



Annual Report 2021



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Education
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Foundation



It gives me great pleasure to introduce the tenth annual report of the Education Endowment Foundation (EEF) covering the progress we have made in the 12 months from September 2020 to August 2021.

This year has brought with it immense challenge for the education sector, notably with a second period of school closures beginning in January 2021 and the cancellation of exams. Yet again, teachers and schools across the country have responded with resilience and dedication.

I am proud of the role we've played in supporting the education sector this year. As an organisation, we've provided a triple-pronged response to the challenges of the pandemic.

Research into the impact of the pandemic

First, by commissioning three large-scale research projects investigating the impact of the pandemic on pupils' learning, and particularly the disproportionate impact on the most disadvantaged pupils, the EEF is building a national picture of how learning has been affected.

The findings will support recovery efforts and give policymakers and schools evidence on where efforts are most needed.

Scaling up effective programmes

Second, by identifying and scaling up teaching and learning approaches with the potential to improve pupil progress, the EEF has helped to ensure evidence-based approaches are at the heart of national efforts to support recovery.

Notably, the EEF played the major role in developing and delivering the **National Tutoring Programme**, giving 300,000 pupils access to high-quality tuition this school year. We've also played a part in ensuring the **Nuffield Early Language Intervention** – a proven intervention to support four and five year olds who are struggling with their language and communication skills – is available to every primary school in England.

Support for schools

Third, the EEF's national network of Research Schools have continued their role in delivering evidence-led professional development by teachers, for teachers. Based on EEF evidence and prioritising support for schools in areas of disadvantage, activity this year has focused on supporting schools in their recovery efforts.

The EEF has produced a number of timely resources to support some of the immediate challenges schools have faced, including planning guides and tools to support remote learning.

The past year has highlighted how important the EEF's work is. Covid will have long-term repercussions and be felt most harshly by young people in our most disadvantaged communities.

However, it has also showcased the creativity, commitment and professionalism of the teaching profession and highlighted the role of schools as crucial in our communities. With the right, sustained support – rooted in evidence and inspired by collective determination – we can maintain our vital endeavour to support young people's learning and life chances.

Sir Peter Lampl
Chairman, Education Endowment Foundation



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For a second year, the pandemic has caused a huge amount of disruption in education. Teachers and school leaders have been faced with continued uncertainty, yet have worked tirelessly to overcome the numerous challenges that have been presented to them.

As well as responding to the immediate logistical difficulties of running a classroom during a global pandemic, schools have been focusing on education recovery.

Throughout this time, the EEF has worked to support teachers in their efforts by:

- Commissioning research to investigate national trends around the impact of Covid on pupils' learning, particularly the effect on children and young people from disadvantaged backgrounds.
- Supporting the scale-up of evidence-informed initiatives with the potential to accelerate pupil progress.

Investigating the impact of Covid-19 on learning

In October 2020, we announced that the EEF would fund three projects designed to investigate the impact of Covid-related disruption on pupil learning. These studies have already published initial findings, fleshing out the national picture of how children and young people have been affected.

However, we already know that experiences of the pandemic have been far from uniform, with inequalities around access to technology and free school meals creating huge disparity across schools, classrooms and families. The core mission that drives the work of the EEF is breaking the link between children's socio-economic background and their academic outcomes, and as such, a crucial element of these projects will be examining the impact of Covid on attainment gaps: the gap in academic achievement between pupils from disadvantaged backgrounds, and their classmates.

The studies are also exploring the variety of approaches being taken across schools to mitigate the impact of the pandemic on pupil learning, and evaluating their effectiveness.

It is our hope that each of the three reports will help to build a more accurate understanding of how pupils' learning has been affected by partial school closures, provide useful insights into specific areas of learning where gaps appear to have opened up, and support school as they plan how best to assess what learning recovery may be necessary in their context.

Scaling up evidence-informed solutions

As well as paving the way for a better understanding around the impact of the pandemic, we have worked to ensure that evidence sits at the heart of the national response. Broadening access to approaches that have shown promise in improving outcomes when trialled has never been more important, and this year, the EEF has led on the scale-up of two particular initiatives:

1. National Tutoring Programme (NTP) – Tuition Partners

In November, the **National Tutoring Programme** launched in schools. This Government-funded programme built on our work with a group of charitable partners – Impetus, KPMG Foundation, Nesta, and Sutton Trust – to rapidly extend evidence-led tutoring offers in support of learning recovery. The EEF team designed and commissioned the delivery of the 'Tuition Partners' strand of the NTP, which aimed to provide high-quality tutoring for disadvantaged pupils who have been disproportionately affected by the pandemic. A complementary 'Academic Mentors' strand was provided by Teach First.

As is highlighted in the EEF's Teaching and Learning Toolkit, [one-to-one](#) and [small-group](#) tuition are cost effective methods of supporting disadvantaged students' learning, capable of boosting pupils' progress by up to +5 months.

After a rigorous selection process, 33 tuition providers – including charities, a school partnership, and for-profits – were awarded funding to deliver their services in schools. In total, 250,500 pupils were enrolled to access tutoring via NTP this academic year.

We are proud to have helped establish the National Tutoring Programme in this exceptional time, building an evidence-led programme in response to the pandemic. Just over a year ago, the programme didn't exist, but today, hundreds of thousands of pupils in thousands of schools across the country have been able to access high-quality tutoring and support.



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2. Nuffield Early Language Intervention (NELI)

This year, two-fifths of primary schools in England signed up to deliver the **Nuffield Early Language Intervention**, a programme designed to support four and five-year-olds whose early language and literacy development has been most affected by the pandemic.

The Government commissioned NELI as a recovery response based on the security of our research on this programme, which has repeatedly shown that NELI can be effective in supporting and accelerating the development of early literacy and language skills. EEF were commissioned to manage the scale up of the programme for the first cohort of schools.

The impressive reach that the Nuffield Early Language Intervention has achieved in its first year of delivery shows how teaching professionals are embracing evidence-informed approaches to maximise their pupils' progress.

In these challenging times, the success of the intervention constitutes an encouraging reminder that supporting pupils to overcome the detrimental impacts of the pandemic is not only possible, but very much underway.

EEF-funded trials

Another consequence of Covid-related disruptions to schooling is that many ongoing education research studies – including EEF trials – have been affected. First, by the direct impact of school closures which has affected recruitment to trials and the implementation of different programmes. Second, by the cancellation of national exams and standardised tests, and the associated difficulties of collecting impact data to make a robust assessment of the effect of particular programmes and approaches.

We've been working with programme developers, schools and researchers to make sure that all of our trials that have been impacted by the pandemic produce meaningful messages and findings, whilst not placing undue burdens on the schools taking part in the studies at a time of extreme challenge.

For some of our trials, we're focusing on what we can learn from process evaluations, which give us useful messages about how schools implemented a specific programme or intervention. For others, we've extended delivery or re-started disrupted trials to allow us to collect meaningful impact data.

Our priority is to balance the competing pressures of schools' priorities and ensuring useful findings from our research.

It has been extremely rewarding for all of us at the EEF to work with the sector over the past year, bolstering their recovery efforts with lessons from the evidence. Time and time again, practitioners proved their dedication and commitment to the pupils in their care, despite their responsibilities expanding well past the norm. It is our hope that the EEF continues to be a valuable source of support for all teachers and school leaders as they strive to meet the needs of all their pupils, particularly those from disadvantaged backgrounds.

Professor Becky Francis
Chief Executive Officer,
Education Endowment Foundation



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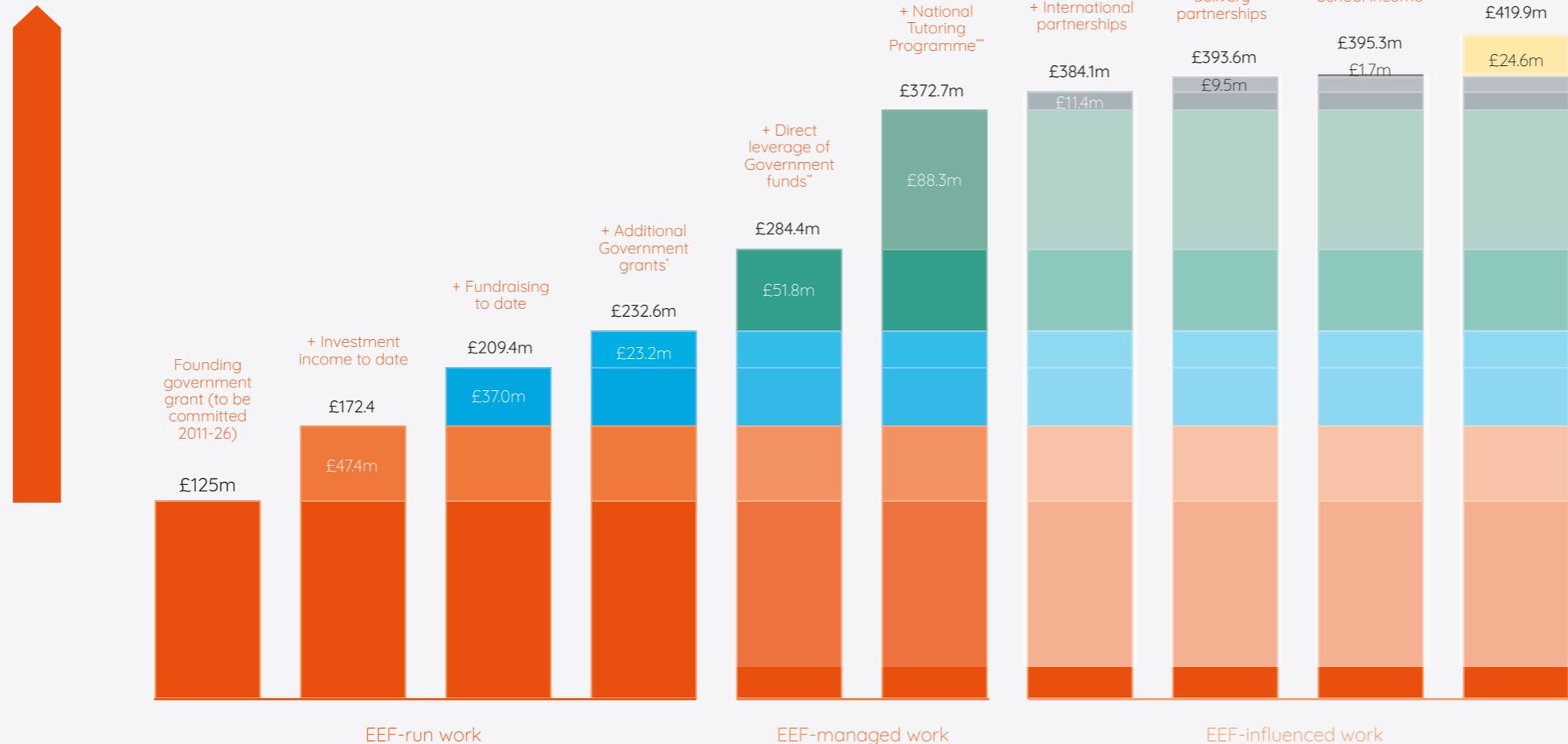
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+£294.9m
total EEF leverage and reach



