

Review of UK Grant-making September 2018

What are we learning about our effectiveness as a grant-maker?

What are we hearing from the organisations we fund and others we work with?

How are we responding?



Introduction

Overview

This is the second of our published reviews of UK grant-making. Produced initially for PHF's board of trustees, advisers and staff, we are sharing it publicly as we recognise that others may be interested in what we are learning and how we are responding.

The review shares what we are learning about our effectiveness as a grant-maker.

Grants analysis

It analyses the themes and patterns in the grants made since the launch of the current PHF strategy in 2015:

Why is the grantee doing this work?

What issues are they tackling, what outcomes do they want to achieve?

How are they doing it?

What approaches and methods are they using?

Who do we fund?

Types of organisations and where appropriate, who they are working with

Learning from PHF staff

It summarises what we are hearing from the organisations we fund and some of the things we are doing differently in response to what we are learning, including the challenges and opportunities we see ahead.

This insight comes from conversations with PHF staff, drawing on their knowledge of the organisations and sectors that PHF supports, conversations with grantees and grantees' reports and our ongoing evaluations in specific areas.

Next Steps:

The review is part of an ongoing programme of analysis and learning at PHF, involving trustees, advisers and staff.

Over the coming year, this work will continue to inform our thinking and planning about how to respond to changes in the fields in which we work, how best to support grantees and the wider sectors, and how to refine our grant-making. It is also informing our decisions about future objectives for research and evaluation.

Notes:

A grant may appear in more than one category under the 'why', 'how' and 'who' sections.

'Grants plus' under the 'our learning' sections, refers to any additional support beyond the grant, often related to convening, sharing research and knowledge and/or buying in expert support grantees may wish to access.

PHF has six priorities for its work in the UK:

1

Supporting **imaginative people** to nurture exciting ideas

We invest in the potential of people and organisations, valuing their capacity to see the world differently and make change happen. Through the **Ideas and Pioneers Fund** (see page 4) we support the development of ideas that are untested and can be unusual. We are comfortable with a degree of risk, recognising that investment in an idea early can bring unexpected and exciting outcomes.

2

Widening **access and participation in the arts**

We believe in the enduring power of the arts as a force for change, enriching people's lives and communities. Through the **Access and Participation Fund**, we support organisations that have ambitious plans to widen access to and deepen participation in the arts. Our emphasis is on addressing inequalities of opportunity and creating space to step back and look at the systemic problems preventing participation (see page 6).

3

Improving people's **education and learning through the arts**

For many young people the only opportunity to gain access to arts education is at school. Through the **Arts-based Learning Fund** we support the arts and cultural sector to work effectively with schools, while our **Teacher Development Fund** focuses on helping teachers to develop their own skills to deliver art and embed learning through arts in the primary curriculum (see page 8).

4

Showing that the arts make a difference to people's lives

The evidence base for the value and impact of the arts in people's lives is weak. Through the **Arts Evidence Development Fund*** we are contributing to better evidence, working with others to collect and share evidence that helps to explain the difference the arts can make to people's lives and communities (see page 11).

5

Investing in **young people to achieve positive change**

We support organisations at different stages of development to improve, consolidate and spread practice that ensures young people achieve their full potential. Our **Youth Fund** helps organisations become better prepared by providing core funding support, while our **Growth Fund** provides longer-term funding to support organisations to identify and implement practical steps to growth (see page 12).

6

Supporting **young people who migrate and strengthening integration** so that communities can live well together

We celebrate the opportunities for social, economic and cultural enrichment generated through migration. The **Shared Ground Fund** is designed to realise these opportunities and support a more socially equal society. Our work in this area is most concerned with ensuring that young people who have migrated can address the significant barriers that affect their ability to thrive (see page 14).

*application is by invitation only

You can also find information about all the grants we make in our grants database on the PHF website and via 360Giving.

Ideas and Pioneers Fund

73 Grants analysed

Priority **1**

Supporting imaginative people to nurture exciting ideas

WHY? Common longer-term outcomes grantees are focused on*



*Given the broad range of intended outcomes, only the most common are reported above

HOW? Common approaches and methods



WHO? Grantee types



*Including Company Limited by Guarantee, Community Interest Company and Registered Charity status

Most common longer-term intended beneficiaries



OUR LEARNING

Ideas and Pioneers Fund

SECTOR CONTEXT

The funding landscape is complex to navigate for applicants who need help with **ideas development** and **early stage start-up**.

