



Our vision for
education across the
Northern Powerhouse

SHINE★



Access to a good education is a basic right and one of the foundations of our society. Today's socioeconomic challenges are compounding the problems our nation faces in ensuring that children and teenagers have equal access to a good education and the best possible start in life. I've seen first-hand the positive impact of SHINE's work across the country and, as a Patron, I am committed to supporting the charity to tackle these challenges head-on across the North of England.

Sir Howard Bernstein,
former Chief Executive of Manchester
City Council and SHINE Patron



Introduction

SHINE was established in 1999 by a group of committed philanthropists who wanted to improve the educational attainment of children from disadvantaged backgrounds. Since then, SHINE has invested more than £25 million in programmes that have benefited 400,000 children from 5,000 schools.

Our mission is to raise the attainment of children from low income homes. We do this by providing seed funding and incubator support for creative solutions to address educational challenges. We support early stage ideas and then work closely with grantees to understand their impact and scale-up the most effective approaches.

SHINE's vision is for all children to achieve the best possible qualifications so that they can leave school with real choices for their future lives. To date, SHINE's main geographic areas of focus have been London and to a lesser extent Manchester, with some national programmes. However, the current educational research identifies that many of the areas of greatest educational need are outside of London.

In 2017, SHINE relocated to Leeds in order to concentrate our future efforts on the North East, North West and Yorkshire and Humber regions. Building on the wider momentum of the Northern Powerhouse, we want to achieve a step change in education outcomes across the North, and ensure that all children are given a fair chance to succeed.

To this end, we will invest at least £1 million per annum in programmes developed by innovative teachers, school-based partnerships and other charities across the region. This document summarises how we plan to target this support to make the most difference.



Statement of the problem

In the UK today, 60% of children from the poorest households do not achieve five good GCSEs at school, leaving them without the basics they need to access further education or secure a good job. This is not just a personal tragedy for each and every one of these children, it also has profound consequences for society and the economy.

There are significant regional disparities in education performance levels, especially for students from the most deprived backgrounds. Recent research by the Social Mobility Commission shows that children from poorer families in London now perform far better in school; are less likely to be Not in Education, Employment or Training (NEET) after school; are more likely to go to university, particularly a selective one; and are more likely to earn more when they enter the labour market.

In 2002, fewer than a quarter (22%) of children on free school meals in inner London obtained five or more A*–C grades at GCSE or their equivalent (including English and maths). By 2013, this had risen to almost half (48%), compared with a rise from 17% to 26% among disadvantaged children outside London.

When examining the differences in performance between London and other parts of England, it is tempting to try to import or replicate direct lessons. However, the evidence as to why London schools are performing so much better is widely disputed, and of course the London context is very different to other parts of the country.

As we change our focus to the Northern Powerhouse regions, we plan to support programmes which cater to local circumstances and needs, working with existing assets and strengths already in place within communities.



Our focus

The scale of the educational challenge across the Northern Powerhouse is both significant and longstanding. Research shows that seven out of the ten worst performing local authority areas for good or outstanding schools are in the North. There is also a bigger difference in attainment between advantaged and disadvantaged pupils relative to London.

Overall the Northern Powerhouse performs relatively well on primary school attainment for pupils from disadvantaged backgrounds, but there are significant issues in both the Early Years and during the first few years of secondary school. In the North East for example, 90% of children attend a good or outstanding primary school but 40% of secondary schools are deemed by Ofsted to be failing.

On the basis of this research, and through consultation with a broad range of stakeholders in the region, SHINE has decided to focus in on the following three strategic priorities:

- **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; and
- **Flying High:** supporting high attaining students on entry to secondary school to sustain their academic progress and achieve the top grades at GCSE.

The remit and objectives of each of these priorities is described in more detail overleaf.



SHINE gives children the chance to make the most of themselves; it gives them the chance to turn potential into reality. Who wouldn't want that?

Sir Alex Ferguson, SHINE Patron



Ready for School

Research shows that nationally, by the time 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. Furthermore, the difference in educational development of children from poorer families and more affluent backgrounds by the time a child finishes reception, is almost twice as large in the Northern Powerhouse regions as it is in London. This shows that the Early Years is a critical phase to get right if we are to make a long-term difference to outcomes at school.

Evidence shows that a child who has limited vocabulary and difficulty communicating will not be ready for school and will often lag behind their peers for the rest of their time in education. There is also significant crossover between the development of communication and social and emotional skills, which form the basis for pupil behaviour down the line.