Comprising:
 * Comprising: £10m Dept for Education (DfE) co-funding for 'Literacy Transition Catch Up' round; £3.4m DfE co-funding for 'Improving the Home Learning Environment' round; £2.5m DfE co-funding for 'Early Years: professional development and leadership' round; £1m for Research Use round; £1m for Character round; £271k DfE funding to deliver the EEF-evaluated Early Years Foundation Stage Profile pilot; £5m for Evidence Guardianship.
 ** Comprising: £1m DfE funding for EEF Research Schools in the Opportunity Areas; £2.3m DfE funding for EEF-evaluated projects delivered as part of its Teaching and Leadership Innovation Fund (TLIF); £2.5m DfE funding to deliver the British Council's international exchange programme, with EEF overseeing the independent evaluation; £20m DfE funding to deliver the EEF-evaluated 'Post-16 Maths Premium' project; £26m DfE funding for the scale-up of EEF-evaluated 'Magic Breakfast' project.
 *** Comprising: £80.2m DfE grant variation to the EEF to run NTP Tuition Partners; £8.1m for scaled up delivery of the Nuffield Early Language Intervention (NELI).
 **** Comprising: 44% of the £56m successful DfE-funded Strategic School Improvement Fund bids cited EEF-funded projects and EEF guidance reports in their applications.



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Apply for EEF funding

The EEF's grant-funding supports the evaluation of projects aiming to improve the attainment or directly related outcomes of disadvantaged children and young people aged 3-18.

We are always on the look-out for those with high-potential ideas now keen to test their impact through robust, independent evaluations. Those found to be both effective and cost-effective, we will then scale up so that the maximum number of learners can benefit.

Since 2011, the EEF has committed £133 million to fund 218 projects reaching over 1.9 million children and young people.

If you're thinking of applying please read our [Funding FAQs](#) and look at some of the [projects](#) we have already funded.



Sign up for EEF trials

More than 23,000 schools, nurseries and colleges have so far got involved in an EEF-funded trial of projects aiming to boost the attainment of disadvantaged children and young people - that's more than half of all schools across England.

Once the EEF has approved funding for new projects, our grantees begin recruiting schools, nurseries and colleges to take part. You can read about those currently looking for volunteers on the '[Now recruiting!](#)' section of our website. Each project has contact details so you can register your organisation's interest directly.

Not only will your setting benefit from the opportunity to trial a high-potential project, but you will also be contributing to important research which will help colleagues across the education sector.

Sign up for EEF News Alerts

The EEF's [monthly emails update](#) 39,700+ subscribers with all our news, including our latest grants, the publication of evaluation reports of EEF-funded projects, and other resources.

Support Us

The EEF aims to work in partnership with funders who share our commitment to offering the best possible educational opportunities to children and young people from disadvantaged backgrounds.

Since 2011, more than £35 million has been gifted and pledged by a range of organisations to help extend the reach of work the EEF is funding. If you are interested in partnering with the EEF, please do get in touch.

Follow the EEF...

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-  By liking Facebook.com/EducEndowFoundn
-  By subscribing to our YouTube channel
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The academic year 2020-21 saw continued disruption to education due to the ongoing Covid-19 pandemic. Schools grappled with a second period of partial school closures, in which most pupils were required to learn from home, whilst also focusing on how best to support pupils' recovery. Throughout this time, the EEF worked to support teachers and school leaders' efforts by:

- Commissioning new research to get insight into the actual impact of the pandemic on pupil attainment and the disadvantage gap.
- Scaling up approaches with the potential to support educational recovery.

Commissioning new research

Three new studies were commissioned to help address evidence gap around the actual impact of Covid-19 on pupil attainment.

These studies aim to provide robust estimates of the changes to the disadvantage gap among primary-age children, as well as detailed information on how schools are supporting pupils' wellbeing and learning this academic year.

[1. Impact of Covid-19 disruptions in primary schools: attainment gaps and school responses](#) (FFT Datalab)

This study will provide insights around changes in the disadvantage gap pre- and post-lockdown, as well as analysing strategies associated with mitigating a widening gap. It will focus on pupils in Years 2 to 6 in 145 primary schools.

Interim findings from this ongoing study indicate that the attainment gap between disadvantaged pupils and their classmates has grown in mathematics by one month since the onset of the pandemic.

“

This new research has two important aims. First, to better understand the extent to which the attainment gap is likely to have widened in the past six months. Secondly, to identify what approaches schools and teachers are taking to support their pupils – and which of these hold the greatest promise for improved learning and wellbeing outcomes for children.

Professor Becky Francis, Chief Executive of the Education Endowment Foundation

Covid: Poor pupils fall further behind in maths

© 7 May 2021



Poor pupils have fallen further behind in maths as a result of the coronavirus pandemic, according to research.

The Education Endowment Foundation (EEF) study suggests primary-school pupils eligible for free school meals have fallen another month behind their classmates since the first lockdown.



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[2. Impact of Covid-19 school closures and subsequent support strategies on attainment and socioemotional wellbeing in Key Stage 1](#) (National Foundation for Educational Research)

This study will assess the extent to which Key Stage 1 pupils' attainment in reading and maths has been impacted by school closures, and particularly the effect on disadvantaged pupils. 158 schools will provide detailed information on the types of support individual pupils are receiving this year, as well as whole-school strategies. This is important in trying to understand the impact of different responses for disadvantaged groups.

Interim findings from this ongoing study suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.

Primary schools: pandemic causing 'significant' learning loss in England

Study highlights how poorest pupils are bearing the brunt of lockdowns and school closures

- [Coronavirus - latest updates](#)
- [See all our coronavirus coverage](#)



Restored laptops being delivered to Elm Wood primary school in south London earlier this month. Photograph: Leon Neal/Getty Images

Primary school pupils in England have suffered "significant" learning loss during lockdown and school closures, according to new findings that highlight how disadvantaged pupils have been affected most by the pandemic.

[3. The impact of the Covid-19 pandemic on children's socioemotional well-being and attainment during the Reception Year](#) (The University of York, National Institute of Economic and Social Research and Education Policy Institute)

This study is looking at the impact of lockdown on the school readiness of new Reception children across England, and their educational attainment and socio-emotional wellbeing over their first year of education.

Emerging findings from this ongoing study suggest that language and communication are particular areas of concern for teachers this year. In response to a survey carried out in Autumn Term 2020, 96% of the 57 participating schools reported being 'very concerned' or 'quite concerned' about their pupils' language and communication skills due to the Covid-19 pandemic.

Surge in speech delays in young children due to the pandemic

ANGLIA | HEALTH | Wednesday 14 July 2021, 2:34pm



Watch a report by Lauren Hall.



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The Big Lockdown Learning Survey

In addition to these three studies, the EEF partnered with Teacher Tapp to publish findings from the [‘Big Lockdown Learning Survey’](#), which aimed to find out more about families’ experiences of learning at home.

Launched in January 2021, the survey was conducted using an app called Parent Ping, with parents and carers answering daily questions about their child’s experience of learning at home.

The study found four clear challenges that families faced, which were strongly associated with whether home learning was perceived to be successful:

- **The digital divide.** Families without enough devices or those that faced other technological challenges reported very low perceptions of success of home learning.
- **Balancing remote learning with other responsibilities.** 62% of parents said they were struggling to combine home schooling with other commitments, and these parents had lower perceptions of success around learning at home.
- **Confidence in supporting learning.** Parents who said they struggled to understand the work set, felt low confidence about supporting learning and low confidence about supporting their children’s behaviour and emotions reported lower success of learning at home. There is an opportunity for schools to learn about what particularly leads parents to struggle to understand work that is set for completion at home, since this may help families with weekly homework assignments.
- **Parental perceptions of their child’s attitude towards learning.** This is a reminder that the challenge of supporting home learning in part depends on how keen the child is to complete the work independently and that, regardless of how schools support families, there will always be considerable variation.



