



INTO FILM

Our Year 2016/17

INTO FILM

WE ARE INTO FILM

Into Film puts film at the heart of children and young people's educational, cultural and personal development.

Our mission is to inspire dynamic ways of learning with film and connecting with cinema that reach the widest possible young audience across the UK.

Our vision is that film is at the heart of every child and young person's life and learning.

Over half of UK schools engage with our programme of Into Film Clubs, teaching resources, training and cinema screenings. Alongside rich online content for young audiences, this provides 5–19 year olds with inspiring opportunities to learn about and with film, and develop a passion for cinema.

Into Film runs two flagship annual events. The [Into Film Festival](#) enables over 400,000 children and young people to access the cinema for free. Our [Into Film Awards](#) celebrate the filmmaking and learning achievements of pupils from across the UK.

Into Film is a not-for-profit organisation supported principally by the British Film Institute (BFI), through the National Lottery, Cinema First and Northern Ireland Screen.





YEAR AT A GLANCE
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CELEBRATING OUR ACHIEVEMENTS



OUR YEAR AT A GLANCE

There has continued to be a strong demand for the opportunities Into Film provides for children and young people to see, think, make and learn about film. 2016/17 saw the following highlights:



11,423
INTO FILM CLUBS



195,556
TEACHING RESOURCES
DOWNLOADED



17,462
EDUCATORS TRAINED



1,002
FILMS SUBMITTED
BY YOUNG PEOPLE



478,583
INTO FILM FESTIVAL
ATTENDEES



10,000+
SUBSCRIBERS TO OUR
GET INTO FILM CHANNEL

Into Film provides a free service that is highly valued by educators across the UK. They understand the significant impact film can have on children and young people's academic, cultural, social and personal development.



ANISHA MEETS ERIC AND PAUL

INTO FILM YOUNG REPORTER ANISHA JACKSON TALKS TO INTO FILM CHAIR ERIC FELLNER AND CEO PAUL REEVE

Anisha Jackson is an English Literature and Creative Writing student at the University of East Anglia. Whilst at school she joined her Into Film Club and then went on to become a Young Reporter. Anisha now writes for her student newspaper and enjoys expressing herself through short film, spoken word and stop motion animation.

ANISHA What role can film play in education?

ERIC It has three major roles. The first is cultural: watching and discussing films. The second is making films – in class, as a team – which is a great way to reach less engaged children and promote memorable learning. The third is learning through film, which can spark pupils' interest in virtually every subject across the curriculum. There are also benefits socially and for the development of literacy.

ANISHA I think that film is far more personal than textbook learning. Do you agree?

ERIC Yes – when I was a kid and anything visual came up it was much easier to engage with than when you were told to read 30 pages of a textbook.

PAUL A film, whether it's a documentary or a feature, is telling a story. Watching a clip, you're thrust into that story, which gives you a more immediate connection with what you're going to be learning about or discussing. We're not saying film should replace textbooks, it's about complementing each other.

ANISHA So why do you think Into Film's work is so important?

PAUL We're bringing all the elements – filmmaking, supporting teachers to use film in class, opportunities to watch, review and discuss films – together in one programme. And it has real benefits for the young people involved.

ERIC As a gateway to learning and culture, it's really important for young people. Hopefully it can be used to start a meaningful conversation to change the way in which education works.

ANISHA The annual review looks back at what Into Film has achieved over the last year. What stands out for you?

ERIC As a film producer, it had to be the Into Film Awards. The quality of films entered was incredible and many tackled important issues such as gender equality, immigration, disability and bullying. They showed how film can provide a window into others' lives, and foster greater understanding and empathy.

PAUL I'm proud of the filmmaking project that we ran in Leeds with young people living in care. It gave them a platform to talk about the issues they faced in such a creative way. The screening of their work was a very moving event.

ERIC The energy and commitment of children and young people underpins everything we do. Into Film wouldn't exist if young people didn't engage week in week out, watching and making films. Just look at the thousands of film reviews on our site. That passion for film is great to see.

ANISHA There's been a five-year strategy written for the organisation – what key things are you looking to achieve by 2022?

ERIC Streaming films, instead of posting DVDs. We need to develop the programme to meet the needs of modern schools, so streaming is a must.

PAUL We see Into Film as a bridge between the film industry and education. Both sectors are changing rapidly, and we have to respond to those changes to provide the best opportunities, the best impact and the best outcomes for children and young people.

ANISHA Things change at such a fast pace. What are the main challenges that Into Film will face?

ERIC Funding, technology and political. Our new strategy meets all three head on and we're up for the challenge.

PAUL The continued squeeze on the arts in schools is a real challenge. Also, film is not always afforded the same status as music and drama, so we have to work hard to mainstream it and persuade policy makers that film can engage young people across the curriculum.

ERIC Funding is an issue for all charities so it's great that the BFI is so supportive. I'm delighted that they have committed to funding Into Film for a further five years. We're grateful that they share and support our vision for film education and the transformational role that it can play in young lives.

PAUL It's also important here to thank the millions of National Lottery players who directly support our work by buying tickets each week; their support is vital to so many good causes like Into Film.



ANISHA You also get a lot of support from the film industry. How important is that partnership to Into Film?