Grant-makers like PHF, who fund mostly organisations with established track-records, **need to re-think their approaches** to understanding and meeting the needs of different types of potential applicants.

CHALLENGES

Reaching more young people with innovative ideas.

Encouraging applications for **ideas in the early stages of development** - not for projects that are already fully scoped and ready to grow or scale-up.

Managing the end of grants when grantees' next steps do not fit PHF's other funding options.

OPPORTUNITIES

To **involve alumni** as mentors to new grantees and as part of a developing network.

To widen PHF's **non-financial support offer** to grantees and to explore options to provide (or refer elsewhere for) **follow-on funding**, in collaboration with the School for Social Entrepreneurs.

GRANTEE NEEDS

Needs differ considerably between grantees, with some requiring more non-financial support than others.

Follow-on funding to take next steps at end of the Ideas and Pioneers Fund grant.

Mentoring opportunities across a wide range of subjects and sectors.

GRANTS PLUS

PHF has learned that one size does not fit all and a **tailored support programme is more likely to meet grantees' needs**.

The **balance between financial and non-financial support** is increasingly moving towards the latter.

KEY PHF DEVELOPMENTS

Roadshow events

Piloted roadshow events across the UK, aimed at encouraging applications from young people who want to make social change happen.

Communication

Reviewed PHF's website and online communications to appeal to a wider audience and those less used to making applications.

Effectiveness

Assessing the effectiveness of PHF's approach, as the first grantees complete their work.

HIGHLIGHTS

Continuing to **reach a broad range of individuals**, with a few more young people than in the previous year.

In a review of 23 completed grants, 21 grantees were exploring how to take the **idea forward** or next steps, and **21 were likely to develop new ideas** as a result of Ideas and Pioneers funding.

We can now see this work starting to effect change. This includes securing large grants from elsewhere, further developing products and services or employing more staff.

Arts Access and Participation Fund

108 Grants analysed

Priority **2**
Widening access and participation in the arts

WHY? Common outcomes grantees are focused on*

68 Developing creative skills and cultural capital

Developing the creative skills, knowledge and understanding of all participants - to address inequalities, open up access and participation and increase cultural capital.

34 Attitude, practice or policy change

Challenging accepted policy and practice about the arts and who they are for. Includes stimulating dialogue about societal issues and inequalities of opportunity.

31 Understanding the relationship between health, wellbeing and the arts

Recognising that a focus on widening arts access and especially participation in the arts can have a marked impact on the health and wellbeing of people experiencing health inequalities.

27 Removing health or disability-related barriers

Supporting increased arts access and participation by removing health and disability related barriers (physical, financial or social) to cultural inclusion.

26 Developing transferable skills

Widening arts access and participation can contribute to the development of skills (including soft skills, as well as technical skills or new knowledge). This can enable improved access to, and participation in, education, employment or engagement in society.

*Given the broad range of intended outcomes, only the most common are reported above

HOW? Common approaches and methods*

69

Cross-sector partnerships

Working with organisations outside the traditional arts and culture sector, including mainstream service delivery.

48

Co-created approach

The art or cultural endeavour is produced with participants taking an active role in shaping the way it is created, planned and delivered.

45

Organisational development

A process of organisational change or development to deliver the work more effectively. Often involves embedding participant-led practice across the organisation.

36

Participant learning

Work that develops skills of participants, including mentoring, peer to peer learning, workshops or tailored training.

27

Practitioner learning

Learning and skill development of creative professionals, practitioners and artists, including in a participatory setting.

*Given the broad range of approaches, only the most common are reported above

WHO? Grantee organisation types



49 Arts organisations, where access and participation is core to their mission

52 Other arts organisations

7 Non-arts organisations

SECTOR CONTEXT

Arts Council England's increased focus on diversity is influencing how applicants and grantees plan and prioritise.

Changes and instability in statutory funding across Scotland, Wales and Northern Ireland is impacting on grantees' ability to plan longer-term work.

Local authority funding cuts and de-prioritisation of arts in many areas continues to be a challenge, in particular for smaller organisations.

