



Opening School Facilities

Year 3 Impact Report

April 2024 - March 2025



wesport

INSPIRING ACTIVE LIVES



What is Opening School Facilities?

Opening School Facilities (OSF) is a funding programme from the Department of Education to support schools to open their existing sport facilities for the benefit of targeted pupils and the wider community. This includes partnering with sporting and community organisations to help deliver activities.

OSF is aimed at tackling inequalities among pupils and the wider community from four distinct groups:



People from ethnically diverse communities



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



People from lower socio-economic communities (including pupils eligible for free school meals (FSM))



Women and girls

“

As a result of Opening School Facilities we have seen some significant improvements in attendance and behaviour with key pupils

”



Objectives of OSF

- Support schools to open their facilities outside of the normal school day (evenings, weekends, and holidays) to allow children, young people and the wider community to access more opportunities to be physically active.
- Open school swimming pools, focussing on swimming and water safety both during, and outside, the school day for their pupils and those from other local schools.
- Provide participants with a range of stimulating and enjoyable opportunities to take part in physical activity and sport, in addition to those provided within PE lessons and extra-curricular activities.
- Participants are signposted to take part in the same or similar activities in their local community, following the end of their participation in the programme.

“ OSF has helped us reflect on how we deliver sport across the school and has helped us build closer relationships with our local community ”



Objectives of OSF continued



“ Reopening our school gym to the wider community has given local people an opportunity to socialise, build confidence and improve their fitness and wellbeing ”



Our Approach

We worked closely with education and community partners across the West of England to identify schools who could apply for funding. We considered a number of factors:

- IDACI score (Indices of Deprivation Affecting Children Index)
- What they currently offer to the community
- Access to facilities
- Expressions of interest
- School location

Year 3 saw an additional 4 schools joining the programme, taking the number of schools actively taking part to 32. We offered support to the new schools regarding youth voice and helping them to develop projects that would meet the needs of students and the community.

We offered support to all schools including face to face meetings to develop the expressions of interest into Delivery Plans, clearly showing what projects would be run and what costs would be incurred. Sustainability was a key consideration during Year 3 as it was important to find ways to continue delivery post-OSF.



Our Approach continued

To support schools we ran an OSF Network Day, which included an introduction to Physical Literacy, a session on How to Facilitate Meaningful Youth Voice and an opportunity for teachers to network and share their experience of working with OSF.

4 schools received further targeted whole school Physical Literacy support and training over 4 sessions, with the remaining 28 schools receiving two days of training for 2 members of staff.

“ We have also been able to build new relationships and continue to strengthen existing relationships with community stakeholders. We have broadened the activities we deliver too due to new training, facilities and equipment ”

“ Our work around Physical Literacy, fuelled by OSF, is now a whole school priority ”



Year 3

37% of projects
targeted at children
on Free School Meals

22% of projects
targeted at ethnically
diverse communities

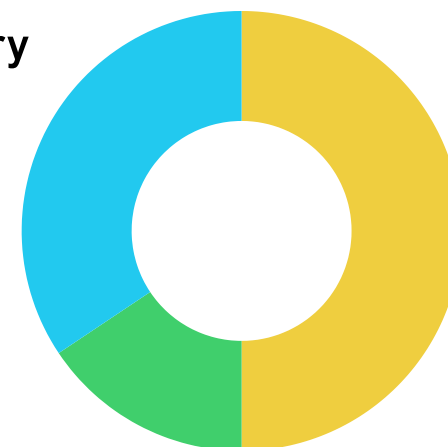
31% of projects
targeted at women
and girls

31% of projects
targeted at SEND
participants

Total funding received and claimed by schools:

£289,526.09

Primary
11



Secondary
16

SEND
5



Year 3 continued

2047 sessions delivered for children and young people

8846 individual attendances by children and young people

29678 attendances by children and young people

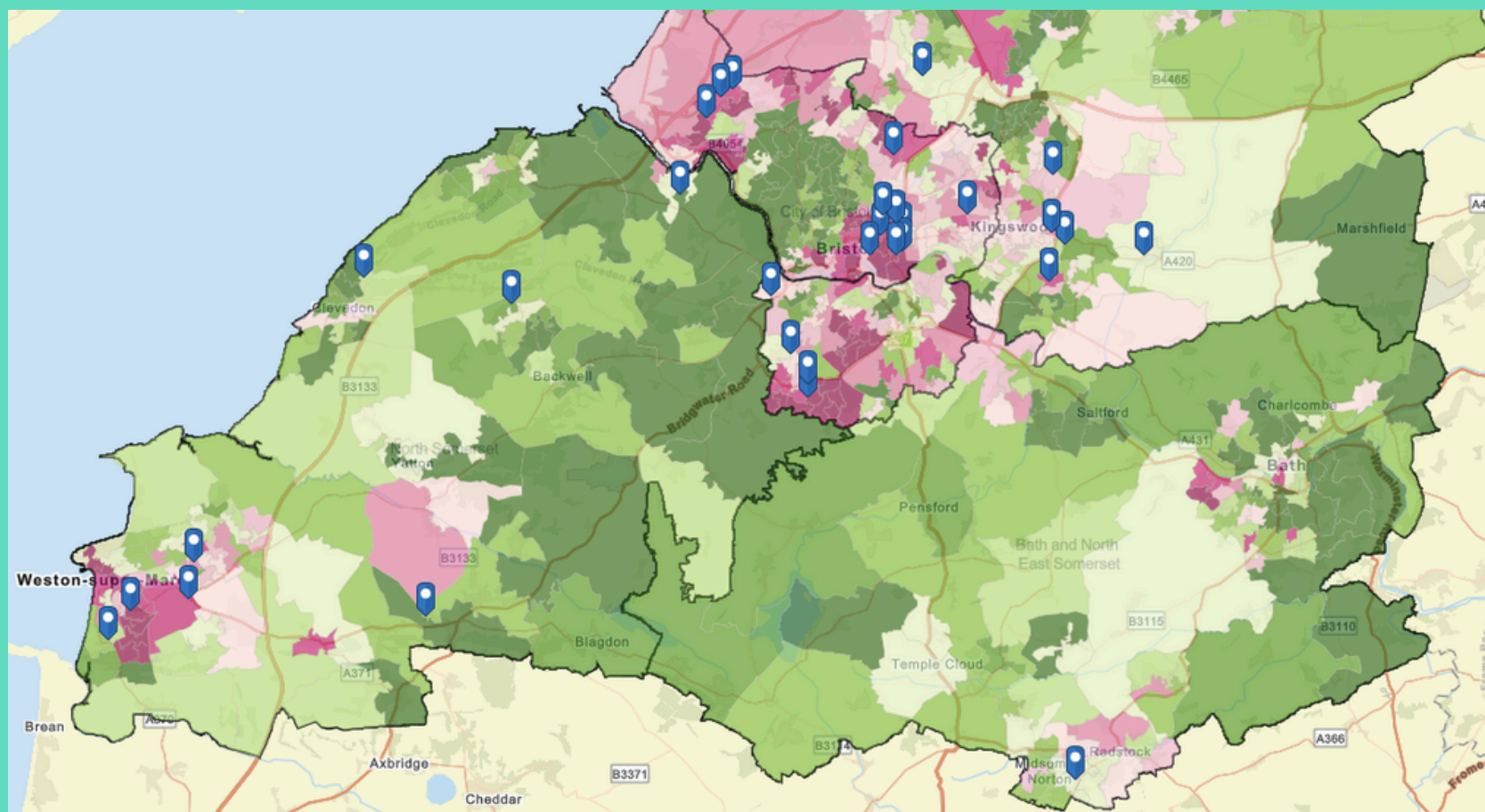
737 individual attendances by children and young people

2553 individual attendances by community participants

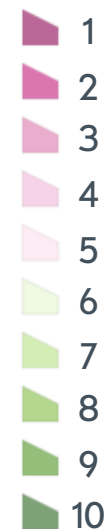
8950 attendances by community participants



Geography



Most
Deprived



Least
Deprived

Impact

To demonstrate the impact of the fund we asked schools to complete a case study and respond to a survey, we also produced some [video case studies that can be viewed here](#). The selection of case studies below along with some quotes from staff, coaches and children clearly demonstrates how positively OSF has been received.