ERIC The industry is extremely supportive of Into Film and the idea of getting young people more engaged with film. I look forward to strengthening this relationship over the coming years. Cinema First's backing, for instance, enables Into Film to offer many fantastic opportunities for children and young people to discover and deepen their love and understanding of cinema.

PAUL It's good for the industry too. It can see that enthusing young people about film holds the key to developing an audience for the future.

ERIC We're also bringing young people into the industry through our careers information work. There are so many jobs in filmmaking, you don't have to be a creative genius to find an interesting role within the industry.

ANISHA Yes, working with Into Film as a Young Reporter has definitely made the film industry seem less mysterious.

ANISHA Into Film is reliant on the time and energy of teachers and club leaders. What message would you like to send them?

ERIC A huge thank you. Our network of 11,000 plus Into Film Clubs, and the reach of our festival, other cinema screenings, classroom resources and training would not continue to grow and thrive without the commitment of thousands of educators across the UK.

PAUL If you're already working with film, do more of it, and if you haven't used film in class or [set up an Into Film Club](#), get involved!

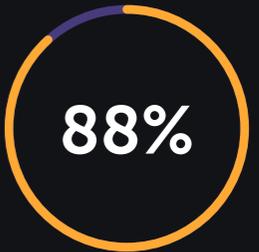
INTO FILM CLUBS

Into Film Clubs provide children and young people with an unrivalled opportunity to watch, critique, and make films. Our catalogue of over 3,000 titles is available to all Into Film Clubs and includes foreign language, documentary, British, archive and short films, alongside classics from across the history of cinema and the latest blockbusters.

Throughout 2016/17 we continued to encourage Into Film Clubs to deepen their members' exploration and understanding of film by offering curated film journeys. 55% of all films ordered during the year were classified as British or specialised. Other opportunities included review writing activities, competitions, rich online content, special events and in-school visits from industry professionals.

We also provided a wide range of resources to enhance the learning that takes place within Into Film Clubs, supporting the exploration of themes that link to the curriculum. Creating Effective Film Reviews (English) and A Beautiful Planet: Big Picture Project (Science) are good examples.

In 2016/17, 11,423 Into Film Clubs were actively engaged across England, Scotland, Wales and Northern Ireland, resulting in over 319,000* children and young people participating in the programme.



88%
OF CLUB LEADERS SAY INTO FILM CLUBS BENEFIT THE STUDY OF ENGLISH



92%
OF CLUB LEADERS AGREE INTO FILM CLUBS ENHANCE ACCESS TO CULTURE



Our Into Film Club has introduced the children to a far broader range of films than they would normally have access to.

PAUL SCOWCROFT
BRIDGE INTEGRATED PRIMARY
NORTHERN IRELAND

* 2016 independent verification survey.

The above are from responses to our 2016/17 survey

ACADEMIC, CULTURAL AND SOCIAL ENRICHMENT

“The benefits of using film in class have always been obvious to me so when I learned about Into Film I was keen to start an Into Film Club.

LOUISE SEDGEWICK

ST MARGARETS ACADEMY
WEST LOTHIAN, SCOTLAND

There is a core group of 25 regular club members with another 15 or so who also participate; club members range in age from 12–15. Because of time constraints we only have half an hour each week during a lunchtime. As it's a short window I have focused on the enjoyment of film – we discuss what happens, what they like about the films and anything else that comes up. At the end we fill out the Into Film '5 minute challenge' film review cards.

I try to choose films they may not have seen but which I feel they will get a lot out of. *Son of Rambow*, for example, many hadn't heard of, but they loved its quirky characters and could relate to its heart-warming story. We've also watched favourites such as *Harry Potter and the Prisoner of Azkaban* and *The Hunger Games*.

Into Film Club enriches the pupils in many ways. Socially, they are part of a group for which there are no qualifications. They just have to enjoy watching films. Academically, I have witnessed previously disengaged young people becoming more motivated in their learning and presenting less challenging behaviour in lessons. Those from disadvantaged backgrounds have particularly benefited, as they have had the opportunity to access film and cinema which they may not have had before. Literacy has improved due to higher levels of engagement when using film in lessons.

The broadening of horizons, particularly culturally, is enormously important. We've gone on several cinema trips, including to the Into Film Festival, which they loved. Our Into Film Club has helped foster a love of cinema and I am immensely proud of that.”

“

Literacy has improved due to higher levels of engagement when using film in lessons.

LOUISE SEDGEWICK

ST MARGARETS ACADEMY
WEST LOTHIAN, SCOTLAND





OF CLUB LEADERS SAY INTO FILM CLUBS HAVE INCREASED MEMBERS' ENJOYMENT OF SCHOOL



OF CLUB LEADERS SAY INTO FILM CLUBS BENEFIT LITERACY

The above are from responses to our 2016/17 survey

DEVELOPING CONFIDENCE AND CREATIVE SKILLS

"We are a small rural school in a remote West Wales village – a long way from major cultural centres and amenities, but through the magic of film and the resources made available by Into Film we have been able to help our children really develop their creative skills and thoughts.

NICHOLAS GROVES
HEADTEACHER
CLEDDAU REACH PRIMARY
WALES

Our Into Film Club is in its fourth year and continues to grow in popularity. It's inclusive of all pupils, several of whom have special needs ranging from physical mobility difficulties to autism. All have benefited from participating in a supportive and accepting environment in which respect for individual voices is encouraged.

