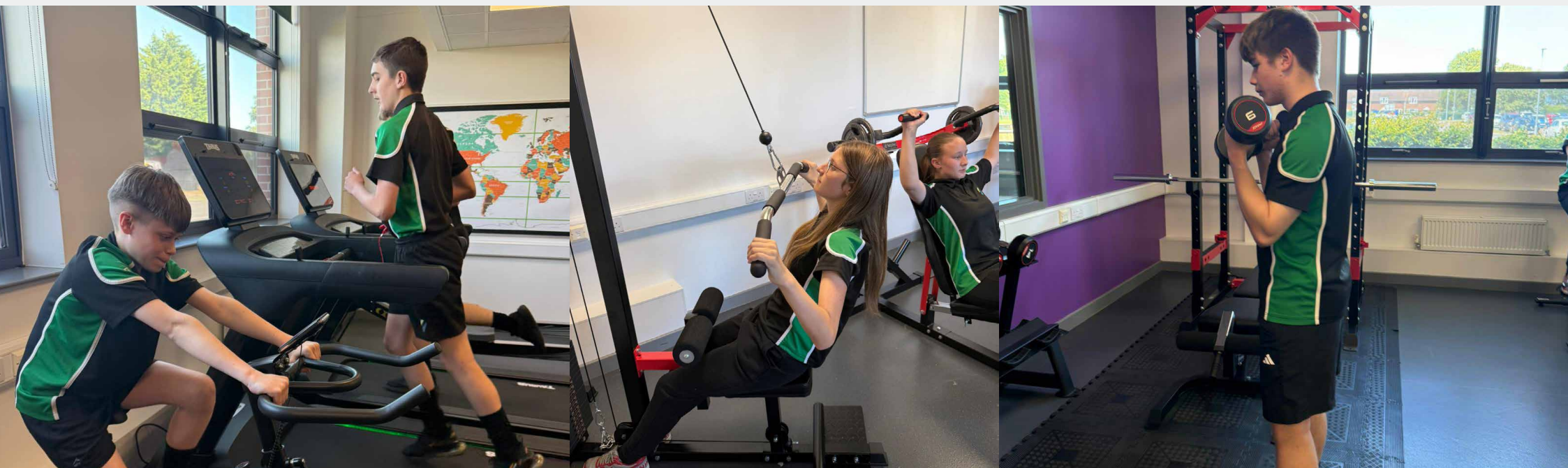
With the financial support through OSF, Manor Community Academy, a secondary school in Hartlepool, created a state-of-the-art fitness suite and upgraded its football facilities, including new football goals. At the end of the project, it reported a range of benefits for students, but especially for their mental health:

These enhancements have not only enriched the lives of our students and staff but also provided significant benefits to the local community, particularly through partnerships such as the one with Hartlepool St Francis Football Club. Furthermore, this collaboration has supported grassroots football funding, fostering a sustainable model for sports development in our area.

The generous funding provided by OSF has brought about remarkable benefits to our school and the wider community. Since the introduction of the fitness suite and the installation of new football goals, we have observed tangible improvements in student wellbeing, engagement, and community involvement.

The addition of the fitness suite has proven to be an effective outlet for students and staff to relieve stress and improve their mental health. This is particularly important in a time where academic and personal pressures are significant. Students who are normally disengaged from PE are already starting to ask when they can attend the fitness suite.

[Read the full case study on activepartnerships.org](https://activepartnerships.org)



Other outcomes – educational and school outcomes

As well as these particular impacts for participants, which the fund was intended to effect, evidence overall shows a range of other school-based and educational outcomes that individual projects have had. It's not clear that these outcomes are all widespread, but they show a different area of impact which has arisen because of this activity happening within school.

There were several case studies of projects which have made a contribution to increased attendance in PE and to the school day in general, as pupils want to be in school when activities are taking place. This extended to some examples of projects in specialist provision which have contributed to children being able to return to their mainstream setting.

“

“Time and time again, I've heard the leads across schools say 'this child only now comes to school because they're cycling today', or because they're attending this club. So that's been really powerful for us to hear that... one of our biggest successes is a school, they have a behavioural unit attached so children that aren't allowed in that mainstream setting but they're working with them to get them back in.

Police are also working with them for anti-social behaviour and that's now joined up. So because of these projects, these students are transitioning back to mainstream education which I just think is a huge, huge success.”

(AP South West)



Other educational outcomes described include contributing to physical development in Early Years, especially for children who had missed out on key experiences during the COVID-19 pandemic; helping schools meet the holistic needs of their children; and improving schools' relationships. All of these suggest not only the deeper, ripple effects for children taking part, but highlight how a physical activity programme can contribute and align to a school's core aims.



"We also know after the pandemic that physical development was one of the areas where children's development was delayed... Having access to bikes and scooters has been massive for our children and our wider school community.

It's giving them that opportunity to be active outside and around the school day that has a real positive impact on their attitude towards physical activity, their engagement with the natural world and the environment, and also building those kinds of relationships between children, their carers, the staff."

(Case Study, Oatlands Infants, North Yorkshire Sports)



"[we had] Ofsted last month and have been judged as 'outstanding' for our personal development. During my meeting for this area, I discussed with them the funding we have received from Think Active and how this has ensured that all of our demographic groups are having their holistic needs met."

(Case Study, Longford Park Primary School, Think Active)



"The relationships improved... and overall this has had a positive impact as the girls are more likely to act as spotters, or join in in lessons occasionally. This leads to a much more positive environment for staff and students alike, with less conflict and more cooperation."

(Case Study, St Michael's Catholic Academy, Sunderland, Tees Valley Sport)



Outcomes for schools

To what extent has OSF led to schools being more able to reach and engage their local community in physical activity, and to create a sustainable business model which ensures opportunities continue after OSF funding finishes?

Feedback from schools, gathered through surveys, case studies and the perspective of OSF leads helps us understand whether and how the OSF programme has led to its expected outcomes for schools⁵:

Community offer and use

- Schools are more able to reach and engage their local community in physical activity.

Sustainable models

- Schools are able to create a sustainable model to ensure opportunities continue.



⁵ Further exploration of school experience in the OSF programme is available in ukactive's forthcoming report *Qualitative Evaluation of the OSF Fund 2023-2025* (forthcoming) Photos supplied by Be Active

Community offer and use

The Year 2 OSF report found that funded schools had developed projects to provide additional activities for their school community of pupils, families and parents, but that fewer schools had been able to expand that offer to their wider community⁶. In Year 3 this became a strong focus of the programme, with APs making this a priority in their OSF work with schools.

Reporting data suggests that 762 schools in Years 2 and 3 ran activities with community members participating. This shows that whilst not all schools have been able to open-up and successfully bring in community members, around a half have done so on at least one occasion. This is consistent with the accounts of OSF leads who reflected that whilst most schools in their areas had developed a community offer, in some cases this was still developing or encountering challenges. In other schools, the offer has remained primarily one for pupils.



“We found that our schools fit into three categories: one fully embrace community use and will continue to; second group: embrace community use, but funding will stop and they will almost certainly stop much of the provision; and then a third, often urban, that either chose not to or weren’t able to get up and running with community use.”

(AP East Midlands)

The case studies and survey responses from schools provide a wide range of examples of how schools who have worked with their communities have used their OSF funding to do so. In these examples we see first and foremost that the OSF investment in equipment and facilities has made activities appealing for community members. However, this alone hasn’t been enough to bring the community in, nor has it been the limit of how schools have used OSF funding. There are examples of schools who have developed new ways of working – for example with local clubs – found new skill sets and resources, and confidence to engage their community with their new facilities.

Equipment



“We have been able to widen our offer with new equipment supporting more variety of activities that students and the local community can access.”

(School survey)



“We opened our swimming pool to the community. We trained additional staff to offer more lessons and were able to use the local leisure centre to add additional swimming lessons. It provided new resources for the pool.”

(School survey)

Club links

“

“[We introduced] more and new activities – gym, roller-skating, futsal etc – this increased our number of participants. It has also increased the external users – as the netball equipment has meant the Netball league now uses the equipment... Roller-skating now has a club for outside of school users on a Friday. Also a huge number of users use the futsal nets, this has meant the Futsal Leagues have hired the venue every Sunday from Dec to Feb for Futsal fixtures.”

(School survey)

“

“The project allowed the local cricket club to base themselves at the school for all their local clubs, which help them create new clubs and attract more local people rather than having to travel to play.”

(School survey)

Confidence and capacity

“

“We have had some good Community use projects... where people have even changed roles. So they've started as a sports coach that's employed in the school, they started running this programme and they are now the community use manager. And they've got a whole programme of events where they're turning people away because they're so well used in quite a deprived area.”

(AP North East)

“

“Increased our ability to welcome community members in to the school.”

(School survey)

These developments are significant as they provide the basis for a deeper change in how schools see and act on a wider community role, which may be more embedded and long-lasting. As we'll see later in the report, the way in which schools view themselves as having a community role is influential in meeting the aims of OSF.



Case study:

Discovery Schools Academy Trust (Active Together/East Midlands)

An OSF project run at three primary schools – Parkland Primary School, Mowmacre Hill Primary and Braunstone Community Primary – in the Discovery Schools Academy Trust has become sustainable and transformed the schools' views of community engagement.

Across the three OSF funded schools, they ran a variety of different activities, including skateboarding, roller skating and laser tag. These activities were selected by the pupils using a survey, and from observation at a HAF camp of how much pupils had enjoyed playing with skateboards. The OSF funding has allowed the individual schools to target their disadvantaged pupils, girls and those with additional needs (SEND).

Parkland School was able to host an open day with another OSF school (outside of the Trust) to showcase the facilities available at both sites and link the local community into the schools.

One of the main successes from the open day was the linking up between different school and trust staff and departments. With health and safety, Trust leads, and Extended Services all linking together to organise and run the event, this event ended up being larger

than any school fair they had run in the past and had a wider reach into the community than expected.

