

SHINE 

**A BRIGHTER
FUTURE FOR
CHILDREN IN
THE NORTH.**

shinetrust.org.uk

2023-24
**IMPACT
REPORT**



SHINE



Our Vision

There are no barriers to learning for children from low-income backgrounds in the North of England.

Our Mission

We develop and fund innovative and sustainable programmes that work to improve educational outcomes for children living in areas of deprivation in the North of England.



WHAT WE DO

A child's future should not be defined by their circumstances. Yet, for too many children in the North of England, economic disadvantage continues to limit their educational outcomes.

At SHINE, we're committed to breaking down these barriers and ensuring every child can reach their full potential.

We believe that innovative, evidence-backed approaches are key to improving educational outcomes for disadvantaged children. That's why we fund and develop projects that directly address the challenges they face, both in and out of the classroom.

By working closely with schools, communities, and dedicated teachers, we're creating a more equitable learning environment for all.

The response from the pupils and parents was staggering; the SHINE project had truly transformed their lives.

DEBBIE HOWE

Assistant Headteacher, Middlestone Moor Primary Academy, Spennymoor

Target: 39,594

48,123
CHILDREN

SHINE's projects across the North of England supported 8,529 more children and young people than we originally aimed for at the start of the year.

Target: 3,308

3,327*
PARENTS

Parental engagement leads to an average of 4 months of additional progress for students, so we are thrilled to have exceeded our target number of parents supported.

Target: 1,223

1,778
TEACHERS

For disadvantaged students, a good teacher can amount to an extra year of learning. That's why we are thrilled to have collaborated with 1,000 more teachers this year.

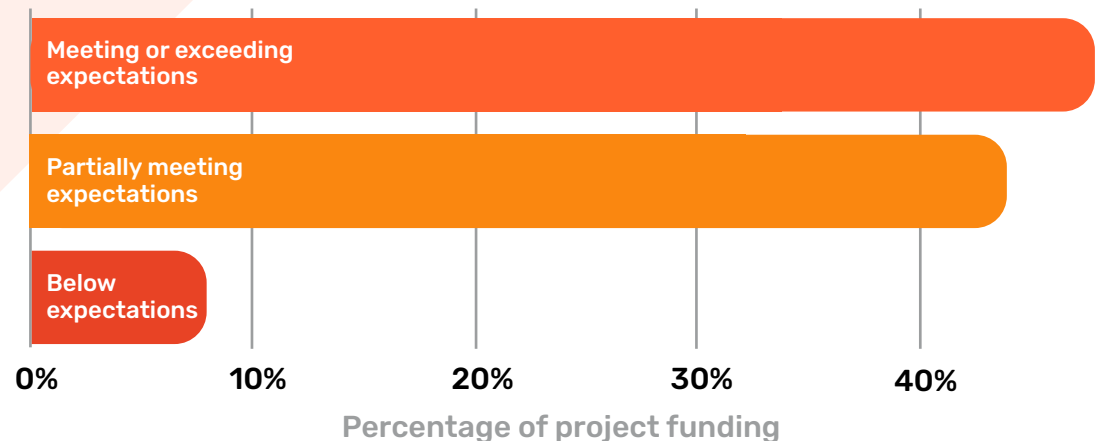
Target: 539

466*
SCHOOLS

Our projects operate in schools in some of the North's most deprived areas, and we are proud to have expanded our reach to 160 more schools compared to 2022-23.

Project performance

To ensure accountability and track progress, each SHINE project establishes clear, measurable goals. Despite the many challenges schools faced this year, we're pleased to report that **92% of SHINE funding** supported projects that achieved or exceeded their objectives.

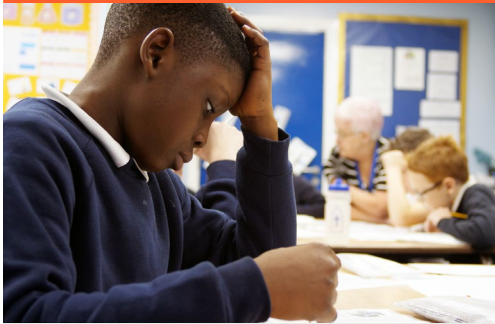


£2,618,144

INVESTED INTO SHINE PROJECTS

*This figure does not include data for one project which did not track parent numbers this year.
*One project reached 113 fewer schools than expected as we agreed a more gradual approach to expansion.

ARE YOU REALLY READING?



90%

of children at Delph Side Primary School, Skelmersdale

passed their SATs

in Reading, far exceeding initial expectations.