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Supporting recovery – An evidence informed approach

National Tutoring Programme

National Tutoring Programme (Year 1)

The National Tutoring Programme (NTP) is a key part of the Government's COVID-19 catch-up response for schools,

also aiming to provide a longer-term contribution to closing the attainment gap. In 2020-21, the NTP (designed by the EEF alongside the Sutton Trust, Impetus, Nesta and Teach First) offered schools access to tutoring via two services: Tuition Partners (TP) programme and the Academic Mentoring (AM) programme.

The Tuition Partners pillar of the programme, which was delivered by the EEF in 2020-21, was designed based on the best available evidence for tutoring as a promising catch-up intervention for disadvantaged pupils. Schools received additional support to supplement classroom teaching through subsidized, high-quality tutoring (face-to-face or online) from an approved list of 33 tutoring organisations across England. Tutoring was targeted primarily at children eligible for the Pupil Premium. Participating schools selected children who received up to 15 hours of tutoring in a variety of subjects, predominately English and Maths.

250,500 pupils were enrolled to access tutoring via NTP Tuition Partners in 2020-21. By July 2021, 60% of all secondary schools in England had enrolled on the programme.

The EEF has commissioned an evaluation of the NTP, including strategies to reach schools and engage pupils in tutoring and the impact of tutoring on attainment.



Nuffield Early Language Intervention

The Nuffield Early Language Intervention (NELI) focuses on improving the listening, narrative and vocabulary skills of young children with relatively poor oral

language skills through small group and individual teaching sessions. The EEF has funded several trials of the programme, the largest finding that children who received NELI made, on average, +3 months' additional progress in oral language skills.

During the 2020-21 school year, the EEF managed a DfE grant of £8.1 million to provide the programme to state-funded reception classes as part of the response to the pandemic. Over 6,600 schools registered to receive the programme that year leading to 20,000 members of staff being offered training and approximately 62,000 children receiving the programme. This pot of funding has continued to be used to support this cohort of schools with their implementation and sustained use of the programme during the 2021-22 academic year.

In 2021 NELI received a further £8 million of funding from the DfE to continue the scale up of the programme. The Nuffield Foundation is the lead charity for this delivery, and over 4,000 additional schools registered to take part in NELI in the 2021/22. EEF has funded RAND Europe to complete an implementation and process evaluation of the two-year scale up of NELI.

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The impressive reach that the Nuffield Early Language Intervention has achieved in its first year of delivery shows how teaching professionals are embracing evidence-informed approaches to maximise their pupils' progress.

Professor Becky Francis, Chief Executive of the Education Endowment Foundation



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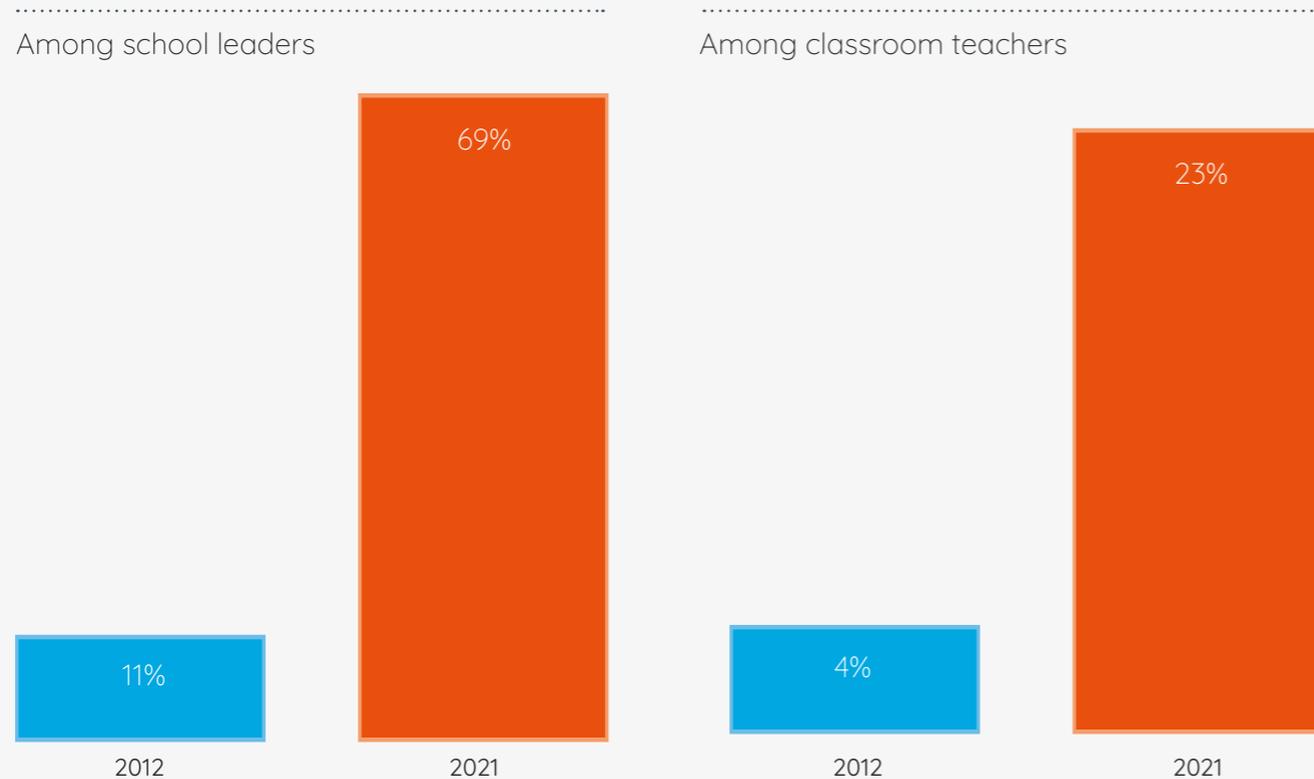
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Teaching and Learning Toolkit

In 2021, finalised the development of the next version of the [Teaching and Learning Toolkit](#), a resource that synthesises the best available ‘what works’ evidence into freely available and regularly updated teacher-friendly summaries.

It is designed to support schools’ decision making by summarising how successfully (or not) key strategies have been deployed to raise attainment, enabling front-line professionals to decide whether the approach is right for them given their students’ needs, their resources, and their priorities.

Q. How does your school decide which approaches and programmes to adopt to improve pupil learning?
A. Using the Teaching and Learning Toolkit



Source: National Foundation for Educational Research (nfer) survey as part of their Teachers Voice Omnibus survey, conducted for the Sutton Trust.

This year, we finalised a major methodological update. The Toolkit is now based on a database of over 2,500 education studies with extensive detail extracted on context, methodology, impact and pedagogical practice. This new underpinning research will allow the Toolkit to communicate:

- More information on closing the attainment gap for disadvantaged pupils;
- A greater focus on how, with more granular detail on different types of delivery (e.g. verbal or written feedback); and
- A greater focus on who, with details on impacts for different ages and subjects.

The current EEF Toolkit has proved highly popular with schools. The most recent polling shows 69% of school leaders say they use the EEF Toolkit.

The EEF Toolkit also has an increasing global reach, including translations in Spanish, Dutch, Portuguese, French and Arabic.



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Evidence reviews

[Remote professional development rapid evidence assessment \(August 2020\)](#)

Undertaken by an internal team at the EEF, this rapid evidence assessment aims to summarise the efficacy of remote professional development (PD) approaches in supporting school leaders and PD providers with decisions they are making about PD provision, given social distancing requirements caused by the Covid-19 pandemic.



[Cognitive science in the classroom: Evidence review \(July 2021\)](#)

Undertaken by the University of Birmingham, this review looks at current practice and theory related to approaches inspired by cognitive science. It systematically reviews all impact evaluations for cognitive science approaches that have been undertaken in normal school environments.



The review was commissioned to support [Cognitive Science Approaches in the Classroom: A review of the evidence](#).

[The impact of feedback on student attainment: A systematic review \(August 2021\)](#)

Undertaken by University College London, this report systematically reviews the impact of different approaches to, and implementation of, feedback with schools.



The review was commissioned to support the EEF guidance report, [Teacher Feedback to Improve Pupil Learning](#).

You can find all the EEF's evidence reviews published to date [here](#).



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In 2020-21, the EEF’s grants cycle was severely impacted by disruption that resulted from the pandemic. During this time, we awarded an additional £820,000 to our grantees to address issues caused by Covid and to sustain, or extend, delivery.

Two projects were approved for re-grants for delivery at greater scale, to a total of 9,710 pupils for £1,425,053 (an average of £147 per pupil). Further to this, we awarded £1m to three projects looking specifically at the impact of partial school closures on pupil attainment.

The pipeline of EEF-funded projects

The EEF’s grant-funding generates new evidence to secure our understanding of what’s most likely to be effective in improving attainment, especially for the most disadvantaged pupils. As confidence increases in a project’s impact, so we scale up its delivery, whether in schools, nurseries or colleges. The EEF is committed to supporting projects at all stages of this pipeline.

