

A close-up photograph of a young girl with dark hair pulled back, wearing a dark blue school sweater over a white collared shirt and a striped tie. She is smiling broadly and making a peace sign with both hands. The background is blurred, showing other children and greenery. Overlaid on the image is the text 'INTO FILM' in large, white, rounded letters.

INTO FILM



INTO FILM

WE ARE INTO FILM

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

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

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, developing a passion for cinema.

Into Film runs two flagship events across the year. The [Into Film Festival](#) enables over 450,000 children and young people to access cinema for free. Our [Into Film Awards](#) celebrate the filmmaking and learning achievements of educators and pupils from across the UK.

Into Film is an education charity supported principally by the British Film Institute (BFI), through the National Lottery, Cinema First, and Northern Ireland Screen.



Because of the Youth Advisory Council, I have a more critical view of films and have more confidence to try new things. I feel more confident public speaking and talking to new people and also being in front of the camera. I have also learned about careers in film and things I may want to do in the future.

MARTHA, 13, YOUTH ADVISORY COUNCIL MEMBER





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OUR YEAR AT A GLANCE

Across the UK educators and young people have continued to embrace the opportunities Into Film provides for teaching and learning through and about film.



8,928

INTO FILM CLUBS



190,127

TEACHING RESOURCES
DOWNLOADED



574

FILMS SUBMITTED
BY YOUNG PEOPLE



4,829

EDUCATORS TRAINED



22,000+

SUBSCRIBERS TO OUR
GET INTO FILM CHANNEL



486,289

INTO FILM FESTIVAL
ATTENDEES

Educators welcome the service that Into Film provides and recognise the benefits that film can have for young people's academic, cultural, social and personal development.



Paul Reeve, CEO Into Film,
Shola, Young Reporter,
Eric Fellner, Into Film Chair

SHOLA MEETS ERIC AND PAUL

PAUL REEVE, CEO OF INTO FILM,
ERIC FELLNER, CBE, CO-CHAIRMAN OF
WORKING TITLE FILMS, INTO FILM CHAIR

Shola (18) is a Young Reporter for Into Film. Aside from reporting, she is currently on a gap year and plans to travel, make her own films and get more work experience within the film industry.

SHOLA What role do you see film playing in education and young people's development?

PAUL Film tells stories which enable us to see and understand things differently – that's incredibly powerful educationally. On the practical side, filmmaking helps young people to develop transferable skills such as communication and teamwork which are valuable for employment.

ERIC Film is also a great way to interest students in a topic and engage those who might find learning a challenge. Making films helps young people to develop life skills and opens their eyes to the many career options in the film industry. Carpenter, accountant, electrician. There are so many.

SHOLA Evidence suggests the arts and creative subjects such as film are getting less curricular time in school, what's your view on this?

ERIC It's not good. The creative industries make up a sizeable and growing percentage of our GDP. The idea that we shouldn't teach our children creative subjects or give them cultural foundations is very short-sighted.

PAUL Since 2010 arts subjects at GCSE have declined by 34%. I think it's a major failing of our education system that children are being denied access to the more creative subjects, and hence to the skills they're going to need in the future. Even scientists and engineers are worried about the narrowing of the curriculum. They understand that arts subjects support learning in other areas, including maths and science.

SHOLA The annual review looks back at what Into Film has achieved over the last year, what do you see as being the main highlights?

PAUL Given the challenging conditions for the arts in education, and the pressure schools are under with league tables and Ofsted, it's an achievement that we've continued to engage new schools in the programme and retain those already involved. We've also been successful in connecting our work to the wider landscape of education and culture.



Film tells stories which enable us to see and understand things differently – that's incredibly powerful educationally.

PAUL REEVE

SHOLA Have you got a personal highlight for the year?

ERIC The Into Film Awards were strong again this year. It's a great opportunity for young people, and the talent and hard work of all involved is always brilliant to see.