In the past year we've watched popular animations such as vintage *Laurel and Hardy*, *Peter and the Wolf*, the 1956 French classic *Le Ballon Rouge*, and documentaries such as *Ghost of the Abyss*. Many have

broad themes – Into Film Club provides a powerful way to explore these. [The resources available online](#) are extremely helpful in preparing the sessions, facilitating discussion and encouraging children to act out particular scenes or try storyboarding.

Reviewing can take many different forms such as talking in whole or small groups, scripting and planning a short scene they've watched, or writing individual reviews. We have over 350 reviews and counting on the Into Film website!

Each Summer term we turn our hand to filmmaking. The children decide what kind of film they would like to make, often based on films they have watched in the previous two terms. Last summer, for example, they watched *The Red Balloon* then worked together to make a modern day version.

There's no doubt that Into Film Club has helped the children with a wide range of skills and behaviours, from developing confidence in expressing opinions, to listening and respecting other viewpoints, critical analysis, cultural awareness, literacy and IT skills, and creative expression."

TEACHING & LEARNING RESOURCES

A core aim of Into Film is to support educators to exploit film's potential to make a dynamic contribution to students' educational development and achievement.

During 2016/17 we produced a wide range of resources – [available online](#) and free of charge – to enable classroom teaching and learning with and about film. These ranged from film discussion guides to curriculum-linked worksheets, PowerPoint presentations with embedded film clips, filmmaking guides and exclusive access to insights from filmmakers.

The offer included comprehensive special educational needs and disability (SEND) / additional support needs (ASN) focused resources and related content, with the aim of ensuring that film learning opportunities are available to the widest possible range of children and young people, regardless of their needs.



To have this level of resource at my fingertips when I'm possibly embracing something new in the curriculum is a fantastic opportunity.

LOUISE GLEN
EDUCATION SCOTLAND



195,556

**INTO FILM TEACHING AND
LEARNING RESOURCES
DOWNLOADED IN 2016/17**



PROVIDING INSPIRATION

“Into Film resources save time in terms of planning, provide inspiration, and can be adapted to help engage students in a range of topics and texts.

After participating in the ‘Teaching Literacy Through Film’ training I used these resources with KS3 and 4 and am due to share the training with my department.

Using the shot types and converting them into sentence starters proved engaging for lower sets in English and especially for reluctant writers, many of whom have special educational needs and disability (SEND) and benefit from shorter, lively, ‘chunked’ writing activities.

The [secondary review writing resources](#) are useful for KS3 English and for GCSE language as one of the exam writing styles is writing to review. The film guides also present vital information for writing reviews in a concise manner.

GRACE EARDLEY

SECONDARY ENGLISH AND
HEAD OF MEDIA AND FILM,
CONGLETON HIGH, ENGLAND

I used the [Romeo + Juliet film guide](#) and [Real to Reel resource](#) at GCSE and KS3, and the [Bill](#) resources for KS3. Students liked the clips and activities, and using these alongside the Luhrmann and Zeffirelli film adaptations broke up studying the whole play in detail – a requirement for the new GCSE.

The range of resources is useful and adaptable; for example I used the costume analysis and images from the V&A exhibition to open up discussions, and character stills to assist with learning quotations, characterisation and understanding of plot. This worked well for lower ability students who like a visual stimulus to refer to when studying Shakespeare.

In film and media I use the [filmmaking guides](#) and hand-outs on aspects such as camera angles, and the [Moving Image Arts series](#) when teaching the basics of filmmaking.

The film language literacy spring-bound flip cards, containing key words and prompt questions, are popular with all ages, and for GCSE students help jog their memory when analysing extracts.”

INTO FILM POPULAR RESOURCES



[Words Can Hurt – Anti-Bullying](#)



