

# SHINE

## SHINE North of England Grants Funding Guidelines



## SHINE North of England Grants - Funding Guidelines

SHINE's Programme Grants provide funding for a duration of 2-3 years, for projects that provide innovative solutions to the education challenges experienced by children from socio-economically disadvantaged backgrounds. SHINE grants support projects that can be evaluated for their impact on the educational attainment of disadvantaged children, and we fund schools directly as well as organisations that partner with and work within schools.

**Essential** – all proposals must:

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

**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;

Where the proposal is led by an organisation that is not a school, we have a preference for organisations that have developed strong partnerships with schools, and can demonstrate local capacity and a track record of working in the North of England.

**We do not fund:**

- Programmes that take place outside the North of England;
- Short term or one-off projects;
- Bursaries or any kind of student fees;
- Direct replacement of statutory funding;
- Capital build programmes for schools or other education institutions.

SHINE offers an alternative funding stream – our [Let Teachers SHINE](#) competition – which offers grants to individual teachers working anywhere in England.

As well as funding, SHINE offers our grantees ongoing support with evaluation and adaptation to local contexts, and opportunities to work with our other funded projects and become involved in a network of best practice and educational change across the North of England.

## **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.<sup>1</sup> Through our Ready for School fund, SHINE supports schools, nurseries, teachers and practitioners in areas of deprivation to better meet the needs of children and improve school readiness up to the end of Reception year.

Under this theme, SHINE wishes to support programmes that improve the language and communications skills of children in the Early Years Foundation Stage. We are particularly keen to support applications that:

- help schools and settings implement interventions to address communication and language skills in children in the Early Years Foundation Stage;
- improve the strength of partnership between schools and parents in the Early Years, and impact on the home learning environment,
- integrate development of language and communications skills with other attributes, such as numerical understanding or cultural capital;
- involve collaboration between schools and other Early Years providers; and
- draw on the available evidence of what works in the Early Years.

Proposals may involve Early Years providers in the pre-school phase, or organisations that work directly with parents to improve the home learning environment. We particularly welcome applications based around primary schools, which work to develop best practice within school settings, or establish support and collaborations between school settings and parents/the home learning environment.

### **Transition Priorities**

The evidence shows<sup>2</sup> that the transition from primary to secondary school presents particular challenges to children from disadvantaged backgrounds. SHINE has identified two key priorities for projects working across this transition phase.

### **Bridging the Gap**

Too many disadvantaged young people in the North of England who have not met Age Related Expectations at primary school fall further behind when they first move to secondary school. Through our Bridging the Gap fund, SHINE is interested in supporting these students to make better academic progress during their first few years at secondary school, providing them with the opportunity to continue to progress to GCSE and beyond.

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<sup>1</sup> State of the Nation Report, Social Mobility Commission, November 2016.

<sup>2</sup> KS3: The Wasted Years, Ofsted, September 2015.

## **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 our Flying High fund we are interested in supporting projects that 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.

Under these transition themes, SHINE wishes to support applications that:

- support improved academic progress in maths, English and/or science in Years 7 and 8;
- involve collaborations between primary and secondary school teachers, to promote curriculum and pedagogical continuity;
- improve information and practice sharing between primary and secondary schools;
- support schools to develop more inclusive practices for children during the transition from Key Stage 2-3, to help reduce exclusions and promote better academic progress during this phase;
- improve the strength of partnership between schools and parents in the first few years of secondary school; and
- draw on the available evidence of what works to support children in the transition from Key Stage 2 to 3.

## **Our process**

SHINE is a 'hands on' funder and we are happy to advise and support grantees as they develop their proposals. Our deadlines for applications are usually around the end of January, the end of April and the end of October each year; successful applicants have generally been in contact with SHINE for at least 1-2 months prior to these deadlines.

## **The next steps**

Please read our Frequently Asked Questions for more information about SHINE funding. If you have an idea which you think may meet our funding criteria, please use the Enquiry Form on our website to submit 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.

If you have any further questions or would like more information, please get in touch at [info@shinetrust.org.uk](mailto:info@shinetrust.org.uk) or give us a ring on 0113 280 5872.