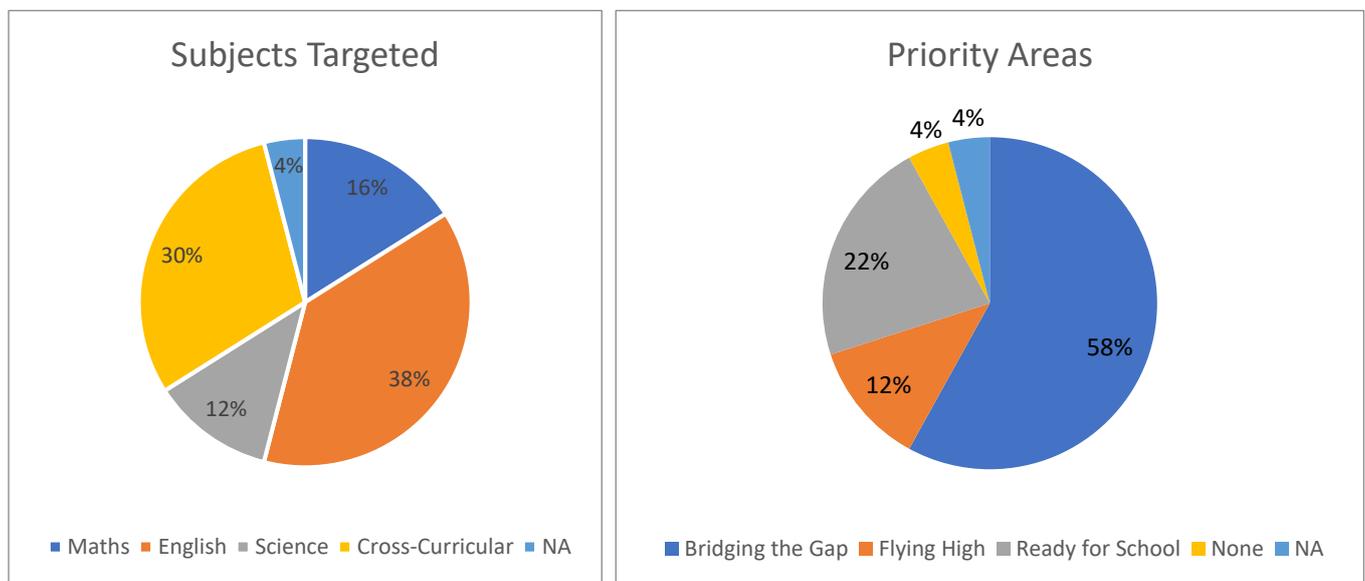


SHINE is currently supporting 50 projects. These fall into five key categories:

- **Ready for School**, supporting children in the early years to develop the skills they need to access the primary school curriculum, with a priority focus on improving communication and language skills;
- **Bridging the Gap**, helping secondary schools to more effectively support the progress of low attaining students to ensure that they develop the literacy and numeracy skills needed to access the secondary school curriculum;
- **Flying High**, supporting high attaining students on entry to secondary school to sustain their academic progress and achieve the top grades at GCSE; and
- **Let Teachers SHINE**, supporting some of the best teachers from all over England to develop scalable solutions to educational challenges.
- **Other** scalable innovations which meet SHINE’s overarching mission and objectives, but which sit outside the priority areas above.

Within SHINE’s priority areas, we are currently supporting more projects within Bridging the Gap than in either Flying High or Ready for School. We are also supporting more projects which target English compared to maths or science.

The breakdown of this data is contained in the graphs below.



In terms of geography, we are currently supporting three grants which are specific to the North East, 12 which are within Yorkshire and Humber and 9 in the North West. In addition, we are supporting two programmes which work across more than one region in the North, and a further four which are impacting across the North as part of a national scale-up.

In total, we are investing almost a million pounds. Together, we expect these projects to reach well over 100,000 children across the North of England in 2018-19.

This document summarises all the grants that SHINE is currently supporting.