Using the OSF funding the Trust has been able to see the value in their Extended Services team and have extended this team, in not just additional staff but with additional remit to look at the wider community and not just focus on them being education facilities. The Trust has used the OSF funding within these three schools to change their way of thinking and the knock-on effect is that a non-OSF school within the trust is now looking to host an arts and craft fair at the weekend to open their site up to the community.

The OSF funded schools have also built a good relationship with their local community and businesses that are linked to their pupils' interests. With the school self-funding trips to the local skate parlour for pupils and using their OSF funding to bring in local coaches into the school to deliver activities.

The in-school activities are also well received by both pupils and parents alike.

An unexpected challenge has been that having the school open more has provided issues with the estates team. However, these issues are being resolved as they arise and although unexpected have been manageable throughout the process.

By looking at the wider picture of what our local community wants and needs and trying to provide that opportunity, the schools have built better relationships with their local community and are focusing on not only what their pupils want, but their parents and the wider community.

[Read the full case study on activepartnerships.org](https://activepartnerships.org)



"One of the main successes from the open day was the linking up between different school and trust staff and departments."



Challenges and enablers of developing a community offer

We know from APs' feedback, and from the number of schools who have not submitted any data on community use, that many schools have found it challenging to move to community use.

In ukactive's qualitative evaluation report with schools, it highlighted the key challenges to achieving this as being school capacity, having the 'right' person in school, and having working facilities that could be opened up with the support available through the programme⁷. APs shared this view and reflected that whilst for many schools offering community-use "isn't the easy option" (AP North West), they have found ways to do so.

The move towards opening for the community was widely seen as getting going only in Year 3, and most OSF leads felt that schools needed intervention from them to progress. APs have used both 'carrot and stick' approaches to support community development, with some mixed results but most advocating for a mixture of both. All APs worked developmentally, as far as capacity allowed, to help schools "see themselves as community hubs" (AP North West), including by helping broker the kind of connections with other community sports organisations and local community groups as evidenced above (this was often via local connectors, or through more specialist commissioned organisations, rather than the AP itself). Many APs mandated a community project as a condition of continued funding, and whilst this worked well in some areas, some reflected that without the developmental approach to support schools this was not as successful as hoped.

A mixture of both elements appears to have been most helpful for promoting community use.

“

"I don't think stipulating that they had to do it [community use] to get funding was probably the best way of doing it in hindsight. Again, we haven't got the capacity and resources to kind of support them to do it as well."

(AP Yorkshire)



A sustainable offer

The evaluation hasn't been able to measure to what extent all OSF-funded schools expect to be able to sustain activities beyond the end of the programme.

Indications from the small school survey, case studies and the commentary from OSF leads suggest there was a mixture in their localities of schools who had already become sustainable, those who were working towards that, or where projects would stop after the end of the programme. On the whole, OSF leads felt there was more to do to support schools with sustainability, so it's likely that this outcome has been met for some but not all schools in the programme.

This section discusses the case studies and examples from the survey that show where OSF funding has led to sustainable activities and offers.

Financial sustainability and sustainable facilities

Schools and OSF leads reported different ways in which school projects and facilities had achieved some degree of financial sustainability. These included through 'mainstreaming' the cost of the activities to core school budgets, finding efficiencies in running and admin costs and through marketing their new facilities to increase income from users. All of these have been enabled by the funding and initial investment from OSF.

“

“Our facilities are now better to allow us to attract more participation in sport and activity.”

(School survey)

“

“By introducing new software and equipment to reduce cost and increase income.”

(School survey)

“

“This funding has allowed us to make urgent repairs to the pool, without this funding we would have been unable to keep the pool open... it has also allowed us to keep our membership costs down to allow everyone to be able to access the pool.”

(School survey)

“

“The project allowed the local cricket club to base themselves at the school for all their local clubs, which helps us to have a steady stream of income through the winter months.”

(School survey)

“

“We have also been able to employ new staff, which the trust has agreed to financially cover the cost of moving forward. This therefore allows us to keep the new provision up and running long term.”

(School survey)



Staff expertise and training

As well as the facilities and equipment enhancement brought by the programme, investment in staff training and skills has created more in-house expertise.

By training their own in-house staff, some schools reported that they now had the ability to provide the activities at a lower cost or within existing budgets rather than needing the separate, time-limited OSF funding. Upskilling existing school staff was also seen as providing a better offer: one that was more efficient, flexible and safe.

“

“Two climbing courses ran, so we now have a broad range of staff qualified to instruct on our climbing wall.”

(School survey)

“

“Our lunchtime provision has been expanded and lunchtime assistants have been upskilled to support the needs of our students.”

(School survey)

“

“Whilst we didn’t get the impact we had hoped for in engaging our wider community (parents) it has allowed us to upskill our support staff, so that they can now deliver a better offer for our after school provision... It has provided us with plans that can develop skills, rather than staff having to devise their own which may not be as effective.”

(School survey)



New relationships and partners

Whilst some schools have developed their in-house provision to ensure sustainability, others have built partnerships with external providers to allow this.

Some of these partnerships were used to upskill or develop the school's in-house offer, but they have also included long term relationships to use or promote the

facilities through external partner's audiences, or to 'spin out' activities from school altogether to instead be led by individual clubs.

“

“The cheerleading company developed a good relationship with students whereas the activity became sustainable and is now running independently of our school.”

(School survey)

“

“We have been able to make links with external activity providers who have been successful in developing activities for people to get involved in. Two of our projects have been sustainable.”

(School survey)

These examples also suggest that approaches often need to be combined in order to develop a sustainable offer, which begins with OSF investment in facilities and is supported by the AP to help broker links to training, development and wider partnerships.

“

“We have built a great partnership/relationship with [Town] Forest School, who have trained, advised and supported us brilliantly so far. We have built relationships with parents and carers, some of which are new to the school. I also feel that children and adults have built relationships. We were able to provide training to upskill our staff. We were able to provide sustainable equipment that can be used over and over for different activities. We have been able to offer the club free of charge.”

(School survey)

“

“Firstly it enhanced our facilities to provide positive experiences for students. Secondly we were able to make relationships with external companies that not only helped to up-skill staff but it created opportunities for our students. We have since made a partnership with [County] Cricket who will be running the programme for 16-18 year olds.”

(School survey)



Case study:

Flitwick Lower School (Be Active, East)

Flitwick Lower School understood from its pupils that they wanted to try something different in school, and the project lead felt that Parkour would fit the bill. It worked with partners Spiral Freerun to deliver classes open to all pupils and funded by children eligible for Free School Meals (FSM).

The aim of the project was to engage community and school children in a physical activity that they were excited by and keen to participate in. Parkour is an activity that is considered engaging for all ages where participants develop skills and confidence over time. It's non-competitive and fun, which makes it very inclusive.

At the start of the OSF project, the club was fully funded with OSF covering the cost of coaches, hall hire, equipment and the cost for child participation. This enabled children (and parents) to gain confidence in the club and realise that skills could be achieved through practice and perseverance. Slowly the school

transferred the administration and charging of the classes to Spiral Freerun and parents took on the full costs for their participating children paying £22.50 for a series of 6 weeks of classes.

The school did see a drop off in attendance when they started to introduce a charge for the after school classes. However, the following remained strong, as children and parents had grown attached to the club and so high attendance remained even when charges were introduced. Class sizes dropped from on average 15-20 children to 15-10 children. Full costs have now been taken on by parents of participating children.

Spiral Freerun manages all communications and bookings via their online platform. The equipment first purchased continues to be used by the after school club and remains in school for all pupils to use in PE lessons. Pupils eligible for Pupil Premium and Free School Meals continue to be funded if they wish to participate through other funding pots at school. Groups could be merged if numbers fell dramatically, so the club could continue.

[Read the full case study on activepartnerships.org](https://activepartnerships.org)



Challenges and enablers of sustainability

As the discussion of impact above has shown, many of the schools involved in the programme have been able to develop a sustainable offer.

However, as OSF leads reflected, making the move not only to community use but then using this to build a sustainable offer has been a challenge for a lot of their schools. Similarly to making the move into a community offer, there have been practical and capacity risks that schools have faced, but also a bigger question in their culture about whether developing such an offer in the long term would be worthwhile for them as a school. Finally, there does appear to be a tension, not always resolved between a conventionally sustainable business model and the community engagement aims of the OSF fund.



Financial challenges

In some cases, where schools are keen to open their facilities but lacked the financial security to do so, this has been resolved through the investment.

This has served to de-risk the set up costs of a community offer and allowed schools time to develop an income stream before taking on the sustained costs:

“

“They were looking at how they could open their facility but there were so many risk factors... through the OSF, we were almost able to take the risk away because we were providing that funding [to] help them take that step into that space. The school that said that is one where they weren't open at all and they're suddenly very open, to the point that they are sustainable now.”

(AP East Midlands)

“

“A primary school that was completely closed didn't have any external bookings: we did some seed funding, set them up, so they're able to do it. And they've now got some private lettings going in so we didn't continue funding them.”

(AP South West)

There were also examples of projects that simply have not been able to sustain their activities because they haven't had enough attendees to cover costs or generate income. Sometimes this was seen as linked to the limited resources – financial and time – that could be made available in areas of income-deprivation and the extent to which projects could have an income-generating business model (this is discussed further below).

School culture and core business

There were also examples of where an offer had been funded by mainstreaming the spend needed to maintain activities after set-up.

This is possible when schools can see the value of physical activity offered for their pupils and for their school, making it “core” business. The kinds of educational outcomes the fund has achieved for pupils, and the potential of the offer to support school recruitment have both helped this case.

“

“Can you make a business case to your head, to say: ‘this has had such an impact it needs to be part of a core cost of school’. A lot of schools have done that, which is great.”