	High-potential projects yet to be robustly evaluated		Promising projects looking to scale-up	
	<p>These projects will have some initial evidence which indicates they have potential to improve learners’ attainment; BUT will not yet have been independently and rigorously evaluated to demonstrate a causal relationship between the project and those improvements.</p> <p>The EEF’s grant-funding gives them the opportunity to put their idea to a fair test.</p>		<p>These programmes will have already been independently and rigorously evaluated and demonstrated positive impact on learners’ outcomes; BUT need now to establish that they can be delivered at scale in a way which maintains impact and is cost-effective.</p> <p>The EEF’s grant-funding gives them the opportunity to continue testing the impact of their project as it expands.</p>	
Type of EEF trial	<p>Pilot studies: </p> <ul style="list-style-type: none"> conducted in a small number of schools, or early years / post-16 settings (e.g., three or more), where a programme is at an early or exploratory stage of development. evaluated through qualitative research to develop and refine the approach and test its feasibility in schools, nurseries or colleges. Initial, indicative data will be collected to assess its potential to raise attainment. 	<p>Efficacy trials: </p> <ul style="list-style-type: none"> test whether an intervention can work under developer-led conditions in a number of schools, or early years / post-16 settings, usually 50+. A quantitative impact evaluation is used to assess the impact of the intervention on student outcomes, including attainment. An implementation and process evaluation is used to identify the challenges for delivery. An indicative cost of the intervention is also calculated. 	<p>Effectiveness trials: </p> <ul style="list-style-type: none"> test a scalable model of an intervention under everyday conditions (where the developer cannot be closely involved in delivery because of the scale) in a large number of schools, or early years / post-16 settings, usually 100+ across at least three different geographical regions. A quantitative impact evaluation is used to assess the impact of the intervention on student outcomes, including attainment. An implementation and process evaluation is used to identify the challenges for delivery at this scale. The cost of the intervention at this scale is also calculated. 	<p>Scale-up: </p> <ul style="list-style-type: none"> is when a programme which has been shown to work when rigorously trialled, and has the capacity to deliver at scale, is expanded to work across a bigger area delivering to a large number of schools, or early years / post-16 settings. Though we will continue to evaluate its impact, this is now a lighter touch process.

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Key to understanding EEF-funded projects

Funded this year and those that have been independently evaluated – in the following pages:

Evidence strength ('padlock rating')



The EEF presents a 'padlock' security rating for every trial that it funds. This indicates how confident we are that any additional progress experienced by the children and young people receiving the intervention was caused by the intervention and not due to any other factors.

🔒🔒🔒🔒🔒 – very high confidence

🔒🔒🔒🔒🔓 – high confidence

🔒🔒🔒🔓🔓 – moderate confidence

🔒🔒🔓🔓🔓 – moderate-to-low confidence

🔒🔓🔓🔓🔓 – low confidence

🔓🔓🔓🔓🔓 – very low confidence

This rating system is explained on the 'Evaluation' section of the EEF website [here](#).

Cost rating (£)



Cost ratings are based on the approximate cost per pupil per year of implementing the programme over three years:

£££££ **Very low:** less than £80 per pupil per year

£££££ **Low:** up to about £200 per pupil per year

£££££ **Moderate:** up to about £700 per pupil per year

£££££ **High:** up to £1,200 per pupil per year

£££££ **Very high:** over £1,200 per pupil per year

Estimated months' attainment progress



The months' progress measure shows the number of *additional* months of progress that children and young people receiving the intervention made, on average, compared to the control group of children and young people who did not receive it.



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Impact of school closures on disadvantaged pupils						
Impact of Covid-19 disruptions in primary schools: Attainment gaps and school responses	Research assessing the impact of Covid-19 school closures on the attainment gap in maths and reading in primary schools	Grantee: FFT	Reach: 145 schools	Evaluated by: -	Delivery grant: -	n/a
Impact of Covid-19 school closures and subsequent support strategies on attainment and socioemotional wellbeing in Key Stage 1	Research assessing the impact of Covid-19 school closures on pupil outcomes in Key Stage 1	Grantee: NFER	Reach: 158 schools	Evaluated by: -	Delivery grant: -	n/a
Impact of the Covid-19 pandemic on children's socioemotional well-being and attainment during the Reception Year	Research assessing the impact of the Covid-19 pandemic on pupil outcomes in Reception	Grantee: University of York	Reach: 75 schools	Evaluated by: -	Delivery grant: -	n/a
Scaling up						
Stop and Think: Learning Counterintuitive Concepts Re-grant	A computer-assisted learning activity that aims to improve learners' ability to adapt to counterintuitive concepts by training them to inhibit their initial response and instead, give a slower and more reflective answer	Grantee: Behavioural Insights Team (BIT)	Reach: 175 schools 8,750 pupils	Evaluated by: NatCen	Delivery grant: £506,007	
Improving Working Memory Plus Arithmetic	A small group intervention delivered by teaching assistants to support working memory	Grantee: University of Oxford	Reach: 240 schools 800 pupils	Evaluated by: RAND	Delivery grant: £919,829	

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The EEF reports in full the results of all independent evaluations of EEF-funded projects. In 2020-21, 13 evaluation reports were published, bringing the total published to date to 145.

The summary findings for each are listed below, including the ‘padlock’ security rating.

Executive summaries are available on the EEF website, as are the [full evaluation reports](#).

All well-conducted trials generate new evidence, increasing our knowledge and understanding of ‘what works’.

The results below, together with other high-quality evidence from around the world, will be incorporated into our [Teaching and Learning Toolkit](#) and its [Early Years](#) companion.

They also inform the EEF’s [guidance reports](#), offering teachers clear and actionable evidence for everyday use.

Trials which demonstrate promise will be considered by the EEF for further funding to continue testing the impact of their project as its reach is expanded.

Project	Description	Grantee and evaluator	Type of trial	‘Padlock’ security rating	Cost rating (£)
Helping Handwriting Shine	Helping Handwriting Shine is a programme that adopts approaches used by occupational therapists to improve handwriting for use in the classroom by school staff	Grantee: Leeds Evaluator: NFER			
ASCENTS 121 Support for Science	The ASCENTS 121 support for science programme aims to improve pupils’ GCSE science attainment, targeting Year 11 pupils who are eligible for free school meals and predicted to achieve a grade 3-5 in their double science GCSE	Grantee: University of Lincoln Evaluator: NatCen		n/a	
Same Day Intervention	Same Day Intervention is designed to increase pupils’ mathematics attainment and provide targeted support so that all pupils attain a given level of mathematical understanding	Grantee: Institute of Education Evaluator: NatCen			
Level 4 Group Triple P	Level 4 Group Triple P is a targeted parenting intervention that aims to teach parents 17 different strategies for improving their child’s social, emotional and behavioural well-being	Grantee: Triple P Evaluator: RAND		n/a	
Philosophy for Children	Philosophy for Children aims to improve pupils’ and teachers’ capability to think in a caring, collaborative, creative and critical way in order to support pupils’ personal, social and educational development	Grantee: SAPERE Evaluator: NFER			



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Accelerated Reader	Accelerated Reader a digital whole-class reading management and monitoring programme that aims to foster independent reading among primary and secondary pupils	Grantee: NFER and Renaissance Learning Evaluator: RAND and University of Cambridge			
Visible Classroom	The Visible Classroom intervention supports teachers' professional development by providing personalised feedback and mentorship on teaching practice with the aim of improving student mathematics and reading outcomes in Years 5 and 6	Grantee: The University of Melbourne Evaluator: Behavioural Insights Team			
Within class grouping	Within class grouping is a 'School Choices' project which aims to understand whether within class grouping teaching (either same-attainment or mixed-attainment grouping) is associated with higher (or lower) mathematics achievement compared to whole-class teaching	Grantee: Institute of Education		n/a	

We published independent evaluations of the following EEF-funded pilot projects:

You can read our blog, 'Why does the EEF fund pilot projects?', [here](#).

Mentoring for Early Career Chemistry Teachers	Mentoring for Early Career Chemistry Teachers was a one-year mentoring intervention developed by the Royal Society of Chemistry to improve early careers teachers' retention by supporting them with their teaching	Grantee: Royal Society of Chemistry Evaluator: NFER	
Online Tuition Pilot	The National Online Tuition Pilot aimed to support disadvantaged pupils by providing fully subsidised tuition during the summer of 2020, during and following the Covid-19 school 'closures'	Grantee: Online Tuition Pilot Evaluator: NatCen	
Early-career Support: Online Teacher Development	The Early-career support pilot provided an online only model of support for early-career teachers and their mentors, addressing the need for a low-cost, highly-scalable approach	Grantee: Chartered College of Teaching Evaluator: Institute of Education	
Direct Instruction in KS3 Connecting Maths Concepts	The Direct Instruction in KS3 Connecting Maths Concepts programme utilises a comprehensive mathematics programme, comprised of scripted lessons and assessments and is designed to provide explicit and systematic instruction on fundamental mathematical concepts	Grantee: National Institute for Direct Instruction Evaluator: NFER	
International School Exchanges Programme	The International School Exchanges programme aimed to enable pupils aged 11-19, particularly those from disadvantaged backgrounds, to take part in an international school exchange	Grantee: Department for Education and British Council Evaluator: Kantar	

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In addition to our more traditional evaluation and guidance reports, we have also published several papers that addressed methodological challenges and innovation, exploratory research topics, and evidence reviews.

[The Big Lockdown-Learning Parent Survey: An Exploratory Study](#)

The Big Lockdown Learning Parent Survey was an exploratory study aiming to provide insights into parents' perceptions of the success of home learning. The study was developed rapidly in response to the announcement in January 2021 that, due to the Covid-19 pandemic, school attendance would be limited to vulnerable children and children of key workers.

