

SHINE OUR STRATEGY FRAMEWORK TO 2025



INTRODUCING OUR STRATEGY FRAMEWORK

As Chief Executive of SHINE: Support and Help IN Education, I am proud and excited to share our strategic framework for 2019 and the coming years. In today's fast-moving world, we believe that strategy is more important than ever in helping charities to clearly define, unite behind and ultimately realise a common purpose. As NPC note in their report 'Strategy for Impact', the process of developing strategy results in clearer aims, more effective decisions, better implementation and ultimately greater impact, than can ever be achieved in its absence.

Finding the time and space to step back from reactive decision making in order to proactively develop a strategy can be hard, especially when time is short and there are so many other things to be done. A recent survey by the Weston Charity Awards found that three quarters of leaders of small and medium sized charities are spending little or no time on

long-term planning and strategy. Faced with an ever more complex external environment, as well as the constant stream of emails, meetings and other demands on our attention, many of us are grappling with this same challenge.

When I first sat down to begin this exercise, I did what any seasoned professional in my position would do - and googled it. We wanted to find something that would help us articulate our strategic direction, but at the same time resist anything that could be overly constraining for the future.

The problem with so many strategic plans is that they assume far greater certainty than actually exists in the real world. In some cases, this means that organisations spend several months developing a plan which is quickly overtaken by events, moving from relevance to a dusty book shelf within a matter of a few months. In others, it leaves organisations inflexible, unresponsive, and constrained by a plan which didn't come equipped with a crystal ball. Many strategic plans project

all sorts of outcomes and milestones into the future, which may not be meaningful by the time you actually get there.

With this in mind, this document isn't intended to be detailed plan, but rather a signal for SHINE's direction of travel. Put simply, our framework is intended as a lens through which we take decisions in the best interests of the children and teachers we serve.

The challenges we are trying to tackle are complex, and the solutions are likely to be more so. We don't claim to have all the answers and we aren't trying to go it alone. What we can promise is openness, honesty and an absolute commitment to achieving results. The children we serve deserve nothing less.

Thank you, very much, for taking the time to read our Strategy Framework to 2025. We look forward to publishing our results each year from 2019.

Fiona Spellman

Chief Executive

SHINE'S WORK IN ACTION

When Colin Hegarty first approached SHINE in 2012, he was a maths teacher in North West London who had uploaded a few videos to youtube. Colin and his colleague Brian had more than enough ambition. Their aim was clear – to create a platform whereby “any student, no matter their background or prior attainment, could access world class maths support whilst also saving teachers time to do what they do best - deliver high quality maths lessons.” It was this clear vision which prompted SHINE to invest in Colin with an initial one-year grant to test his idea within his school and then in 2014 to take the bold decision to fully fund a year’s sabbatical for Colin and his co-founder, Brian Arnold, to turn their ambition into reality.

HegartyMaths has since grown to become a fully integrated teaching and assessment platform, which is now being used by a third of all secondary schools in England. This includes 336 schools in the North of England, including all the schools in the biggest Northern Multi-

Academy Trusts. The site has delivered 3.5 million hours of learning in the last year to 640,508 students across the UK, of which an estimated 28% are from Pupil Premium backgrounds.

A recent external evaluation of a pilot of HegartyMaths in six Camden schools showed “very strong positive correlations” between HegartyMaths usage and SATs attainment for disadvantaged pupils.

JACOB'S STORY

Jacob used to find school a difficult place to be. He really struggled to understand more complex topics in lessons and because of that, he kept quiet in class, never speaking up and never asking his teacher for help. He didn't tell his parents about how much he was struggling because he felt embarrassed, and they also worked long hours to support the family, so they often weren't at home to help him with his school work. He started falling behind, especially in maths, where he needed more support to understand the teacher's explanations. He used to invent

excuses not to do his homework, because he didn't want to draw attention to the difficulties he was facing.

HegartyMaths was designed by expert, passionate maths teachers for students like Jacob, who need extra help to stay on track.

Rather than being set homework just to get on with, now that Jacob has access to HegartyMaths, he can access expert tuition videos online to show him how the maths is done. Even better, his teacher then gets a detailed picture of how he's getting on, and where he might still be struggling, so that she can target support more effectively for Jacob in class.