CHALLENGES

Access and participation work requires **long-term commitment**. But many organisations are **limited** in their ability to plan long term by **standstill and short-term statutory funding**.

Local and national **government policies and budget reductions** across social sectors continue to **increase inequality of opportunity** across the UK. This is increasing the **need for arts organisations to intervene** and develop specialist skills to manage complex issues with participants and in communities.

OPPORTUNITIES

Increased **exploration of 'co-creation' approaches**; involving communities directly in the development and production of work.

Increase in number of organisations with **access and participation aims at the core of their mission**, making this work a priority for all staff and the key focus of all programming.

An increasing number of grants that **provide new and different ways for groups to interact within communities**. They share common ground with other PHF funds, enabling shared learning and the possibility of greater impact through working with partners outside the arts and cultural sector.

GRANTEE / SECTOR NEEDS

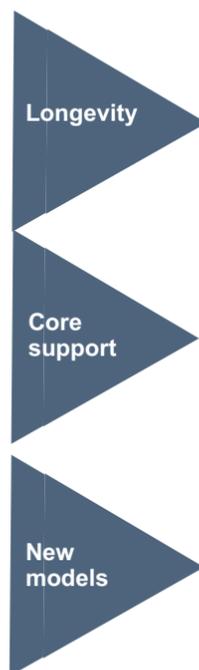
Continuing **need for skills and support to enable evaluation and learning**.

Longer-term investment and a contribution to core costs to increase capacity to deliver are important to grantees.

GRANTS PLUS

Evaluation support for 'explore and test' grantees is meeting a need.

KEY PHF DEVELOPMENTS and LEARNING



Arts access and participation work is **resource heavy and time intensive**. **Long-term commitment to communities** is the key to meaningful change.

PHF needs to continue to provide **an element of core support**, to ensure organisations have capacity to **deliver and measure long-term impact**.

Arts organisations are **developing, exploring and testing new models** in response to evidence that the arts remain **inaccessible** to many people.

HIGHLIGHTS

The Fund supports a wide range of approaches to increasing arts access and participation. Clusters of shared practice are emerging.

Organisations and programmes focused on increasing access and participation for and with people with **physical and learning disabilities**.

More organisations actively developing **partnerships across other sectors**.

An increase in co-created work, where organisations enable communities to inform and lead programming.

Arts-based Learning & Teacher Development Funds

77 Grants analysed

Priority **3**
Improving people's education and learning through the arts

WHY? Common outcomes grantees are focused on

24 Attainment

Closing the attainment gap
Carrying out research to identify the impact of an intervention on pupils experiencing educational inequality.

21 Teachers' skills

Supporting teachers
Improving teacher education, knowledge, confidence or skills to deliver arts-based learning activities.

18 Social Skills

Developing personal and social skills
Improving communication, team-working, confidence, self-esteem and resilience. These skills underpin children's engagement in learning, attainment and longer-term outcomes for progression and employment, particularly amongst pupils experiencing disadvantage.

7 Improved sector infrastructure

Delivering sector expertise and infrastructure
Exploring new models for partnership working between schools and arts organisations and effective professional development for both teachers and artists. Sharing knowledge through local infrastructure, such as Cultural Education Partnerships.

2 Higher order thinking skills

Developing cognitive and metacognitive skills
Supporting awareness of cognition (the process of learning) and metacognition (higher order thinking) such as problem-solving techniques or the ability to evaluate and analyse.

HOW? Common approaches and methods

32

Teacher development

Building the skills, knowledge, confidence and interconnectedness of teachers to maximise the impact of arts for young people and to develop and spread good practice in teaching and learning in and through the arts.

13

Creative writing

Using arts-based approaches to raise pupil engagement in creative writing, as well as to support pupil engagement with core literacy areas - including spelling, punctuation and grammar.

11

Digital learning

Combining online digital media with traditional classroom methods to increase access to arts-based learning for groups currently under-served, for example those that are in rural isolation or being educated in non-mainstream settings.

5

STEAM

STEAM draws connections between Science, Technology, Engineering, the Arts and Maths in order to provoke dialogue, enquiry and critical thinking.