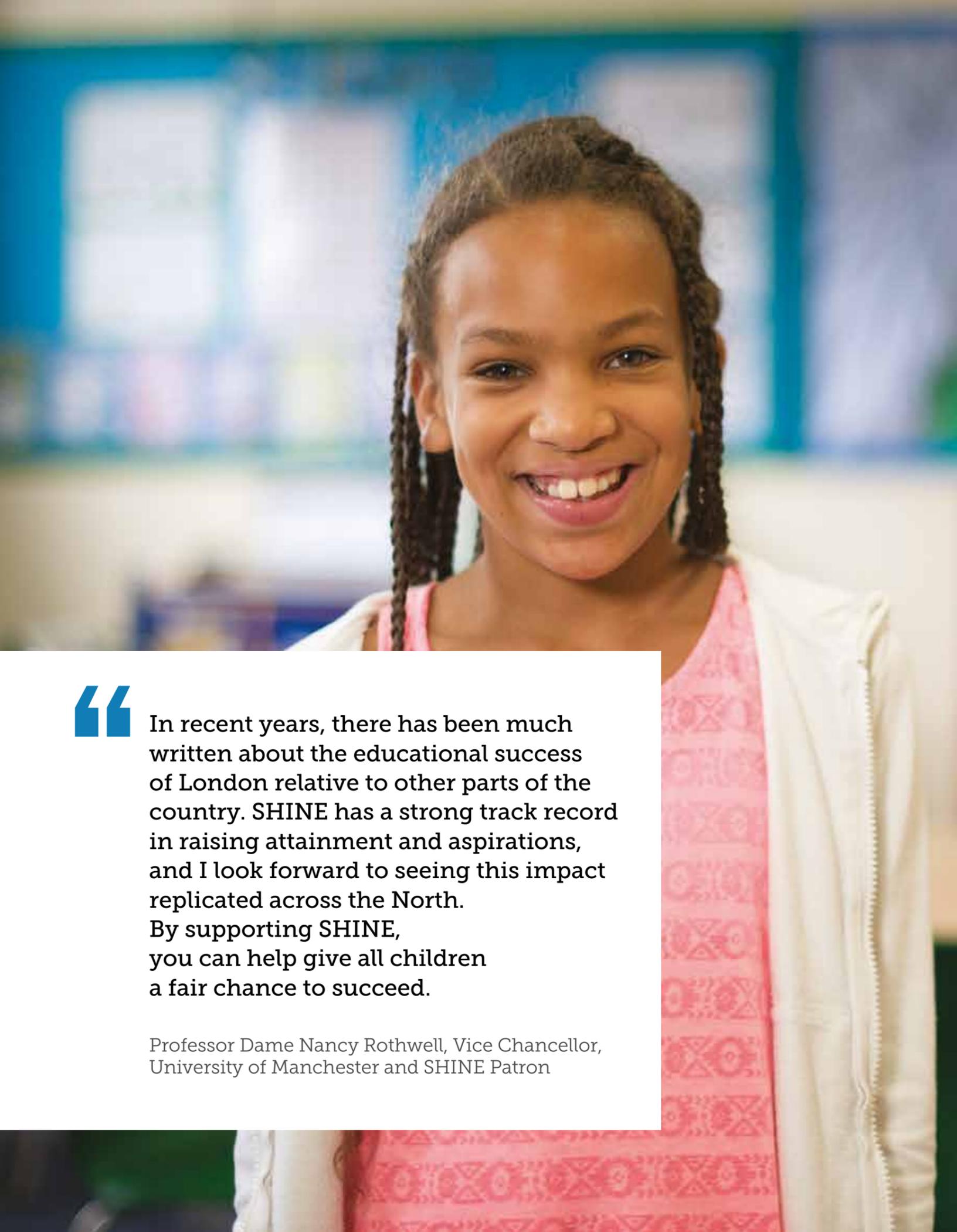
A range of studies have shown that high quality interventions in the pre-school years can impact significantly on children's outcomes at school. However, much of this impact can fade out during primary school if successful approaches are not sustained.

Ready for School will focus on the development of early communication and language skills, which are proven to impact on later literacy achievement, mental health outcomes and employability.

We will identify, fund and help to spread best practice in this area, helping to ensure that all children in the North are given the best possible chances right from their earliest experiences of school.

“ Every child should be given a fair chance to succeed at school and go on to realise their full potential in later life. Sadly, for a lot of children, this is not currently the case. I am proud to support SHINE in its bold new vision for the North, and I would urge others to fully support them in any way they can.

Sir Alan Langlands, Vice Chancellor,
University of Leeds and SHINE Patron



In recent years, there has been much written about the educational success of London relative to other parts of the country. SHINE has a strong track record in raising attainment and aspirations, and I look forward to seeing this impact replicated across the North. By supporting SHINE, you can help give all children a fair chance to succeed.