Ready for School

Corrie Primary School in Tameside will be developing core maths skills in the Early Years through daily maths meetings in small groups, and whole-class sessions based around maths stories and song. The project will focus in particular on helping parents to develop and practice maths at home, tackling the 'fear factor' which many adults feel about maths and helping them to complement the learning which takes place during school time. Each family will be given a 'playbag' which will include props stories and a crib sheet of activities to be completed outside of school time. The school will then use social media to publicise and share children's classwork with parents at home.

The **Foundation Years Trust (FYT)** will be delivering a training programme to nursery teachers, which is designed to help them improve the home learning environment for 200 children. FYT work in the most deprived communities in the Wirral, delivering an evidenced-based parent education course which builds on parents' existing skills to provide a quality home learning environment. FYT trains and supports nurseries to deliver the interventions and runs a parent volunteer programme to strengthen community-based peer education and to build bridges between nurseries and parents.

Hilltop Primary School will utilise a Patron of Reading scheme, involving the author and poet Conrad Burdekin, to deliver workshops using rhyme and rhythm to improve language and communication skills in the Early Years, and develop parental engagement, across a cluster of 10 schools in Bradford, Wakefield and Kirklees. The project will deliver workshops based on rhyme, singing and poetry, clapping, hopping, tapping and skipping over 3 years. Parent performances, social media posts and development of a take-home pack for parents, and staff development to sustain the capacity for this work in the schools

The **National Literacy Trust** will deliver a primary-school-readiness programme that provides reading workshops for children and parents in Darlington, to improve language and communication skills. The workshops will consist of six sessions delivered to groups of 10 parents and their children, based around the book 'Handa's Surprise'. The parents will be supported in developing conversations or actions around the book or finding a routine to incorporate reading at home.

Parklands Primary School in Leeds will deliver Early Years workshops involving singing, drama and creative expression to improve language acquisition and speech and communications skills. The workshops will be delivered by the Artis Foundation in both the nursery and Reception phases.

Pennine Way Primary School will run creative sessions with children in the Early Years phase, to incorporate storytelling and early literacy development. They will incorporate parental engagement, links with local charities and community centres, and the use of the school stage for performances.

Bridging the Gap

Curriculum Innovation will train teachers in Bradford in the use of film-making as a medium for developing improved literacy and creative writing. The project will address literacy and vocabulary development, and communication between teachers across the transition by working across 1 secondary school and 6 feeder primaries, in shared CPD sessions. In addition, 4 pupils in each year of the project will receive one day of CPD to become Pupil Digital Leaders of Film, and explore storyboarding, filming and editing short films. These children can then support other pupils throughout the project.

Grimm & Co are a creative writing charity that run workshops for children from their magical apothecary in Rotherham. SHINE will be supporting them to deliver immersive writing sessions for students across schools in Rotherham. The approach will be continued across the feeder primary schools and into the secondary school to provide continuity and sustained literacy and writing development across the transition.

HegartyMaths is an online maths homework, learning and assessment platform that SHINE has helped to roll out across the UK. The platform teaches, assesses and tracks maths learning and presents it in a connected, coherent and deep way that fosters meaningful learning. HegartyMaths has been built by practising maths teachers to help all students realise that with hard work, belief and the right type of support they can succeed in maths. In 2018, HegartyMaths delivered 3.5 million hours of learning to 600,000 children. An expert evaluator, who looked specifically at the impact of HegartyMaths on a small number of schools in Camden, also found a “very strong positive correlation” between usage of the site and maths attainment at the end of primary school.

ICAN is a charity which specialises in speech, language and communication needs. SHINE will be supporting them to train teaching staff and teaching assistants to deliver specialist support for students with speech, language and communication needs during the first few years of secondary school. The programme will be delivered intensively to groups of 8 students over a period of 8-12 weeks. The target schools are in Knowsley, Greater Manchester, Lancashire and West Yorkshire.

Music Maths Robots is a programme of workshops designed to improve reasoning skills in maths through music and computing. The project runs across 10 sessions and is specifically targeted at Pupil Premium, SEN and lower attaining children. Pupils participate in a number of STEAM (Science, Technology, Engineering, Arts and Maths)-based experiments, which they then write a blog entry about. These blog entries are then used as evidence to enter pupils for the Bronze Arts Award, which is equivalent to a low grade GCSE. The project was initially piloted in a school in East London, but is now being rolled out across Rotherham.