[Can we replicate the findings of EEF trials using school level comparative interrupted time series evaluations?](#)

This report focuses on whether one particular non-experimental method can reproduce the results from experimental evaluations: the comparative interrupted time series (CITS) design. The basic idea is to compare the way in which outcomes in the treatment group deviate from trend after an intervention is introduced, relative to the way in which outcomes in the control group deviate from trend at the same point in time. Under certain assumptions, the difference between these deviations can be interpreted as the effect of the intervention.

[Cognitive science in the classroom: Evidence and practice review](#)

The Cognitive science approaches in the classroom systematic review investigated approaches to teaching and learning inspired by cognitive science that are commonly used in the classroom, with a particular focus on acquiring and retaining knowledge.

[Development of a Year 5 science assessment for the EEF](#)

The curriculum content and age-related expectations of the national science curriculum in England were updated with the introduction of the new National Curriculum in 2014. As a result, science attainment measures used in previous EEF-funded trials were no longer fully reflective of current programmes of study in terms of content and challenge. Therefore, the EEF, with co-funding from the Wellcome Trust, commissioned the University of York (the Centre for Industry Education Collaboration and the York Trials Unit) to develop and evaluate a new science attainment measure to be used as a meaningful outcome measure in upcoming EEF-funded evaluations.

[The effects of using examination grade as a primary outcome in education trials to evaluation school-based interventions](#)

This paper aims to assess the impact of using GCSE grades as a primary outcome in educational evaluations and trials, compared to using marks.



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[Individual participant data meta-analysis of the impact of EEF trials on the educational attainment of pupils on free school meals: 2011 – 2019](#)

This study investigates the impact of EEF-funded trials on pupils eligible for free school meals. Although similar analysis is conducted during each individual evaluation, this report conducted a meta-analysis using data from 88 trials and over half a million pupils to reach conclusions. The report contributes to the evidence about what type of approaches may be effective at reducing the attainment gap, which influences the choice of interventions that the EEF trials and scales up.

[National Tutoring Programme – Reach and engagement randomised controlled trial: testing different types of recruitment emails](#)

Despite recent policies to support evidence-informed teaching, and a number of important practical developments we still don't know a great deal about the current extent or depth of evidence-informed practice across schools in England. This paper presents findings from a survey co-developed by the National Foundation for Educational Research (NFER) and the Education Endowment Foundation (EEF), which captured information about this issue in late 2014.

[Review: EEF implementation and process evaluation \(IPE\) quality pilot](#)

The report presents an implementation and process evaluation (IPE) quality measure and pilots it using data coded in the review of EEF projects (Demack et al., 2021) from the 79 EEF trial reports that included IPEs and had been published up to January 2019.

[Review: Scale-up of EEF efficacy trials to effectiveness trials](#)

The aim of this review was to support EEF, and other funders, developers and deliverers scaling-up interventions, by comparing effect sizes at the efficiency and effectiveness stages for the EEF effectiveness trials that had been completed by 2019. It also conducted a qualitative analyses of interviews with developers and deliverers who have been engaged in scale up, from an EEF efficacy trial to an effectiveness trial. The review discusses approaches and programme features that either support or hinder intervention scale-up to large numbers of schools.

[Review of EEF projects](#)

This report presents findings from exploratory, descriptive meta-analyses of effect sizes reported by the first 82 EEF evaluations that used a Randomised Controlled Trial (RCT) or Clustered RCT impact evaluation design, published up to January 2019. It also presents findings from findings from trial-level descriptive analyses of intervention cost-effectiveness and overall pupil-level attrition.

[A systematic review of standardised measures of attainment in literacy, mathematics, and science](#)

This database was developed to support evaluators and educators in identifying suitable measures of attainment in literacy, mathematics and science for pupils aged 6-18 years. There are many measures of attainment available, but it is not always easy to decide which one to use. We therefore commissioned the Centre for Global Learning at Coventry University to carry out a review of standardised, norm-referenced tests that are available to measure attainment in these subjects.

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EEF guidance reports offer clear, actionable recommendations for teachers and senior leaders on a range of high-priority issues, based on the best available evidence.

Each report offers actionable, evidence-based recommendations that have the potential to improve pupils' academic outcomes – but particularly those of children who are struggling with their learning, who are disproportionately from low-income backgrounds. Each recommendation is accompanied by concrete examples which demonstrate how they could translate into classroom practice.

These are further developed by our team of content specialists – serving classroom teachers on part-time secondment to the EEF – who work closely with our [Research Schools Network](#) and other experts to build out practical tools to support teachers in putting these recommendations into practice. Our aim is that EEF guidance reports underpin the development and maintenance of high-quality teaching in English schools, and in turn enable all young people, regardless of their family background, to achieve well and access opportunity.

Key objectives of EEF guidance reports:



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Update: Improving Literacy in Key Stage 1 (September 2020)

Key Stage 1 marks a crucial stage in children's literacy development. It is during this phase that five to seven-year-olds transition from effortful decoders, breaking down words into individual sounds, to emerging readers who are able to recognise familiar words and simultaneously comprehend them. Effective literacy teaching is essential to ensuring that children make this transition.

This second edition of the EEF guidance report on Improving Literacy in Key Stage 1 presents the same recommendations as the first, but has been updated to take account of the latest research and to offer additional examples, explanations and resources that will support evidence-based classroom practice.

IMPROVING LITERACY IN KEY STAGE 1
Summary of recommendations

- Develop pupils' speaking and listening skills and wider understanding of language**
 - Language provides the foundation of thinking and learning and should be prioritised.
 - High quality adult-child interactions are an important and sometimes described as being with children rather than just talking to children.
 - Use a wide range of explicit and implicit approaches including playing the teaching of reading to ensure children's language and thinking are developing and extending children's language and thinking and engagement with and activities such as shared reading.
 - Collaborative activities provide opportunities for children to learn their language and also provide opportunities for wider learning through tasks. Skills such as social awareness, relationship skills, and problem-solving are developed, as well as knowledge.
- Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills**
 - Both decoding and writing skills are the basis of spoken language and comprehension and self-monitoring the meaning of the language is necessary for context and computer reading, but neither is sufficient on its own.
 - It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.
 - Children will read a range of wider language and literacy experiences to develop their reading. This should include active engagement with genres of texts and activities in the context of a topic.
- Effectively implement a systematic phonics programme**
 - Systematic phonics approach explicitly teaches the relationships between letters and sounds and self-monitoring the meaning of the language is necessary for context and computer reading, but neither is sufficient on its own.
 - It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.
 - Children will read a range of wider language and literacy experiences to develop their reading. This should include active engagement with genres of texts and activities in the context of a topic.
- Teach pupils to use strategies for planning and monitoring their writing**
 - Reading comprehension can be improved by teaching pupils specific strategies to support them with identifying and self-monitoring their understanding. These include:
 - prediction;
 - questioning;
 - clarifying;
 - summarising; and
 - revisiting prior knowledge.
 - Teachers should structure these strategies using modelling and scaffolded support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently.
- Teach pupils to use strategies for planning and monitoring their writing**
 - Pupils' writing can be improved by teaching them to use specific strategies to support them with identifying and self-monitoring their understanding. These include:
 - prediction;
 - questioning;
 - clarifying;
 - summarising; and
 - revisiting prior knowledge.
 - Teachers should structure these strategies using modelling and scaffolded support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently.
- Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling**
 - Transcription refers to the physical processes of handwriting on paper and spelling.
 - Children must develop fluency in these skills to be able to focus on the meaning of the text. The approach is more effective when it is based on the child's current level of skill and not on what they are already able to do.
 - Use accurate assessment of children's transcription skills to inform the content of their writing.
 - A sequence of purposeful practice, supported by effective feedback, is required to improve quality practice. Achieving the necessary quality practice requires that children are motivated and fully engaged in the process of improving their writing.
 - Spelling should be taught explicitly through:
 - teaching the phonics of spelling;
 - teaching the morphology of spelling;
 - teaching the orthography of spelling;
 - teaching the semantics of spelling;
 - teaching the syntax of spelling;
 - teaching the punctuation of spelling;
 - teaching the style of spelling;
 - teaching the genre of spelling;
 - teaching the context of spelling;
 - teaching the audience of spelling;
 - teaching the purpose of spelling;
 - teaching the feedback of spelling;
 - teaching the motivation of spelling;
 - teaching the enjoyment of spelling;
 - teaching the challenge of spelling;
 - teaching the interest of spelling;
 - teaching the relevance of spelling;
 - teaching the importance of spelling;
 - teaching the value of spelling;
 - teaching the meaning of spelling;
 - teaching the use of spelling;
 - teaching the power of spelling;
 - teaching the influence of spelling;
 - teaching the connection of spelling;
 - teaching the relationship of spelling;
 - teaching the interaction of spelling;
 - teaching the integration of spelling;
 - teaching the coordination of spelling;
 - teaching the control of spelling;
 - teaching the maintenance of spelling;
 - teaching the restoration of spelling;
 - teaching the prevention of spelling;
 - teaching the reversal of spelling;
 - teaching the compensation of spelling;
 - teaching the correction of spelling;
 - teaching the approximation of spelling;
 - teaching the comparison of spelling;
 - teaching the contrast of spelling;
 - teaching the distinction of spelling;
 - teaching the emphasis of spelling;
 - teaching the accent of spelling;
 - teaching the inflection of spelling;
 - teaching the intonation of spelling;
 - teaching the rhythm of spelling;
 - teaching the melody of spelling;
 - teaching the harmony of spelling;
 - teaching the consonance of spelling;
 - teaching the assonance of spelling;
 - teaching the alliteration of spelling;
 - teaching the onomatopoeia of spelling;
 - teaching the personification of spelling;
 - teaching the simile of spelling;
 - teaching the metaphor of spelling;
 - teaching the personification of spelling;
 - teaching the simile of spelling;
 - teaching the metaphor of spelling;
- Use high quality information about pupils' current capabilities to select the best next steps for teaching**
 - Collect high quality, up-to-date information about pupils' current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress. The approach is more effective when it is based on the child's current level of skill and not on what they are already able to do.
 - Use accurate assessment of children's transcription skills to inform the content of their writing.
 - A sequence of purposeful practice, supported by effective feedback, is required to improve quality practice. Achieving the necessary quality practice requires that children are motivated and fully engaged in the process of improving their writing.
 - Spelling should be taught explicitly through:
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 - teaching the personification of spelling;
 - teaching the simile of spelling;
 - teaching the metaphor of spelling;
- Use high quality structured interventions for help pupils who are struggling with their writing**
 - Schools should identify pupils who are struggling with their writing and provide them with targeted support. This support should be based on the child's current level of skill and not on what they are already able to do.
 - Use accurate assessment of children's transcription skills to inform the content of their writing.
 - A sequence of purposeful practice, supported by effective feedback, is required to improve quality practice. Achieving the necessary quality practice requires that children are motivated and fully engaged in the process of improving their writing.
 - Spelling should be taught explicitly through:
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Teacher Feedback to Improve Pupil Learning (June 2021)