To further demonstrate the amazing work that schools and communities have achieved during Year 3, the following pages will consist of written case studies from:

- Bedminster Down
- Bristol Brunel Academy
- Clevedon School
- Easton CE Academy
- Hans Price Academy
- King's Oak Academy
- Ravenswood School
- St Katherine's School

Bedminster Down School

Low Confidence Pupil Reaches the Final of U18 Championship

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



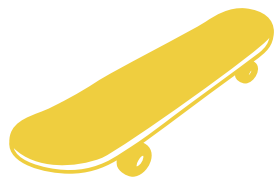
Short Mat Bowls Club was largely focussed on **SEND pupils** and those currently not engaging in any of our after-school clubs. The vast majority of the pupils who've turned up are on our SEND register and **most don't have the confidence** to attend any clubs.

We had one pupil who is a lovely chap but 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.**



Bristol Brunel Academy

Skateboarding Club Regularly Engages Pupils



We wanted to provide a safe space for young people to be active in a way that is different to their current PE lessons and extra-curricular clubs. After a **student voice** survey, we decided to run skateboarding sessions.

We have seen over **25 students regularly attend** and **20 of those would not attend any other sports club** at BBA. It has captured some pupils who may not have considered extra-curricular before. We deliberately **targeted students on FSM and those with English as a second language**, 60% of participants come from one of these groups.



A positive impact of the sessions which has been lovely to see is that **two students that really struggle in school**, and regularly go truant, **have fully engaged in the sessions and wanted to be in school** so they could participate.

“ It’s great fun, it’s my first sport that I have enjoyed doing outside of lessons ”

Clevedon School

Pupils Representing the School for Short Mat Bowls

We wanted to offer a new sport targeting **FSM, SEN/D** and those less confident students to be more physically active long term. After pupil voice and taster sessions, we decided to start Short Mat Bowls. The sport is inclusive, fast growing in the local area and students can succeed by improving their skill or competing against peers.



The impact has seen **10 new students, some of whom have never represented the school taking part in competitive fixtures** and also are seeking out opportunities where they can develop their skills in a club environment. This has been aided by teachers being upskilled in delivery, allowing students to improve quickly.

Recently, **one student qualified to the Nationals as a result of the opportunities from this project**. Another also won the plate competition as part of the qualifying rounds for the competition put on for Avon students.



Easton CE Academy

Dance Club to support Young People



We worked closely with Trinity Arts who ran a dance club targeting children from Years 3–6 on **FSM and children with SEND**. The dance club gave the chance for children to learn new skills, increase confidence, and build relationships.

One of the SEND students who has attended has been able to fully engage with the sessions and has shown such **growth in communication with the other children, expressing joy** in the sessions. This child struggles in a classroom environment, so has really benefited from the open space and free-flowing activities provided at the club.



Parents have been able to watch their children perform and showcase routines. Trinity's Primary Specialist has **sign-posted the children and their families to opportunities for after school provision within the local area** that is free of charge.

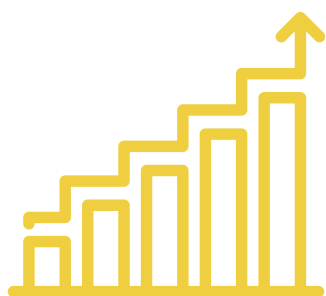
“ I love dancing, and we are going to perform for our parents which is so exciting. We can show them our hard work ”

“ This club has provided a safe space for creative self-expression in an organic and multi-modal way, incorporating play, crafts and movement making ”

Hans Price Academy

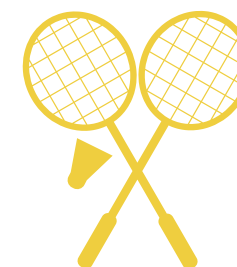
Club Before School Improves Students' Attitude and Attendance

We've been running a Glow in the Dark Morning Sports Club. This has **acted as a catalyst to improved school attendance**. Initially we found that students were not eating prior to attending the club and that this was having an adverse effect on their participation levels. To combat this the school offered a free breakfast to all attendees.



