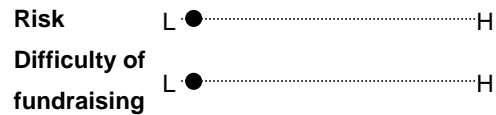
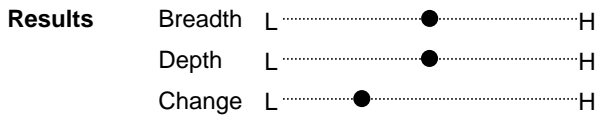


Funding needed: up to £100,000 per annum

December 2007



- Disadvantaged children often leave school with fewer qualifications
- SHINE supports projects that help 6–16 year olds in London and Manchester
- Funding could help SHINE to improve the educational achievement of more children
- SHINE is an experienced grant-maker with proven results

Issue: Disadvantaged children often leave school with fewer qualifications

A child's family background has a strong impact on their educational achievement. By the age of six, a less able child from a well-off family will overtake a more able child from a disadvantaged background. One year on, disadvantaged children are more than twice as likely not to reach the expected level in English. With 30 plus children in a class, schools can rarely provide the extra support these children need to fulfil their potential.

This disparity is even more pronounced for vulnerable groups such as children in care and children with special educational needs. Only 8% of children in care achieved five or more GCSEs at grades A*–C in 2001, compared to half of all young people.

Underachievement at school affects young people's life chances. There is a higher risk that they will be unemployed and end up in prison. One study found that 63% of pupils excluded from school had criminal convictions by the age of 24. According to government research, adults with poor literacy and numeracy skills are five times more likely to be unemployed than those with adequate skills. In 2001, the Department for Education and Skills calculated that 3.5 million workers in England struggled with reading, writing and everyday maths. This cost the UK economy overall around £10bn.

London and Manchester encompass some of the most deprived districts in England.



63% of pupils excluded from school had criminal convictions by the age of 24.

Case study:

SHINE runs a Saturday programme at Hillyfield Primary School in Waltham Forest for 60 students who have been identified as at risk of falling behind their peers or failing to fulfil their potential. Over half of these students are from black and minority ethnic backgrounds, 45% have special educational needs, 45% speak English as an additional language, and 36% are eligible for free school meals.

At the start of the programme, 34% of the students were working well below the standard expected for their year group. After 30 Saturday sessions, 75% of students had made measurable progress in literacy and 84% in numeracy. In every year group, SHINE students attained higher literacy and numeracy scores than the average for the school year.

Response: SHINE supports projects that help 6–16 year olds in London and Manchester

SHINE Trust is a specialist grant-maker which supports educational programmes that raise the performance of 6–16 year olds from disadvantaged neighbourhoods in London and Manchester. Founded in 1999, SHINE now funds a total of 36 projects, half of which it has developed itself and half of which are run by other charities.

It runs two programmes with schools and local authorities:

- **SHINE on Saturdays** has projects in 12 state schools. Each runs for 30 Saturdays a year and offers a mix of subject-based and creative learning for 60–80 underachieving students.
- **Serious Fun on Saturdays** sees 10 leading independent schools run a range of Saturday morning activities for a total of 500 children from local state primary schools who have been identified as gifted and talented or in need of an extra boost to help them fulfil their potential.

SHINE funds charities that improve literacy, numeracy, science, critical thinking and IT skills. For instance, Springboard (which it has funded for seven years) provides one-to-one help with reading and writing for children who are severely behind. Some charities focus on a specific group, such as children in residential and foster care, refugee children, and gifted and talented children.

SHINE's commitment to the projects it supports is not just financial. It aims to help them demonstrate their results and, in the long run, to become self-sustaining. Last year, SHINE's income was £1.6m and it distributed £1.26m worth of grants. It receives no statutory funding.

Results: Funding could help SHINE to improve the educational achievement of more children

Last year SHINE supported the educational development of just over 2,000 children. Its policy is to fund projects that can demonstrate they have a measurable impact on children's academic performance.

In 2004, an evaluation of SHINE's grant-making by the London School of Economics found that over 90% of the projects it funded reported improved results in exams and national standardised tests. 85% of the parents surveyed thought that the project had increased their involvement in their children's learning; 72% thought it had improved their child's attitude to school; and 57% felt it had improved their child's attendance at school. Other reported benefits included: improved self-confidence; improved communication levels; a better relationship with adults; and increased motivation.

Unlike many out of school hours charities, SHINE projects are required to measure participants' academic performance at the beginning and end of a programme. Tests and teacher assessments are used to gauge progress. However the quality of data can vary depending on the academic subject—for instance, literacy skills are easier to measure than ability in science. SHINE's evaluation and monitoring manager works closely with grantees to find the most appropriate measures for their project.

The non-academic results of projects are harder to measure. SHINE therefore visits grantees regularly to assess the quality of their management, teaching, curriculum, pastoral care, and their links with parents and the community. Case studies are collected (see box) and the evaluation and monitoring manager, who is also a school inspector, has started to carry out qualitative assessments.

Feedback:

'I think every school should have it [the SHINE-funded project], because it's really helped me with my school work. I couldn't remember my geography. Now I know a lot.'

Student

'My son's tutor made him feel more grown up and to behave well at times. He helped my son with his reading, his homework and... with his football.'

Parent


'Self-esteem is another outcome of the project. We've been very successful with a number of the older disaffected boys. As a result of the SHINE project, their behaviour in school improved because they didn't want to lose their place in the project.'