(AP North West)



A tension between community and sustainable offers

OSF had a dual focus on both community use and financial sustainability, seeing both as desirable outcomes and also as co-supportive – with community use offering potential for sustainability.

However, many OSF leads described a tension in these two outcomes, which neither they nor the schools they work with had been able to fully resolve. For example, they knew that schools would sometimes choose to open up to community use over what might be more commercial lettings, whilst others favoured paid lettings which were easier to administer and more financially viable, but risked excluding community participants who might benefit most.

“

“You’re trying to encourage schools, sometimes, not take on the easy option... not to have one person saturate that whole site, fill all the timetable up. It’s great, they’ll bring the revenue in but where are you protecting time for then your kids because there’s no slots for half term because the Cricket Club soaks up every hour possible.

But that’s easy for the school then because they only deal with one invoicing system and one person. It’s a very, very fine balance and I also appreciate that sometimes with the schools that haven’t got facility, staff that easy option is the one that they’re gonna go for as opposed to having a varied offer.”
(AP North West)

OSF leads felt this was a particular challenge for schools in the disadvantaged areas that this programme was designed to target. APs and schools together experimented with ways of making this work, for example charging a ‘pay as you feel’ fee, or reducing costs by using volunteers to lead groups, but these were not always successful. There were however examples of where pupil use and sustainability had been balanced, and this may have potential for some community use.

“

“Some schools are absolutely on target with IDACI, really really deprived areas. The struggle there has been sustainability. Some of the strategies we’ve put in place in other areas, such as people starting to make volunteer contributions, just didn’t work. So I think sometimes in that case, those projects probably were happening anyway but they were funded from somebody else. But now we’re finishing it, they’ve gone to apply to other funding streams. So it kept something going, I suppose, that is sustainability.”
(AP North West)

“

“We did get some quite creative solutions really, one club offering to deliver one session for free to the school and then bring their own clients in for the other, so like a ‘buy one, get one free’... I suggested that to other schools and they were like, ‘oh, I’ve not even thought about that.’”
(AP North West)



Outcomes for Active Partnerships

To what extent has OSF reduced inequalities for physical activity across the four key audiences, aligning to Sport England's strategy, Uniting the Movement?

OSF leads within each Active Partnership were asked to reflect on the significance of the OSF fund in their area, and to what extent the fund helped them deliver the expected outcomes for the local areas:

- **Reduced inequalities for physical activity across the four key audiences, aligning to Sport England's strategy, Uniting the Movement**

Reduced inequalities

Whilst APs were not asked to submit evidence of how OSF affected their local picture of inequality, the data collected on schools and participants in the OSF programme shows that it has been successful in targeting the majority of its activity towards schools in areas of high income deprivation, and to the four priority groups where there is a nationally identified need to promote physical activity.

The experience of OSF leads in the local APs supports this: they typically felt that the fund was an opportunity to target "your classic hard to reach" individuals (AP East Midlands). OSF leads gave examples of projects which targeted national inequalities, as well as some where they were more locally defined. Case studies also demonstrate the breadth of targeted work that has taken place in the programme. This section presents those examples, and reflections from APs on what this has meant for their work on inequalities.

To what extent have Active Partnerships successfully linked OSF to other key priorities and programmes to achieve even greater impact and added value, including embedding the Active Lives survey?

- **Linked OSF to other key priorities and programmes to achieve even greater impact and added value, including embedding the Active Lives survey**

Children with special educational needs and disabilities, and their families

Several APs reported that OSF had led to "more engagement from special schools than we've had historically" (AP West Midlands). For some, this has provided not only new relationships but also learning about the specific challenges experienced by specialist settings. They felt this opportunity to learn and develop their work with this sector and group of children was "powerful" and "positive" for their overall work.



"SEND schools don't have as much money and don't have as much opportunity, and we've had some real success with those sites in terms of being able to engage opportunities for those young people and their families. But there's layers into that that can be tricky, for example, with them travelling in from different places and what that looks like for community use. But SEND is a target inequality for us, so [OSF] has been really powerful from a learning point of view." (AP North West)



Case study:

Bedminster Down School, Bristol (Westport, South West)

The Head of PE and project lead at Bedminster Down secondary school described the experience of one of its pupils taking part in OSF funded project:

"We wanted to find a club that might appeal to a different clientele than our normal 'football/rugby/netball' type clubs. We try to offer a wide range of clubs in the hope that different pupils will be tempted by them. After engaging in pupil voice, in the last 12 months OSF funding has allowed the delivery of Skateboarding, Cheerleading, Tennis, Boxercise, Golf and Short Mat Bowls.

Our Short Mat Bowls Club was largely focused on SEND pupils and the vast majority of the pupils who've turned up haven't had the confidence to attend any of our PE clubs.

We had one pupil, 'B', who can get quite anxious. He came to the bowls club when we started it, and only a few months later the coach entered him in the Avon U18's Championships. He made it all the way to the final, only losing on the last bowl, and is now going to be representing Avon in the National Championships. He also now leads the bowls club sessions if the coach isn't able to make it.

It is wonderful to see how confident and assured B is. When he did so well in the Avon Championships, his Mum and Dad were apparently in tears, and it's a great example of the difference this funding can make. Without the funding we wouldn't have been able to run this club, and B and his family would not have experienced these achievements.

Now that OSF funding has come to an end we have SEND support staff here who are going to keep the Bowls Club running every week once the coach has stopped coming. Linked to physical literacy, our hope is that the wide range of clubs we offer will help more pupils here find a sport that they will connect and engage with and therefore carry on participating in once they have left school".

Read the full case study on activepartnerships.org

“

"We wanted to find a club that might appeal to a different clientele than our normal 'football/rugby/netball' type clubs. We try to offer a wide range of clubs in the hope that different pupils will be tempted by them."

“

"We had one pupil, 'B', who can get quite anxious. He came to the bowls club when we started it, and only a few months later the coach entered him in the Avon U18's Championships."

Case study:

St Andrew's Academy, Derby (Active Partners Trust, East Midlands)

St Andrew's Academy, Derby, is a 11-19 specialist provision serving Derby City and the outlying area. It supports a range of learning profiles, typically young people with Autism, Severe Learning Difficulties and a broad range of other additional Needs.

Funding from the Opening School Facilities programme has supported children and young people at St Andrew's Academy to access swimming sessions throughout the school year by funding:

- Specialist transport to get the children and young people to the leisure centre
- Pool hire and lifeguards
- Professional development opportunities for school staff

One of the students to benefit is 'B', in year 11, who has previously found accessing swimming difficult, due to his additional needs, which can sometimes affect his behaviour. He has struggled with the busy and noisy environments of larger school swimming sessions, resulting in challenging and sometimes aggressive behaviours.

The sensory swim session is a much quieter calming environment, meeting his sensory needs and allowing B to still develop important life skills.

B looks forward to his swimming sessions and it is now a positive activity he can access with support and a possible activity that he can work towards accessing in his own time outside of school. He has been able to enjoy this activity in a way that is right for him, and with the right support and in the right environment, B is now enjoying his time in the water and gaining additional benefits from time spent being physically active.

[Read the full case study on activepartnerships.org](https://activepartnerships.org)

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“The sensory swim session is a much quieter calming environment, meeting his sensory needs and allowing B to still develop important life skills.”

Children and adults from ethnically diverse communities

Programme monitoring data shows that the number of projects and participation from members of ethnically diverse communities is lower than for other target groups. Yet some OSF leads felt this funding had given them the opportunity to focus on serving these communities when other funding previously has not.

For example, in one AP area, the funding was an opportunity to work with the smaller communities at the local level, who were represented in the county-level picture of diversity. In another AP, they felt that OSF was unusual amongst public health funding in that it incentivised them to work with diverse urban communities.

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“What I saw as a difference is that, as the county generally, there's very not much diversity at all. But when we were speaking to the schools... for example, one school there told us that they had 26 languages spoken. This was obviously this kind of recent influx, and particularly for us a lot of people relocating from Hong Kong... [that] was kind of a big one.

(AP North West)

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“It really gave us a head start with Place work in terms of ethnically diverse communities. So, that's been amazing... out of all of our schools, 17 schools were city schools and that's where most of our diverse communities are.”

(AP East Midlands)



Case study:

Spring Hill Primary School, Accrington (Active Lancashire, North West)

During a 'Meet the Teacher' event, it became clear that Spring Hill's school community was concerned about limited opportunities for pupils to participate in physical activity. It was uncovered that a number of children faced barriers to sport and activity, due to factors such as disabilities, poor confidence and cultural differences.

The insight highlighted to Spring Hill that there was a need to shift the way in which physical activity was delivered, as well as a need to include families and pupils in both the planning and delivery of provision.

Spring Hill then held a range of forums, including an informal 'Bring a Plate' for families, to gather feedback and insight whilst also creating a collaborative environment to enable parents, teachers and pupils to re-design the school's physical activity offering.

Armed with these insights, we introduced a variety of fun and accessible out-of-school activities. The initial Nerf Wars sessions were a resounding success, oversubscribed three times over, proving that the demand for engaging activities existed. Building on this success, we expanded our offerings to include:

- **Sports & Fitness:** Football, archery, mixed boxing, yoga, and frisbee.
- **Creative Sessions:** Jewellery making, art, and board games.
- **Inclusive Adjustments:** Girls-only boxing sessions, addressing cultural sensitivities and empowering female students in a safe and familiar environment.

The school has also extended its summer swimming provision from four to seven weeks. This has enabled the school to partner with the Holiday Activities and Food programme to support low-income families, and each session was catered to cultural beliefs to allow every child to have the chance to attend.

By working alongside parents and pupils, Spring Hill has been able to challenge common misconceptions around physical activity and create a community within the school where parents now actively engage in the planning and delivery of sessions. This has enabled Spring Hill to explore and create partnerships with external organisations, who now regularly deliver sessions within the school, targeting children who face barriers to physical activity. Spring Hill looks to maintain this momentum by expanding its cultural activity through working with local mosques to offer year-round provision.