The turnaround in Jacob since he started using HegartyMaths is described by his teachers as ‘quite simply, amazing.’ Jacob will now confidently approach his maths teacher, showing her his learning record in HegartyMaths and being rightly proud of his achievements on the programme. Jacob's grades have improved significantly, and he now hopes to continue studying maths when he leaves school.

OUR VISION is for all children to leave school with real choices in their future lives. We believe that children should be given the best possible chances in education, no matter what their backgrounds or starting points.

OUR MISSION is to raise the attainment of children from disadvantaged backgrounds across the Northern Powerhouse. We do this by supporting innovations in education which have the potential to transform education outcomes for the most disadvantaged children.

WHY WE EXIST

- To unlock the potential of children from disadvantaged backgrounds.
- To build belief that change can happen and that the attainment gap can be narrowed.
- To act as a catalyst for change, bringing others with us.

WHO WE SUPPORT

- Children from disadvantaged backgrounds who need support to achieve their best at school.
- Teachers across England with bright new ideas to tackle the attainment gap nationally.
- Schools in the Northern Powerhouse who want to support great quality learning for their teachers as well as students.
- Partners who want to build long-term capacity through training for teachers in the North of England.

HOW WE SUPPORT

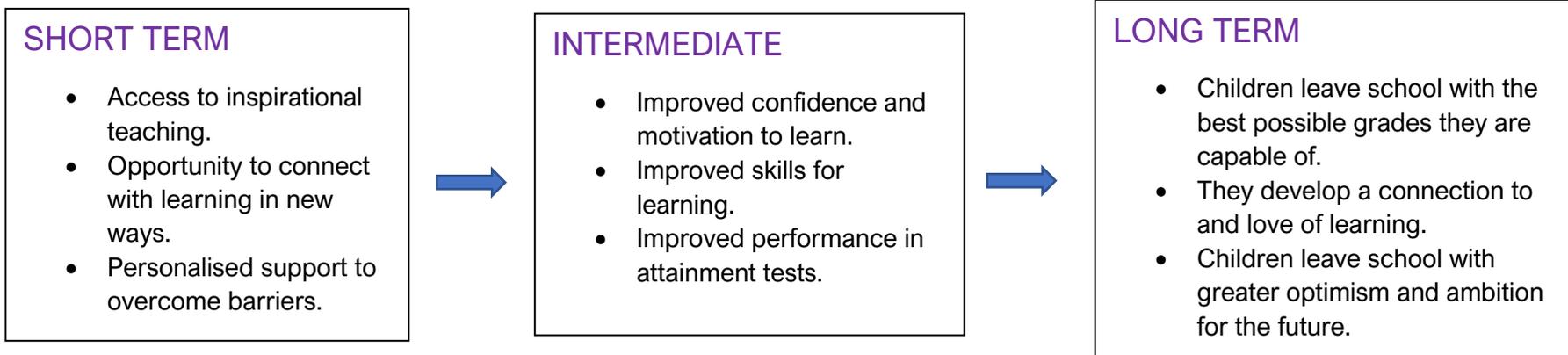
- Open grants programmes where applicants approach us for funding.
- Proactive targeting of specific regions or issues.
- Collaborations with other funders where our priorities are aligned.
- Helping teachers develop their skills and expertise.

OUR CORE PRINCIPLES

- SHINE is passionate about supporting great teachers to change children's lives.
- SHINE cares deeply about giving children fair chances to succeed.
- SHINE applies business skills to education, using rigorous analysis and judgement to make the best possible investments.
- SHINE's trustees pay for the operating costs of the charity so that 100% of all donations go to supporting the children who need it most.

OUR DESIRED IMPACT

This describes the outcomes that SHINE seeks for children from all the programmes we support.



WIDER IMPACT

- Improving social mobility.
- Championing the Northern Powerhouse as an exciting place to invest and make change happen.
- Advocating for the power of great teachers to change children's lives.
- Helping teachers develop their practice and share their learning with colleagues.
- Increasing the number of young people with the skills to play an active role in our democracy and society.