PAUL Mine was the National Lottery event at the Houses of Parliament. Seeing Into Film chosen as an example of a cultural education charity which benefits from Lottery funding and creates great impact, and hearing Eddie Redmayne talk about the organisation alongside two of our young club members, was a proud moment.

SHOLA What impact has Into Film had on the lives of young people?

PAUL Aside from increasing young people's knowledge of and interest in film, our programme can significantly benefit their personal development. One example was at an SEN school in Wales where a boy who hadn't said a word for months struck up a conversation with his teacher about a film they had seen in an Into Film Club.

ERIC We often hear about students whose school lives are transformed through an interest in watching or making films. They're contributing something and feel valuable, sometimes for the first time.

SHOLA What are the main goals for the organisation over the next 12 months?

ERIC To do what we do better and to grow at the same time, whilst also accounting for the changing face of the industry and how people are consuming content. Things are moving at such a fast pace and it's vital that we develop our offer to remain relevant.

PAUL We've got an exciting 12 months ahead of us. Streaming films into the classroom will be a big focus for us, as will developing a benefits card that rewards young peoples' engagement with film. We'll also review our key services to ensure they meet the needs of modern-day schools.

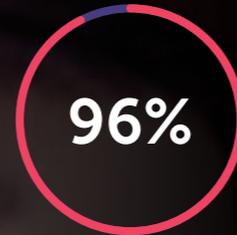
SHOLA What would you like to say to your supporters and the club leaders who are creating film learning opportunities for children and young people through Into Film's programme?

ERIC A huge thank you as always. Without you it couldn't happen and let's keep going.

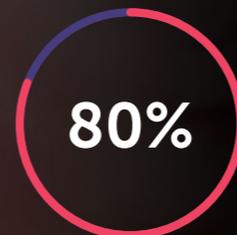
PAUL We provide the programme but teachers and club leaders deliver it. It's their choice to run Into Film Clubs, often in their spare time, and work with film. They do it because they understand the impact that film can have – both in terms of cultural development and on learning. As ever, we are hugely appreciative for their ongoing support.



INTO FILM CLUBS



OF CLUB LEADERS SAY THAT INTO FILM CLUB IMPROVES CRITICAL THINKING



OF CLUB LEADERS SAY THAT INTO FILM CLUB ENRICHES LEARNING IN ENGLISH AND LITERACY

Educators and the children and young people they support have continued to embrace the opportunities that Into Film provides for teaching and learning through and with film. In 2017/18 we supported 8,928 Into Film Clubs across the UK, providing a service that engaged nearly 250,000 children and young people.

Our 2017/18 Into Film annual club leader survey shows how valuable film can be in the classroom. More than 80% of club leaders who responded used film to illustrate a curriculum area, and over half used film to explore social issues such as racism, bullying and the environment.

For many educators, Into Film Clubs play a key role in supporting pupil attainment and the development of key skills such as communication and team building.

Promoting the viewing of titles beyond the mainstream is a core aim of the organisation and 41% of all films ordered this year were specialised, a category that includes British independent and heritage film. Other opportunities included review writing, filmmaking activities, competitions, rich online content, special events, careers information and access to industry professionals.

- ENGLISH
- DRAMA AND PERFORMING ARTS
- HISTORY
- GEOGRAPHY
- PHSE
- ART AND DESIGN
- MUSIC
- ICT
- MEDIA STUDIES
- FILM STUDIES

OVER HALF OF CLUB LEADERS SAY THAT INTO FILM CLUB ENRICHES LEARNING IN THE ABOVE

Statistics taken from the 2017 Into Film annual club leader survey.

ACADEMIC, CULTURAL AND SOCIAL ENRICHMENT

“With over 26 languages spoken it is crucial we have a medium that engages all children. Into Film Club has provided that and is consistently aiding our children in overcoming barriers to learning.