[Read the full case study on activepartnerships.org](https://activepartnerships.org)

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“The insight highlighted to Spring Hill that there was a need to shift the way in which physical activity was delivered, as well as a need to include families and pupils in both the planning and delivery of provision.”

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“By working alongside parents and pupils, Spring Hill has been able to challenge common misconceptions around physical activity and create a community within the school where parents now actively engage in the planning and delivery of sessions.”



Children eligible for free school meals and their families

As the data showed us, offering activities targeting children eligible for free school meals has been a common choice. In some examples, this was described as an opportunity to provide something new that schools in less advantaged areas were less likely to have the resources to offer. For example, a wider range of sport and physical activity options.

As we outline in the next section, APs in some areas have also combined OSF with other funding, which has been especially relevant to working with children eligible for free school meals, who may also be able to attend holiday clubs or receive other offers in school.



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“One of our High schools, while it’s seen as quite a nice area, pulls students from some quite deprived wards of the wider [city] area. They did rowing, which is seen as elitist and they wanted to widen that participation out to people who would never normally be able to try such a sport, which they’ve been doing, and that’s been quite well received.”

(AP North West)

Case study:

Sir Herbert Leon Academy, Bletchley (LEAP, South East)

Whilst parents and carers world-wide are likely familiar with the phrase, 'I'm bored!', for many young people in Bletchley their opportunities really are limited and options are often negative. Family life is often hard, with a high number of children living in income deprived households and many facing multiple inequalities in life.

LEAP, local activity provider All People Active, and the Sir Herbert Leon Academy could each see the need for additional all-year round activities. Challenge met opportunity and the three organisations worked collaboratively to create, fund, host, and deliver a weekly multi-sport/dance session and Pickleball session.

The sessions have been successful thanks to three key factors:

Informal recreation – At the sessions the young people expressed that they liked to have a choice of activities. The informal, multi-sport nature of the session allows the young people to pick and choose how they want to be active and the attendees like the variety. The sessions are relaxed with instruction/coaching only when the young people want this. This approach of being led by the young people supports regular participation, feeling heard makes them want to come back each week.

Fun – The culture and atmosphere that is created by the instructors and deliverers of All People Active is about fun and has a great social element to it. The aim of the sessions is to have fun doing whatever the young people choose. There are plenty of opportunities for the young people to chat and this has encouraged many to bring their friends.

Trusted – All People Active are a known physical activity provider in the area and they understand the needs and wants of the young people in the area. Having the session based at the school provides a familiar, safe space for the young people to go to after the school day has finished.

[Read the full case study on activepartnerships.org](https://activepartnerships.org)



“The informal, multi-sport nature of the session allows the young people to pick and choose how they want to be active and the attendees like the variety. The sessions are relaxed with instruction/coaching only when the young people want this.”



Girls and women

Projects for girls and women were the second most common type. APs used the fund to explore and respond to some of the specific barriers that women and girls faced when taking part in physical activity, and case studies show that they have often been very successful in finding new engagement.

Some APs reflected on the learning they had gained about the kind of offers that would appeal to women and girls who wouldn't usually do physical activity. As a result of youth voice, one OSF lead learnt the particular barriers and how these can be quite simply addressed by changing how an activity is delivered. Being able to upgrade a gym, for example, has been an effective way for schools to engage girls.



"A lot of girls have told me they want to take part in physical activity, but not as a team, they want that individual experience in a social situation. So, with the schools, improving their gyms... it's nothing different but because now it's had an upgrade because it's been made this really nice place to go, it's had the uptake from girls especially that wouldn't have even looked at it before."

(AP South West)



"In an area of high deprivation where women were not feeling safe on the streets in their own Community, we've been running self-defence projects in a primary school. And the feedback from that's been phenomenal... We've run a team project as well, linking into the wellbeing piece... really looking at teenage girls, and how we can use physical activity, looking at mental health and wellbeing, to keep them engaged in school. So, the schools are seeing that through this OSF funding we can keep them more engaged in the school environment, which is fantastic."

(AP South East)



Case study:

The Woodroffe School in Lyme Regis (Active Dorset, South West)

The Woodroffe School's OSF project identified need through student voice, staff observations and school data. From this it decided to offer a series of weekly sessions, aimed at a group of girls who were disengaged from PE and extra-curricular activities.

They developed these sessions with a local provider, Rebel Health Coach, and explored different types of exercise and their benefits, with the girls themselves. Key to this was taking a physical literacy-informed approach through holistic and compassionate approach to movement, health and wellbeing.

The school identified a range of impacts on the girls' attitudes and beliefs about activity, movement and its

value. These included the girls making more positive choices, being more open about their anxieties, and an increased confidence in PE, movement and being active. They also observed social and emotional wellbeing outcomes for the girls taking part. These included improved self-awareness, self-management, social-awareness and decision making skills for the girls. This has also contributed to staff wellbeing.

As a result of this project and the insight it captured, the school has seen there is much more work to be done to be on the emotional and physical wellbeing of their young people, especially as they approach their examination years.

[Read the full case study on activepartnerships.org](https://activepartnerships.org)



"The school identified a range of impacts on the girls' attitudes and beliefs about activity, movement and its value. These included the girls making more positive choices, being more open about their anxieties, and an increased confidence in PE, movement and being active."

Local inequalities

As the examples here show, OSF has delivered against national priorities on inequality in physical activity. OSF leads also gave examples of where the fund has allowed them to reach others groups who they felt were locally important.



“The vast majority of projects targeted inequalities in our community who need it the most, around our places that need the further support.”

(AP Yorkshire)



“A real positive at the programme is that it has accelerated some of our work in place, some of the key areas we wanted to work in, we’ve developed a lot faster. So I think it’s been incredibly valuable.”

(AP South West)

In fact, in some cases, working with schools helped them to understand a more detailed local picture of inequality, and as result they worked with groups who might face multiple barriers to taking part (for example, girls from an ethnically diverse community), and young people who experience other kinds of barriers. The most common example here was of children attending alternative provision such as behavioural or pupil referral units. These children were in a specific circumstance where taking part in physical activity was a challenge, but with a flexible approach through OSF they have seen significant benefit.



“We’ve linked a lot with our alternative provision and pupil referral units in [Region], as part of a wider piece of work that we’re doing with those children to support them into positive activities... but they’re never going to stay behind after school. They either go home by themselves or they are taxied into these schools from out of the area... so it’s about being flexible for those particular students [and] the impact that has had on those kids is unbelievable.”

(AP Yorkshire)

This has had a lasting effect on how some APs understand inequalities in their locality: as one lead in the South West said of their work with children in a behaviour support unit: “they are now massively on our agenda”.



Challenges to addressing inequalities

OSF leads tended to be positive about their ability to target using the funding. However, some large rural counties flagged the challenge of working with rural schools through OSF. The exclusion of transport costs in the OSF fund made the programme a non-starter in schools where pupils were reliant on school transport. In many cases this not only limited these APs' ability to address the four established inequality groups – for example, deprived rural communities – but it also failed to recognise the additional barrier that any child dependent on transport faces to taking part in physical activity outside of the school day. In some cases APs said this limited their ability to work with these groups.



“For us, rural deprivation is a massive issue. Transport is a huge issue for us and when we did phase two of OSF we fed back to the national team and said the fact that we couldn't use funding to help with transport for activities was a real big barrier for our schools. And then to know that that then happened again in phase three of the funding, it did impact on the opportunities for some of our communities.”

(AP West Midlands)



Linking to key priorities

As discussed on previous pages, the evidence from local APs suggests that they have been able to align the national and local priorities of the programme in order to tackle inequality. They have worked with the implementation of the Holiday Activities and Food programme (HAF) and participation in Sport England's Active Lives Survey to gain greater value from the funding. However, there was also a sense that over time, and alongside the growth of 'place-based' working⁸, the opportunities to connect OSF funding to other investment and partnerships had grown.

HAF & the Active Lives Survey

Several APs gave examples of where they had been able to link OSF with HAF and the Active Lives Survey to get better value and additional support for participants and their localities.

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“We've tried to link up where we've had schools that have been part of our OSF programme and where that's linked in with the Active Lives surveys, and using the data that has come from that and the insight that that's provided... we're now starting to see we can use that as a tool to promote change and support schools moving forward.”

(AP East)

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“We've had some really good success working across the Active Partnership. I've been connecting in with the HAF project, linking it in with... a youth club making sure that young people have a space to go of an evening.”

(AP South East)



Place-based investment and partnerships

Many APs said that the strategic significance of the OSF programme was its contribution to place-based work.

This typically involves working with the specific needs of a place and its community, in a coordinated way with other partners. Whilst APs used this term broadly, they described two ways this applied locally: using the funding in combination with other local sources to add value for participants and assist in targeting inequalities (especially Free School Meals and income deprivation), and secondly using OSF strategically to show the value of physical activity to other partners where they shared agendas.

- **Layering funding to expand address more local needs:** “Layering” (AP North West) projects, including OSF, together was seen as a way of creating greater strategic impact at a local and school level, especially when working in what one AP described as the “real areas of deprivation”. In these areas, children have varied and multiple needs which single streams of funding can rarely address. By combining OSF with other funds, for example School Games funding, they reported being able to make a bigger difference.

This has been particularly common in some of the APs who have worked with other organisations to distribute funding, for example Greater Manchester Moving’s approach which worked through a team of local connectors. By being closer to the ground, it was able to spot opportunities to bring OSF funding into other local activities.

“

“I think where we’ve had the most impact as well, is where we’ve been able to bring programmes together. Some schools have benefited not only from OSF but also School Games funding. So we’ve probably started off there with a School Games programme, or OSF and then the other one. We’ve managed to link holiday activity funding to quite a lot of our work, and also Creating Active Schools. So, it’s really helped our place-based work I think.”