NUMERACY BRIDGER

Of those pupils who improved their numeracy age using this intervention, the mean average age increased by

1.6 yrs

The largest individual improvement was 3 years.

[Click here to read more](#)

ONE TOOL - ALL OF THE FACTS

93%

of relevant pupils showed

increased fluency in times tables

at the end of the programme, compared to the start.

EARLY YEARS AT VANTAGE

Between Autumn 2023 and July 2024, early years foundation stage

attainment

across the Vantage Trust improved by

42%

FLUENCY FOR ALL

92.9%

of Year 7 students could read at a speed of at least

100 words per min

after taking part in the project, compared to just **59%** before.

[Click here to read more](#)

BOROMI PLAY LIBRARIES



The communication, language and oracy skills of children using Boromi Play Libraries this year increased by

19.3

 percentage points

[Click here to read more](#)



SCIENCE CURRICULUM HUB

Year 6 pupils recorded an increase in **science attainment** of, on average,

7.3

percentage points, from **58.3%** to **66.2%**

[Click here to read more](#)

Louise's story

Teacher Rachel Ward is passionate about ensuring that the most vulnerable children receive the support they need to succeed in reading from the very earliest opportunity.

She believes that early literacy intervention can make a significant difference in the educational journey of the most vulnerable children.

With SHINE's support, Rachel created Ready Let's Read, a bespoke programme that pairs skilled teaching assistants with small groups of Reception-age children. One of the many children who has benefited from this programme is Louise.

[Click here to watch Louise's story.](#)

Kofi's story

Kofi, a 4-year-old from a deprived part of Salford, lives with his parents in a small high-rise flat, where space is tight and opportunities for learning activities are limited. His parents, who face significant language barriers and had a limited formal education, often find it difficult to engage with Kofi's education.



To help children like Kofi, the **Early Years at Vantage** programme, funded by **SHINE**, was introduced at his school – part of the Vantage Academy Trust. The programme, designed to boost parental involvement and understanding of early childhood development, included six interactive sessions. Each week, the sessions focused on a different aspect.

Initially hesitant, Kofi's mum gradually became more confident and engaged. The programme helped her replace screen time with storybooks and create a more supportive learning environment. Through the structured sessions, Kofi's mum learned new ways to help Kofi learn at home, even though they have a small apartment.

The programme's success highlights the importance of parental involvement in early childhood education and the positive impact that targeted interventions can have on children from disadvantaged backgrounds.

By providing parents with the tools and knowledge they need, programmes like this can help to level the playing field for children who have not enjoyed the same opportunities as some of their peers.

[Click here to read the full story.](#)

Lincoln's story

SHINE has a proud track record of supporting innovative educational technology programmes. One of the latest is **Chatta**, a groundbreaking tool created by teacher Chris Williams.

Chatta, an award-winning platform that connects images with language, aims to boost students' vocabulary, oral communication skills, and writing abilities. It also aims to close achievement gaps for disadvantaged children.

This year, [SHINE awarded Chris a grant of £97,000](#) to introduce Chatta into 50 schools in Hull, Liverpool, West Yorkshire and Newcastle.

Lincoln, a student at Princes Primary School in Liverpool, is one of many benefiting from this expansion of the programme. Lincoln used to be painfully shy and would never speak in class. But since using Chatta as part of his daily timetable, he's become confident, expressive, and eager to share his experiences with his classmates.

[Click here](#) to watch Lincoln's story.

Chatta is the most exciting thing I've seen in education for 20 years.

JO CLEGG

Early Years Leader, St Anne's Primary School, Liverpool

Boromi Play Libraries

Last year, young children who used Boromi Play Libraries showed notable gains in language and communication skills, enhanced social and emotional development, and positive behaviour changes at both school and home.

★ A 10.3 percentage-point increase in parents' confidence, knowledge and ideas to initiate play-based activities with their child.

★ Participating children's communication, language, and speaking skills improved by 19.3 percentage points.

★ A 10.7 percentage point increase in children's social and emotional development.

★ Behaviour improved at both school and at home, with a 10.6 percentage-point increase across the two years.

[Click here](#) to read more.

SHINE

Fluency for All

Students taking part in the pilot of a groundbreaking reading intervention programme backed by **SHINE** have made significant gains in their reading abilities.

Year 7 pupils at 6 North East schools taking part in the first year of the **Fluency for All** programme had their reading skills measured by a range of data sources.

The main measure of progress for all six was a standardised reading test. Analysis of students' standard age scores (SAS) demonstrated significant progress. Students who received the intervention consistently outperformed those who did not.