ANDREW DIXON

TEACHER, HORTON PRIMARY SCHOOL, BRADFORD

Every Wednesday over 20 club members gather to study a wide range of film from animations, documentaries, silent movies and musicals to Hollywood blockbusters. Our Into Film Club has allowed us to explore commonalities in what is a vibrant multicultural cohort. We used *The Jungle Book* as a focus for children with varying backgrounds and from different countries. This particularly helped those who struggled to settle into school and who have experienced racial bullying.

Mentoring takes place during our Into Film Club via discussions covering the hero's journey and the choices we all face on a daily basis. The Disney Pixar movie *Inside Out* is popular and is used to explore universal emotions and triggers.

We use film with no sound to explore body language, and we look at techniques, story lines and character traits to help us create storyboards, films and animations. Many children struggling to engage in class have increased reading and writing capabilities during these tasks.

We have used mindfulness techniques and film to reduce anxieties and support children on the social, emotional and mental health (SEMH) register. As a mentor and film club leader I have seen first-hand the impact of reducing external stimuli and engaging learners via film.

Although our school is located in an area of extreme deprivation it was recently awarded a place in the top 40 state schools. Common interests such as film are raising aspiration and developing teamwork. We are currently working on a whole-school film production and will use it to put forward 15 film club members to be accredited by Arts Council England as young artists. We have chosen Into Film Club as our medium as children are consistently engaged by film and the learning resources it has to offer.”

“

Since starting Into Film Club in October 2017, the change in Armaan has been unbelievable. His confidence has grown and grown and he is now taking film to his classroom, engaging his peers and sharing what he has learnt and enjoyed.

NICOLA, ARTS LEAD AND YEAR 1 TEACHER
HORTON PARK PRIMARY





OF CLUB LEADERS SAY THAT PUPILS WROTE REVIEWS AS PART OF THEIR INTO FILM CLUB



OF CLUB LEADERS SAY THAT INTO FILM CLUB IMPROVES WRITING SKILLS

Statistics taken from the 2017 Into Film annual club leader survey.

INSPIRING STUDENTS THROUGH FILM

“Our Into Film Club has been running for three years and has over 50 club members of wide-ranging ability. Club members take responsibility for the programming themselves through a programming committee. Films are chosen based upon their relevance to student work and projects. Challenging titles such as *Ida*, *I, Daniel Blake* and *A Girl Walks Home Alone At Night* have been screened to encourage debate and analysis. This has impacted positively on literacy development, increasing learners’ confidence in oral and written communication.

Level 1 students with learning support needs to Level 3 students with well-developed literacy skills regularly review film using group-based activities and blended learning techniques. Filmmaking is a popular activity, with students producing fictional, factual and animation-based projects. Many are sufficiently confident to share their practical skills in a more formal setting and have delivered filmmaking and

RICHARD LEWIS
TEACHER, COLEG SIR GAR,
FURTHER EDUCATION COLLEGE,
WALES

animation workshops for pupils at local schools as part of their Welsh Baccalaureate Community Challenge.

Other students are responsible for the termly digital club members’ magazine containing film reviews, club news and links to trailers for forthcoming films. We are planning a group which creates social media content, sharing information about our film club, Into Film and other filmmaking opportunities for young people in our area.

Club members often enter competitions and were successful in winning Into Film’s Film of the Month competition; their short film subsequently earned them a gold medal in the Welsh government’s Inspiring Skills Excellence in Wales project. Through our film club we have engaged with various events including a BAFTA masterclass with Amma Asante and a hugely inspiring talk with Rhys Ifans.

The combination of screenings, industry-related visits and practical skills development has made a significant impact on a number of club members, adding value to their learning and raising aspirations to a point where it has influenced their progression pathways into Higher Education and the world of work.”



