

Chameleon

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Fundraising for school projects

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Fundraising in Schools

£1.8bn pa collectively generated by schools in England through income generation activities.

2/3rds of primary schools actively raise funds.

PTA's raise on average £9,000 each year
1/4 of PTAs raise more than £10,000.

5,000+ grant funders.
Many programmes over subscribed.

Sources: Parentkind



SCHOOL
FUNDRAISING

Q. Fundraising or
Income Generation?

Is there a difference?

The challenges we face

Wolfson Foundation : Shared Insights

Common challenges experienced by applicants:

- Lack of time
- Lack of capacity
- Lack of expertise

Q. What actions could we take to tackle these issues in our school?

Q. Where does culture fit in here?

"We can't add time, but we can repurpose time"

The role played by organisational culture

- Schools raise more money when leadership are directly involved – *"the average gift size more than doubled when the Head is also involved in asking."* (IDPE Benchmark Survey 2024)
- *"Most large-scale gifts are made because someone close to the project has asked a peer, colleague or friend"* (Capital Fundraising in the UK, Molloy & Day)
- The impact of reluctant fundraising – *"we shouldn't have to fundraise"....or....."going cap in hand to our community might damage our reputation."*

Q. Is your school leadership fully supportive?

Sustainable foundations

Develop a plan

- How can our Income Generation efforts support the Development Plan?
- Understand context – SWOT analysis
- Look for quick wins – effort vs reward