Reading test data also indicates that students' comprehension of texts they read has improved. "We hypothesise that this is because



pupils background knowledge has increased through reading a range of carefully curated non-fiction," said project lead Louise Quinn, Director of Shotton Hall Research School in Peterlee.

"Overall, quantitative data suggests real evidence of promise for the programme," said Louise, who last year successfully bid for funding of almost £100,000 from SHINE.

At its core, Fluency for All is an evidence-based peer-tutoring programme that sees children reading out loud for 20 minutes a day, two days a week, under the guidance of tutors – older students who have received bespoke training.

The sessions, which take place during morning registration time, involve three anthologies of non-fiction texts, written specifically for the programme by Louise and her colleagues.

The project targets pupils who are struggling, hesitant readers, some of whom come from a disadvantaged background.

[Click here](#) to read more.

IMPROVING READING



Impact highlights

- ★ **41% of students initially read at less than 100 words per minute (WPM). By the end of the intervention, this had dropped to just 7.1%.**
- ★ **62.9% of students now read at least 120 WPM, enabling them to access the majority of the curriculum, up from only 24% at the start.**
- ★ **10% of students achieved over 161 WPM, fully equipping them to access the whole curriculum.**
- ★ **Only 2.25% of pupils overall did not improve WPM.**

Home Literacy Project

A pioneering home-based early years project has successfully boosted children's literacy attainment and engagement, while encouraging effective parenting approaches and strengthening home-school relationships.

The **Home Literacy Project**, led by the Astrea Academy Trust in South Yorkshire, aimed to raise literacy attainment for disadvantaged nursery children.




Thanks to a grant from **SHINE**, over three years, early years practitioners worked with nursery new starters and their families in their homes.

During four home visits over the course of a year, children and their parents engaged in family literacy activities such as sharing books, singing nursery rhymes and writing shopping lists.

Each child taking part was tracked during the project to see what progress they made in the five strands of early literacy. Evaluation was integral to the programme, with both qualitative and quantitative data being collected and analysed to demonstrate impact for children, parents and practitioners.

[Click here](#) to read more.

Impact highlights

-  **41.2% more children are now able to sit and hold a pen properly, with the number increasing from 7 to 28 children**
-  **The number of children able to combine lines and circular marks increased by 54.9%, rising from 11 to 39 children.**
-  **39.2% more children can now string together 4 or 5 words to form basic sentences, with the number growing from 12 to 32 children.**

Story Time Maths

One of the new projects SHINE funded this year is Story Time Maths, in Tameside.

Created by Helen Clarke, Deputy Headteacher at Dane Bank Primary School, the project seeks to bridge the gap in maths understanding between disadvantaged early years children and their peers by creating a high-quality mathematics curriculum based on storybooks.

The project also involves a series of workshops for parents, who are shown how they can talk about maths with their children and introduce the subject through fun activities at home.

[Click here](#) to watch a film about the project.



*Project lead
Sam Slingsby
with a student.*

Numeracy Bridger

Students taking part in a numeracy programme backed by SHINE have shown impressive progress, with improvements of up to three years and an average gain of over 1.5 years.

Of the pupils who completed the Numeracy Bridger intervention last year, nearly 70% made measurable gains, significantly closing the gap between their numeracy age and their chronological age. Individual improvements ranged from 5 months to 3 years and a mean improvement of 1.6 years.

Numeracy Bridger has been devised by Sam Slingsby, a teacher at Educational Diversity, an alternative provision school in Blackpool for children unable to attend mainstream schools.

[Click here](#) to read the full story.

Science Curriculum Hub

A project created to bridge the gap in science knowledge between Year 6 and Year 7 students has “galvanised change” in primary schools, says its creator, Alex Robertson.

Pupils involved in the programme have outperformed their peers on science assessments.

Alex, from Sacred Heart Catholic High School in Newcastle created the **Science Curriculum and Training Hub** after witnessing many children, particularly those from disadvantaged backgrounds, starting at the school and very much needing opportunities to develop their science skills. This issue often leads to teachers spending significant time helping these students catch up with their classmates.

Alex’s solution was to create a comprehensive science curriculum resource for primary schools, providing specialist resources and lessons designed by secondary science teachers.

[Click here](#) to read the full story.



The Story Project

Early results from a groundbreaking **SHINE**-backed project in Bradford show that storytelling can be a powerful way to help young pupils better understand their emotions, build empathy, and manage their feelings.

The Story Project, which uses children's books and stories to teach emotional and social skills, has seen pupils expanding their vocabulary for talking about feelings, learning practical ways to handle emotions, and growing more confident in discussing sensitive topics.