1,414

INTO FILM RESOURCES,
ACTIVITIES AND FILM GUIDES



190,127

INTO FILM TEACHING
RESOURCES DOWNLOADED
IN 2017/18

TEACHING AND LEARNING RESOURCES

Into Film is committed to helping educators realise film's huge potential to promote memorable learning and contribute to young people's educational development and achievement.

During 2017/18 we produced a wide variety of resources – available online and free of charge – to support classroom teaching through and with film on themes ranging from literacy and science to online safety and mental wellbeing. Resources ranged from film discussion guides to curriculum-linked worksheets, PowerPoint presentations with embedded film clips, filmmaking guides, video careers resources and exclusive access to insights from filmmakers.

Our collection of special education needs and disability focused resources and related content aims to ensure that film learning opportunities are available to all young people, regardless of ability or need.

USING FILM FOR INCREASED ENGAGEMENT IN LEARNING

“Into Film has been an invaluable resource for the development of our media courses across all stages of secondary.

RORY ROBINSON
TEACHER, JEDBURGH GRAMMAR SCHOOL, SCOTLAND

The 3Cs (colour, camera and character) and 3Ss (story, setting and sound) dice, literacy tool and prompt cards have been an excellent starting point for discussion of film texts and consolidation of terminology. Using the dice and flip cards to target particular areas of study allows a personalised element to pupils’ learning.

For our S3 media course we use Into Film’s [History of Cinema](#) and the [Nine Shot Suspense Film](#) resources. The former helps convey the wide spectrum of film to those new to the subject and combines beautifully with our study of moving image texts, providing mixed ability classes with varied activities; the creation

of early moving image media such as the zoetrope is a favourite.

The latter promotes media literacy and provides the fundamentals of filmmaking in a format which allows for fruitful production of content. Students develop interpersonal skills through working as a team and finding solutions. The shot size guide is also a wonderful crib sheet for use throughout all media courses.

At a more advanced level I have used film guides to explore media’s representation of race and gender in modern society. The [Get Out](#) guide prompts discussion

about the concept of a “post-racial” world - a catalyst for students to take responsibility for their learning through research and the formulation of their own opinions. Alongside [Get Out](#), we use [Moonlight](#) as a key text as well as touching on the cultural phenomenon of [Black Panther](#), supported by [articles published on the Into Film website](#).

The use of film has shown increased engagement with learning while acting as a springboard for vital discussion of media influence and its effect on societal values. For pupils like ours, the majority of whom live in small rural communities, Into Film’s resources facilitate exploration of burning issues that may otherwise be rarely addressed.”



I would wholeheartedly recommend the [Dunkirk](#) resources. They are of a high educational standard and cover a wide range of curriculum-based topics.

JIM, TEACHER
MONTGOMERY HIGH SCHOOL

POPULAR RESOURCES INCLUDE:



[Dunkirk: The Dynamo Challenge](#)
(in partnership with Warner Brothers)



[Staying Safe Online](#)
(in partnership with Childnet International)



[International Women's Day Assembly](#)
(Ages 7-11)



[Beauty and the Beast \(2017\) Film Guide](#)



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 2017/18 we graduated 33 young reporters aged 11-19 and worked with a new cohort of 28 young people to co-produce content. With our support and training they covered almost 100 events including international film festivals, red carpet premieres and press junkets, interviewing the stars of high-profile releases such as *Dunkirk*, *Guardians of the Galaxy 2*, *Beauty and the Beast*, *Detroit*, *Paddington 2* and less mainstream films like *The Florida Project*, *God's Own Country*, and *Patti Cake\$*.

Young reporter-led content drives our popular YouTube channel, *Get Into Film*, which in 2017/18 generated over eight million views and attracted over 22,000 subscribers.

Our Youth Advisory Council - which brings together club members from across the UK to learn more about the organisation and air their views and recommendations - increased its membership last year to 73. Members met regularly throughout the year, providing vital input into our programme. They also worked with the BBFC on its film certification consultation and represented Into Film at external events.