(AP Yorkshire)



- **Aligning to local agendas and partners:** Additionally, and perhaps more unexpectedly, OSF presented an opportunity for several APs to develop their relationships with other local services, including education and children's social care. They did this by working with schools to identify projects where the OSF funding could make a difference to shared outcomes for children and young people, such as mental health and school attendance, and used this to demonstrate how physical activity could help.

As one AP described, the fund "enabled, magnified and sped that process up" (AP South West) by allowing locations to develop good examples and evidence for the impact of physical activity. As a result, leads in several APs described further conversations, further work and a sense that they had built stronger relationships with other organisations working on improving children's lives.



"It opened doors with me and our educational effectiveness service within the Local Authority about the impact the programme has had and how we've linked it to attendance and their wider outcomes... It opened doors to them wanting to have a wider conversation about our work... not to talk about the impact of OSF necessarily, but to talk about the impact of this type of activity, working with the same kind of children."

(AP South West)



"We've had different schools running mental health type sessions, and we've been able to present to [local authority partners] these sessions and they then got in touch with us and want to do more work. We've had teams within the family wellbeing service within the County Council now wanting to work with the schools because of what they're doing."

(AP East)

Whilst many APs previously described their work as 'place-based', for others this is a growing agenda and the OSF fund has given them a "head start" (AP East) on developing this. For APs, the programme supported them by helping build local connections in places and with partners with whom they weren't currently working, and preparing them to make the most of other place-based funding such as Sport England's Place Expansion investment.



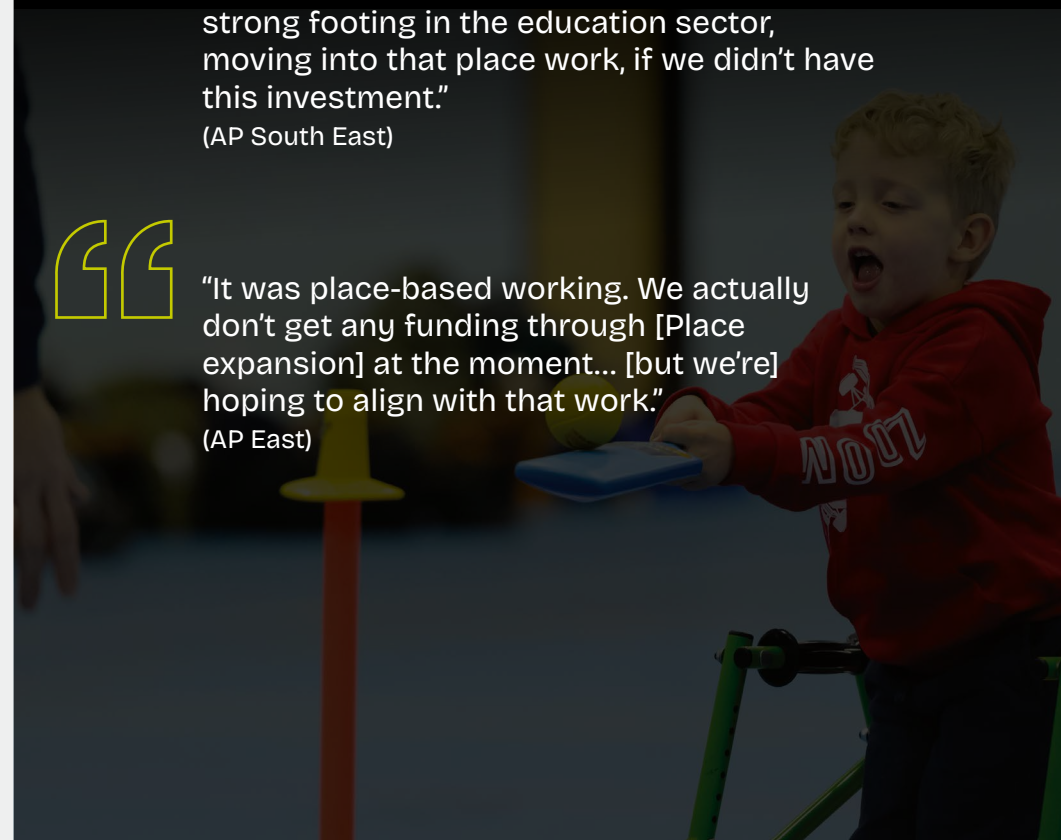
"We now know where we've got assets to benefit our place-based work moving forward. I don't think we'd be on such a strong footing in the education sector, moving into that place work, if we didn't have this investment."

(AP South East)



"It was place-based working. We actually don't get any funding through [Place expansion] at the moment... [but we're] hoping to align with that work."

(AP East)



Additional outcomes

Building relationships with schools

Outside of the expected outcomes of the programme, discussion with the OSF leads revealed the importance of the relationships they have built with schools, not just as a means to deliver activities and reach communities, but as an additional positive impact. They saw this as a key factor in how they planned to sustain and develop physical activity promotion in their local area beyond the end of the programme.

OSF leads described the different ways in which their school relationships have developed in this programme. This ranged from getting an 'in' with a school, even if this didn't evolve into a project, through to fully developed partnerships with deep understanding of each other's priorities and constraints. The OSF programme was notable as an opportunity for these APs to work deeply with schools but at scale across their areas. As one AP reflected, it gave them time and reason to "do a site visit to every school, get to know everyone we're going to be dealing with, what the facilities were like" (AP East Midlands) so that they had a solid understanding of the schools and their needs. Another described how this represented relationships on "a different level" as a result of this funding.

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“Both the depth and the strength of those relationships for us is on a different level. And I think our understanding of schools and day-to-day life within a school and the barriers that they face in terms of what they're trying to deliver... we have a better understanding of that. And I think they have a better understanding of what we have to do and why we're asking them to do certain things.”
(AP South West)



Critically, APs described relationships which were not simply transactional about funding the specific OSF activities, but they have worked with schools more holistically to advocate for the benefits of an enhanced physical activity offer and building school capacity to offer an enriched approach to promoting physical activity in their school.

Many APs included training in their programmes, specifically for school staff as a means to ensure that understanding of physical activity and the core skills to deliver it are continuing. For example, a number of APs worked with their schools on the Physical Literacy Consensus Statement, including rolling out training for their OSF schools so that “they understood their children better when they were devising their plans” (AP South West).

They’ve also advocated for the value and role of physical activity as core school business, both for young people and making the sometimes more challenging connection to see the core value of community use. As a result, they felt that many schools had a greater understanding and commitment to physical activity, and were able to see “the power for it to support wellbeing and to help support behaviour, and to help with transition and build social skills.” (AP West Midlands)

There were also some comments from OSF leads that as a way of working with schools, the OSF fund empowered and developed schools and this led to them feeling “really proud” (AP East) and “valued”.

“I think schools generally have felt quite valued in this, that we’ve given them a significant amount of money and that they’ve been the ones telling us what they need or what they want, rather than us saying this money is for this particular thing.”
(AP North East)

All these elements have combined to establish strong relationships with schools, which didn’t exist before the OSF programme. These relationships were of such a quality that several APs talked about them as their “pioneer” or “trusted” schools, who they knew they would be able to work with in the future when looking to deliver new initiatives or activities with schools and their pupils.

Given that the biggest challenge of this programme has been on how to work with schools when their capacity is limited, this focus on relationship building and capacity building is significant in its potential to take the aims of the programme forward. Many, though not all, APs reflected that the OSF fund was an opportunity to do this relationship building work in a way that wouldn’t have otherwise happened.



Sustaining the OSF aims at a local level

The impacts discussed in this section suggest that whilst not all schools are able to continue their activities, the fund has had a wider effect for sustainability at a local level. Some of this rests on the outcomes described above – of relationship building, strategic alignment and learning more about inequalities. But APs have also been actively building this local sustainability.

A number of APs talked about their work to develop their local schools as a network, for example through communities of practice, networking events and other opportunities, not just to connect and share experience but also to promote learning and development with new schools. Another AP has used the fund to work with schools and upskill students to be part of the physical activity workforce. All these types of approaches are expected to have a longer term impact on physical activity in their local areas.

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“We’ve recently held a school’s development day... to bring some schools together, linking them up with some of the other schools that we haven’t been working with the OSF programme and sort of start having conversations about how physical activity can make that sustainable shift moving forwards, and we started to have some really in-depth conversations about what that might look like, and trying to push things further forward.”

(AP East)

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“In terms of what we have put in place for sustainability, we’ve got 109 young people who have done a level two, multi-sport qualification. So again this has enhanced our workforce... in the areas of, as we know the highest deprivation... They’re all sixth-form students, turning 18, able to go out into the community and in schools and again, that would not have happened without this investment.”

(AP South East)

National programme support

The evaluation explored how, and to what extent, programme management and ways of working have successfully delivered the aims of the programme.

The evaluation questions were:

- To what extent has the AP Network successfully managed the delivery of the OSF programme?
- To what extent have StreetGames, ukactive and Youth Sport Trust supported Active Partnerships and schools with meeting the aims of OSF and the evaluation of OSF?



Programme management support

The Opening School Facilities programme has been managed by a consortium of partners. It was led by the Active Partnerships National Organisation (APNO), representing the local network of Active Partnerships (APs), and with StreetGames, ukactive and Youth Sport Trust (YST).

The APNO managed the programme day-to-day, dispersing funds, co-ordinating monitoring and evaluation data, and leading on communication with consortium partners and between APs.