Professor Dame Nancy Rothwell, Vice Chancellor, University of Manchester and SHINE Patron

Bridging the Gap

The research currently shows that too many disadvantaged students in the North fall behind during their first few years of secondary school.

According to Ofsted, the principal issues during this phase of education are as follows:

- Lack of priority given to these year groups by many secondary school leaders;
- Too many secondary schools do not work effectively with partner primary schools to understand pupils' prior learning and ensure that they build on this; and
- Extra school funding is often used to support intervention activities at GCSE, thus trying to compensate for poor quality provision earlier on.

The issue of achievement during this phase transcends the full ability spectrum. For students who do not reach a functional standard of literacy and numeracy at primary school, the transition into secondary school often involves being streamed by ability alongside other, low attaining students. Usually they will be taught in smaller groups but school leaders often assign their least experienced teachers to these classes, and so the quality of specialist instruction can be poor. Secondary teachers are also trained to assume a certain level of prior knowledge, and are not generally expert in teaching more basic concepts.

As a result, the most vulnerable, often lowest attaining, pupils can get stuck in a spiral of poor progress and low motivation, leading to attendance issues, behavioural challenges and sometimes even exclusion.

Through **Bridging the Gap**, SHINE will support children who have not met Age Related Expectations at primary school to address gaps in their previous learning by supporting high quality, specialist teaching programmes in maths, English and science.

Flying High

The highest attaining students from low income homes also face challenges during the transition into secondary school. Statistics show that almost two thirds of children who are high attaining at the end of primary school and who attend non-selective secondary schools do not go on to achieve a single A or A* grade at GCSE. This is a particularly problematic in some parts of the Northern Powerhouse, where there is often a mismatch between the low skills profile of the working population and the demands of increasingly higher skilled jobs.

Higher attaining students can face multiple barriers to their education. As the primary school curriculum has become more challenging in recent years, those students operating at the top end of the attainment spectrum have been reaching higher and higher standards, but many secondary schools end up re-teaching much of this content later down the line.

Research has shown that many high attaining students become used to performing at a lower level than they are capable of during their first few years at secondary school, and parents and teachers accept this too readily in some instances. This is particularly the case in areas of deprivation, where the expectations for high attaining students are not always sufficiently challenging.

Through **Flying High**, SHINE will support programmes which improve the quality of collaboration and information sharing between primary and secondary schools, to help ensure that the highest attaining pupils access the right level of challenge and support to help them thrive.



Giving kids from poor communities some decent opportunities to succeed at school has always been an incredibly worthwhile cause. To get them a good job, it's essential that these children leave school with the best possible grades, and that makes SHINE's work even more important than ever.

Nick Robinson, SHINE Patron

Who we are

SHINE has an incredible team of staff and trustees who bring a wealth of experience from the worlds of education and business. We are also hugely grateful for the support of our patrons.

Staff

Fiona Spellman
(Chief Executive)

Caroline Davies
(Senior Programme Manager)

Flavia Williams
(Executive Assistant)

Gareth Clayton
(Monitoring and Evaluation Manager)

Helen Rafferty
(Programme Manager)

Alice White
(Communications Manager)

Trustees

Cameron Ogden (Chairman)

David Blood

Gavin Boyle

Ann Mroz

The Lord O'Neill

Stephen Shields

Professor Samantha Twiselton

Patrons

David Beckham

Sir Howard Bernstein

Professor Gavin Brown

Sarah Brown

Gavyn Davies

Sir Alex Ferguson

Sir Alan Langlands

Gary Neville

The Lord O'Donnell GCB

Sir Peter Ogden

George Osborne

Professor Dame Alison Richard

Nick Robinson

Professor Dame Nancy Rothwell

June Sarpong

Nicola Shindler

Dr Sushil Wadhvani



SHINE's trustees pay for the operating costs of the charity, so 100% of all donations go to helping the children who need it most.



SHINE has played a part in helping London schools to innovate and be the success stories that they are. By supporting SHINE, you can help to replicate this work in the North.

George Osborne,
Chair of the Northern Powerhouse Partnership
and SHINE Patron

SHINE 

Princes Exchange,
2 Princes Square, Leeds, LS1 4HY
0113 280 5872
info@shinetrust.org.uk
www.shinetrust.org.uk
[@shinetrustuk](https://twitter.com/shinetrustuk)

© 2018 SHINE. All rights reserved.
Registered Charity number: 1082777
Company number: 4053509