WHERE? Setting & Context



61 Primary (5-11 yrs)

20 Secondary (11-18 yrs)

19 Cultural 'cold spots' e.g. rural areas, coastal towns

13 Non-mainstream settings e.g. pupils with special needs

WHO? Grantee types

Arts & cultural organisations (60)

Strategic organisations (11)

Schools and Multi-Academy Trusts (6)

OUR LEARNING

SECTOR CONTEXT

More public policy attention on **education and social mobility**.

More interest in the **role of education in developing creativity**, related to **skills required in the future workforce**.

But **economic policies** and the government's **industry strategy** are **not well aligned to education policy**.

CHALLENGES

Disentangling the creativity and arts education debates; they are not synonymous.

Understanding the **relationship between disadvantage and educational inequality** and how arts-based approaches can help overcome barriers to learning.

Understanding opportunities within the curriculum for arts-based learning.

Arts-based Learning and Teacher Development Funds

OPPORTUNITIES

The RSA/EEF* **'Learning about Culture' project** is increasing understanding of the **role of evidence in education and learning through the arts**.

The **Durham Commission** continues to offer an opportunity for a **focused, cross-disciplinary inquiry** into the value of creative thinking and how it is supported by the current education system.

*RSA: Royal Society for the Encouragement of Arts;
EEF: Education Endowment Foundation

GRANTEE / SECTOR NEEDS

Cultural organisations and schools need to continue to develop **effective partnership working**.

GRANTS PLUS

Where a **group is supported to learn together** over a period of time (e.g. through the Teacher Development Fund) this can yield strong results.

Work with creative writing grantees has shown the value of **bringing together** small and scattered organisations to **make connections and reduce isolation**.

KEY PHF DEVELOPMENTS and LEARNING



Our understanding of **educational inequality** continues to develop. This is helping us to fund approaches which most clearly **support the needs of learners experiencing disadvantage**.



From the Teacher Development Fund especially, learning how **arts organisations and arts practitioners** can **work most effectively with teachers**.

Through the Teacher Development Fund, improved understanding of **mechanisms to bring about whole school change**, including the key role of senior leaders.

HIGHLIGHTS

The number and quality of applications from **school-led partnerships** to the latest phase of the Teacher Development Fund.

The first completed 'explore and test' grants show **small grants fulfilling the need for experiment, allowing organisations to understand the feasibility of new approaches**.

Arts Evidence Development Fund: work supported to date

Priority **4**

Showing that the arts make a difference to people's lives

PHF wants to help to build the evidence base so that others, including government, can understand the difference the arts make to people's lives

Three aims:

- 1 To fill evidence gaps
- 2 To improve evaluation practice
- 3 To enable access to evidence

*Our support for arts evidence is **administered by invitation only** and usually takes place in partnership with other funders*

1 Filling evidence gaps

Sistema Scotland: Gathering long-term evidence of the impact of their music programme on children, young people and families.

Royal Society for the Arts / Education Endowment Foundation: Measuring impact of cultural learning on young people's academic and non-cognitive development and creativity. Five randomised control trials of cultural learning approaches in primary schools, plus research with participating schools to understand how and why outcomes differ between contexts. Partnership funding with the Department for Digital, Culture, Media and Sports (DCMS) and others.

Cambridgeshire Cultural Foundation: A feasibility study of a scheme to encourage young people to take up arts and cultural opportunities in Cambridge. The scheme aims to enable providers to make better use of participation data. Analysis of statutory data will examine links between participation and other outcomes for young people. Partnership funding with Arts Council England and local authorities.

2 Improving evaluation practice

Supporting a **programme of activities at Tate Exchange to develop practice** in research and evaluation of participatory arts. Year one focused on organisational learning for Tate. Support for year two enables the testing of methods to capture effects of participation - even brief interactions - on members of the public.

Supporting **creative writing organisations** to pursue a **shared approach to evaluation**. Phase two enables the group to collaborate to share practice, to develop an evaluation tool to map how children become writers, to work together on communicating evidence of impact.

3 Enabling access to evidence

All Party Parliamentary Group on Arts Health and Wellbeing to gather evidence of the relationship between arts and health/wellbeing. Their report 'Creative Health' was published in 2017. Phase two of PHF support enables work with the King's Fund to influence practice and policy in health services. Partnership funding with the Wellcome Trust.