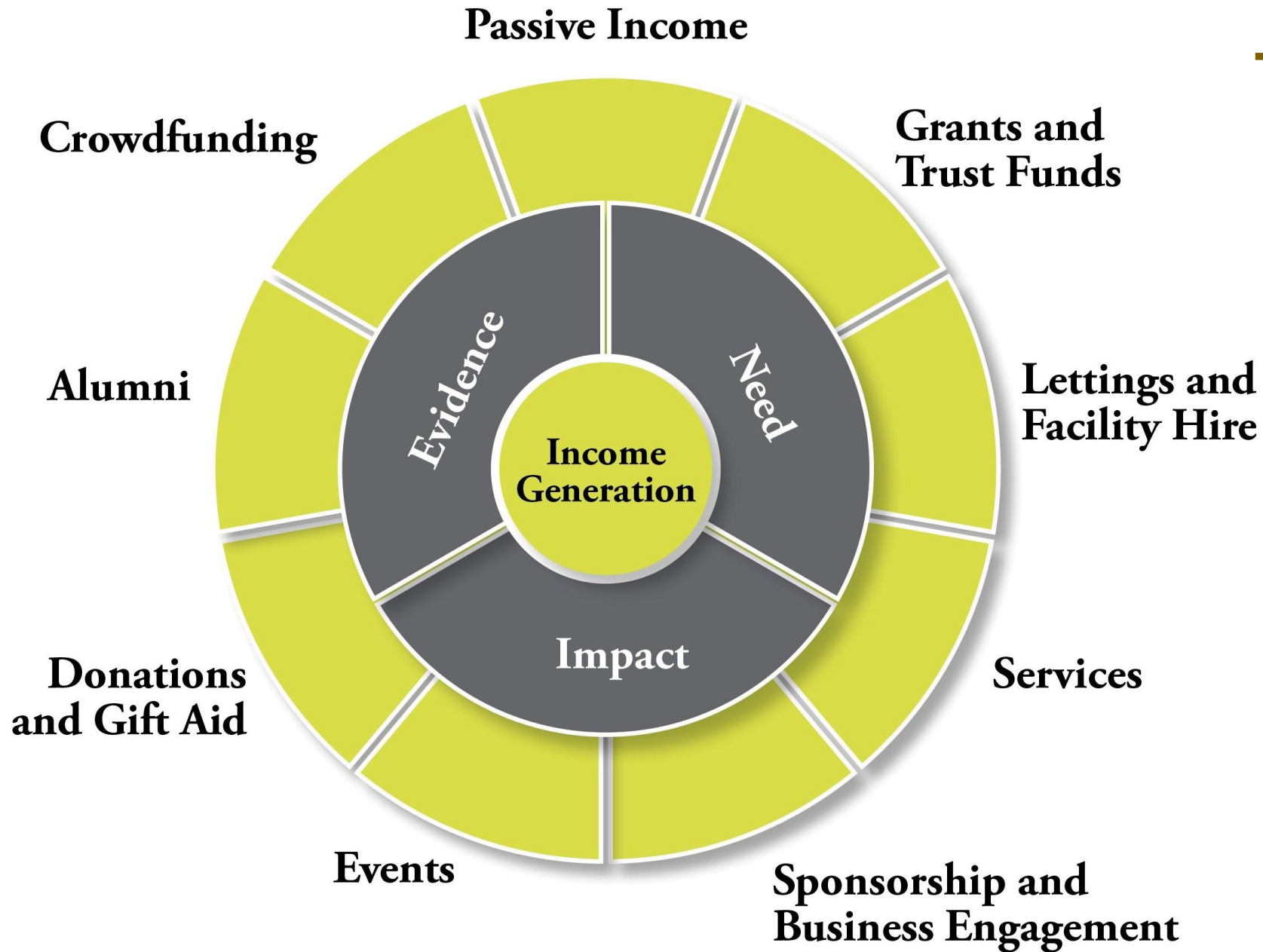
Build a team

- Parents and pupils make great ambassadors
- Leadership is vital
- Culture plays a role

Be creative

- It's not all about grant funding
- Think from the donor's perspective – perceptual positioning

The Wheel of Fortune



This graphic demonstrates the ways our schools can raise funds.

Not all of them may be options for your schools.

But some are!

60%

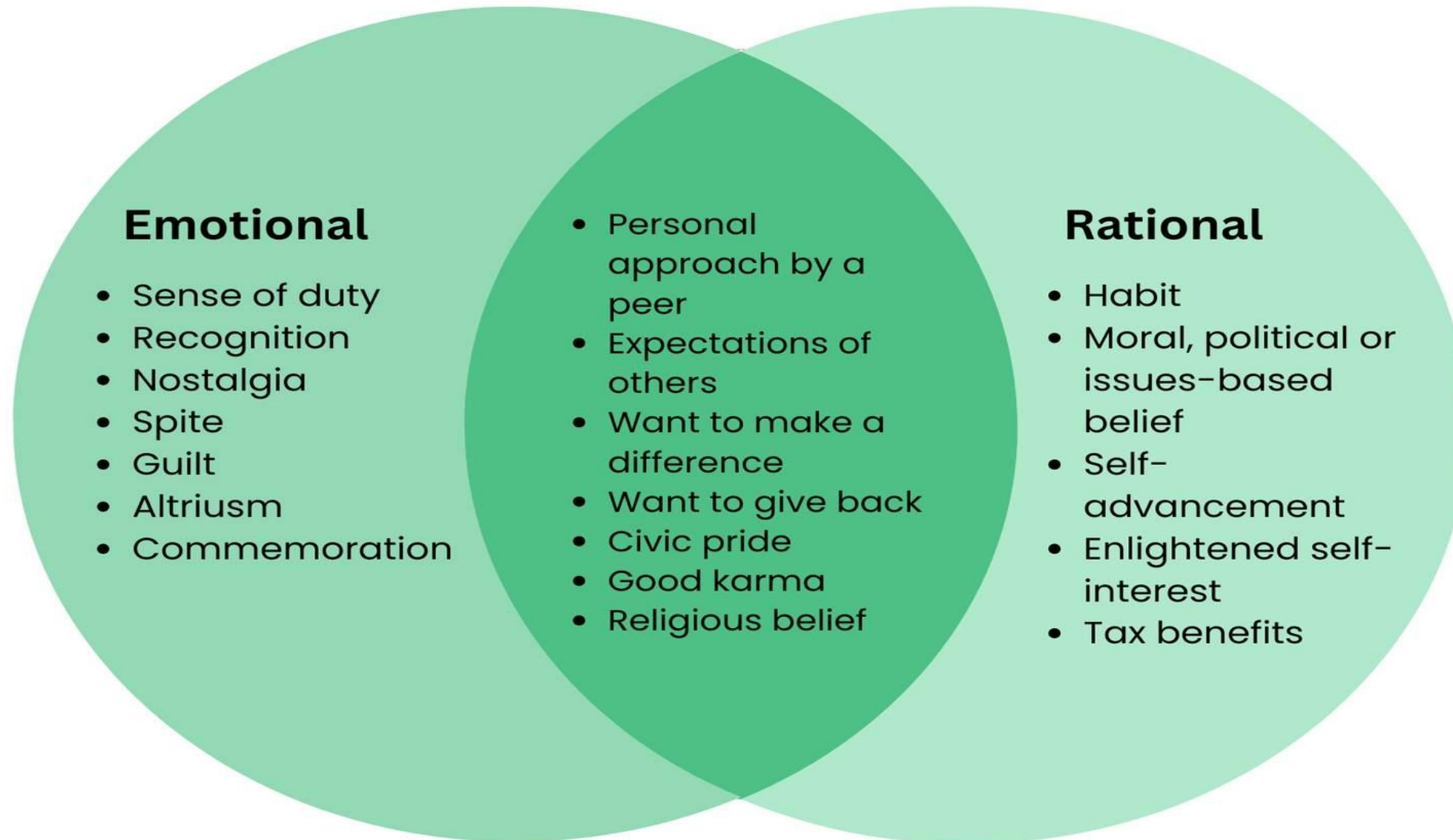
Regularly donate to charitable causes

3%

Regularly give to schools

Why the disparity?