Meaningful feedback supports pupil progress, building learning, addressing misunderstandings, and closing the gap between where a pupil is and where the teacher wants them to be. However, not all feedback has positive effects and large amounts of time can be spent providing pupils with feedback, perhaps not always productively.

This guidance report aims to focus on what really matters – the underlying principles of good feedback rather than methods of delivery – reviewing the best available evidence to provide recommendations for effective teacher feedback to improve learning outcomes.

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING
Summary of recommendations

- Lay the foundations for effective feedback**
 - Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
 - High quality initial instruction will reduce the need for feedback. Feedback should be used to address learning gaps (what feedback will address).
- Deliver appropriately timed feedback that focuses on moving learning forward**
 - There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task, the individual pupil, and the collective understanding of the class.
 - Feedback should focus on moving learning forward, targeting the specific learning goal that pupils are struggling with.
 - High quality feedback may focus on the task, subject, and self-regulation strategies.
 - Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague comments, is less likely to be effective.
- Plan for how pupils will receive and use feedback**
 - Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
 - Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.
- Carefully consider how to use purposeful, and time-efficient, written feedback**
 - Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment, however, the effects of written feedback can vary.
 - The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1-3) are followed. Written feedback may be effective if it follows high quality foundations, is brief, appropriately focuses on the task, subject, and self-regulation, and is then used to plan.
 - Some forms of written feedback have also been associated with significant opportunity cost due to their impact on the teacher's workload. This should be monitored by teachers and school leaders.
- Design a school feedback policy that prioritises time and exemplifies the principles of effective feedback**
 - Enacting these recommendations will require careful consideration and implementation should be a staged process, not an event. This will include ongoing effective professional development.
 - Schools should design feedback policies which promote and exemplify the principles of effective teacher feedback (Recommendations 1-3). Policies should not over-specify how each should be implemented or method of feedback.

Future guidance reports

We are always looking to expand the range of issues that our guidance reports cover. In the coming academic year, two more are scheduled to be published:

- Effective Professional Development (October 2021)
- Update: Improving Literacy in Key Stage 2 (November 2021)

All our published guidance reports are available to read [here](#).



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The EEF's role in developing reformed NPQs and the Early Career Framework

To ensure that national teacher development reforms are backed up by robust and high-quality research evidence, the EEF has independently assessed and endorsed the evidence that underpins recent teacher quality reforms.

These include the [Early Career Framework](#) (ECF), Initial Teacher Training Core Content Framework (CCF), and reformed National Professional Qualifications (NPQs).

The content frameworks, which underpin these reforms, set out the essential knowledge (listed as '*learn that*' statements) and skills (listed as '*learn how to*' statements) that teachers should look to master at different stages in their careers.

To make sure that training programmes build upon the framework statements and evidence base, the EEF has reviewed the materials developed by the lead providers responsible for delivering the reforms, in addition to quality assuring the original evidence that sits under the frameworks.

Due to the EEF's stewardship of the teacher development reforms, at least 25,000 Early Career Teachers (ECTs) will receive an induction and support package that is founded upon high-quality research evidence.

Teachers supporting ECTs through mentoring responsibilities, and those on specialist and leadership NPQs, will also benefit from professional development that is supported by a rigorous evidence base. Much of this evidence has been generated and synthesised by the foundation itself, with [EEF guidance reports](#) and the [Teaching and Learning Toolkit](#) providing many of the essential research findings that sit behind framework statements.

Going forward, the EEF will continue to play an essential role in ensuring policy frameworks and training programmes are underpinned by high-quality research, and that this evidence is operationalised with fidelity.



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Schools listen to other schools. Teachers listen to other teachers.

All work within an education system is influenced by local partnerships and national policies.

This has been the EEF's starting point for working out how we can get the best-available evidence on 'what works' in teaching and learning into the hands of teachers and practitioners— and how it can be successfully applied by them.

Evidence is a start...

The appetite to understand how education evidence can improve learning, and close the disadvantage gap, is growing.

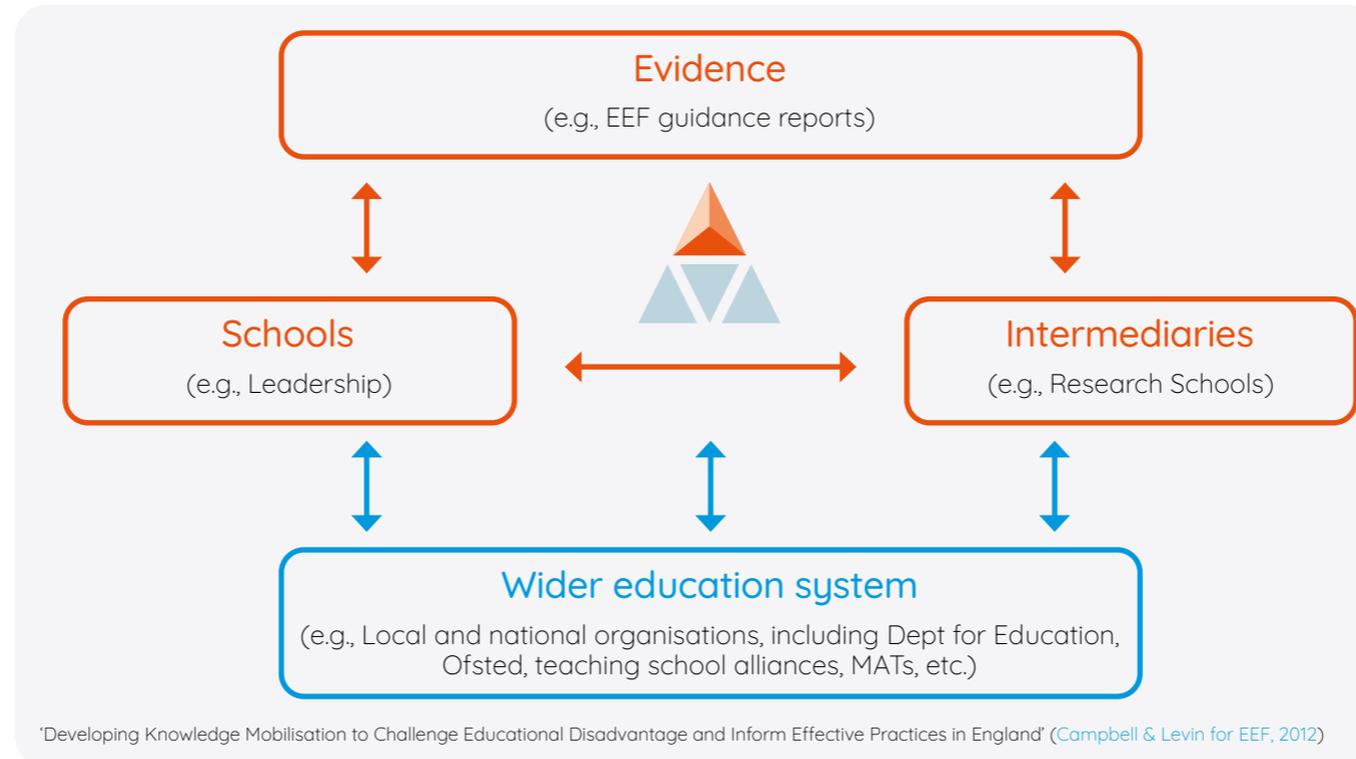
We have helped to foster this by making the best available research freely accessible in plain language summaries for time-poor teachers and senior leaders through our Teaching and Learning Toolkit, the evaluations of EEF-funded projects, and our Guidance Reports.

... but evidence is more effective with practical support

However, we know that simply communicating evidence effectively, while valuable, isn't enough.

Many schools ask for training and resources to support them with implementing our recommendations effectively. This can be particularly true for those serving disadvantaged communities and facing multiple challenges.

This is work that is core to the EEF's mission.