OUR VALUES



Our values are what makes us act and behave in the way we do. Our values guide our decisions on the people we employ, the grants we give and our relationships with all our key stakeholders.

Passionate: We care deeply about making the biggest difference we can. Everything we do is guided by a shared commitment to achieving change.

Learning: We evaluate our own practice and share our learning with the outside world. We share our successes and we are transparent when things don't work.

Innovative: We embrace change and take considered risks. We constantly strive for new and better ways of doing things. Our processes, plans and activities are always adapting to improve.

Collaborative: Success relies on relationships founded on mutual trust and respect. We draw on diverse skills, experiences and perspectives to deliver best value for children.

Accountable: We aspire to the highest standards of professionalism and transparency in what we do. We are accountable to our donors, supporters and peers. We honour our commitments and obligations to others.

OUR STRATEGIC OBJECTIVES

“A vision without a plan is just a dream. A plan without a vision is just drudgery. But a vision with a plan can change the world.” Joel A. Barker.

In order to deliver SHINE’s vision for the future, we have set ourselves the following strategic objectives:

1. **We will improve the attainment of children from disadvantaged backgrounds across the Northern Powerhouse.**

We will do this by:

- Catalysing an investment of £25 million into education across the North West, North East and Yorkshire.
- Raising awareness of the educational barriers facing children from disadvantaged backgrounds.
- Building partnerships with others who share our vision and objectives.

2. **We will further the knowledge base of what works in overcoming educational barriers.**

We will do this by:

- Assessing the impact of everything we do.
- Sharing our key successes and learning with the widest possible audience.
- Supporting programmes all over the varied contexts of the North, from the urban cities like Leeds and Newcastle to rural and coastal areas like Cumbria and Scarborough.

3. **We will champion the power of great teaching to change children’s lives.**

We will do this by:

- Supporting inspirational teachers to apply evidence-based approaches in the classroom.
- Developing teachers as innovators, helping them to improve the education system from within.
- Building a movement of excellent teachers with a shared belief in the most disadvantaged children.

INVESTING FOR IMPACT

SHINE's approach to grant-making encompasses the following three themes:

EARLY STAGE ADOPTER

- We back people with promising, often early stage ideas to tackle educational challenges.
- We provide capacity support as well as grants to help them grow and develop their ideas.
- We embrace risk and look for potential. We work with grantees to be agile and flexible in response to change.
- We help establish new innovations and then support them on a journey to sustainability.
- Once a programme has been developed, tested and scaled up, we exit, thus freeing up our resources to support the next generation of new ideas.