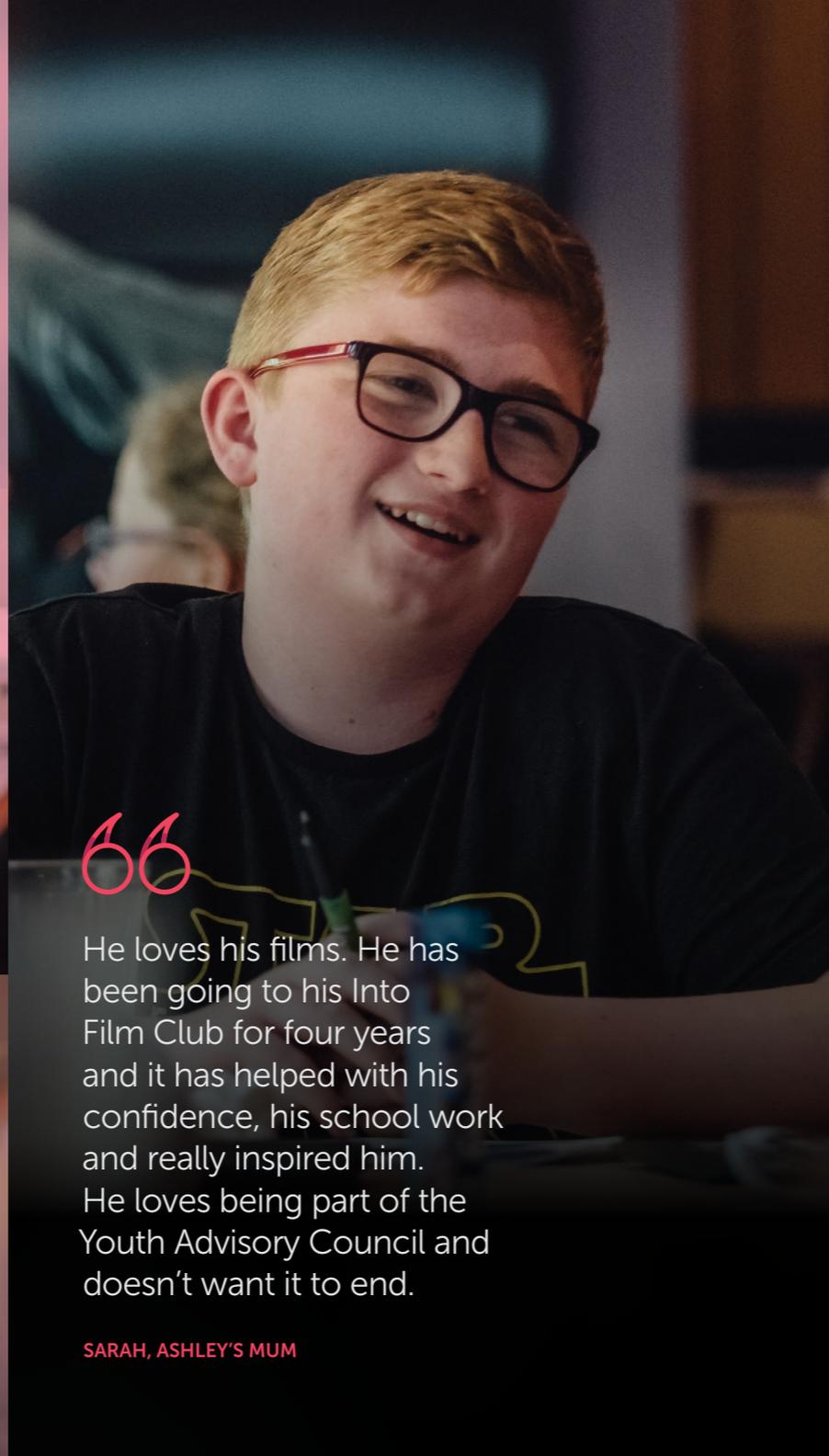
[A Beautiful Planet: Big Picture Project](#)



[Staying Safe Online \(7–11\)](#)



[A United Kingdom: The Power of Unity](#)



“

He loves his films. He has been going to his Into Film Club for four years and it has helped with his confidence, his school work and really inspired him. He loves being part of the Youth Advisory Council and doesn't want it to end.

SARAH, ASHLEY'S MUM

My favourite films I have watched in my Into Film Club are:



ASHLEY'S STORY

"I first found out about Into Film Club when I walked by and they were watching a collection of Pixar shorts so I went in and watched one or two. That evolved into me attending every week and I love it. My Into Film Club won a competition to see *Avengers: Age of Ultron* on the opening day. I've never done that before, it was amazing.

Going to Into Film Club has made me so interested in how film works that I picked media studies as one of my options and have now decided to study it for A-level.

Watching, reviewing and making films has opened my eyes to the inner workings of films. I don't just go into a cinema now and watch a film, I think about camera angles, sound placement, costume design and other aspects. I also analyse the adverts to see how they persuade people to buy the products.

ASHLEY (15)

CLUB MEMBER AND YOUTH ADVISORY COUNCIL MEMBER

Into Film has encouraged me to enter more competitions, take chances and grab the opportunities that life throws at me. For example I never thought I would get onto the Youth Advisory Council (YAC). Being chosen was really exciting – I love going to London to attend the meetings and put forward my views. Being part of the YAC has also increased my self-esteem and enabled me to make new friends. From the YAC I have gotten into stop motion animation and I entered Into Film's Animation Challenge competition. I didn't win but I had fun doing it.

I also never thought I would win Review of the Week – I wrote a review of *Doctor Strange* for fun as I love that movie and was pleased and proud to win."

TRAINING

2016/17 saw continued high take-up of our training and Continuing Professional Development (CPD) programmes designed to inspire and enable educators to work with film inside and outside the classroom, and achieve maximum benefit from their Into Film Clubs.

Our activity, delivered online and face-to-face, offered a range of strategies to engage children and young people in memorable learning through and about film. Two of our most popular courses last year were 'Teaching Literacy Through Film' and 'Filmmaking and Animation in the Classroom'.

17,462

TEACHERS TRAINED
IN 2016/17



NEW STRATEGIES FOR LITERACY AND NUMERACY

"I've taken part in Into Film's 'Teaching Literacy Through Film' and 'Filmmaking and Animation in the Classroom' online training courses. Both were offered alongside the Paul Hamlyn funded, 'Full Steam Ahead' Into Film project to see how film and filmmaking can benefit literacy and numeracy.