Donor motivation – reasons for giving



Content Courtesy : Capital Fundraising in the UK – The Compton Way (Molloy and Day, 2005)

The process of asking

- 1. *Preparing*** ~ knowing the need and reasons why
- 2. *Relating*** ~ inviting/joining a worthy project (personal approach by peer = 80% more likely to say 'yes')
- 3. *Storytelling*** ~ be prepared to answer questions & have materials ready
- 4. *Asking*** ~ recognise and acknowledge pledge, mutually beneficial relationships
- 5. *Follow up*** ~ communicate campaign successes, invitation to launch

Remember - Win-Win works best. What does the donor expect in return? How can we build a long-lasting partnership?

Engage internal stakeholders first

ONE PERSON WITH
A BELIEF IS EQUAL
TO NINETY-NINE
WHO HAVE ONLY
INTERESTS.

John Stuart Mill
www.quote-coyote.com



Your best
ambassadors
and advocates
are your
students and
staff

Engage, inspire
and motivate
them first

Develop a process

Digitise Your Fundraising:

- Website is the primary comms platform
- Build in functionality – “Support Us”
- Showcase successful projects
- Remove the barriers



Exploit Video and Social Media:

- Short videos engage donors and grant funders
- Video messages retained far more than text only messages *
- Link campaigns to website/social media (hashtags)

*Research shows we retain 95% of the information conveyed in a message when watched in a video, compared to just 10% when reading it in text (www.invisia.com).

Campaign Management

The essentials:

- Keep campaigns snappy and visual – catchy title (competition?)
- Link to website, social media and newsletter
- Keep pushing. Campaigns eb and flow over time

But there are risks:

- Donor fatigue
- Lack of engagement or traction
- Drop off in momentum
- Reputation risk – could a failure of the campaign be perceived negatively?

Prioritising and Preparing



Grants and Trust Funds

Many applications rejected due to ineligibility

Why?

- Rushed applications - not completed properly or fully
- Lack of real thought - lack of evidence and compelling argument
- Poor planning - missed deadlines, insufficient data

Do your research and make time for the process

What do the funders say?

According to the National Lottery the main reason applications are rejected lies in "*failing to show how the **lives of beneficiaries will be improved.***"

"*So many applicants don't give an explanation about the strategy for achieving change or a **clear indication of what they are trying to achieve.***"

Stephen Pittam, Joseph Rowntree Charitable Trust.

"*Funders want a cohesive story, including **evidence of demandand the outcomes it will create.** Very often the latter parts just fall away.*"

Gilly Green, Head of Grants, Comic Relief.

Grants for Play and Outdoor Learning

- Alpkite Foundation
 - Ernest Cook Trust
 - Lottery Awards for All
 - Learning Through Landscapes
 - Garfield Weston Foundation
 - Notts CC - Local Communities Fund: Capital
 - County Councillor discretionary grants
-
- The Baily Thomas Charitable Fund (Special Schools only)
 - Clothworkers Foundation (Special Schools only)
 - Bernard Sunley Foundation (Special Schools only)

The Essentials

- Understand the eligibility criteria – how do you clearly meet their priorities? Research!
- Evidence the need – pilot project, letters of support, video/images = “*a beneficiary shaped project*”
- Outcomes and impact :

Qualitative data: information about what people think/feel/experience.

Quantitative data: information that you gather through your monitoring about things you can count, such as the number of people attending.