8,000,000+
GET INTO FILM
YOUTUBE VIEWS



I have loved my experience as a Young Reporter. It has allowed me to grow in confidence and learn new skills which will always be valuable to me.

ALFIE, 17, YOUNG REPORTER

KRIZZAH'S STORY

“When I walked into Ashfield High’s Into Film Club aged 13 I had no idea it would have such an impact on my life. We used films to discuss issues like racism, bullying and sectarianism which affect teenagers growing up. Through Into Film we had industry professionals visit our school to tell us about their careers. Meeting women like Heather Imani who wrote *Milo* (2012) and Helen O’Hara, an editor for Empire magazine, felt empowering because the film industry has always been male-dominated.

I never thought that at 15 I would be chosen over hundreds of young people to become a member of the [Into Film Youth Advisory Council](#) - the only member from Northern Ireland. A year later I was selected for The BFI Film Academy, which enabled me to tackle varying roles in film production and gain invaluable practical techniques, as well as knowledge and confidence in editing raw images and footage.

This led me to participate in the BFI Film Academy’s Craft with the National Film and Television School. I was also one of nine young people chosen as Ambassadors for Northern Ireland to visit Los Angeles.

I am still a very active club member of my Into Film Club and mentor younger pupils interested in filmmaking, helping them to plan, script, storyboard and shoot their own short films.

I have gained so much through Into Film... friends, opportunities, contacts, experience, knowledge, skills, qualities and a more open perspective on the world around me.

To hear that I won a ‘Ones to Watch’ award at the [Into Film Awards](#) felt pretty wild! Into Film sparked my interest in film and has given me the confidence to pursue my ambition of working in the industry. I now hope to gain a place at film school.”



I have gained so much through Into Film... friends, opportunities, contacts, experience, knowledge, skills, qualities and a more open perspective on the world around me.

KRIZZAH, INTO FILM CLUB MEMBER AND YOUTH ADVISORY COUNCIL ALUMNI

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



Krizzah with Tracy Rossborough, Teacher and Into Film club leader



HEDYDD'S STORY

"When I applied for the Into Film Young Reporter programme I didn't think I'd be successful; I was over the moon to be selected. I felt a little nervous going into the training but came away with new skills and a rich experience. It was great to meet the other young reporters and I learnt the most by watching how they performed different tasks.

Since completing the training I have done multiple, very different assignments. My first was a Star Wars junket and interview. That taught me a lot about how the reporting world works. Next I got a chance to take part in a voiceover session for Into Film's 'Meet The Malwares' online safety video. It was really good to try something related to one of my other passions, acting. I've also been to Cardiff to a BAFTA Guru Live day, where I saw a whole different aspect to TV and film and heard from many unsung heroes. My latest assignment was attending a preview for a film called Submergence. One of the stars

was from my area of North Wales and it was amazing to have an opportunity to interview him after the screening.

One of the best things about my involvement with Into Film is the people I've met – from famous actors and filmmakers to behind-the-scenes workers and the other young reporters and filmmakers on the programme. My work with Into Film has also helped my school work by developing my language and verbal skills. Into Film has broadened my horizons and shown me that there isn't this magic world in film, everyone there is just a normal person who's worked hard to get where they are now. The experience and knowledge I've gained so far have been priceless and very inspiring."

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



TRAINING

2017/18 continued to see educators across the UK enjoying and benefiting from our Training and Continuing Professional Development (CPD) programmes focusing on film and filmmaking to aid curricular attainment. Through individual sessions, group training and online courses, alongside working directly with schools, we offered a range of strategies for using film confidently and effectively in the classroom.

One project in particular was the Paul Hamlyn Foundation funded Full STEAM Ahead programme – an intensive two-year project which supported the delivery of art-based teaching and learning in primary settings, and embedded core learning through the arts in the curriculum.