Our strategy to support schools in improving learning and closing their disadvantage gaps has three components:

- Our national network of Research Schools works with the other schools in their areas to support them in using evidence to inform their approach to teaching and learning.
- Our regional EEF teams work closely with key local partners – such as teaching school hubs and maths hubs – to develop evidence-informed communities of practice, focused particularly in deprived areas.
- We are coordinating messages through regional and national policy routes – such as the Department for Education, as well as other large-scale organisations – to ensure there is shared understanding and support for schools to receive and act on EEF recommendations.

In the past year alone, our network has engaged with 5,657 schools across England – that's over a quarter of all schools, and to date more than 35% of disadvantaged schools in England (>33%FSM) have attended a Research School Network event – to promote and exemplify the use of evidence-based approaches to teaching and learning.

This approach is summarised in the above model for scaling evidence to support improvement and close the disadvantage gap. It has been the organising principle for much of the EEF's scale-up work over the past nine years.



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Our [Research Schools Network](#) aims to lead the way in the use of evidence-based teaching, building affiliations with large numbers of schools in their region to help them use evidence more effectively to inform their teaching by:

- encouraging schools to make use of evidence-based programmes and practices through regular communication and events; and
- providing training and professional development for teachers and senior leaders on how to improve classroom practice based on the best available evidence.

Launched in 2016, the Network has since grown to 38 schools – 28 Research Schools and 10 Associate Research Schools – all appointed through a competitive application process. This year we were pleased to welcome Lancashire Associate Research School and Cumbria Research School to the Network.

Our Research Schools Network

North West

1. Alexandra Park Associate Research School, Stockport
2. Aspirer Research School, Macclesfield
3. Blackpool Research School
4. Cumbria Research School
5. Manchester Communication Research School
6. Meols Cop Research School, Southport
7. Oldham Research School
8. Oldham Associate Research School
9. Wilbraham Associate Research School, Manchester

Yorkshire and the North East

10. Bradford Research School
11. Carmel Research School, Darlington
12. Doncaster Research School
13. Huntington Research School, York
14. Newcastle Research School
15. North Yorkshire Coast Research School
16. Sheffield Associate Research School
17. Shotton Hall Research School, County Durham
18. Town End Associate Research School, Sunderland
19. The Wolds Associate Research School, Hull and the East Riding



West Midlands and Central England

20. Billesley Research School, Birmingham
21. St Matthew's Research School, Birmingham
22. Staffordshire Research School
23. Sandringham Research School, Hertfordshire

East Midlands and the East of England

24. Leicestershire and Rutland Associate Research School
25. Derby Research School
26. Ipswich Associate Research School
27. Kyra Research School, Lincolnshire
28. Norwich Research School
29. Unity Research School, Suffolk

London and the South East

30. Charles Dickens Research School, London
31. Durrington Research School, Worthing, West Sussex
32. East London Research School
33. Greenshaw Research School, Sutton

South West and South Coast

34. Cornwall Associate Research School, Mounts Bay
35. HISP Research School, Eastleigh
36. Kingsbridge Research School, Devon
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Regional partnerships

The EEF's regional initiative began in earnest in 2019-20, following a one-year pilot in two regions. It responds to the demand from schools, local authorities, multi-academy trusts and other intermediaries, to engage with evidence in a more systematic and sustained manner: helping schools understand and use evidence in the classroom through a long-term collaboration.

Our team of six Regional Leads works closely with the EEF's Research Schools Network and other practitioners in their areas to develop a high-quality offer to schools across the country of professional development programmes, access to evidence-based interventions, and ongoing support and coaching.



Here are some examples...

North West

A collaborative partnership between Aspirer Research School and Cheshire East Local Authority supported the successful delivery of a CPD programme to 20 schools focused on making the difference for disadvantaged learners. The programme was identified as a priority in order to support schools in light of the impact of COVID and the resulting partial school closures. It was designed to provide school leaders with the tools to identify strategies with the potential to improve pupil outcomes, utilising the EEF's tiered model. Follow-on coaching visits were also included in the training offer, designed to embed evidence-informed changes in practice.



East Midlands and the East of England

This year saw the launch of a sustained partnership between Kyra Research School and Greenwood Academies Trust. The co-designed programme of activity for this academic year is comprised of two strands - Primary Reading, which includes CPD for literacy leads, alongside professional learning communities and instructional coaching; and Secondary Science, which includes CPD for science leads and science teachers around strategies to support memory and develop scientific vocabulary. The partnership is closely aligned to the strategic priorities of the trust, supplementing the existing support, development and training on offer through their improvement strategy.



South West and the South Coast

'Right to Read' is a programme supporting Devon schools to improve pupil attainment by improving the teaching of reading in Years 3 & 4. A team with a range of expertise from across the Diocese, English Hubs, LA School Improvement Advisory Service, and local Teaching School Hub are working together to deliver a project implementation plan centred on applying the recommendations in EEF's KS2 Literacy Guidance Report. Delivered by Kingsbridge Research School, this six module professional development programme serving three cohorts of 20-25 schools has been combined with on-the-ground implementation support from locally recruited and trained 'Practice Partners'. By focusing primarily on effective implementation, in-school 'Right to Read' leads are supported to make tangible changes to classroom practice that directly impact on children's reading skills and their love of reading.



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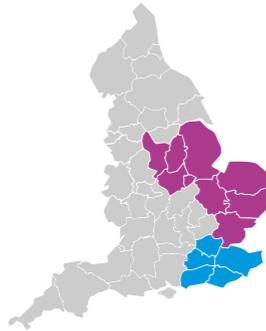
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East Midlands and the East of England + London and the South East

A collaborative partnership launched in Essex between East London Research School, Unity Research School and three Teaching School Hubs (Alpha, Saffron and Chafford Hundred), with the objective of improving evidence-use in schools and supporting the Local Authority's county-wide disadvantage strategy. The partnership involved substantial design input from local leaders through consultation and the establishment of a headteachers' steering group. A key strand of this work has been to build local capacity. Together, we have recruited, trained and developed 16 new Evidence Leads in Education (ELEs). These ELEs will promote better understanding of evidence-informed school improvement at a local level, with co-delivery of training and follow-on support due to launch in Spring 2022.



Yorkshire and the North East

Delta Academies Trust is a multi-academy trust responsible for the leadership and governance of 49 academies across Yorkshire and the Humber, including infant, junior, primary, secondary, alternative provision settings and free schools. Many Delta academies serve disadvantaged communities and areas of extreme deprivation. A two-year partnership began between Delta Academies Trust, Bradford Research School and the EEF has two distinct phases, with the first phase having been completed in 2021. The partnership serves Delta's organisational priorities and growth in alignment with their new role as host of two Teaching School Hubs and their Education Exchange to offer support using a common language across the region.



London and the South East

In London, a partnership between Charles Dickens Research School and schools in three local boroughs supported senior leaders and teachers in Southwark, Lewisham and Bexley to focus on evidence-informed curriculum development. A key strength of the partnership was the peer-to-peer collaboration that took place through intersessional networking visits to local schools, with additional coaching and implementation planning offered to schools with higher-than-average levels of disadvantaged pupils. To build capacity and sustainability, training was also provided for local authority staff, based on shared principles and EEF guidance.



West Midlands and Central England

In partnership with the Handsworth Association of Schools, St Matthews Research School in Birmingham has supported senior leaders to make evidence-informed decisions that will have the greatest impact on pupils, particularly those from a disadvantaged background. The partnership has included the delivery of professional development focused on making the difference for disadvantaged pupils and effective learning behaviours. Through additional wraparound support, the research school has also supported leaders to extend their understanding of implementation and has built capacity within Handsworth through the development of a Research Lead Network.



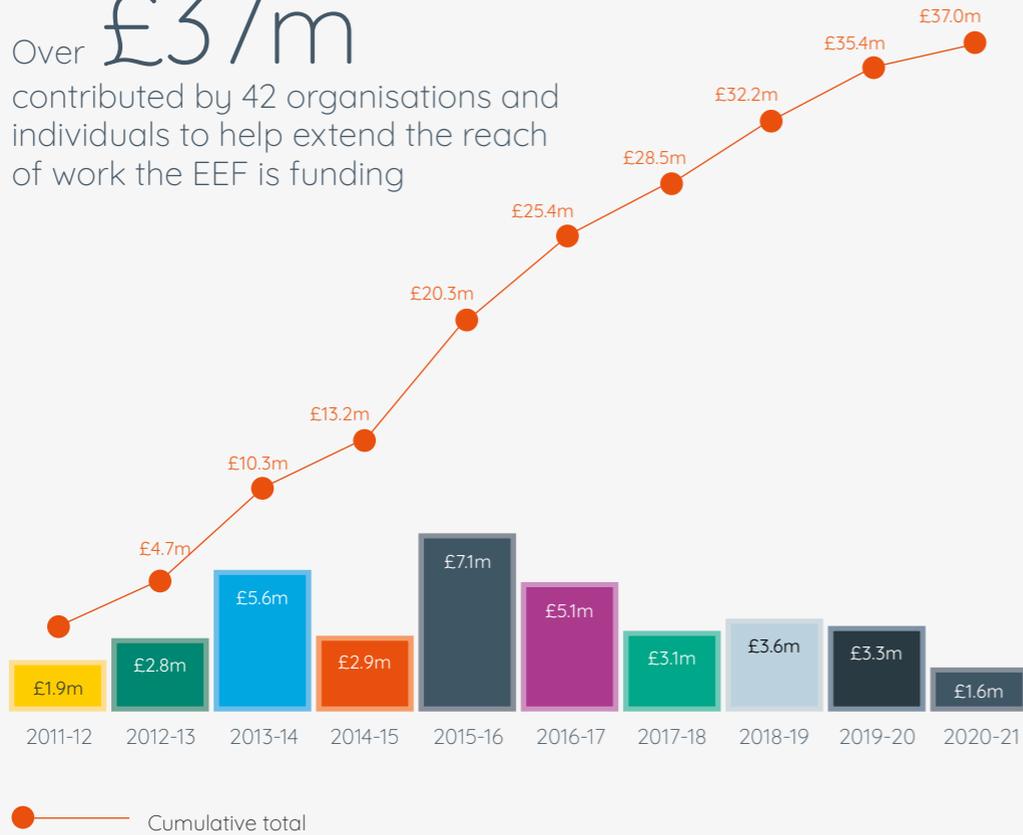
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The EEF works with funding partners who share our commitment to offering the best possible educational opportunities to children and young people, in particular, those from disadvantaged backgrounds.