EVIDENCE BASED APPROACH

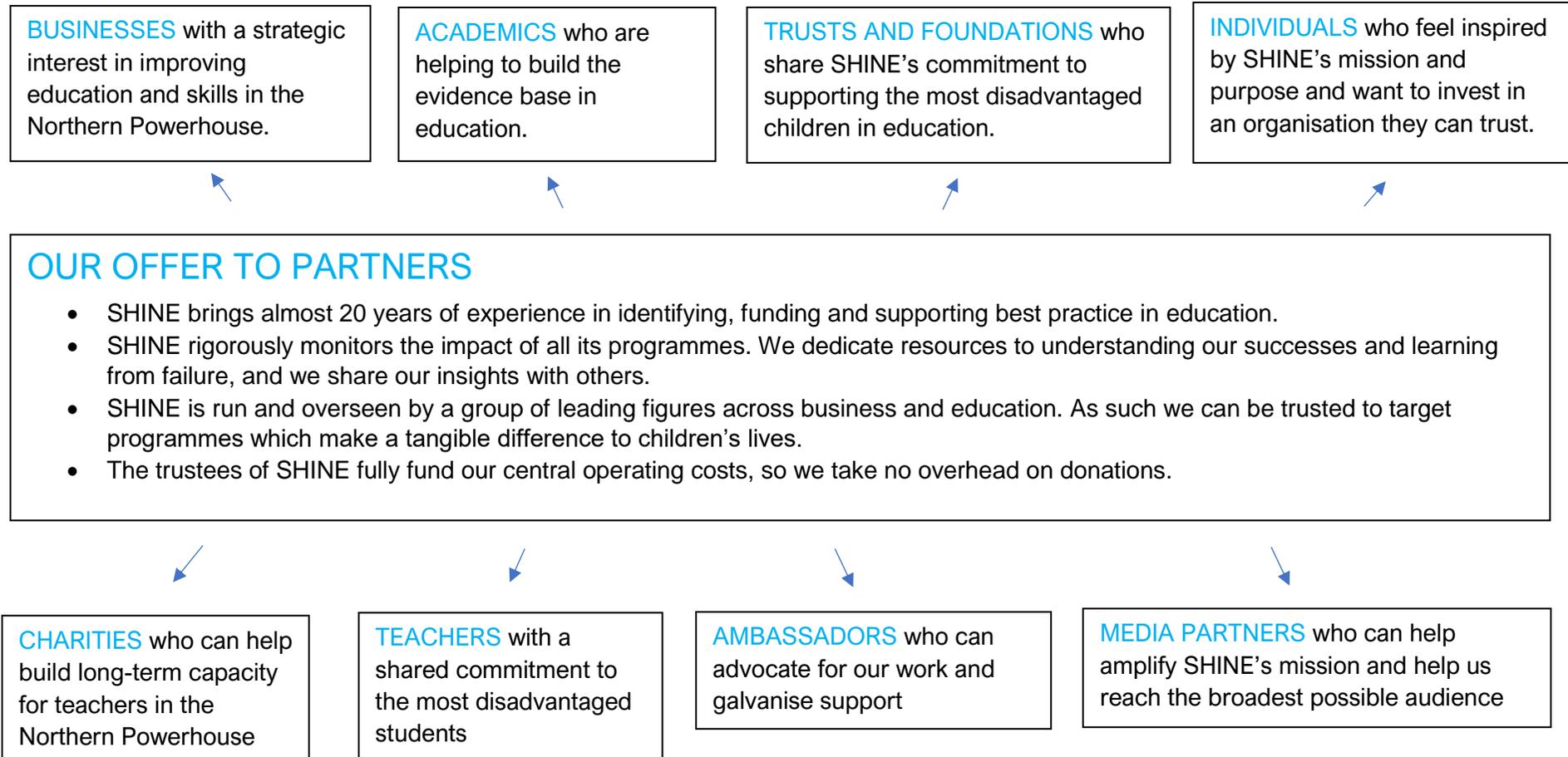
- We support schools and other charity partners in the Northern Powerhouse to apply evidence-based approaches in practice.
- We are interested to learn about the contexts in which interventions are successful and why.
- We support innovations within established programmes to suit local contexts and need.
- We want our grantees to derive intrinsic value from measuring impact. Our impact support is about learning from failure as well as success.
- We support grantees to connect their experiences in practice with the wider evidence of effectiveness in education.

SUSTAINABLE CHANGE

- We want to make a long-term difference to children's lives.
- Our programmes include training and support for teachers and parents to improve the learning environment for children, at home and at school.
- We recognise that to have a sustained impact, interventions need to be connected to, and driven by, wider school practices. We support a strong element of school-led design in everything we do.
- We concentrate our resources on specific priority areas. We think carefully about the issues which SHINE is best-placed to tackle and then we dedicate ourselves to them.