The project proved to be a real success with the final evaluation concluding that:

- The project had a positive impact on children at all level of abilities
- The project stretched children comfortable with literacy and numeracy and associated activities who were more likely to be self-motivating in all attainment areas
- The project had an even more notable positive impact upon children, for whom self-motivation can be a challenge and who do not, by inclination, enthusiastically participate in literacy and numeracy activities either in school or at home.



“

The project had a direct impact on literacy and numeracy... Pupils really enjoyed the project and feedback was extremely positive. They took control of the learning... Their levels of enthusiasm and excitement were unprecedented.

TEACHER PARTICIPATING
IN THE FULL STEAM AHEAD
PROGRAMME



USING FILM TO SUPPORT ATTAINMENT

“Our involvement with Into Film and its Paul Hamlyn funded Full STEAM Ahead project has changed our teaching practice across the school moving forward.

Training took part in two phases. We had three official training days in each of the two years, formerly to learn how to use film and animation to support literacy and numeracy in the curriculum, and latterly how to become a film leader responsible for cascading the learning to our colleagues. In the initial year we learnt about six aspects of film: shot sizes and purpose, deduction, inference and prediction and curricular filmmaking. The second year consolidated all of the above as well as focusing on mood, genre and audience, storyboarding and using a film stimulus for narrative writing. In short, we learnt how to decode film and then encode writing.

LOUISE MAYNE
TEACHER,
ST ANNE'S PRIMARY, BELFAST

Pupils were engaged from the outset, without exception. I am using these strategies on a weekly basis as part of my classroom practice and continue to enjoy and see the benefits for every learner, regardless of ability.

Our second year also brilliantly supported us in bringing participating teachers to a point where we could share our skills and learning. We held a CPD day in mid-March, which tied in very well with our literacy planning. It is testament to our Senior Leader and the team at Into Film that we had the confidence to train and excite 40 teaching staff enough so that they too are enthused by these methods for using film. Instant

feedback was very positive and the conversations that followed confirmed that our colleagues were interested and could see how the project complemented and enhanced current teaching and learning.

Our senior leadership team were so enthused by the impact of the project that its contents are to be embedded into our whole-school literacy plans as a compulsory element. I have no doubt teachers will see the immediate effects.”

Films I have enjoyed using in the classroom are:



INTO FILM FESTIVAL AND CINEMA

Into Film provides children and young people with a range of opportunities to experience films as the filmmakers intended: on the big screen.

This is culturally enriching and can help to foster a lifelong 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 harness the educational value of a cinema visit and engage young people in topical themes, including, in 2017/2018, [World Music Day](#) and [International Women's Day](#).

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 2017 Into Film Festival offered free screenings 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 a valuable springboard for further engagement with film. It is the key event in our year-round programme of screening activity aimed at linking our in-school programme to cinema-going and the legal watching of film.

The 2017 Into Film Festival offered 3,000 screenings across 602 venues and enabled 486,289 attendees to access the cinema for free. Half of the programme was accessible to people with a sensory impairment or those on the autistic spectrum and 8,000 wheelchair spaces were made available.



486,289

INTO FILM FESTIVAL ATTENDEES IN 2017



OF TEACHERS SAY THAT THE FESTIVAL HAS MADE THEM MORE LIKELY TO USE CINEMA VISITS TO SUPPORT THE DELIVERY OF THE CURRICULUM



An amazing experience. Being a school with children where families have high socio-economic disadvantage, it means so much for the children to be able to experience opportunities like this.

TEACHER

ACCESS TO OPPORTUNITIES

“The Into Film Festival presented wonderful opportunities for our students, most of whom rarely visit the cinema. We attended six screenings and events in total. They were great fun for the students and an excellent vehicle for incidental learning.

Year 1 attended *The Emoji Movie*, Year 2 *Sing*, Year 4 *The Eagle Huntress*, Year 5 attended a talk with UK Space Agency alongside *A Beautiful Planet* and Year 6 saw *Zootropolis*. The screenings linked well with the school curriculum and the accompanying resources were an extremely effective learning tool.