Launched in January 2024 following a grant of SHINE grant of £600,000, The Story Project has been working with five Bradford primary schools,

using relatable stories to explore emotions and wellbeing with children in Years 2 to 6.

The Story Project has partnered with ImpactEd Evaluation to assess its impact across the five schools. An interim report, based on data from January to July 2024, presents early findings on the programme's effectiveness and highlights its successes, challenges, and areas for improvement.

The report finds that teachers and pupils alike are seeing the benefits, with pupils engaging more openly in discussions about feelings, and teachers feeling more equipped to guide these conversations.

In particular, children have made significant strides in developing their emotional literacy and vocabulary.

Creator of The Story Project Olivia Richards said: "ImpactEd's findings support what we hear from teachers and children on a regular basis, The Story Project has a very positive impact on children's understanding of wellbeing and mental health."

[Click here](#) to read more.






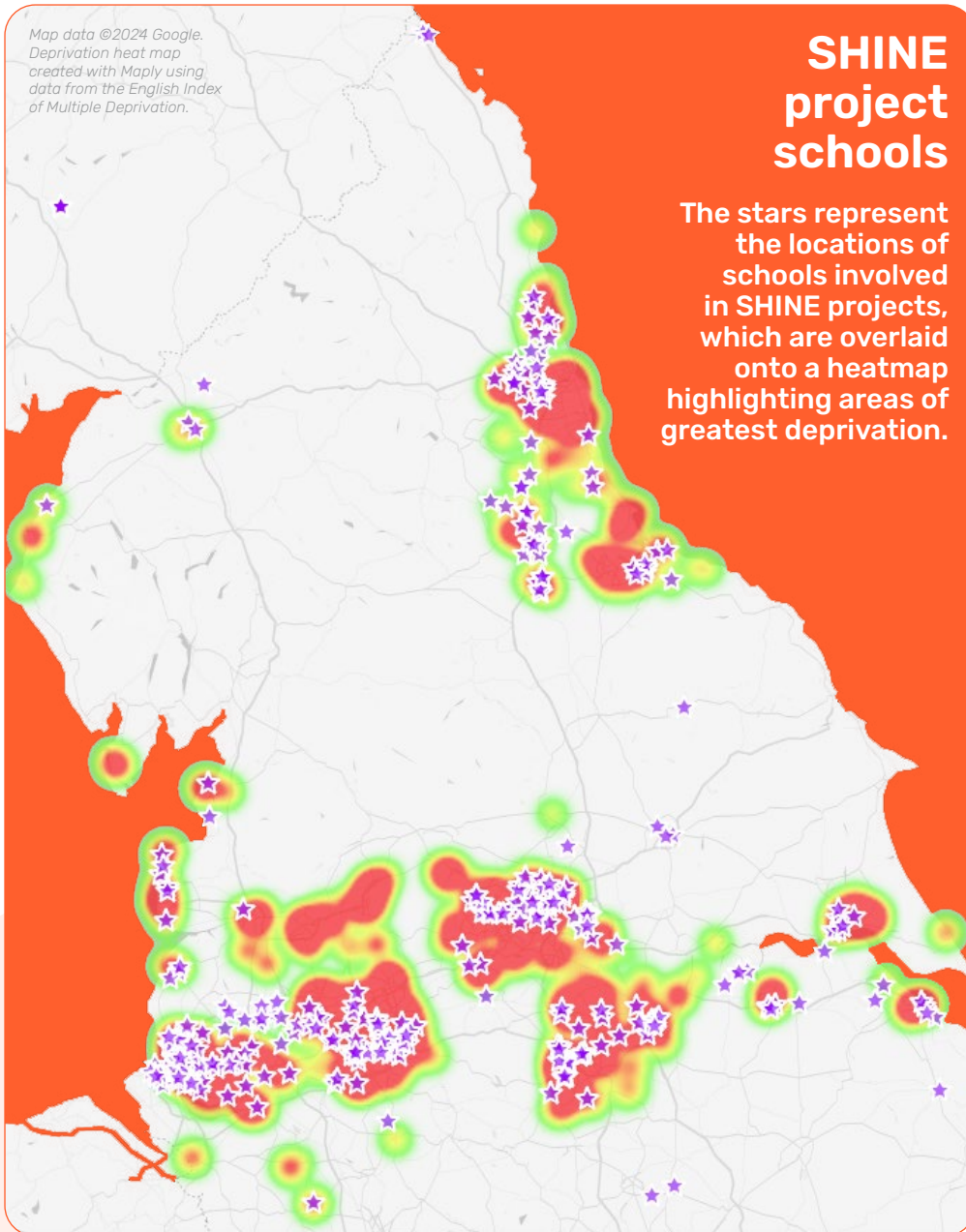
We have learnt that lots of people feel sad, it is normal, but there are lots of people who can help.