The training taught me many new strategies. One of the easiest was 'sound on, vision off'. It was so effective in getting the children to really listen and think. Learning about how film shots and camera movements are used helped to expand their understanding of the emotions and ideas the author was trying to convey and seemed to capture their imagination much better than equivalent words.

Initially I used films that were suggested to us and that we had lessons for, then as I moved onto other topics I was able to apply the same techniques to different films.

JOAN KENNEDY

ST. PATRICK'S AND ST. BRIGID'S
PRIMARY SCHOOL, BALLYCASTLE
NORTHERN IRELAND

The positive impact on students of using film has been noticeable, particularly in terms of their motivation. Pupils are focused and interested in what they are doing and don't see it as 'work'. The task whereby they illustrated a maths concept really helped them to get down to the nitty-gritty of the concept and show genuine understanding.

The fact it was an online course was great. I was able to fit it in whenever it suited me and download the related resources. Although the material was released at regular intervals, you could go at your own pace. I still go back into the course to access film clips and resources. I would definitely recommend this type of course to my colleagues – in fact I did and two of them joined in."



478,583

INTO FILM FESTIVAL
ATTENDEES IN 2016

INTO FILM FESTIVAL & CINEMA

Into Film provides children and young people with a range of opportunities to see films as the filmmakers intended them to be experienced: on the big screen. This is a valuable cultural experience in itself and can contribute to the development of a life-long love of cinema. Through our curation of film titles, in-venue events such as Q&As with filmmakers and resources linked to the titles being screened, we also seek to realise the educational value of a cinema visit.

Into Film works in partnership with exhibitors, distributors and the BFI Film Audience Network (FAN) to host thousands of screenings, including the [Into Film Festival](#) – the largest free youth film festival in the world.

The 2016 Into Film Festival offered free screenings, workshops and special events for 5–19 year-olds from all backgrounds and corners of the UK. These provided memorable cultural and learning experiences, and acted as an important springboard for further engagement with film. It is the key event in our year-round programme of screening activity aimed to link our in-school programme to cinema-going and the legal watching of film.



I teach in a deprived area and this trip was very special.

TEACHER ATTENDING THE INTO FILM FESTIVAL

ACCESS TO OPPORTUNITIES

“The Into Film Festival is a highlight in our school calendar. I set a reminder for the day tickets are released so I can secure the events that best suit the needs of my students – last year we attended five.

JOSEPH GLOVER

ASSISTANT HEAD OF YEAR 8,
TEACHER OF ENGLISH AND
FILM STUDIES, WILLIAM ELLIS
SCHOOL, ENGLAND

The varied programme ensures that a large number of students can engage with films across the curriculum and in their personal development, adding to the engagement provided by our regular Into Film Club. For example, Sixth Form students attended two screenings that linked directly to modules on the A-Level Film Studies course, Year 7 and 8 students who attended *A Monster Calls* did so because of the way the film explored friendship as well as being a Year 8 class novel, and we used a trip to *Fantastic Beasts and Where to Find Them* as a way into literacy intervention with students in Year 7.

Over 100 students participated in the Festival – for many, it was an experience they may not otherwise have been able to access. The boys who were selected for the special preview of *Fantastic Beasts* at Warner Brothers HQ especially felt like VIPs!

A sixth form student who attended a preview of *Star Wars: The Force Awakens* and Q&A with a visual effects company was inspired to apply for a work experience placement and was successful. All the screenings were highly valued and allowed the students to think about their learning in a different way.

The supporting resources were really helpful in contextualising the films. Using film to support literacy has made engagement with something challenging a fun and rewarding experience. Considering the themes and ideas, messages and values presented by a film text afforded students the opportunity to think differently about film and how it can help us in our daily lives.”



OF TEACHERS FELT THE INTO FILM FESTIVAL WAS VALUABLE FOR THE BROADER EDUCATION OF YOUNG PEOPLE

The above is from responses to our 2016/17 survey



It gave my pupils with complex needs the opportunity to develop a range of social skills and experience the cinema without stress.

TEACHER ATTENDING THE INTO FILM FESTIVAL





One of the young people from Syria said after the Awards that it was the greatest day of his life.

PETER SNELLING
FILMMAKER

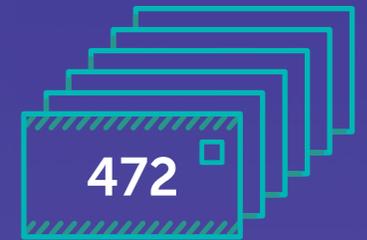


INTO FILM AWARDS

The Into Film Awards once again brought together film industry professionals and young people to shine a spotlight on the filmmaking achievements of 5–19 year olds from across the UK, as well as recognising this year's best young film reviewers, teachers and Into Film Clubs.

Taking place at the Odeon Leicester Square, the event attracted a range of A-list talent to present awards including Eddie Redmayne, Daniel Craig, Ruth Wilson, Amma Asante and Charles Dance.

The 2017 Awards gained 472 entries across eight categories, including Into Film Club of the Year, Ones to Watch and Teacher of the Year, and an incredible 310 films by young people were submitted.



ENTRIES RECEIVED ACROSS
EIGHT AWARDS CATEGORIES

HODARI'S STORY

"This was my first time doing filmmaking. I learnt how to use lots of cool equipment and how to edit. We also learnt how to work as a team and communicate.