The highlight was our involvement with the *Paddington 2* pupil premiere at the Empire Cineworld in Leicester Square. It was more than just a cinema visit, it was an entire package, in which 30 children aged 7 and 8 participated. We used the *Pop-up Paddington* resource beforehand in class for creative writing, art and PSHE. The activities, which culminated in creating and evaluating a pop-up book, were engaging and inclusive. Less able

LEILA HINKS
YEAR 3 CLASS TEACHER,
ST ANDREW'S PRIMARY SCHOOL,
LONDON

students could relate to the topic and were inspired to create work which helped them to achieve their literacy targets. High achievers felt free to take their writing where they wanted. Working party in groups benefited communication skills and teamwork.

We were sent fancy dress costumes to wear for the screening which added to the excitement. The children were thrilled to visit a central London cinema and to be seated behind the actors. They emerged feeling enthusiastic and motivated and were eager to write reviews. It was a positive experience academically, emotionally and cognitively.



94% OF TEACHERS BELIEVE THE FESTIVAL ACTIVITIES ARE VALUABLE IN THE BROADER EDUCATION OF YOUNG PEOPLE

We take our students on various trips and at the end of the school year ask them to name their most memorable experience – 80% of the group named the *Paddington 2* screening. I'm so grateful to the Into Film Festival for giving them this opportunity and would recommend the Festival to all teachers.”





Gemma Arterton, Actor
Into Film Awards 2018

INTO FILM AWARDS

The Into Film Awards continues to be a highlight of the Into Film calendar, bringing together industry professionals, educators and young people to celebrate the filmmaking achievements of educators and young people from across the UK, as well as this year's best young film reviewers, teachers and Into Film Clubs.

Taking place at the BFI Southbank in London, the Awards Ceremony welcomed a host of film industry talent including actors Gemma Arterton, Martin Freeman, Will Poulter and Gwendoline Christie, along with distributors and industry insiders.



ENTRIES RECEIVED ACROSS NINE AWARDS CATEGORIES

“

It's great that the programme demystifies the film industry a little bit and it really does nurture interest and ambition.

WILL POULTER, ACTOR

The 2018 Awards attracted 292 entries across nine categories, including Into Film Club of the Year, Educator of the Year, Ones to Watch, Best Live Action, Best Documentary, Best Animation, Review of the Year and Family Film of the Year.

AMY'S STORY

"I heard about the Into Film Awards as I was on the Young Reporters programme and saw it featured in the newsletter. *Still Life* was made with a group of other young people through the Tyneside Cinema's Documentary Academy and took almost four months. We used professional equipment and were mentored by industry professionals.

Although professionally supported we thought of and developed the idea ourselves and made all the artistic and technical decisions. Thatcher's rule greatly impacted our region in the 1980s and we were intrigued to see how much people's lives had been shaped by their suffering. Using documentary photographer Tish Murtha's iconic images of life in the North East of England as a starting point we made the film to uncover the people behind the pictures and the world in which they were taken.

This film has been a huge learning curve for me and my team, and has taught me invaluable communication skills. Hearing people's raw and heartfelt stories and gaining their trust in such a short space of time was truly spectacular. To be entrusted with such harrowing stories teaches you to have the utmost respect for your subjects and how to remain professional during interviews."



It was brilliant coming to the BFI Southbank for the Awards ceremony and a surreal experience to see so many people I idolise in the flesh. I'm definitely going to continue to make films and I am looking forward to pursuing it as a career.

AMY

BEST DOCUMENTARY WINNER
INTO FILM AWARDS 2018



WORKING WITH INDUSTRY

Into Film acts as a bridge, both between the film industry and the education sector, and between the industry and young people. In the past year, ongoing support from the film industry through Cinema First, and close collaboration with industry colleagues, has enabled us to produce exclusive online content and inspirational events, as well as gain access to special screenings and industry talent. All these provide valuable learning opportunities whilst enabling the industry to connect with young audiences. Teaching resources linked to new cinema and DVD releases have further enhanced our programme.