SHINE Saturday projects address educational inequality through a programme of high quality additional educational support, targeted at children who need extra support to thrive at school. The programme runs for at least 25 weeks each Saturday over the whole academic year. Each programme benefits 50-60 children, aged 7-13.

SHINE is currently supporting Saturday projects to run in five host schools in Blackpool, Folkestone and London.

Space Camps is a programme of low cost residentials which any school can run to enthuse and engage their students in physics. Schools host an overnight residential, where children camp overnight whilst studying the stars. Created by an inspirational science teacher, Amanda Poole, Space Camps helps schools to organise, equip and run the camps, and gives them access to resources and activities which build high quality science learning around the Camp. Over the next three years, SHINE is supporting Space Camps to reach more than 7,000 students across 120 schools nationally.

Spelling Beats is an innovative approach to improving the spelling skills of students during secondary school. Developed by Michelle Lockwood, an inspirational English teacher in Rotherham, Spelling Beats allows students to learn a series of raps addressing all of the core spelling rules and then applying them to different contexts. Through fun, repetition and rhyme, pupils can achieve rapid improvements to their spelling skills, and helping them become more confident writers. SHINE is now supporting Michelle to trial 'Spelling Beats' across other schools in Rotherham.

Times Tables Rock Stars is an innovative project which Bruno Reddy initially created as a way to teach his own students who were struggling with maths. The idea was simple - time the children in answering multiplication questions and reward them with badges as their times improved. And to add a fun and engaging element, Bruno decided to decorate the classroom in rock posters, play Led Zeppelin while the children were practising and wear a purple glam rock wig! Times Tables Rockstars is now used by over 8,000 schools internationally, including over 3,000 in the North of England. Based on the immense success of Bruno's original project, SHINE is now supporting him to develop a similar product focused on earlier stage maths, in particular number bonds. It is hoped that by helping more children to master these basics earlier, this will unlock later maths learning, and ensure that they have the confidence and skills to succeed.

Voice Liverpool aims to boost students' oral language skills through an explicit, coherent and consistent focus on oracy across primary and secondary school. This project will develop an area-wide oracy programme in Liverpool through formation of oracy hub and spoke schools, professional development for teachers, training of oracy leaders, and resources/toolkits. The project will reach 15,000 children across Liverpool, ensuring that they have the spoken language skills needed to succeed at school and in life.

We Are IVE Ltd will run film-making sessions for students at Temple Learning Academy in Leeds, including script-writing, acting and editing, to improve students' vocabulary, spoken language skills, and literacy. Year 6 students will have introductory film-making sessions with a practitioner in transition week, then fortnightly sessions with the practitioner in Year 7. Teachers will be trained to incorporate film-making principles into their lessons, and students will receive further sessions led by a teacher or TA throughout the year.

Flying High

The **Children's University** seeks to raise children's aspirations and attainment at school by recognising the enormous impact of their experiences outside school. Their approach encourages children from the age of 5 to try new learning experiences; at after school clubs, at home, in the local library, museum or further afield.

SHINE is supporting the Children's University to expand their model to support the academic transition into high school, particularly focusing on high attaining children from low income families in Warrington.

Many high schools already offer their own students a varied provision of enrichment that cover topics such as sport, the arts and science. The Children's University Transitions project will replicate the activities offered within the secondary school for the primary feeder schools, enabling high attaining young people to continue pursuing their extracurricular interests across the divide.

Pete Scutt is a passionate science teacher who wants to help all students access great science learning. He noticed that many of his students started secondary school with a real interest and enthusiasm for science, but that much of this enthusiasm appeared to wane over time. Pete always felt that this was a direct result of too much theory-based learning and not enough exciting, practical activities in the curriculum. Achieve in Science is a website which Pete created to help tackle this issue. It provides high quality science teaching and learning through interactive lessons, videos, quizzes, revision games and assessments. Achieve in Science gives resources and ideas to other science teachers, whilst at the same time giving children direct access to high quality science learning at home. SHINE is also supporting Pete to deliver 'engaging and memorable science'; a project which explicitly aims to support better science teaching in the transition from primary into secondary school.

