Current Funding Guidance

Introduction

This document is intended to provide guidance on applying for funding from SHINE. We recognise that there are many more, good quality applications than we have the resources to support, and so, unfortunately, we are not able to support many of the projects that apply. However, there are a number of general principles that are likely to boost your chances of success:

1. Do your research. Please read through the documentation thoroughly on our website before contacting the SHINE office to discuss your bid for funding. If you are well informed already about the nature of the programmes we support, this will help us to assess your application more quickly.
2. When writing your application, please provide full information against specific headings and focus specifically on what the questions are asking. You may annex additional reports and documents, but any highlights should be included in the main body of the text you send and should make it easy for the reader to understand.
3. Our focus is on raising attainment. Consider carefully whether this is your core objective and whether you have a track record in measuring this.
4. Ask someone who doesn't know your project to read the bid and check for understanding. Try to avoid submitting bids with too many acronyms or unexplained terms.
5. We provide seed funding to get new projects established, but we do not generally fund ongoing delivery costs after the first few years. The best applications demonstrate how the activity will be sustained after SHINE funding ends.

The criteria for SHINE funding

We make grants to expand and/or develop existing projects with proven results, rather than simply sustain them as they are. We do not support applications that are just looking to replace the loss of statutory funding.

Essential – all proposals must:

- Target children within the **North East, North West or Yorkshire and Humber regions**;
- Focus on **raising academic achievement** levels in core subjects;
- Meet our **core priorities** for funding;
- Target children from **low income homes**;
- Be cost effective and offer **value for money**;
- Be a **sustained** intervention;
- Have the potential to achieve **measurable impact**;
- Be **scalable** to other environments if successful; and
- Have a realistic **plan for sustainability** after the funding ends.

Desirable – applications have a greater chance of success if they:

- Are well supported by the available educational research;
- Could be rapidly expanded in future years, for example online;
- Have some match funding in place;
- Link families of participants to the project in a way which supports their child's learning; and/or
- Have strong links with partner schools and/or the wider community.

We do not fund:

- Programmes that take place outside of England;
- Individuals (with the exception of Let Teachers SHINE);
- Short term or one-off projects;
- Bursaries or any kind of student fees;
- Direct replacement of statutory funding;
- Programmes where the primary aim is the personal development of young people rather than raising academic achievement levels; and
- Capital build programmes for schools or other education institutions.

What are the most common reasons to reject applications?

- The application is not sufficiently clear about outcomes or delivery;
- The applicant does not have robust systems of governance in place;
- There is not sufficient evidence of need or demand for this type of programme;
- It is not clear how this project could be scaled up or sustained in future years;
- The applicant lacks the capacity or willingness to engage with non-financial; advice and support; and
- The application is late, incomplete or lacks supporting evidence.

Our core priorities to 2021

Early Years – Ready for School

Research shows that, by the time that students receive their GCSE results, around 32% of the variation in performance can be predicted on the basis of indicators observed at or before the age of five.[1] Through Ready for School, SHINE will support schools in areas of deprivation to better meet the needs of children during the Reception year.

We are keen to support the following types of proposals under this theme:

- Applications which aim to improve communication and language skills;
- Applications which involve collaboration between schools and other Early Years providers;

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[1] State of the Nation Report, Social Mobility Commission, November 2016.

- Applications which help parents to support their children through the transition into formal education; and
- Applications which draw on the available evidence of what works in the Early Years.

Proposals may involve Early Years providers in the pre-school phase, but most applications are expected to come from a lead primary school as we are particularly interested in what happens during the Reception year.

Bridging the Gap

Through Bridging the Gap, SHINE is interested in supporting children who have not met Age Related Expectations at primary school to make better academic progress during their first few years at secondary school. We are interested in supporting secondary schools to develop more inclusive practices for children during the transition from key stage 2-3 to help reduce exclusions and support better academic progress during this phase.

Projects which involve collaboration between primary and secondary colleagues are of particular interest within this theme, as are secondary schools who have developed strong relationships with parents.

Flying High

Evidence shows that children from low income homes who are high attaining at the end of primary school can struggle to attain the top grades at GCSE, despite having the academic potential to do so.

Through Flying High we are interested to support projects which recognise and nurture the academic potential of these students and support them to achieve the very best grades during KS3, which will ultimately prepare them for study at GCSE and beyond.

As with Bridging the Gap, we are particularly interested to support cross-phase collaboration between primary and secondary teachers within this theme. We are also interested to support approaches which can improve communications and links with families.

Our process

SHINE is a 'hands on' funder and we are happy to advise and support grantees as they develop their proposals.

With the exception of Let Teachers SHINE, our grant-making process is as follows:

1. Enquiry comes to the office
2. Initial response to enquiry within 4 weeks
3. If the proposal meets our basic criteria, an initial meeting or phone conversation will be arranged with a member of the grants team
4. Draft stage proposal is submitted for feedback

5. Final stage proposal is submitted
6. Grants decision is taken by the trustees

On average, it takes 3-6 months between initial contact with the SHINE office to a grants decision being reached.

We have four board meetings a year where grants decisions are taken, typically in March, June, September and December.

The next steps

If you have an idea which you think may meet our funding criteria, please email info@shinetrust.org.uk with a basic outline detailing the following points, in no more than 3-4 paragraphs:

- An overview of the project and its aims, specifically related to academic attainment in maths, literacy or science;
- How it would meet SHINE's core priorities;
- The number of beneficiaries and schools it would reach; and
- The overall project budget and size of request to SHINE.

Please note that we are primarily interested in funding projects which can make a sustainable impact within the school environment. Any grants to non-school organisations, including to other charities, will need to involve a strong element of co-delivery and/or training for schools, with the aim of the project becoming sustainable without SHINE over time.