We filmed around Hull and told our stories about our journeys to the UK and our lives before that. We also wrote and performed the song which we used in the film. It was fun talking about the English weather, the streets and zebra crossings. It felt good to tell people what we've been through, it was also hard sometimes as some of the stories were very sad.

The whole process was good, I made new friends and became closer with others. Telling my story was the main thing for me, you see bad stuff about refugees and asylum seekers in the newspapers but we are people like you, and this showed a side people don't get to see.

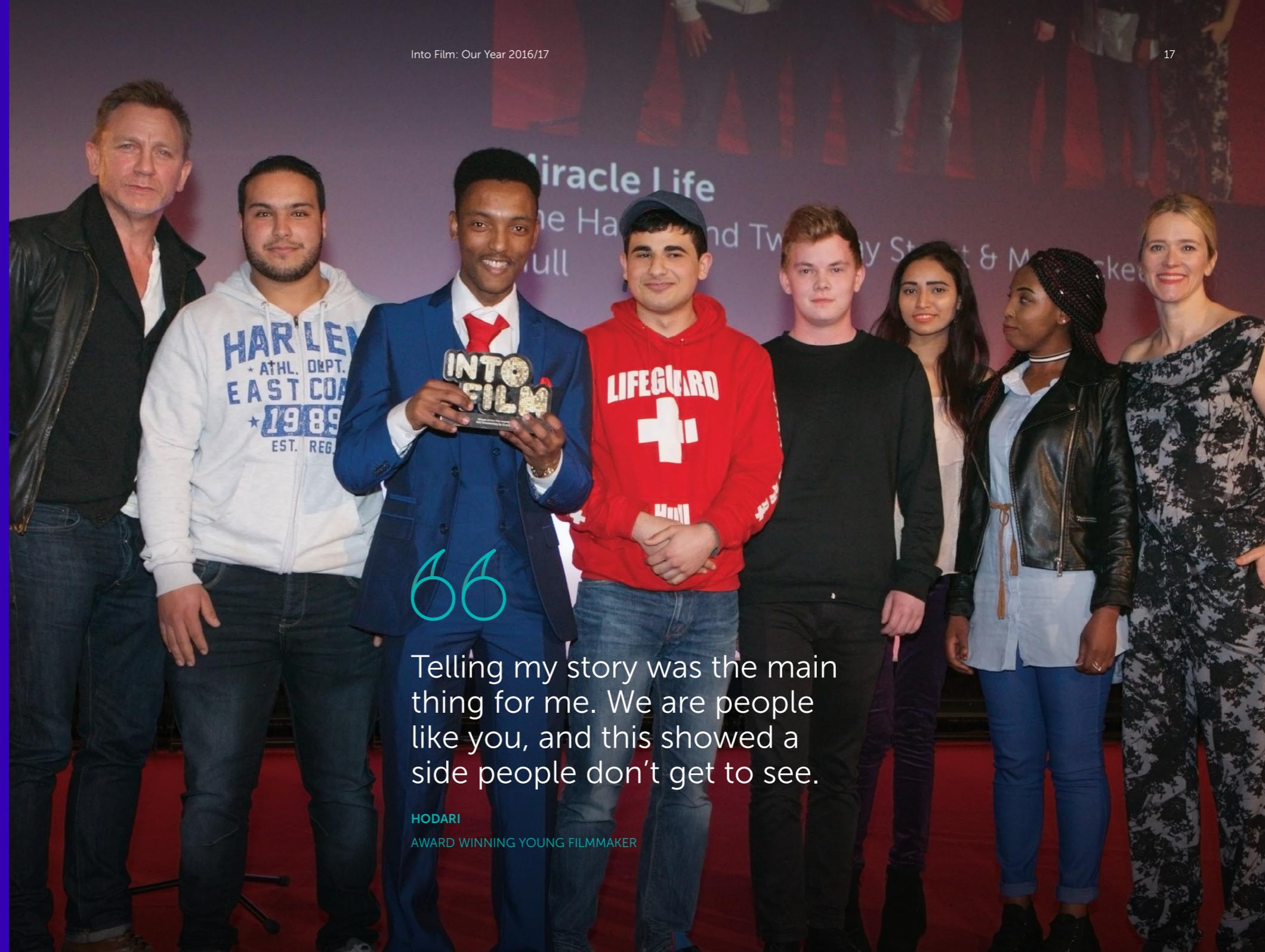
HODARI (17)
 BEST DOCUMENTARY:
 13 AND OVER GROUP WINNER

The Into Film Awards was amazing – what a day! It was my first time in London – we came by train and were given VIP treatment. It was great to win the award and a real honour to meet the guy who plays James Bond face to face – usually I watch him on TV!"



Telling my story was the main thing for me. We are people like you, and this showed a side people don't get to see.

HODARI
AWARD WINNING YOUNG FILMMAKER



Daniel Craig & Edith Bowman with the winners of the Best Documentary: 13 and Over

WORKING WITH THE FILM INDUSTRY

Into Film acts as a bridge, both between the film industry and the education sector, and between the industry and young people.