Serious Fun at Wakefield Grammar School Foundation aims to cover core primary curriculum subjects with themes which deepen pupils' understanding and motivate them to want to learn more. The pupils attend sessions over 11 Saturday mornings that are designed to be serious - with a focus on learning - but also fun, taking place in a new and exciting environment, delivered by specialists who are passionate about their subject area and using creative and alternative teaching methods. The focus is on giving students access to new topics that they are unlikely to have experienced before using the top facilities and teaching of an independent school.

The **Young Foundation** has partnered with SHINE to undertake research into the factors within and alongside school that prevent most-able and disadvantaged children from reaching their full potential. This research will inform the development of appropriate school- and community-based interventions that more effectively tackle this inequality. The research will work with four secondary schools in the North, and help SHINE and others to better target their funding in this important area.

Let Teachers SHINE

Alice Eardley: City of Oxford College

Many of Alice's students fail to achieve a C in their GCSE English resits because gaps in their vocabulary have a profound effect on their comprehension and writing skills. Whilst online vocabulary development resources are already available for teachers, Alice has not been able to find any to meet the needs of GCSE students. As a solution, Alice will develop Activate Learning, an edtech platform that aims to improve vocabulary through engaging activities, quizzes and puzzles. The online platform will also be supported by a range of resources and tools for teachers to use in the classroom.

Benjamin Barker: King's Leadership Academy, Warrington

Benjamin has found that many of his students are not challenged in science at secondary school and often are simply re-taught what they have already learnt at primary school. To address this, Benjamin will establish 'Team Science' to engage teachers and students in new, innovative methods of teaching that sufficiently stretch students and build the bridge between primary science and GCSE. Teachers will be provided with new resources to challenge pupils and students will be visited by expert scientists and given access to extra-curricular activities such as trips to world-leading laboratories.

Charlotte Pywell: Unity City Academy, Middlesbrough

Each year, more than 70% of disadvantaged children enter Charlotte's school below the expected standards of attainment in literacy and numeracy. Charlotte plans to turn this around by creating a new summer school peer teaching system, where all new students who have not been deemed 'secondary ready' will be buddied up with a year nine mentor. Each mentor will guide the younger students through the primary school to secondary school transition, offering them insights into life at secondary and providing in-person and virtual coaching in core subjects.

Jessica Howley: St John's Church of England Primary School, Salford

Evidence shows that early communication and language skills are essential to children's life chances. Jessica's project aims to develop this for young children in the local community before they start school, and engage parents in the development of early literacy skills. Jessica will invite parents and children to fun-filled storytelling sessions in the school's own 'Bubble Pod'. Families will also be provided with story sacks containing props, puppets and other resources to bring the magic of storytelling to life.

Mark Sears: Northlands Wood Primary Academy, West Sussex

Disadvantaged students at Mark's school can struggle to meet Age Related Expectations in maths and literacy in line with their peers. To engage students in maths and literacy, Mark will lead cutting-edge coding competitions. Students will be trained by experts to use coding devices to design games featuring mini Sphero

robots controlled by iPads. Mark will embed maths and literacy proficiency into the training, encourage greater use of technology amongst pupils, and develop aspirations amongst students for careers in STEM (science, technology, engineering and maths).

Nicol Winfield: Wyndham Primary Academy, Derby

Nicol has found that many of her students can find it difficult to engage with maths at home and in school, and one reason for this can be that parents don't feel confident enough at maths themselves to empower their children. Nicol will lead sessions to help parents catch-up on key maths skills and offer an insight into how maths is taught to their children, including an explanation of the mastery approach to teaching maths, which has been introduced at her school. This will give parents the knowledge and confidence to support their children at home.