Project manager


Geographical coverage

Local National



Focus of approach

Indiv- Comm- Services Society
 idual- unity


Life stage

Innovation Established
 or pilot approach


Replicability or scalability

Little Considerable
 scope scope


Annual income (£'000s)

2005	2006	2007
1,841	1,899	1,632

Staff

Full-time	Part-time	Volunteer
2	4	0

Recommendation: SHINE is an experienced grant-maker with proven results

SHINE's expertise in the education sector enables it to identify and develop projects that improve the educational achievement of disadvantaged children. There is still plenty of unmet need in London and Manchester, and SHINE has the potential to expand both its own Saturday programmes and the depth and breadth of the grants it makes to other charities.

Private donors could choose to earmark their funding for a particular project or for SHINE's work in a particular area. Alternatively, they could make a donation to support SHINE's grant-making more broadly. For example:

- **£60,000** could fund a SHINE on Saturdays project for a year.
- **£25,000** per year could fund the charity LIFT for Learning to run weekly IT clubs in one area.
- **£17,000–20,000** could fund a Serious Fun on Saturdays project for a year.

SHINE's grants range from £5,000–100,000. It is also building an endowment fund to ensure that it can provide long-term funding for successful projects.

A donation to SHINE is low risk. Its financial situation is very strong, thanks to ongoing funding from its trustees and high profile fundraising events (the drop in income in 2007 is due to SHINE giving its annual dinner a rest the previous year). It has a small but experienced staff team, led by chief executive Stephen Shields, and organisational risks are monitored carefully. Although the quality of results data is not consistent across all projects, SHINE is open about this and keen to develop its own capacity and that of its grantees.

SHINE is a small organisation with a big impact and scope for expansion.

www.shinetrust.org.uk

New Philanthropy Capital (NPC) is a charity that advises all types of donors on how to ensure their money has high impact.

This document describes one of the charities recommended by NPC in its report on out of school hours activities for children and young people in the UK. For more information see our report *After the Bell* at www.philanthropycapital.org. Names and potentially identifying details in case studies have been changed.

To discuss this or any of our other recommendations, please contact Harry Charlton on 020 7785 6309.

Last revised on 04/12/2007. Clare Yeowart.

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Glossary

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Funding needed	amount or range of funding required
Results	impact of this charity's work on people's lives – NPC looks at results in terms of three dimensions: Breadth – number of people affected Depth – intensity of results for each individual affected (greatest depth means a life-saving intervention; lowest means a minor interaction) Change – degree of systemic change brought about by this work; equivalently whether it tackles causes (high) or treats symptoms (low)
Risk	level of risk threatening the delivery of specified results
Difficulty of fundraising	level of difficulty associated with fundraising for this charity (may be due to unpopularity of field of work or lack of fundraising capacity)

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Geographical coverage	charity's area of work – local, regional or national – or a number of these levels
Focus of approach	main groups with which the charity works: Individual – working directly with individuals, providing services and support to improve their quality of life Community – working with communities and/or families, providing activities to strengthen community life Services – working with organisations, funders and policymakers to improve services Society – working at a national level to change attitudes and tackle causes
Life stage	organisation's developmental stage – from pilot/start-up to mature, established organisation
Replicability or scalability	potential for replication of the charity's model, or growth of the charity itself

Good giving principles

- **Pro-active selection of charities based on results:** Donors should support charities that are achieving excellent results for the people that they serve, rather than charities that have the most effective and professional fundraising teams or the lowest administrative costs (all organisations need administrative costs in order to be effective; low admin costs may in fact be a sign of an inefficient organisation).
 - **'Light touch' engagement with charities:** In most instances we recommend that donors minimise the demands on the time and resources of the charities they fund. In practice, this means not imposing arduous reporting requirements and limiting visits and contact with charities.
 - **Funding organisations, not projects:** As a donor, it is tempting to stipulate that a grant can only be used for a particular project, because this makes it much easier to see the direct charitable impact of the donation. However, we believe that this practice can limit the impact of the donation. Firstly, it may cause charities to propose projects that meet the donor's objectives but which stray from their core mission. Secondly, if circumstances change then charities are unable to respond. We believe that the charities we recommend can and should be trusted to make decisions in the best interests of the people they serve, and so in general we recommend that donors fund organisations, not projects. Practically, this means giving unrestricted funding.
 - **'Just right' donations - not too big, not too small:** Judging the right size for a donation to a charity is an art, not a science. If a donation is too big, there is a risk that rapid growth will create significant organisational problems, particularly when the donation runs out. At the other end of the scale, if a donor makes a small donation and requires a charity to go through application and reporting processes then the administrative burden may outweigh the benefit of the donation. Of course, small donations with no strings attached are always welcomed by charities. Our researchers work with charities to understand their financial needs, and recommend a suitable size for a donation. In general, we work on an assumption that contributing more than a third of an organisation's annual income may create problems. However, if a charity is looking to grow significantly and it has a robust strategy for growth, a larger grant may be entirely appropriate.
 - **Multi-year support:** We recommend that donors should provide multi-year support for charities, rather than giving them a lump sum in a single year. Choosing the right length for a grant depends on the specific case – as a guide, grant-making trusts often give three-year grants. Multi-year support gives charity leaders the opportunity to make long term plans to improve their organisations and build projects that will create and sustain improvements in the lives of the people they serve. It also allows donors to build longer-term relationships with the charities, if they wish.
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