Following the **Arts and Humanities Research Council's (AHRC) Cultural Value report**, King's College London led a consultation on how to connect researchers, practitioners and policy makers in understanding cultural value. The resulting scoping study led to agreement between AHRC, Arts Council England and PHF to support a new centre to foster dialogue, increase use of existing evidence and encourage effective partnership working and between sectors.

Youth and Growth Funds

108 Grants analysed

Priority **5**

Investing in young people to achieve positive change

WHY? Common outcomes grantees are focused on

41 Learning and Developing

Building strengths and capabilities

Informal and structured learning opportunities to manage personal circumstances and increase skills and resources.

22 Engagement

Encouraging young people to take part

Safe space, fun activities and informal learning, connecting to and creating a positive peer group and building relationships with the community.

17 Leadership

Identifying potential and harnessing talents and abilities

Investing in strengths and capabilities, taking and gaining responsibility and motivating others as an empowered member of society.

17 Taking action

Practical experience in the community

Active participation in the community and society, increasing youth voice and influence, engagement in democracy.

11 Sector support

Strengthening sector infrastructure

Improving quality of practice and use of evidence, enabling strategic coalitions, supporting leadership and good governance.

HOW? Common approaches and methods*

21

Youth work

Including youth clubs, outreach and drop-in.

19

Youth leadership and voice

Youth leadership, rights and voice.

12

Legal support and advice

Legal advice, rights representation, advocacy.

10

Arts and Culture

Including arts, culture, creativity, self-expression and media.

8

Health and wellbeing

Including physical and mental health and wellbeing and healthy relationships.

*Given the broad range of approaches, only the most common are reported above

WHO? Types of organisations being funded



64 Direct delivery, specialist youth organisation

26 Direct delivery, general youth organisation

11 Other support for sector, capacity building or infrastructure

7 Support for sector, policy and campaigning

SECTOR CONTEXT

Surge in **serious violent crime plus** continuing increase in **racism** and other **hate crime** affecting young people.

Ongoing **high threshold** for young people to **access mental health support**.

Increasing **appetite for youth organising** and **youth movement building** but lack of practice. This prompted PHF research around youth engagement.

CHALLENGES

Lack of attention to youth policy across government means youth work and organisations focused on young people have **complex routes to navigate** when seeking to influence national policy.

A focus on youth social action and volunteering marginalises the importance of a statutory provision of youth services.

Current **interpretation and 'framing' of youth social action** in government policy is restricted by an emphasis **on service and volunteering**.

OPPORTUNITIES

Increasing **appetite for listening to young people** (from central/local government, funders and commissioners).

Enabling young people to **use the rights agenda**.

Using **collaborative approaches** (involving young people in design and development) especially **to inform an appropriate digital offer**.

SECTOR NEEDS

Without core funding, youth organisations remain **vulnerable and reactive**, and lack sufficient resources for **strategic priorities**, such as influencing practice or policy.

Pressure to diversify and generate sustainable income has led to **more social enterprise models**, but **more support and appropriate skills are needed** for sustainable implementation.

GRANTS PLUS

Funded organisations give **positive feedback on convening**, where they co-design the agenda and focus on sharing practice and learning from one another.

Online platform is enabling networking, the seeking of support and advice and sharing of information and resources.

Continued demand for ways of **improving impact and learning practice** prompted PHF to commission research in this area.

KEY PHF DEVELOPMENTS and LEARNING



More **understanding of 'asset-based working'*** and what influences an organisation's approach. This informs our funding decisions, helps to identify potential development and provides focus for learning activity.



Focus on **supporting organisations to grow wider policy and practice level impact** with, and for, young people (including youth voice, youth engagement, democracy and youth rights).



Recognition that **core support and a flexible investment approach** creates stability and security, enabling organisations to reflect, learn, pursue change and focus on impact ambitions.



Developing framework for understanding approaches to **sustaining, preparing to grow and growing impact**.

HIGHLIGHTS

Supporting five organisations through the Growth Fund, providing long-term significant core funding alongside a package of expert support for organisational development and growth.

Introduction of **follow-on funding** for some Youth Fund organisations, where **two-year funding may not be long enough** for organisations to prepare or realise ambitions for growing impact.