Throughout the year we continued to work closely with industry colleagues to produce inspirational events, extensive online content and careers information. Access to special cinema screenings, film industry talent, and teaching resources linked to new film releases further enriched our programme. Films for which we created resources included:

- [*The LEGO® Batman Movie*](#)
- [*A Beautiful Planet*](#)
- [*Ethel & Ernest*](#)
- [*Hidden Figures*](#)
- [*Swallows and Amazons*](#)



The LEGO® Batman Builders pack



ENGAGEMENT WITH
100+ SCHOOLS

GIVING YOUNG PEOPLE A VOICE

At the heart of Into Film's approach is a commitment to creating work with young people, as well as for them. In 2016/17 we worked with 33 young reporters aged 11–19 to co-produce content. With our support they covered over 90 events including red carpet premieres and press junkets, interviewing the stars of high-profile releases such as *Fantastic Beasts and Where to Find Them*, *Hunt for the Wilderpeople*, *Moonlight*, *Beauty and The Beast* and *The Jungle Book*.

40 Youth Advisory Council (YAC) members met regularly throughout the year as part of our scheme to bring together club members from across the UK, giving them an insight into new developments within the organisation and providing a platform for us to listen to and act upon their suggestions and feedback.

Young reporter-led content drives our popular YouTube channel, Get Into Film, which in 2016/17 generated five million views and attracted over 10,000 subscribers.



SUBSCRIBERS TO OUR
GET INTO FILM CHANNEL

A WINDOW INTO THE WORLD OF FILM

In 2016/17 we organised over 50 visits by film industry professionals to schools and Into Film Clubs, which engaged over 100 schools and nearly 5,000 pupils. This enabled them to find out more about the process of bringing films to the screen and about working in film. Events ranged from a Q&A with *Harry Potter* star [Matthew Lewis](#) to workshops in special effects and hair and make-up.

CHLOE'S STORY

"I'd not heard about Into Film before I attended a filmmaking 'taster' session run by Access Moving Image in south Leeds. One of my carers had told me about it and I thought I'd give it a go. I really enjoyed it and liked the sound of the project.

CHLOE
PARTICIPANT IN INTO FILM'S
LOOKED AFTER CHILDREN
FILMMAKING PROJECT*

We met regularly at various locations to watch an assortment of short films made by other young people. Some of them were about young people talking about problems they face every day and I liked that. We discussed the films afterwards and whether we agreed with what had been said.

Everyone in my group had a shared experience of being in care and of multi-systemic therapy. I wanted to talk about this and tell people how positive the experience has been for me.

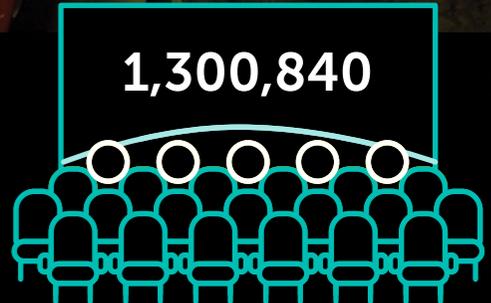
I like films, but had not made a film before. I guess the fact we watched quite a few documentary films influenced our decision to make one of our own. I really enjoyed the filmmaking part of the project; I know how to set sound levels now and can frame a shot. I'm not bad at editing either.

I'm really proud that we made our film and that when people see it, they'll realise that anyone has the power to change and enjoy a better life. I'd recommend to anyone that should they get the opportunity to work with Into Film, they should grab it with both hands. I've had a great experience and I hope other young people in my situation have the opportunity to make a film too!"



RESPECT FOR INTELLECTUAL PROPERTY

To help educate young people about the value and importance of intellectual property (IP) we launched our [Mythbusters resource](#) and, with the support of the Industry Trust for IP Awareness, commissioned a [trailer to celebrate cinema-going](#), which was viewed in cinemas and online by 1,300,840 young people.



YOUNG PEOPLE VIEWED THE RESPECT FOR IP TRAILER IN CINEMAS AND ONLINE

*The Looked After Children Filmmaking Project supported 27 young people aged 11 to 19 living in residential care through a structured programme of watching, discussing and making film.

FINANCE

During the final year of the 2013–17 National Lottery funding period Into Film has maintained its substantial programme of activities across the UK, with staff and offices in each of the four nations. The income for 2016/17 has been consistent with previous years; however, expenditure has increased. This has led to a net outflow of funds for the year, reflecting the organisational restructure that took place in early 2017, and met through reserves previously built up from National Lottery grant funds.

INCOME

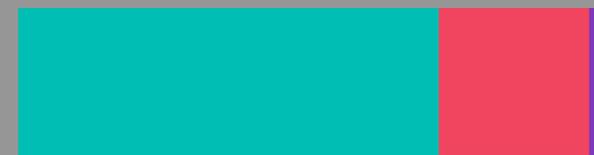
Total income for the year was just under £7.8m, a decrease of £11,431 compared to 2015/16 (this represents a decrease of less than 0.01%). The largest source of Into Film's income is from the BFI, which has provided a National Lottery grant of £26m over the past four years. In the final quarter of the year we were informed by the BFI that we were to be awarded a further £24m of Lottery funding, to be received over the next five years. Non-Lottery income has remained consistent with previous years at just under £1.3m.



