

Fundraising Review

School Name		Address	
Contact name		Email	
Position		Telephone	

School plans and situation

Primary School is a maintained primary school serving approximately 178 pupils in a suburban area of Winchester with higher levels of deprivation than the wider locality. Around 34% of pupils are eligible for Pupil Premium, including a significant proportion of service children from a nearby military base. The school has an active and capable PTA with a strong track record of supporting capital projects, alongside established whole-school approaches for supporting neurodivergent pupils.

There is a growing population of pupils with complex Special Educational Needs and mental health challenges, including autism, ADHD, anxiety, post-looked-after children and pupils with adverse childhood experiences. Approximately 14% of pupils are on the SEN register, with around 5% holding EHCPs. These pupils are currently supported within mainstream classrooms with limited access to fully equipped calming spaces.

The proposed project is to create and fully equip a dedicated sensory room to support emotional regulation, sensory processing and mental wellbeing. The room will be furnished with specialist sensory technology to provide a calm, safe environment where pupils can regulate, decompress and receive targeted support.

The project aims to improve pupils' readiness to learn, reduce emotional distress, and support inclusive provision within the mainstream setting, benefiting vulnerable pupils across multiple cohorts.

Getting Started

Fundraising, as opposed to general school funding, is typically used to purchase products and services that enrich education. It is most effective when tied to a specific purpose: outdoor learning, wellbeing resources, creative arts, digital access, literacy, or extracurricular enrichment. These needs carry weight in poor urban settings where children often face multiple barriers to opportunity.

Even a small history of successful grants can dramatically improve confidence and attract new supporters. Fundraising is about telling a story that will resonate with your supporters and highlight the impact that their support can have on the children in your school.

Your fundraising environment presents both challenges and strengths. Higher levels of disadvantage often mean limited parental capacity for traditional event fundraising, making typical PTA-style activities less reliable as core revenue generators. However, the strong case for

supporting children in high-need contexts means grant funders, philanthropic supporters, CSR programmes, and charitable foundations are significantly more receptive to your applications than they are for more affluent schools.

Your fundraising strategy could include grant funding, business partnerships, philanthropic donors, and supporter networks beyond immediate parents as well as running community events and small fundraisers.

Teamwork and participation

Fundraising can benefit the whole school community. To increase success:

- Involve as many staff as possible in planning
- Work collaboratively with your PTA
- Be clear about where you need support
- Make use of volunteers' skills and available time

Working together builds momentum, increases morale, and strengthens community engagement.

To build momentum:

- Bring staff together around a shared goal
- Work collaboratively with the PTA and parent community
- Communicate clearly where help is needed
- Look back at past wins (even small ones) and repeat what worked
- Track which funders respond well and build a pipeline over time

Learning from experience

Successful fundraising can raise the profile of the school and build confidence.

Looking back at previous campaigns helps you identify what worked well and what didn't, which funders responded positively and whether past successful campaigns could be repeated or scaled.

You have a PTA, which is a real positive for the school. Perhaps they could help contact local businesses or research potential grants and even help fill in applications. If the PTA are unable to fulfil this role, it could be worth finding a volunteer to support you or even recruit a part time fundraiser – perhaps just a few hours a week.

SEN Funding: We raised £5,000 towards a sensory garden: A school raised funding to create a specialist sensory environment for pupils with complex autism. <https://funded.org.uk/fundraising-success/campaigns/-sen-funding-we-raised-5000-towards-a-sensory-garden/>

Ogden Trust – Primary School Science Lab (Phiz Lab): Strong whole-school STEM infrastructure impact; dedicated lab, CPD, multi-school reach. <https://funded.org.uk/fundraising-success/grants/ogden-trust-case-study/>

Support for STEM in the North – REACT Foundation: High-impact aspiration-raising engineering programme with employer and university links. <https://funded.org.uk/partnerships/business/support-for-stem-in-the-north/>

Malorees Infant & Junior School – Athletics Fundraising: Inclusive digital maths access for all pupils via PTA-led fundraising; strong numeracy impact. <https://www.funded.org.uk/fundraising-success/events-and-activities/mathletics-event/>

Chestnut Grove Academy – DT & STEM Facilities Upgrade: Targeted secondary STEM capital investment (CAD, CAM, 3D printing).

<https://funded.org.uk/fundraising-success/grants/creating-a-case-for-support/>

Bring STEM to Life – Curriculum-Linked Enrichment: Phased enrichment approach embedding STEM curiosity and confidence.