Consortium partner roles were as follows:



StreetGames: Providing local level development support and capacity building across APs, including: sharing their learning from working in underserved communities with consortia members, local Active Partnerships and other stakeholders; providing training and support across the wider Active Partnership network to better understand delivery models in the underserved communities; working with APs to link the OSF programme with other key priorities (eg. HAF). They also worked with YST to support youth voice as part of the programme development for schools, and had capacity to support with the development of workforce plans where needed.



ukactive: Conducting a qualitative evaluation of youth voice and experience of the programme, based on a nationally representative sub-sample of 21 OSF-funded schools. This fed into the broader project aims of evaluating the impact OSF has had for the schools, their pupils and community users. ukactive also provided additional support when needed on the APNO evaluation framework and data collection, and policy engagement. This was focused on the national programme, rather than support to individual APs.



Youth Sport Trust: Providing support on school engagement and programme development at local and national level. This included school support to offer engagement and influence of Multi Academy Trusts nationally, and capacity at a local level to capitalise on existing relationships with school leaders. Their National CPD focused on key principles that would support wider systemic change including: a meaning Multi-Sport offer, co-design or youth voice (in collaboration with StreetGames); and support to School Business Managers. The Youth Sport Trust in Year 3 also developed a toolkit as part of the legacy of the programme⁹.

At a national level, the consortium as a whole has worked together to represent and advocate for the work delivered through OSF. When reflecting on the programme, consortium members identified two main areas of activity. The first area is making connections and offering support across the network, and sharing the practice that has emerged with the wider sector, for example, with the Football Association.

The second main area of activity has focused on maintaining a strong relationship with the Department for Education (DfE) as the commissioning department for the programme. Individual APs also noted the value of the national consortium leading the programme and highlighting the effective representation at a national level to other stakeholders.

Delivery of the national OSF programme

Overall, APs tended to have a positive view of programme management. They reported that the day-to-day management from the APNO has been effective and supportive, run by a small team with strong communication skills. The team was described as responsive with members making themselves available to help resolve queries and issues quickly.



"The regular every other week meetings that we've had, [and that] whenever I've contacted the national team I haven't had a reply straight away, but I've always had a reply, you know that they're at the end of the phone."

(AP East & Midlands)



"I think we felt supported by each other facing the same challenges. The national team, there's only been two or three of them, have done a fantastic job."

(AP South)

APs also felt that the style of leadership has allowed the programme to be flexible locally and to address local challenges, without losing its overall strategic aims. Some APs felt the nature of leadership helped them problem solve and push the boundaries on what they could achieve to make a difference in their locality.



"I think if it was managed in another way it would have been a very different project. I think that really did enable people to push the boundaries of what could be delivered and what could be done. Because we felt safe under their leadership that actually they gave us the opportunity, and wouldn't come down on us hard if we'd gone astray, but actually gave us other opportunities to try things."

(AP South)

Several APs highlighted the regular drop-ins, fortnightly meetings where APs have shared their experiences, and the conferences held each year. Whilst the APNO convened these groups, one benefit seems to be that this has allowed APs to draw on each other for support and learning.

Moreover, some APs reported that they felt stronger as a network, had developed trust between them and, in many cases, they had actively connected and shared best practice with neighbouring APs. They saw this as a benefit for future work that's focused on children and young people, and helping to provide sustainability for their work.



"Once I got connected into that network, then it was brilliant and that was a game changer for me."

(AP North)



"Just wanted to say just how great the network has been that's been created by Active Partnerships around the OSF funding. We've created a really good bond with our local AP that's next door to us."

(AP East & Midlands).



Delivery support from the consortium partners

There was a consistent view amongst APs that the national leadership through the consortium was strong and effective. However they reported more mixed experience of access to 'on the ground' support from the consortium partners at a local level, with some accessing high levels of support and others being unclear on what the offer was, especially initially.

Although AP OSF leads in this evaluation didn't identify any particular additional or different support that they would have preferred, some would have liked the support to be in place earlier and greater consistency and clarity on what was available. As discussed further below, this was seen as partly due to the delayed start of the programme, and to local variation.

At the beginning, and throughout the programme, the Youth Sport Trust Development Managers alongside School Games Organisers, and local StreetGames staff, worked with APs that needed support to identify the most appropriate schools to work with, and developed

delivery plans with them. This was seen as ensuring schools in areas of greatest need had access to the funding, and leading to stronger relationships and further collaboration throughout the programme.

Some OSF leads described the "amazing" support for youth voice and engagement provided by StreetGames, which had added capacity and helped to put youth voice at the core of their work. Most had also shared the "great" resources such as webinars and training programmes developed by YST, and individual work with schools, for example where direct work between YST and schools "was really helpful

and helped manage expectations for the schools" (AP North). In addition, APs described one-off support in the form of local Continuing Professional Development (CPD) or school visits from all consortium members. It's clear that in these places, the offer has been appropriate and also flexible to local needs, to help meet the programme aims.



"Going back to that partnership that we've formed with StreetGames, where we were having issues with schools, they've taken on some of that capacity for us to actually handhold and support them and to just give them a nudge in the right direction."
(AP East & Midlands)



"I've had a great experience with Street Games... they've been in probably nearly half my schools doing youth voice and even written some of my case studies."
(AP North)



"It was great to have the presence of ukactive at one of our evaluation sessions, helping and supporting the Ripple Effect Mapping. Great guidance and prompts, it really showed the ripples and impact that have formed since working on OSF."
(AP South)



Where AP experiences differed was that some felt the offer became available too late in the programme for them to make the most of it. Consortium partners too have pointed to the delayed start in Year 1 and inadequate lead-in time as having affected their ability to provide the right local support to APs at the right time.

Specifically, they reported a challenge around needing the input from APs to help define a support offer, at just the time when APs were most focused on recruiting schools. This 'bottleneck' is part of what they saw as preventing an offer being put in place earlier in the programme.

“

“The cross over in the timeframes just didn't work in terms of promotion of those webinars and links to those partnerships. I felt like that consortium needed six months to get everything in place to be ready to go for when the network were ready with the schools.”

(AP North)

As well as timing, some APs reflected that the extent of the local offer depended on the availability and presence of local teams and staff in their areas, as well as whether their location was assessed as a priority area. This perception that priorities and resources varied across areas was most common in large rural areas without the “large cities and major towns... we potentially aren't hitting the mark for them” (Rural County AP, East & Midlands). Having said this, APs had understood that the local offer wasn't going to be universal but felt to some extent that their expectations had been raised in the early stages of the programme.

The support offer put in place appears to have met local needs where it has been accessed and available, and in discussion groups for this evaluation examples of the kind of support that would have been preferred were only forthcoming from a few APs. Learning that has emerged is that a longer lead-in time, would have created the opportunity for earlier communication between APs and the consortium, allowing for more in-depth conversations about the local offer. This would perhaps have led to a greater understanding and more extensive access to this element of the programme.



What factors have helped & hindered impact?

Having explored the activities and impact of the OSF programme, this evaluation now explores areas of learning about what has helped and hindered change, firstly at a programme level and then reflecting on how this affects work with schools, pupils and communities. This section draws particularly on the perspectives of local APs.

Programme design and processes

Administrative requirements enabled accountability and value, but hindered deeper development and relationship building.

Local APs in the discussion groups consistently reported that the programme required a large amount of administration at a local level. Specifically, this referred to the arrears model for funding, and requirements to gather participation data from schools. Additional time and effort was required for both processes.

A minority of APs didn't see any value in these processes, but the majority acknowledged they provided levers for accountability with schools. The arrears model allowed more agile and responsive use of the funding: for example if a school wasn't able to deliver their project, funding could be reallocated – and many APs did this. On the other hand, the demand could feel disproportionate to the benefit gained. It also had a potential negative impact on development

as the time and work required to administer the funding meant APs spent less time with schools on other kinds of development – such as exploring needs, developing pupil voice, or problem solving challenges in delivery.

Research carried out by ukactive with schools found that they too identified the level of administration data challenging and time consuming, providing a disincentive to participate to some degree.

APs and schools tended to not to have found ways around this, and felt any similar future fund could reduce the admin burden through financial spot-checks and more light touch qualitative or sampled approaches to measurement.

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“I suppose the negative has been things like, for example, encouraging schools to do youth voice and spending time with schools. We've all got finite time ourselves so if all the time's been spent doing the admin, that means the developmental stuff hasn't been able to happen.”
(AP South East)

Compressed timeline challenges

The OSF programme was designed to begin in April 2022, but due to delays in the commissioning process it began later in January 2023. Rather than shifting the timeline to begin from 2023, the milestones remained as per the original design.

This meant that 'Year 1' was in effect a three month period, and the programme overall has been just over two years in duration rather than three. The mismatch of financial to academic years has also contributed to this challenge. APs felt this had knock-on effects to how they have been able to deliver OSF, and to its impact.

Harder to get the right schools on board

The delayed start meant that the first year projects needed to be developed and funded in three months. Some APs prioritised quick wins in this period, working with schools and organisations they already had relationships with, but it was seen overall as a barrier to progress as they set up relationships not all of which have lasted. In particular, many have had to re-recruit schools to find those willing to expand into the more challenging area of community use.

Even within schools that have become strong partners in the programme, some APs reflected that the rush to establish projects limited the exploration of need and especially the use of youth voice in the first financial year of the programme.



"Year 1 was more of a hindrance than it was a help towards this... the schools that we got on board in year two and then subsequent year three they really bought into the idea of community use. The earlier schools just didn't."

(AP East)

Limiting sustainability

The delayed start meant that the programme ran for just over two years rather than three. Most APs felt that it was only in its final year – Year 3, but in reality only the second full year of the programme – that OSF-funded activities had become embedded as schools began developing their community offers in a sustainable way. Most expressed real disappointment at the end of funding – including for their capacity to work with schools – seeing the programme as having been cut shorter than what was needed to achieve sustainability. This is likely to have contributed to where schools have not been able to continue their activities.



"It feels like it's a shame that things are ending now because we are just getting to that point where most of the schools have built their confidence and where they are now going and are seeing that community activity starting and beginning to embed. I have a little concern for how that is going to be sustained."