- Value for Money – volunteer time, space/facilities offered, contributions

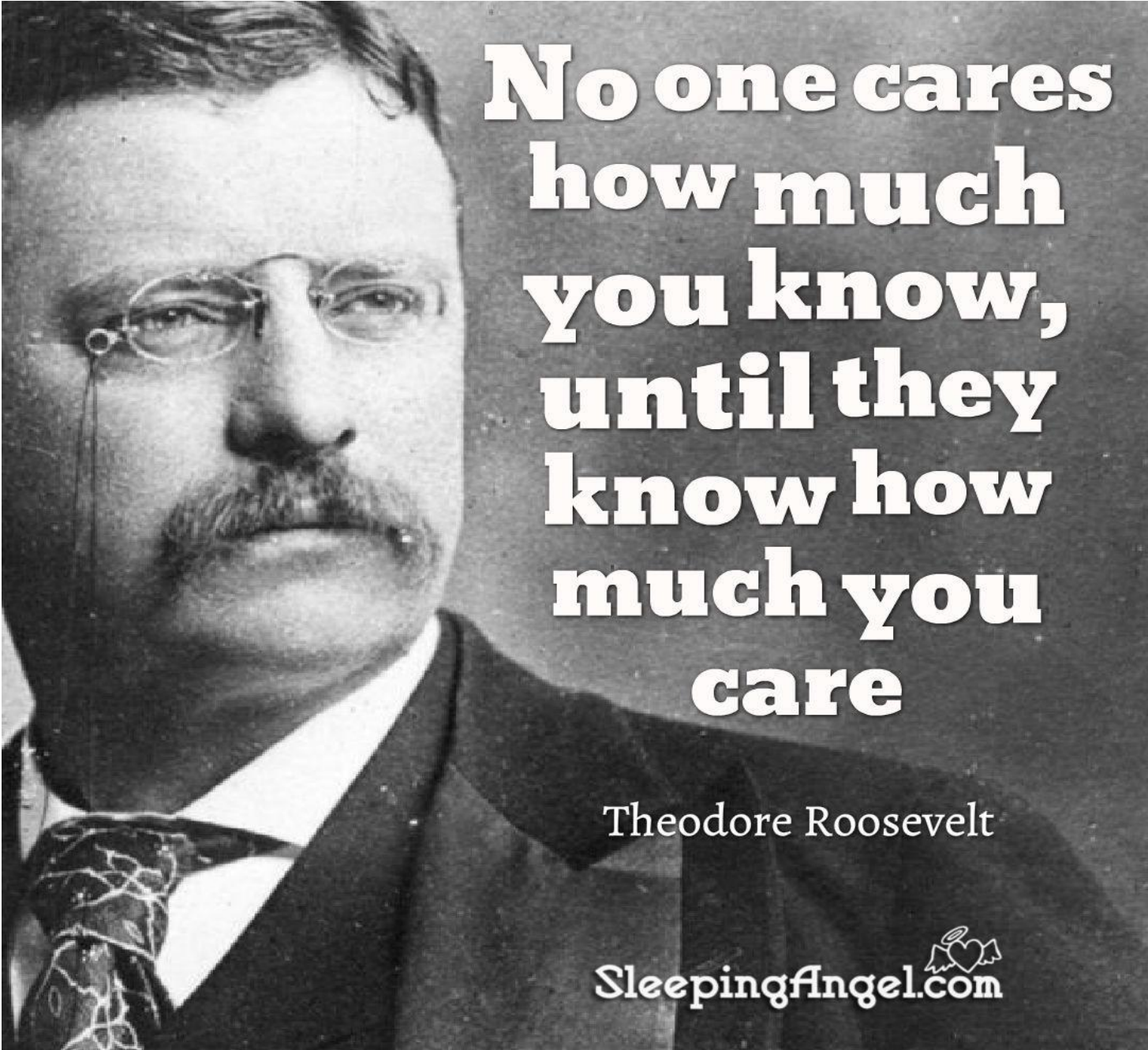
Recap - Key takeaways

“every successful fundraiser is a great storyteller”

- Put yourself in the shoes of a potential benefactor – why should they support you? What do they expect in return?
- Use your website and social media feeds to promote your campaign.
- Involve your children – funders want to hear from the beneficiaries of a project.
- Be absolutely clear about impact – how does their donation help? What evidence do you have to prove the need.

Recap - Key takeaways

- Short and concise prose – don't waffle and over complicate your case.
- Be honest and frank – funders understand and will welcome it!
- A fresh pair of eyes helps – ask someone unconnected with your project to read your application. Is it compelling, does it make sense?
- Don't be afraid to get help and advice – ask the funder...talk to me!

A black and white portrait of Theodore Roosevelt, showing him from the chest up. He is wearing a dark suit, a white shirt, and a patterned tie. He has a mustache and is wearing round-rimmed glasses. The background is a dark, textured grey.

**No one cares
how much
you know,
until they
know how
much you
care**

Theodore Roosevelt

SleepingAngel.com 

Remember –
students,
staff and parents are
great ambassadors.

Invest time in them
first.

*Thank
you!*

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