<https://funded.org.uk/fundraising-success/campaigns-/bring-stem-to-life/>

Grants

£11,000 is a relatively modest sum to raise from grants. However, it may still take a number of months to reach your goal as larger grants can be few and far between, and even small grants can be competitive and have infrequent funding windows/deadlines.

It is recommended you apply to a number of grant-givers, either for a contribution to the overall project, or for funding for a specific element of the proposed works. Check each funders' guidelines, as some will prefer to contribute towards the whole project and others will want to see their award being spent on a particular thing.

Providing funding that will support SEN children is an attractive prospect for many funders and will add strength to your application(s), as will the fact that a relatively high proportion of your pupils are disadvantaged and/or come from military families. Be sure to set out a strong case for your project; why it is needed, who will benefit and how. If the project will benefit the wider community in any way, make sure you include details.

A good place to start when seeking grants is local funders. These organisations will be more invested in your local community and improving the wellbeing of its residents than larger, national funders.

With a bit of online research, you should be able to find funders in your local area. Try searching for the name of your borough or local area and 'grant', 'funding' or 'philanthropy' and you are likely to see some results. They won't all be relevant, but there may be some that support education, SEND or young people. As you have a PTA, you may find some funders will support an application from them rather than directly from the school, especially as they are a registered charity. As well as a general internet search, here are some other good places to start:

- Rotary or Lions Clubs - may offer funding or initiatives with prizes for schools
- Voluntary action organisations or your local Council for Voluntary Services - often offer grant alerts or newsletters
- Local Councils - may offer their own funding or provide details of other local funds
- Philanthropic trusts specific to your local area
- Local retailers or businesses that have an established presence in your area
- Housebuilders who are working in your area

As well as listing a handful of the council's own grants, the [Hampshire County Council](#) website has a page of other sources of funding and advice. [Action Hampshire](#) has a list of funding leads relevant to organisations in the county.

Widen the Net

There are lots of funders who will favour organisations in a specific geographical area, be it a town, county, region, or area, based on a radius around their location.

- Police force – some forces offer Police Property Act Fund grants from the sale of found or confiscated property.
- Wind or solar farms.

- Landfill sites
- Airports

The last three all tend to have charitable foundations or spending pots to benefit communities within or impacted by their areas of operation. A lot of the windfarm and landfill grants can be accessed via the [Grantscape](#) or [Entrust](#) online portals. However, be wary, as not all grants are available for schools and some require a 'contributing third party' (CTP) donation to release the funds and/or public access to the facilities they provide funds for.

Throughout the UK, there is a network of [Community Foundations](#), bringing together people and organisations that want to improve their communities. These foundations administer grants from funders that benefit causes within specific geographical areas. The [Hampshire and Isle of Wight Community Foundation](#) website has a number of potential leads for grants for community organisations in your area.

[ActionFunder](#) is an online platform that matches not-for-profit organisations' projects with grant givers who may be able to fund them. It is free to sign up.

We also have local grants on our PTA+ website <https://pta.co.uk/local-ptas/>

Further Leads

As there is a Hays Travel branch in Winchester, it could be worth approaching them about an application to the [Hays Travel Foundation](#) for funding.

As a registered charity, your PTA could apply to the [Chapman Charitable Trust](#). The trust's area of benefit covers Hampshire and one of their priorities is promoting physical and mental wellbeing. Grants are generally no more than £3,000.

As your PTA is a charity, they could apply to [Morrisons Foundation](#) for up to £10,000. However, they will need to be a little creative in their application as the foundation prefers to fully fund projects.

As you have two Moto services relatively close to your school, on the M3, you could apply to the [Moto Community Grants](#) programme for a small contribution to your project, as long as you can find a Moto employee to endorse your application.

If your PTA or any of your school community have a Co-op Charity or Community bank account, they could apply to the [Customer Donation Fund](#) for up to £1,000. The next deadline isn't until 30 September, but the online application process is quick and easy.

The [Hall & Woodhouse Community Chest](#) is due to reopen for applications in May, and covers your geographical area. Grants of £300 to £3,000 are available.

The [Armed Forces Covenant Trust](#) often has grant programmes that support children from armed forces families. Their Service Pupil Support Programme is currently closed, but it would be worth keeping an eye on their website or contacting them to see if there are any funds you could apply for.

Once you find a grant

Ideally you would find someone internally to take responsibility for looking after the bid application. Once you have identified the likely grants, call them up and discuss your needs with

them. It is worth asking for a volunteer, you may find a member of staff or a parent with experience of grant applications.

Once a grant application has been successful remember to report back to the grant provider once those funds have been used and the outcomes are being experienced by the children.

I have attached our **Project Funding support document** to help you develop your bid-writing skills and maximise your chances of your application being successful.