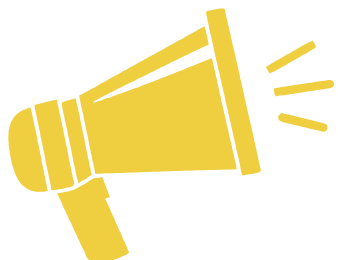
We have seen a **change in behaviour** in some of our poorest behaved children, **improving their attendance and attitude towards learning**. Some Year 7 students struggled to settle in school but have since had 100% attendance. The clubs numbers have grown, with children being really engaged. Staff have received training on the equipment, with it now being also occasionally used in PE lessons.

We started with **Glow in the Dark Football**, with our offer expanding to **Dance, Badminton and Basketball** enabling us to meet the needs of more students. This is a really unique offer, the buzz the club brings is amazing, with students clearly buying into it. It has been hugely impactful and great to see.



King's Oak Academy

"Sector Leading" Youth Club to Support Young People at Risk



This project was aimed at a key group of **students that were identified to be at risk of extra-familial harm**. Multiple student voice sessions were held and they spoke very clearly about how there was nowhere to go on an evening around the area which resulted in them hanging out in areas that they should not.

The Monday Night Youth Club was set up and was entirely student led, with the sport of choice being Glow Sports and Disco Dodgeball. The impact of the club has been measured by focussing on behaviour and attendance in school. **Around 70% of the original cohort are attending school and are in lessons more often.**



Students spend their time being physically active and discussing key themes such as resilience and empathy. This project is not just for pupils but is open to the local community with the Youth Club mentor being an alumni of Kings Oak Academy.

When discussing our Youth Club partnership, **OFSTED described it as being "Sector Leading"** and we are now at capacity for the club.



Ravenswood School

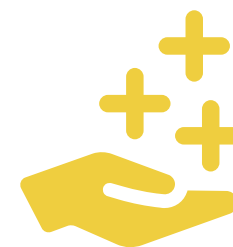
Access to Swimming to Learn a Lifelong Skill

An element of our Year 3 delivery was providing swimming lessons for pupils who were unable to swim 25 metres in order for them to gain confidence in the water. **Enabling pupils to swim is a skill that they can continue to do for the rest of their lives.** It has **supported pupils' health and wellbeing** by developing their understanding of their bodies and how **keeping fit also helps with their mental health.**



One student comes from a deprived area and has never been to a swimming pool or had the opportunity to learn how to swim. After several weeks of effort, she can now swim. **This has not only taught her a lifesaving skill but given her confidence in other areas of her life.** She has been able to exercise more, in a fun way, which in turn has helped improve her health. **She has developed academically because of her success** and now has an activity that she can enjoy for the rest of her life.

The school has changed its curriculum offer to include this activity. The benefits for all of our pupils have been massive and we wish to continue to provide this as part of our education curriculum.



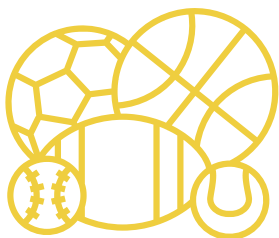
St Katherine's School:

Strength & Conditioning Club to Increase Activity Levels



One of our projects was a 3 day a week, before school, strength and conditioning club. It was intended for St Katherine's pupils and pupils at the local primary school, Crockerne, to aid with transition to secondary school.

The project successes include a **clear increase in activity levels**, a better understanding of how to stay safe and how to look after your body during exercise. **Students reported that they felt more alert, motivated and able to concentrate at the start of the school day.**



For our least active students, involvement has led to increased uptake in **intra-curricular activity** and even led to extra-curricular activity and external club access in some cases.

A Year 8 student had **poor fundamental movement skills** resulting in not being able to access many of the activities on the curriculum. **They have made huge gains in terms of their physical capability and movement skills to the extent they have represented the school on the rugby pitch for the first time** this year and taken the step to try a training session at a local rugby club.





Next Steps for Schools

Are you interested in opening your school facilities outside of school hours?

Sport England have a free resource that supports schools to open their facilities to the community during evenings, weekends, and holiday periods.

Schools can use this resource to find information, templates and case studies to help open their facilities in an inclusive, accessible, and sustainable way. More information can be found here:

<https://www.sportengland.org/funding-and-campaigns/use-our-school>



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