*For more information go to <https://www.phf.org.uk/funds/youth-fund/#asset-based-approaches>

Shared Ground Fund 71 Grants analysed

Priority **6**

Supporting young people who migrate and strengthening integration so that communities can live well together

WHY? Common outcomes grantees are focused on

27 Civic participation

Civic participation for people who have migrated

Local and city infrastructure, including organisations and institutions which enable integration, are better able to manage changing demographics. Communities and young people who have migrated can confidently participate in public life.

18 Migration reform

Migration system reform

Influencing policy makers to achieve a more humane policy and legal framework, and working to create safe routes for people into the UK. Centred on principles of fairness, accessibility, due process, efficiency, equality and respect for human rights.

18 Support services

Access to quality support services

Improve the quality, capacity and access to support services that:
a) help people who have migrated overcome barriers to integration; and
b) prevent harm and risks associated with insecure immigration status.

17 Public perceptions

Change public narratives and perceptions of migration

The public debate becomes better informed and less polarised about migration involving a more diverse range of voices to contribute to a more welcoming environment for people who migrate to the UK.

HOW? Common approaches and methods

32

Research, policy and strategic communication

Includes research, policy analysis and briefings to influence policy or legislation change, and support with framing key messages and building communications capacity in the migration sector. Arts is also used as a vehicle for communicating and reaching new audiences.

27

Movement building

Cross-sector collaboration to effect change at local and national level. Includes building strategic alliances to help people take action on issues of mutual concern; supporting communities to challenge power and achieve change; and training and leadership development to encourage people with lived experience to lead social change.

22

Service innovation and delivery

Services to support people facing barriers or risk associated with insecure immigration status; and testing or developing new models of delivery to increase the quality, capacity and accessibility of services.

8

Legal work and strategic litigation

Support for work which primarily uses the law to achieve change through legal casework, test cases or judicial reform.

WHO? Types of organisations being funded



24 Service delivery and legal services

18 Campaigning and advocacy

15 Research institutes and think tanks

10 Infrastructure support

5 Funders

4 Arts organisations

*Some organisation types fall into more than one category, so total exceeds number of grants analysed

SECTOR CONTEXT

The policy environment continues to be very **volatile**. Continuing uncertainty about **timing of the Immigration Bill** and **settled status scheme** for EU citizens or **implications of Brexit** on EU citizens wishing to remain in the UK.

The 2017 general election changed the political environment and controversy about the 'Windrush' generation opened an opportunity to influence public debate.

Integrated communities strategy published for consultation.

The **#MeToo** campaign offered an opportunity for the sector to connect to a global movement and highlighted conditions faced by women in detention.

CHALLENGES

Government commitment to reducing **net migration** and to **hostile environment** continues.

Constrained resources and overwhelming demand restrain ability of the sector and PHF to work proactively and cohesively in a **rapidly changing environment**.

OPPORTUNITIES

New level of **media interest in immigration policy** creates **opportunities for voice and influence**.

Government's Integration Strategy creates an opportunity for civil society to **engage with the Ministry for Housing, Communities and Local Government**.

The 'Windrush' controversy provides an opportunity to highlight **parallels in the citizenship position of other groups**, including EU citizens and young people without secure or permanent immigration status.

SECTOR NEEDS

Core funding and funder flexibility are important in a **rapidly changing context**.

Support for **advice services** and **casework** to meet high levels of need and to **highlight effects of policy on people**.

GRANTS PLUS

Organisations report that regular **opportunities to come together**, including an annual residential, enable **more effective collaborations to influence the policy environment**.

PHF-commissioned research provides useful insights for the sector. This includes **policy scans** and **case study of strategic litigation** as a tool for social change.

KEY PHF DEVELOPMENTS and LEARNING



The combination of access to **data on integration** with **civil society** expertise can have a positive **influence on policy**.



Importance of **collaboration with other funders**. The Transition Advice Fund is an example of a pooled fund to support advice on **infrastructure development** and work on **settled status issues related to Brexit**.



Grants to develop strategic communications help the sector to **build a common narrative**.

HIGHLIGHTS

The sector **collaborated** to highlight the **experience of 'Windrush' generations** and influence the policy response.

The Citizenship and Integration Initiative, a pooled fund to enable secondments from civil society to the Greater London Authority, **influenced GLA's social integration policy**.