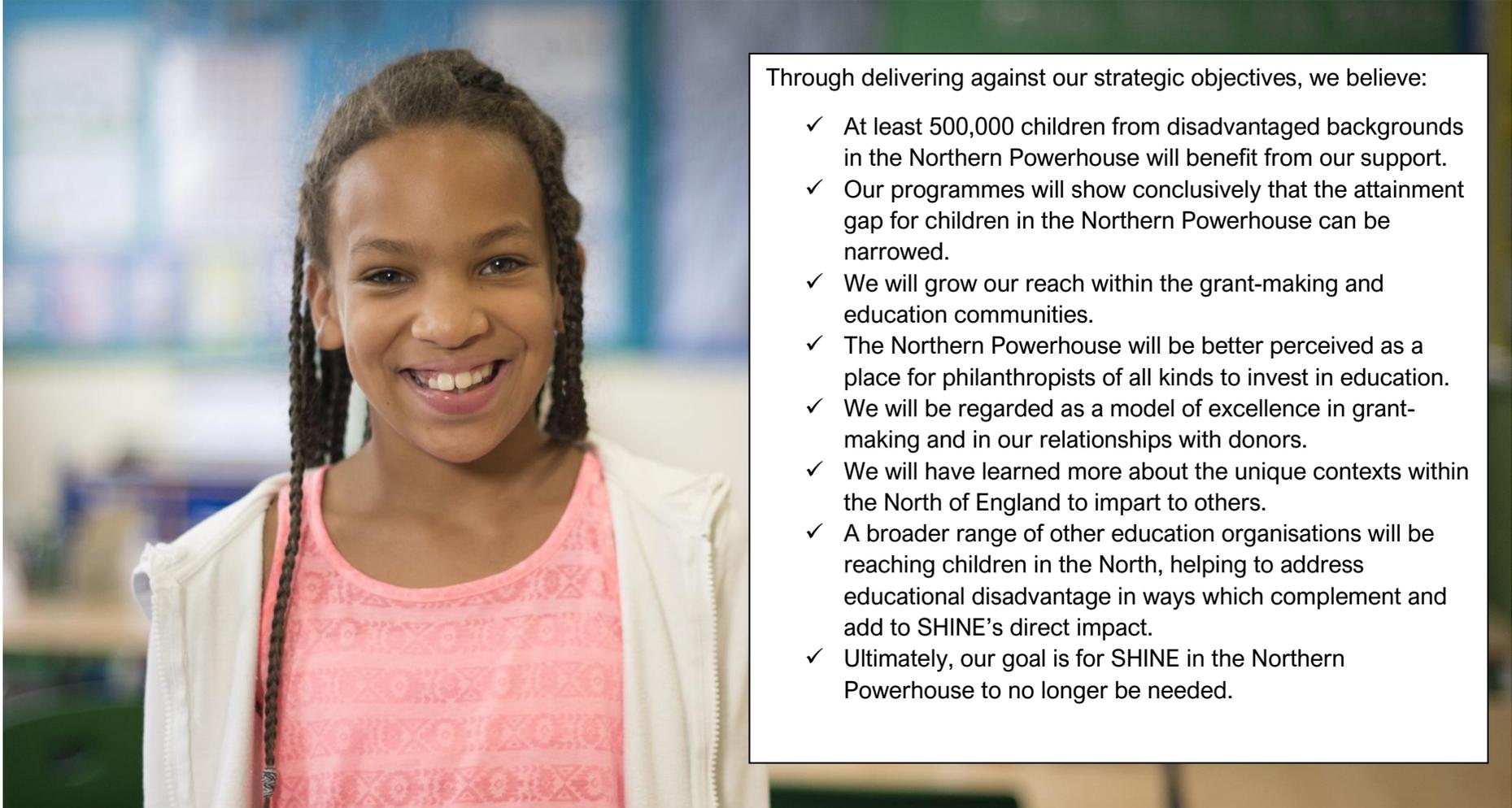
WORKING IN PARTNERSHIP

SHINE works in close partnership with organisations and individuals across the education sector and beyond. Our partnerships are crucially important to how we realise our mission and objectives.



FOCUSING ON RESULTS

“However beautiful the strategy, you should occasionally look at the results.” Winston Churchill



Through delivering against our strategic objectives, we believe:

- ✓ At least 500,000 children from disadvantaged backgrounds in the Northern Powerhouse will benefit from our support.
- ✓ Our programmes will show conclusively that the attainment gap for children in the Northern Powerhouse can be narrowed.
- ✓ We will grow our reach within the grant-making and education communities.
- ✓ The Northern Powerhouse will be better perceived as a place for philanthropists of all kinds to invest in education.
- ✓ We will be regarded as a model of excellence in grant-making and in our relationships with donors.
- ✓ We will have learned more about the unique contexts within the North of England to impart to others.
- ✓ A broader range of other education organisations will be reaching children in the North, helping to address educational disadvantage in ways which complement and add to SHINE's direct impact.
- ✓ Ultimately, our goal is for SHINE in the Northern Powerhouse to no longer be needed.