Films for which we created resources included:

- [*Dunkirk*](#)
- [*My Life as a Courgette*](#)
- [*The LEGO NINJAGO Movie*](#)
- [*Paddington 2*](#)
- [*Wonder*](#)
- [*Early Man*](#)



A series of themed resources was also created to support the [Must See Movies](#) home entertainment campaign; these proved popular with educators and parents alike.



Welcomes
Jim Parkyn
Senior Model Maker



Tim Parkyn, Senior Model Maker,
Stop Motion Animation Workshop



INTERACTING WITH 1,500
PRIMARY AND SECONDARY
STUDENTS ACROSS THE UK

AN INSIGHT INTO THE FILM INDUSTRY

2017/18 saw a review of our Industry Visits programme which enables young people to find out first-hand about the many and varied career possibilities that exist in the film industry and what these jobs entail.

Industry professionals visited 22 schools across the UK, interacting with 1,500 primary and secondary students. Events ranged from Q&As with actor Hayley Atwell and the director and producer of Disney's Cars 3, to an audio description workshop and talks by VFX, production and development experts such as Jim Parkyn, Senior Model Maker for *Earlyman*. A new initiative, developed in the past year, for filming and capturing content from these events will enable even more young people to benefit.



Using movies in lessons has opened up the world of imagination to pupils and they are beginning to think creatively.

JANE, TEACHER
SEN SCHOOL

FINANCE

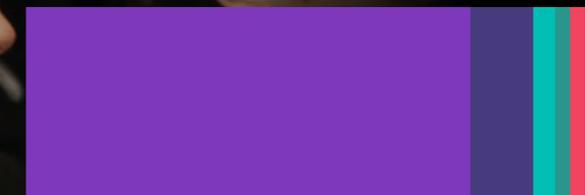
2017/18 was the first year of our new five-year National Lottery grant to support film education for 5-19 year olds as part of the BFI's 2022 Strategy. The grant represents a strong commitment to Into Film and the importance of film learning, and still comprises the majority of our overall income. However, it is at a significantly reduced level – £24m over the five-year period compared to £26m over the four years of the previous Lottery grant, equating to an annual reduction of £1.7m (26%).

While this has inevitably had an impact on staffing levels, and forced us to scale back certain areas of activity, we have remained fully committed to delivery across the whole of the UK, maintaining offices and staff across the four nations and continuing to offer a broad, high quality range of services and opportunities.

Overall we achieved a net income of £189,193 for the year, which mainly reflects a couple of restricted income projects that began late in the year and will have their costs and associated funding carried over to 2018/19.

INCOME

Total income for the year was just under £6.5m, a decrease of £1.3m (17%) compared to 2016/17. The fall in income this year is primarily due to the reduction in National Lottery grant from the BFI in comparison with the previous grant level; non-Lottery income has increased by just over £260k compared to 2016/17, to £1.5m.



● Lottery (BFI)	76.4%
● Cinema First	10.9%
● Other Trusts & Foundations, donations & bank interest	3.8%
● Paul Hamlyn	2.7%
● Earned income	2.5%
● Northern Ireland Screen	2.0%
● Sponsorship	1.7%

EXPENDITURE

Total expenditure for 2017/18 has fallen by £1.67m (21%) compared to the prior year, from £7.93m to £6.26m. This reflects not only the reductions in expenditure necessary to absorb the fall in Lottery income, but also that the previous year (2016/17) incurred an additional one-off organisational restructuring and transitioning costs of £278,482 (paid out of previously held reserves). Allowing for these factors, total expenditure is consistent with the previous year.



● Direct costs of services	69.2%
● Support costs	27.5%
● Costs of generating income	1.8%
● Governance	1.5%



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