(AP South West)

This said, the programme has worked with schools and built longer term change – but in the view of APs this has happened despite rather than because of much of the work which took place in the first year. The view overall is that a less rushed start could have allowed more strategic choices to be made, and provided a smoother and more efficient start into a full three years funded programme. (AP South West)



Restrictions on eligible spend – especially capital – has limited the potential of some schools to contribute to the aims of the programme

Several specific restrictions on OSF funding, though clear from the outset, have limited the ability of APs to work with some schools and pupils in the target groups. With some, there was a sense of frustration at the limits this put on school projects, and what was perceived as inconsistency in some eligibility over time and across places.

Capital funding

Most OSF leads mentioned projects that they weren't able to pursue because capital funding was ineligible. This meant that schools needing small capital modifications, for example, access routes, changing and hygiene facilities, haven't been able to open up fully to their communities. Similarly, some facilities enhancements, such as fixed lighting which are classed as a capital investment, have meant that facilities such as sports pitches haven't been able to be upgraded and brought into fuller use.



"There needed to be a small part of capital money. Because if you're going to get the community into a school, the first thing you need to do is sort the changing rooms out, at least make sure the showers are warm and it looks relatively nice. In the schools that have not been able to do that, they've had to do that off their own back... When I think of some of the equipment that we bought that costs thousands and thousands of pounds, that we couldn't spend 200 quid to fit a toilet just seems crazy."

(AP South West)



"One school, they've been superb, they've got great facilities, they open them up pretty much every day. But they've got these eight netball courts that just can't be touched and they're just sitting there going to waste... they used to do a lot nationally with netball there, and there's just nothing going on there now."

(AP East)

Transport

Limits on funding transport made work with rural schools and special or alternative provision (which often draw pupils from a wide catchment area) challenging and in some cases impossible. This has significantly hampered some APs' ability to work with those schools and alternative options for funding haven't been as easy to draw on.

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“Parts of the county are quite rural as well which is where travel not being able to be included was a bit of an issue. Not a bit, a lot of an issue, for particularly a couple of high schools where if they didn't get the school bus home, they had no way of getting home. And also same with SEND really.”

(AP North West)



Photo supplied by Active Together.

Marketing

Though less commonly highlighted as a challenge, some APs felt that being able to fund marketing activities would have helped schools reach communities, especially those who did not have strong links into community networks – as was common with those schools most in need of this funding.

APs have resolved these challenges to a degree through creative problem-solving and working with other partners and funds, for example, encouraging schools to match funds or seek other investment. In some cases, APs have worked with schools to layer in additional funding but this again is seen as more work for the school and with the potential to set back plans and relationships.

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“Some young people don't get fed when they go home. So they come back out for an evening session and actually having a soup and a sandwich, but [school] has got to put in another funding bid for that. And actually, they needed an access door that we weren't able to do with the funding, so they put in another bid to change it well. So before, you know it, they're managing four or five different funding bids... you know the time it takes to fill the bits and pieces and that we're asking of them.”

(AP North West)

OSF leads understood that restrictions were outside the control of the programme leadership, but at the same time some felt frustrated or that their local decisions weren't trusted on “what's needed, and what's not” (AP Yorkshire).

Delivery models

Using local knowledge and capacity has supported targeting and delivery

OSF Leads described how important local knowledge was for making the programme effective, and alongside some contextual and logistical issues, this was a key principle in effective targeting and delivery of OSF.

As OSF was a national programme delivered locally, APs had flexibility in how they delivered their work. Discussion revealed variation in the delivery model in each local area. Whilst this evaluation hasn't carried out a full review of all delivery models, the two key choices that APs had to make were how to identify schools, and secondly how they then worked with them to develop projects.

Targeting

Rather than open applications, the vast majority of APs used data, insight and local expertise to identify schools which would meet programme criteria in terms of areas and school populations, but also address their own local priorities. IDACI data was new for some APs, and support was offered by Youth Sport Trust's Research and Insight team to help translate this data into local decisions.

One AP described drawing together local and national data sets and consulting with colleagues to identify schools to work with. Others drew on other local knowledge, very often working with School Games Organisers (SGOs), to help identify which schools would be most likely to be responsive, as well as where need was strong. This was especially important in response to some of the challenges to working with schools who might have high needs but where structural factors such as deprivation also meant they were less able to take part.



"We didn't do any applications, we didn't do any open promotion of the funding – we really targeted a place-based approach of that local knowledge and what the data was telling us."

(AP North West)



"We could have gone online and had an open application, but instead went on data and insights – for example pulled together schools data on FSM, IDACI, EAL... then spoke to our insight team and partners at the Local Authorities, HAF co-ordinators, Directors of Education in [Counties] and pulled lists together of schools we wanted to approach and consulted on those. That was hard as some of those people are not open to meetings! So we opened out to partners to ask for feedback, but those relationships have helped raise the profile of the OSF and importantly it has helped build connections."

(AP East Midlands)



Delivery

Having targeted schools, drawing heavily on local insight and knowledge, some locations then went on to deliver through that distributed model, whilst others kept the work in-house and held relationships centrally.

Probably the most common structure combined these, with the central AP OSF team owning the relationships and being the administrative lead, but drawing on various kinds of local knowledge – in house, and externally – to develop individual projects.

This was influenced by some contextual and practical factors – for example, ability to recruit dedicated staff or availability of existing AP staff; local knowledge held by the APs and others such as SGOs, and the size and scale of the programme in each locality. In each case, this was largely about how best to deploy local knowledge to target the fund to the right schools who would be willing to participate and meet the aims of the programme.

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“I know my area really well, but no one else's area really well, I said if they [SGOs] each got a tiny bit each of the capacity money themselves to do a bit of work, it would help as SGOs don't have any money, but they do know the area. They know what sports clubs are around or the challenges the schools face.”
(AP North East)



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“We capacity-funded a local lead that had that knowledge... And so it's been hard at times because you've got another layer of a person in between that school, which has been tricky. But I couldn't have managed all those schools.”
(AP North West)



Working with schools & participants

School capacity was the main factor influencing participation in the programme.

Distinct from challenges arising from the programme design and delivery, OSF leads thought school capacity was the main factor that influenced the impact of the programme. As one AP put this: “the capacity element in the school has been my biggest challenge and everything seems to stem from that” (AP West Midlands). Pre-existing conditions within schools – capacity, culture and vision for the work – were highly influential in the success of the project, and APs recognised a limited ability to influence these.

Capacity was a particular challenge for schools moving to community use, but it was also influential at the point of engaging schools in the programme. APs, and programme consortium partners, provided support to enable schools to take part, but discovered that some would not be able to engage at all, or would engage but then struggle to deliver.

Through this, APs identified the critical success factors for work with schools. Top of the list was an individual to lead the project who had both time, and the skills/ wider capacities to make the programme happen with both school and wider communities.

An effective project lead alone could deliver a project, but two further supporting factors assisted: firstly, the financial and administrative capacity to run the programme, and secondly senior support from a leader with a vision for physical activity and a motivation to address project challenges. These three factors are discussed in more detail on the following pages.



Project lead skills and capacity

The ‘pitfall’ that OSF leads saw most often in schools was when the project lead – often a PE Teacher – had neither capacity nor time in their role to deliver their project and meet the administrative demands of the programme.

This reflects a wider and acknowledged pressure on teacher workloads in the sector, but a particular challenge for this programme was that OSF projects very often didn’t sit within any particular individual’s ‘day job’.

Whilst capacity funding was available, there were mixed reports from OSF leads on whether schools took this up. However, there was also a recognition that teachers have “finite time”, and limited evidence that additional support could easily be brought in to deliver these projects. Despite the intention of the programme to gain wider buy-in, OSF leads saw full projects often “lumped upon” one individual rather than shared. This was very much seen as down to school tendencies and choices, rather than the programme design.

Teachers couldn’t be given additional pay for delivering OSF, though this was possible for Teaching Assistants. Some schools gave the leads additional paid responsibilities through TLRs (Teaching & Learning Responsibilities) but this wasn’t wide-spread.

Having the person with the right skills leading the project was particularly important when it came to community use, seen as often “outside of their comfort zone” for teachers, who also did not necessarily have local knowledge and connections into clubs and community groups. Where APs have been able to support this, it has helped projects be successful.

In fact, OSF leads concluded that the ideal project lead needed a wide range of skills; not just delivery but also an understanding of project planning, fundraising and writing bids, and how to manage a discrete project within school (for example liaising with their finance teams). The person selected to deliver the work did not necessarily always have these skills, and OSF leads would often work to develop their individual capacity, or augment it with their own by taking some admin tasks on themselves.

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“You can make all sorts of mitigations... but at the end of the day, teachers’ capacity is finite, especially as PE teachers are trying to deliver this as well as get their kids through the GCSEs.”

(AP North West)

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“Teachers have a passion for the area of expertise that they’re in and actually they don’t always understand why young people don’t want to be active or why they don’t like physical activity so they’ve not always been the best people to lead the project.”

(AP Yorkshire)

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“It’s a member of PE staff that is the project lead, that is expected to do all the work, order all the equipment, sort out the community providers, do all the participation... That’s been a real challenge where it’s been left to one person within a school.”

(AP Yorkshire)

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“It’s the teachers, the SLT, the governors that have popped up in schools to run it... who we would recommend leading on this type of project.”

(AP East Midlands)

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“Where we did broker some relationships, those did work quite well... we made it easy for them to get in touch with the group or the club to make that happen.”

(AP North West)



The right school environment

OSF leads thought that these challenges in capacity and skills were unavoidable and in the nature of working with schools.

Yet, they saw that these challenges had the best chance of being overcome in schools with the right environment: where schools had an effective lead but also senior support and financial administration capacity. When this environment was present, projects could have real success.

Key within this is where senior school leaders saw how physical activity “fit into the grand scheme of things” as core business for school. This eased some of the challenges experienced when the project was seen as an ‘add on’ to the day job described above.