Rebecca Hill: Bonus Pastor Catholic College, London

Engaging in extra-curricular activities can have a hugely positive impact on attainment at school as well as confidence and resilience, however, students from low income homes may not always have access to these opportunities. Rebecca's project provides an innovative tech solution by offering digital 'micro-volunteering' opportunities to her students. One example of this is the Missing Maps project led by the British Red Cross and Médecins Sans Frontières. Students map crisis-prone parts of the developing world to enable emergency response teams to assess the needs of communities, respond to local disasters, and track the spread of disease. An early trial of Rebecca's project has already boosted attendance and attainment and SHINE funding will help to ensure that more students can access this exciting new innovation.

Six of our winning teachers are being supported to develop their ideas further as the basis to apply for Let Teachers SHINE next year:

Alba Fejzo and Tiago Carvalho: Stoke Newington School and Sixth Form, London – Achieving maths mastery by introducing mixed attainment groups and greater collaboration between students

Emma Cree: Oakthorpe Primary School, Derbyshire – Developing communication and language via 'Visual Phonics'

Jake Sewell: Ormiston Venture Academy, Great Yarmouth – A science edtech platform for students who require challenge and stretch at secondary school

Jo Hackett: Oasis Academy, Bradford – Development of literacy via peer mentoring

Laura Murray: Barbara Priestman Academy, Sunderland – Supporting children with autism and complex learning needs with maths via 'Writing Frames'

Phil Sheppard: Hexthorpe Primary Academy, Doncaster – Engaging children in reading at home and in school with the 'Ultimate Reading Journal'

Other Grants

Active Phonics is an innovative programme which reaches incredibly vulnerable young people at a critical juncture in their lives. The approach is designed and led by David Fallis, an inspirational teacher in Barnsley who works in a school for children with behavioural, emotional and social difficulties. Many of the young people at David's school have very low reading ages and even lower confidence. Active Phonics incorporates sport and games into the learning of key sounds and vocabulary. It gives children a much-needed route back into reading, helping them escape the spiral downwards and get back on track for success. The approach is now being trialled in 35 schools.

The **Classics Club** gives children a basic foundation in Latin and Classical culture with the aim of supporting literacy development and feeding children's natural intellectual curiosity. Charlie Andrew first started the approach in her school in London, but she is now being supported by SHINE to develop online resources for teachers without a classics background to run clubs of their own.

Play Righters is a project which aims to address the lack of women playwrights available for study in school. Rosie Osborne initially received funding from SHINE to pilot a partnership with the Royal Court Theatre in London to deliver weekly writing workshops to girls eligible for pupil premium, focusing on female playwrights. Rosie is now being supported to roll out her project with another local school.

The **Robotics Storytelling Club** aims to combine the magic of stories with the latest in technology, to provide engaging and inspirational routes into literacy. Storytelling doesn't always come easily to children from disadvantaged backgrounds, as they can sometimes lack the stimulus and life experiences which stimulate great writing. Through the project, children learn to code a Nao robot to tell the stories they have written. Gavin Summerfield originally started a Robotics Storytelling club at Birkbeck Primary School in London, and SHINE is now supporting him to scale-up the approach for the benefit of children in other schools.

White Water Writers (WWW) is a literacy project aimed at young people (11-18 years) from disadvantaged backgrounds. Participants are given the opportunity to write and publish an original, fiction novel in just 5 days. The week-long writing camps aim to raise attainment in literacy and emphasise autonomy and self-reliance in the collaborative writing process. WWW uses uniquely designed online collaborative writing tools within intensely focused and structured week of writing camps. The project runs across London, the Midlands and the North West.

Write On! was created by Andrew Otty, an English teacher in a Further Education (FE) College, who wanted to help more students who had to retake their English GCSE to succeed. The English-resit policy introduced in 2014, requiring all students who have not attained a C/4+ in their GCSE to continue studying English alongside their post-16 courses, has presented a huge challenge to the FE sector. National progress data shows that on average, post-16 students do worse in their resits than they did at the end of Year 11. Write On! aims to change this, using the principles of difference, engagement, and confidence to support students towards passing their resit exams. The project is currently taking place in Exeter and Hartlepool.