PUPIL

Bradford primary school

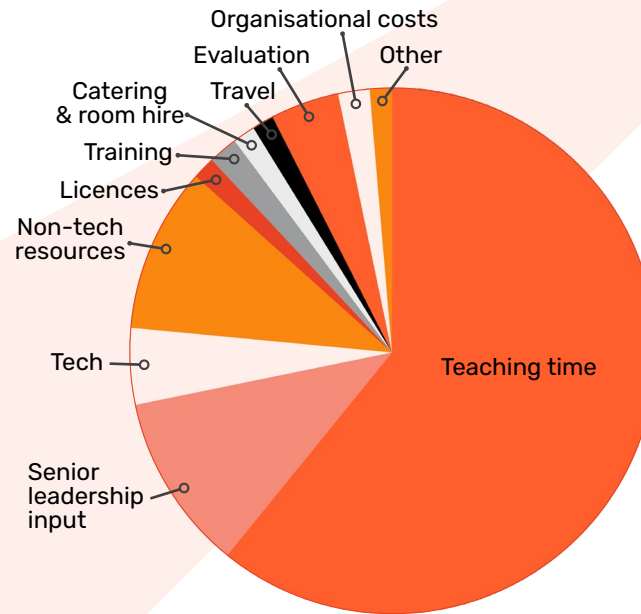
Impact highlights

-  **Children have developed a deeper understanding of emotions and wellbeing. Their vocabulary related to wellbeing has improved by 42.18%.**
-  **The programme had a positive impact on pupils' wellbeing and emotional management skills. Notably, children on free school meals experienced a 7% increase in their understanding.**
-  **Children are becoming more empathetic and aware of their emotions. Teachers initially rated pupils' empathy skills as "poor" but saw a significant 37.25% improvement by the end of the project.**



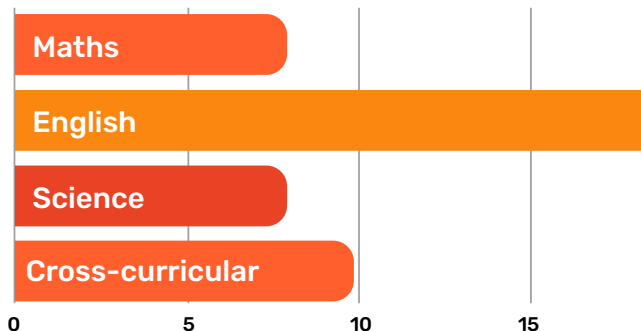
Breakdown of grants spend

This is what SHINE funding paid for:

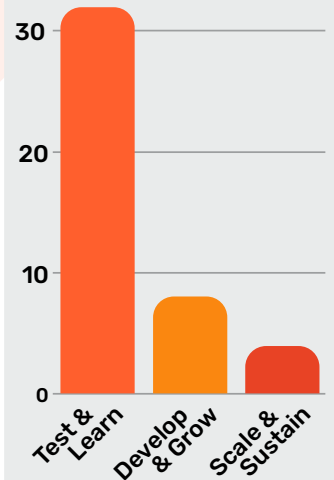


Project subject focus

SHINE prioritises projects that focus on the core subjects of English, maths and science.



Project stage



SHINE categorises projects into three phases of development:

Test & Learn – SHINE helps to test the idea, initially on a small scale

Develop & Grow – The project demonstrates an impact on children and SHINE helps it expand

Scale & Sustain – The project increases in scale and no longer needs funding from SHINE

A message from our Chair



We know that there are big challenges still to address but I am incredibly proud of the progress we've made this year, reaching over 48,000 children, supporting nearly 1,800 teachers, and engaging with more than 3,300 parents. These accomplishments are a testament to the incredible partnerships we have fostered and the tireless work of so many.

First and foremost, I want to extend my heartfelt thanks to all the teachers who continue to inspire and uplift children, even in the most challenging circumstances. Your passion and dedication are the foundation of everything we do.

I also want to thank our partners, schools, and community leaders who help us turn our vision into reality, and to our generous donors, whose support fuels our mission to improve educational outcomes for disadvantaged children in the North of England. Your belief in our work is what makes this possible.

Yet there is so much more still to do. Together, we will continue to break down barriers to learning, creating brighter futures for disadvantaged children. Thank you for being part of this journey. I look forward to working with you to drive forward our impact for the future.

Raksha Pattni, Chair, SHINE