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“Our most successful one is where I’ve had all the key components in place. So the head teacher had the vision for sport and physical activity, and they knew that OSF could be the lever to have that success. The Director of Sport/Head of PE was behind it and they had all the admin people in place. It’s been a real success where they’ve all had the vision and could see where OSF could fit into the grand scheme of things.”

(AP South East)

As well as having a vision for sport, OSF leads thought the most successful projects were when schools viewed themselves as having a role in their community as part of “what they are there for”. It was these schools – who therefore may already have a community lead role within their staff – that could lead the programme to be most effective for social outcomes in the community.

Finally, given the administrative requirements of the programme, OSF leads thought there needed to be an engaged finance and admin function that understood how the programme worked.

Whilst this might not have made a significant difference to the project as delivered in schools, it did make management of the programme more efficient for all involved. In most cases, this is the capacity that the APs – with some support from consortium partners – has developed with their schools, but it has required significant time and investment.

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“Where people have had roles around community outreach, and it might not be for sport, it might be arts and it might be other things, and they are linking with youth services... those have been really successful in terms of their social outcomes... I think it’s very much the Trust’s approach or the school’s approach to what they are there for.”

(AP Yorkshire)

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“A small village primary school that opens itself to the community becomes effectively the heart of its Community. They’ve probably been our most successful types of schools.”

(AP East Midlands)



Championing pupil voice has been effective in some but not all schools

Youth voice, a process of asking, listening, and responding to the perspective of young people on matters that affect their lives, was an important factor in the OSF programme design.

Using youth voice to inform what enhancements were made to facilities, and what activities were offered, was expected to lead to an offer that was truly needed. These opportunities would be more likely to appeal to individuals who were not already active, and importantly, make it more likely that they would enjoy the experience and wish to return.

As shown throughout this report, there have been many examples where youth voice has had this effect. Several APs gave examples of “surprising” (AP North West) perspectives and ideas, including picking “obscure and different activities that would never have happened had it not been for this fund” (AP South West).

All APs have put considerable emphasis on youth voice with their schools, and many made it mandatory for funding. Whilst they have been passionate in promoting youth voice, they felt that some schools lacked both the capacity and the processes for adopting youth voice. Some didn't see a need to do anything additional to their day-to-day engagement with pupils. This meant that some youth voice could be very light touch or informal, and drew on the views of engaged pupils rather than those who the project was specifically designed to target.

However, based on findings from ukactive's qualitative evaluation report, we might consider the role of 'school' voice, which complements the voice of young people with practical considerations from the schools perspective. What has been implemented successfully might be understood as a combined pupil and school voice that it is child-centred, and can balance both the directly expressed wants and needs of those young people but also the understanding of those working with them.

This is distinct from where the choice of project is made solely by a project leader, without strong understanding of young peoples' views and preferences. OSF leads tended to be able to spot these applications, with several saying they were happy to reject applications and ask schools to improve their work on youth voice, including explaining why this mattered.

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“I'm not 100% confident, if I put my hand on heart, that they did it “properly”. Some are better than others. I think others may just have grabbed a few students in a hallway whilst they were on the way to a PE lesson and spoken to them.”

(AP South West)

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“I think it's been an opportunity... to encourage them specifically to listen to the students when it comes to the extra-curricular stuff. We've been quite hot on that saying 'have you actually asked them whether they want this or not?'... 'if there's no need for it, it's not going to work.'”

(AP West Midlands)



The youth voice aspect of this programme could be improved in similar, future funding. The support provided to add to the capacity that schools have to carry out youth voice, including training on specific approaches and techniques, has worked well in this phase of the funding. There's potential for these kinds of activities to be more widely rolled out, and consideration should be given to expanding the definition and scope of youth voice to include school voice.

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“One of the head teachers said when she asked the children what they want to do, they only know what they only know, they weren't coming up with anything. But when she decided to use one of the tools that we gave her using pictures, they picked up a pair of roller skates and said, 'oh we can do this at school?'. So the tools that we gave her helped her create this really successful club.”

(AP North East)



Conclusions & reflections

Conclusions

This report has drawn together evidence from across the OSF programme to explore what activity has been delivered, and what outcomes this activity has led to for participants, schools and Active Partnerships. It has reflected on perceptions of programme support, and the factors influencing change identified by APs delivering the programme. Overall this evaluation finds that OSF has met its aims and achieved its expected, and indeed some wider, outcomes.

Outcomes for Participants

Taking part in these activities has created a range of outcomes for pupils and community members. Feedback from participants shows that many have enjoyed physical activity for the first time, and have begun to build active habits and physical literacy that can influence their life-long physical activity participation. Participants also reported making new friendships and connections, and in many schools participation has supported children's personal development and mental health – this being a particularly prominent theme. By virtue of being run with and within schools, the programme has also shown an ability to contribute to school outcomes, such as attendance and inclusion, which we might expect to contribute longer term to children's lives.

Outcomes for Schools

The OSF programme has invested first and foremost in enhancing school facilities and equipment. These facilities have provided an improved proposition with which around half of schools have developed a community offer. However, evidence suggests this has often been a challenge for schools, which both the funding and the support of local APs has been essential to address. Through funding development and training, the OSF programme has helped schools to gain the skills and capacities to support a long term community offer. Although many schools have built this offer into a sustainable business model, there have been challenges for some to find both the balance between community use and a commercial model, and to see a community role as part of their core business.

Outcomes for Active Partnerships

Whilst the APs delivering the programme encountered significant challenges, they largely have valued this fund and used it to strengthen physical activity promotion in their areas. They have supported projects in schools to address national patterns of inequality in physical activities, whilst also deepening their understanding and ability to address local inequalities. APs have used the fund strategically: to more effectively support children's multiple and varied needs; to establish relationships with new partners; and to develop their approach to place. However, the significance they have given to this programme is the step-change it has created in their relationships with local schools. APs now hold relationships with more schools, which are stronger and based on a shared understanding of how to work together. Taken together, these outcomes all support the sustainability of the OSF agenda at a local level.

Programme management

The programme has been delivered by a strong national consortium, which has worked effectively to represent, advocate for and share learning from OSF. Despite external factors that compressed the programme timeline, APs felt the programme management has supported them well to deliver to their local needs whilst maintaining alignment to the national programme's objectives. The programme has supported a strong peer network of practitioners working for children's outcomes. If a similar programme is developed in future, ensuring the national offer translates to clear on-the-ground support would be key.



Reflections for future programmes

Based on these outcomes, and the factors that have influenced them, the evaluation points to consider for similar, future programmes are:

Working with schools & participants

- Examples from this fund demonstrate clearly the range of impacts that can be achieved from physical activity funding. Working with schools has underpinned this impact, for both pupils and community members, and has proven to be an effective way of working locally.
- The use of pupil voice has led to distinctive opportunities to be active, which respond to pupils' wants and needs. However, this practice could be improved and spread further in a future programme. The training approach in this programme has been seen as effective, and may be enhanced by formalising and acknowledging space for 'school voice'.
- The biggest challenges APs faced in working with schools was school capacity and buy-in to the fund. Whilst these factors fall outside of the influence of this programme, and would sit with wider national policy, APs have delivered within this context. Their learning identified the 'school environment' most likely to support a successful project: a skilled, community-orientated project lead, supported by a Senior Leadership Team with a strategic vision for the physical activity, and financial and administrative capacity to administer the fund. Successful community projects are assisted when a school already has some capacity to work with their community, and sees this as part of their purpose. This learning can be applied in similar programmes.

The work of APs

- This fund has established an asset in the strong set of relationships between APs and schools, and their increased experience of place-based working. This has created more capacity in the AP network to work on future, or further, funding seeking to address inequalities in physical activity, in a place-based way.
- Whilst delivering on their targets, APs felt their capacity was stretched by the administrative requirements of the fund and this came at the cost of offering more support to schools. Any similar future fund seeking deeper engagement would need more capacity funding for APs but also to reduce the administrative burden both for school and APs. However within this, APs were keen to retain the accountability offered by an arrears funding model.
- The delayed start to the programme, and the compressed Year 1, has had knock-on effects for the full programme. Firstly for delivery, including pressured recruitment of schools and challenges setting up fund structures such as local support and monitoring arrangements. Secondly, for its impact, particularly on sustainable outcomes for schools. A longer lead-in time for delivering a national programme through local bodies is needed to gain alignment between these levels. Importantly, APs in particular thought there would have been greater sustainability for schools if they had had the full three years of the programme to develop this.



Programme design

- The exclusion of capital funding from the programme has an impact on what the funds can achieve, limiting the impact in some schools. Innovation at the local level has partly resolved this, but a similar exercise at national level seeking another mechanism that 'unlocks' the potential in schools needing capital investment would remove a significant local barrier.
- Consider if delivery to rural schools can be better supported in any future funding, including whether programme parameters inadvertently create barriers that specifically affect them.

Programme management

- The active approach by the APNO to regularly convene and share practice amongst APs has been valued and has supported learning both locally and nationally. This approach could be used in other similar networks.
- The consortium has led the programme effectively at a national level, and the challenge for a future programme is to translate this to the local support offer, which was perceived to be less clear and consistent in this round of funding. Lead-in time, allowing both APs and national partners to establish the right offer for each place and to align this with available resources, would again be essential for this.



A summary of links

Click on the following links for more information on Opening School Facilities:



Opening School Facilities Toolkit
(Youth Sport Trust)



**ukactive Opening School
Facilities 2022 – 2025**
Summary Qualitative Evaluation



StreetGames Report
Embedding Youth Voice at the
Heart of the OSF Programme



Link to Opening School Facilities
Case Studies on the APNO website



**ukactive Opening School
Facilities 2022 – 2025**
Qualitative Evaluation Report

Active Partnerships

www.activepartnerships.org

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