Also, more information and case studies can be found:

- <https://funded.org.uk/fundraising-success/grants/>
- <https://funded.org.uk/advice-hub/bid-writing/>

Leasing as a Funding Alternative

Leasing can complement your grant strategy by removing upfront costs for essential equipment and facilities. This is especially useful where budgets are tight and capital is limited.

Leasing offers:

- Predictable budgeting
- Immediate access to equipment
- Upgrade options
- Reduced financial pressure

It works particularly well for ICT, playgrounds, minibuses, sports surfaces, and refurbishments. Specialist education leasing partners can support planning and implementation.

Leasing can be a practical solution for schools looking to access essential equipment or facilities without the need for large upfront costs. It works well as a standalone option or alongside grants, sponsorship, and fundraising activities.

Benefits of Leasing:

- Preserves Cash Flow: Spread costs over time rather than paying in full upfront.
- Immediate Access: Implement projects quickly without waiting for full funding.
- Predictable Budgeting: Fixed payments make financial planning easier.
- Upgrade Options: Many agreements allow upgrades at the end of the term.
- Tax & Compliance Advantages: Leasing can offer VAT and accounting benefits.

When to Consider Leasing:

- Large capital projects (e.g., sports pitches, playgrounds, IT equipment)
- When grant funding is uncertain or only partially covers costs
- To complement fundraising campaigns by reducing immediate financial burden



Funding 4 Education helps schools lease essential equipment without using up capital budgets. They offer flexible payment plans, cover a wide range of items from IT suites to refurbishments, and provide fixed-cost agreements for easy budgeting. Their education-focused approach ensures schools can upgrade equipment and adapt as needs grow.

<https://funding4education.co.uk/schools/>

contact: Jack Johnson jack@funding4education.co.uk

Regular giving / Online fundraising

We recommend all schools set up with a fundraising page – this provides the flexibility to look at both regular giving and crowdfunding as well as sponsorship pages to support individuals who want to set up specific activities or challenges to support the school.

While traditional online crowdfunding could be challenging for you due to lower parental capacity, digital fundraising still has an important role—particularly with local businesses, alumni, and wider supporters.

Your most effective online route is a **Regular Giving Page** listing a Wishlist of items with real impact (£10 = a sensory kit, £30 = wellbeing resources, etc.). Businesses often prefer this structured, purpose-driven approach.

Funding Wall is an all-in-one fundraising hub that allows you to set up regular giving, run campaigns, sell tickets for events, host prize draws that work well in small communities, and maintain a thank-you page for local businesses—including supporters who no longer live locally.



Some example walls:

- <https://www.fundingwall.org.uk/wall/friends-of-ivy-lane-school-sn151he>
- <https://www.fundingwall.org.uk/wall/friends-of-merrylands-ss156qs>

We can arrange for you to have an account set up for your school – email info@funded.org.uk and we will send you a set up form

Inspiration

<https://funded.org.uk/fundraising-success/crowdfunding/>
<https://funded.org.uk/fundraising-success/regular-giving/>

Alumni or Philanthropic Support

Urban disadvantaged schools can attract strong philanthropic backing, as funders and individuals are often motivated by the chance to create meaningful change for children who face multiple barriers.

You do not need a formal alumni database—your existing networks often include former pupils, local professionals, business owners, and individuals who care deeply about education, inclusion, sport, the arts, or social mobility.

Potential supporters include:

- former pupils now in skilled or professional careers
- local philanthropists or families with community ties
- business owners and directors
- individuals active in community groups or charities
- people passionate about improving children's life chances

Philanthropic support can include one-off or regular donations, sponsorship of specific resources, match-funding, support for disadvantaged pupils, or professional expertise and mentoring. This support often comes from people motivated by long-term impact rather than traditional PTA-style fundraising.

Effective first steps:

- share impact stories on social media
- publish a clear “Support Our School” message
- ask governors and staff for warm introductions
- present costed projects with strong outcomes
- frame the ask around pupil impact, not cost

If you are a feeder school, consider connecting with the secondary school’s alumni network—many former pupils will have attended your school.

Sponsorship and business support

You may already have businesses you work with and hopefully there will be others you can approach. Many businesses would like to work with schools but are unsure of what support schools need or who to approach.