● Lottery (BFI)	83.8%
● Cinema First	9.0%
● Northern Ireland Screen	1.7%
● Earned income	1.4%
● Sponsorship	1.0%
● Creative Skillset	0.8%
● Big Lottery Fund	0.6%
● Other Trusts & Foundations, UK Space Agency, Grierson Trust, bank interest and donations.	1.7%

EXPENDITURE

Total expenditure for 2016/17 has fallen by £94,052 compared to the previous year, from £8.03m to £7.93m. The amount for 2016/17 includes restructure and transition costs of £278,482 that were paid for (as planned) from reserves built up during the first four years of National Lottery funding. The organisational restructure was required to prepare Into Film for the next five-year Lottery funding period, beginning in April 2017.



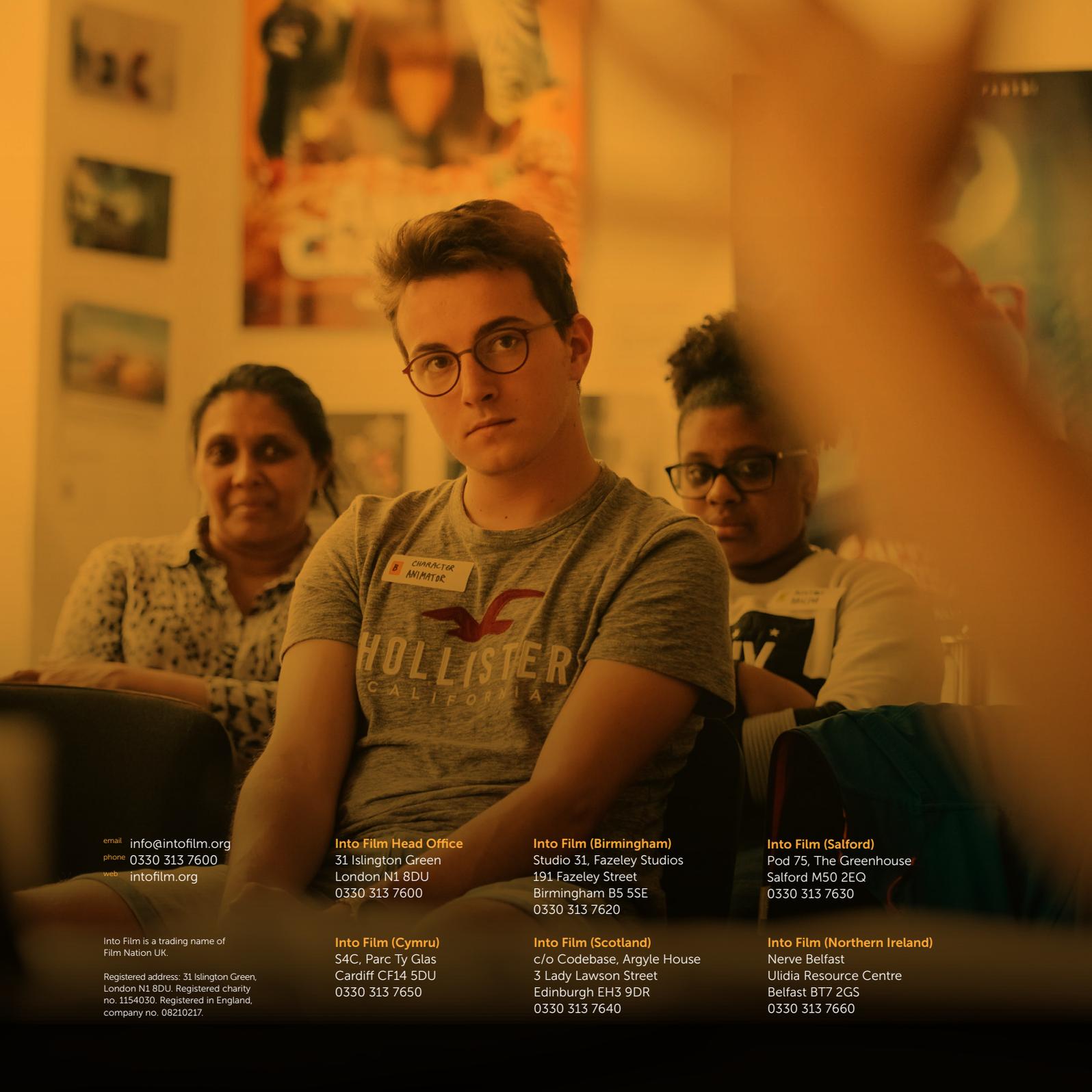
● Direct costs of services	71.7%
● Support costs	25.6%
● Costs of generating income	1.5%
● Governance	1.2%

CELEBRATING OUR ACHIEVEMENTS

Since launching in 2013, the Into Film programme has grown substantially, supporting educators across the UK to raise educational attainment and aspiration, enhance cultural access and development, and increase the enjoyment of learning.

- **194% increase** in the number of Into Film Clubs. From 3,880 in 2013 to 11,423 in 2016
- **93% increase** in children and young people (aged 5-19) attending the Into Film Festival – from 211,191 in 2013 to 407,058 in 2016
- Over **4,000** films have been made, involving over 2,000 Into Film Clubs and 40,000 children and young people
- A significant year on year increase in the number of Into Film resources used. **195,556** were downloaded in 2016/17
- **46,806 educators** have received Into Film training, either face-to-face or online





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