Whoever you approach:

- Outline what you are aiming to do/buy
- Why it’s needed and the positive outcomes for the children
- How the company can help achieve these outcomes
- Provide options in terms of support you are looking for, money, resources, raffle prizes, affiliate relationships.
- Demonstrate value for money and benefits to the company

Types of support and options to consider:

- Local retailers and leisure outlets will be interested in reaching the wider school community. Provided they are suitable as a partner, perhaps suggest a regular donation or where appropriate an affiliate payment for in exchange for recommendations. Local retailers will have a marketing budget.
- Professional services companies, solicitors, accountants etc may be more inclined to donate on a regular basis. Talk to us about setting up a Regular Giving page and use our ‘Donate to Educate’ campaign and branding. These companies will also use any campaign stories within their own newsletters.
- Corporations that are operating in your area, housebuilders, amenity centres, large factory outlets may well have funds that they look to spend on good causes. Also check with your local council as to whether there are any funds available via Section 106 notices. This is money construction companies must deposit with councils to be passed on to local causes.
- Think about developing a sponsor’s page or wall on your website – a simple thank you page that will give profile to supporters and encourage other potential sponsors.

A PTA or volunteer may well be able to help reach out to business and audit your parents, some of which may run or manage local businesses who would like to help.

Please see links to case studies and editorial:

<http://funded.org.uk/partnerships/business/link-up-with-business/>

<http://funded.org.uk/partnerships/business/how-to-secure-business-sponsorship/>

<http://funded.org.uk/partnerships/business/whats-in-it-for-me/>

General Fundraising

Event fundraising may produce limited income in poor urban communities, but it still plays a valuable role in building engagement and belonging.

Effective activities include:

- Simple, low-cost events
- Small raffles
- In-school curriculum-linked fundraising (book fairs, readathons, arts projects)
- Passive income streams such as 100 clubs or affiliate fundraising

Use events primarily to **build community and awareness**, with other fundraising routes providing the main revenue.

These can be divided into two areas, event fundraising and non-event or passive income streams, but can include a third area curriculum linked.

Passive income streams are often overlooked but can be useful as once established they can tick over without too much effort. These can include, recycling schemes, 100 clubs, lotteries, and affiliate fundraising.

Curriculum based fundraising can help schools raise funds within the classroom or school environment and can include such things as Christmas card projects, readathons or book fairs. These can be organised by staff within the relevant departments.

Our sister site www.PTA.co.uk is packed with advice and inspiration.

Marketing and PR

Strong storytelling is essential for a poor urban school. You must make your need visible, relatable, and solutions focused.

Focus PR on:

- Children's outcomes
- Measurable impact
- Community pride
- Transformation and opportunity

Social media remains your most powerful, free tool. Short videos, real moments, and clear asks outperform polished designs. Use Facebook and Instagram for reach, and WhatsApp for donations.

The impact and outcomes outlined earlier should be at the heart of PR messaging – spreading the word across the school and wider school community.

Fundraising and partnerships should be included in general marketing and be used to promote the school in general. Also, good marketing and PR will help future campaigns as will highlighting successful campaigns and continue to demonstrate impact.

<https://funded.org.uk/advice-hub/marketing-and-communications/>

Social media is one of the easiest ways for schools and PTAs to reach parents and supporters – quickly, for free, using only a phone.

Appendix - Donation Letter

Dear Sir/Madam,

██████████ Primary School is seeking support to establish a dedicated sensory room for pupils with complex Special Educational Needs and those experiencing emotional and mental health challenges. This space will provide a calm and supportive environment within our mainstream setting.

The number of pupils requiring specialist provision for autism, ADHD, anxiety and trauma-related needs has increased significantly. At present, our existing space is not fully equipped, limiting our ability to support children to regulate effectively and engage positively with learning.

Funding of approximately £11,000 will enable the school to fully equip the room with appropriate sensory technology, allowing pupils to access tailored support when they are overwhelmed or struggling with emotional regulation. The room will also support service children and post-looked-after pupils who may experience heightened anxiety.

Support may be provided through financial contributions, in-kind assistance or matched funding schemes. All supporters will be acknowledged and kept informed of the impact achieved.

Yours faithfully,
Harestock Primary School

Appendix – Impact Report

Project summary

Creation and equipment of a specialist sensory room.

Need

Rising numbers of pupils with complex SEN and anxiety require improved regulation support.

Beneficiaries

Pupils with autism, ADHD, anxiety, EHCPs, service children and post-looked-after pupils.

Activities & outputs

Purchase and installation of specialist sensory equipment and calming furnishings.

Outcomes

Improved emotional regulation, increased engagement in learning and reduced distress.

Impact & evidence

Behaviour monitoring, pupil wellbeing measures and staff observations.

Budget & funding

Total funding requirement of approximately £11,000.

Sustainability

Long-term use across cohorts and integration into existing SEN support structures.

Risk management

Staff training and clear usage protocols to ensure effective and safe use.