Partnership income/pledges by financial year:

Over **£37m**

contributed by 42 organisations and individuals to help extend the reach of work the EEF is funding



All figures include cash received and written pledges secured. Grants from the Department for Education and contributions to projects from schools are all excluded from these figures

We are grateful, too, for pro bono contributions in 2019-20 from our legal advisers, Macfarlanes and Freshfields Bruckhaus Deringer.

To read about more of the EEF's funding partnerships, click [here](#).



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The EEF is committed to global collaboration, learning with and from our partners to deliver evidence into the hands of teachers where it can make the biggest difference.

We believe that greater global collaboration in the synthesis, generation and mobilisation of high-quality evidence will also support our core mission to boost attainment for disadvantaged children and young people in England.

More and better evidence of high-potential approaches and programmes will feed directly into the global evidence synthesis on which our popular [Teaching and Learning Toolkit](#) (and its [Early Years](#) companion) are based. In addition, it will help us to fill gaps in the evidence base more quickly for the benefit of all teachers and students.



Developing international partnerships to support teachers world-wide

We have now concluded the fourth year of our five-year partnership with the BHP Foundation. It has been a year characterised, on the one hand, by tragic and widespread Covid-19 disruption to learning across the world; and on the other, by unprecedented levels of collaboration between our partners:

- The EEF's Teaching and Learning Toolkit supported the Dutch Government's recovery strategy by informing a menu of interventions available to schools.
- We delivered online webinars on turning evidence into practical recommendations through creating and translating Guidance Reports.
- We have funded a number of fellowships that aim to mobilise evidence and promote behaviour change, for example through embedding evidence in teacher training.
- The evidence hubs model of research schools is being replicated in Belgium and Spain.
- We anticipate re-starting trials that have been necessarily paused by COVID-related school closures, with increasing interest from countries looking to evidence to support their education recovery initiatives.



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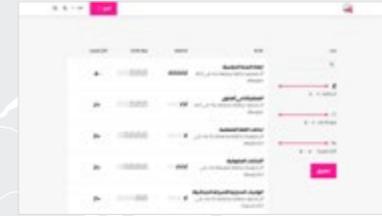
Building a global evidence network

As well as being used by most schools in England, the EEF's Teaching and Learning Toolkit has an increasing global reach, including translations in Spanish, Portuguese, French and Arabic.

Spain - translation of the EEF Toolkit into [Spanish and Catalan](#) through a partnership with EduCaixa (Fundación Bancaria "la Caixa").



Middle East and North Africa - translation and contextualisation of the EEF Toolkit into Arabic for teachers and policymakers, complemented by the production of a Guidance Report on Arabic Literacy. The EEF is working in partnership with the [Queen Rania Foundation](#).



Cameroon, Nigeria, Chad, and Niger - The EEF Toolkit is being adapted for teachers as part of a partnership with Effective Basic Services Africaa ([eBASE](#)). This will include a French translation and the addition of new topics, including menstrual hygiene management interventions and conditional cash transfers.

Latin America and the Caribbean - translating the EEF Toolkit into [Spanish and Portuguese](#), along with the integration of more than 250 recent local studies that help contextualise the evidence for local teachers. The partnership between EEF and [SUMMA](#) is supported by the Inter-American Development Bank (IDB) and Fundación Chile (FCH).



Australia - initially developing an Australian version of the EEF Toolkit, contextualising it with recent examples of local research. The partnership now encompasses large-scale trials in Australian schools. This work is led by [Evidence for Learning](#) and Social Ventures Australia.



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Founding grant

The EEF is a registered charity established in 2011 with a founding grant from the Department for Education of £125 million to be expended within 15 years. In addition to investment returns on this endowment (see below), the EEF actively seeks to partner with other funders to help extend the reach of its work; please see [‘Working in Partnership’](#) for details.



Funding approved

The 2020-21 EEF grant funding cycle was significantly impacted by continued disruption from the COVID-19 pandemic. As a result, the EEF refocused its grant funding towards research into the impact of partial school closures on pupil attainment, as well as supporting the scale up and delivery of recovery approaches such as the National Tutoring Programme (NTP) and the Nuffield Early Language Intervention (NELI).

The EEF's total grant expenditure amounted to £29.4 million in the financial year. The EEF approved funding to 33 Tuition Partners for £9.4 million in the year, and to the delivery of NELI for £7.3m. The remainder was put towards our evidence mobilisation activity, generating research through evaluations of educational programmes as well as producing rapid evidence assessments.

Financial review

In the financial year under review, income including donations and legacies, income from trading activities and from investments was £42.7 million (2020: £8.9 million). This included grants from the Department for Education relating to the COVID-19 crisis: the National Tutoring Programme for £27.7m and for the Nuffield Early Language Intervention for £8m. Total expenditure for the year was £35.4 million (2019: £21.2 million). Total funds, were £75.7 million as of 31 March 2021 (31 March 2020: £59.7 million), with £56.5m unrestricted and £19.2m restricted (31 March 2020: £58.2m and £1.5m respectively)

The Trustees consider that the current level of free reserves (general unrestricted funds less fixed assets) of £56.1 million forms a pool available for supporting EEF activities to April 2026 – as stipulated in the terms of the initial grant – and believe this pool is sufficient to meet the planned expenditure requirements of the organisation for the foreseeable future.

Investment management

The EEF's investment objectives aim to deliver the charitable outcomes for which it has been set up. Currently, these objectives are to:

- ensure a reasonable match between the cash flows from the assets in the portfolio and the EEF's planned spending schedule; and
- maximise potential spending power while remaining consistent with a low-risk investment policy.

In March 2019, Goldman Sachs Asset Management was appointed as the single portfolio manager.

Investment performance, 2020-21

The portfolio's value at year end of £74.1 million compared to £73.6 million in the previous year with an additional £28.5m held in a liquid reserve fund. The net increase in value is due to a significant revaluation gain of £8.7m partly offset by withdrawals of £8 million made during the year to fund grants and evaluations as well as operating expenses. Income received from the investments after management costs was £0.1 million and investment management costs were £0.3m in the year. The overall return on the portfolio since inception in June 2011 has been 34%, an annualised rate of 3% per annum.



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The EEF is committed to ensuring our work is effectively communicated across the year to teachers, senior leaders and other practitioners looking for clear, practical, well-evidenced ways to improve young people's outcomes, with a focus on helping the most disadvantaged.

Direct EEF communications with schools

EEF Guidance Reports

Our new/updated EEF guidance reports have each been communicated directly to school leaders across the country by email.

11%



increase in
unique users, to
1,280,617



increase in
news alert email
subscribers, to
39,723



8%

30%



increase in Twitter
followers, to
92,001



increase in
Facebook likes,
to 28,847

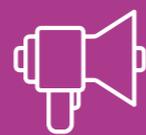


9%

43%



Total LinkedIn
page followers
42,132



EEF in the media

In addition to coverage relating to our work in response to Covid-19 partial school closures, the EEF also featured in a number of articles on our usual work, such as:

The attainment gap – What now? (Oct 2020)

In this article for Primary School Management, Prof. Becky Francis discusses recent changes to the attainment gap, and the implications for teachers and school leaders.

Schoolchildren in lower attainment groups more likely to show emotional problems, study finds (Nov 2021)

The Guardian cites evidence from the EEF's Teaching and Learning Toolkit in an article on ability grouping.

Why research on remote learning offers hope (Jan 2021)

'At times like this we need hope, so here is mine—that this latest crisis will spur all of us on in a renewed endeavour to support disadvantaged pupils and truly set about tackling educational inequality in this country,' writes Prof. Francis for Tes.

Radical long-term catch-up plan needed (Jun 2021)

In this article for The I, Robert Halfon cites evidence from the EEF's Teaching and Learning Toolkit.

6 ways teachers can use feedback to aid Covid catch-up (Jun 2021)

Tes covers the key findings from our latest guidance report, Teacher Feedback to Improve Pupil Learning.



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Bitesize evidence: free weekly EEF email series

More than 20,000 people have subscribed to at least one of our free email series. Based on the EEF's guidance reports, teachers can sign up to receive practical recommendations, delivered weekly, direct to their inbox – with hand-picked additional resources selected by the reports' authors.

- [Metacognition and Self-regulated Learning](#)
- [Making Best Use of Teaching Assistants](#)
- [Improving Mathematics in Key Stages 2 and 3](#)
- [Improving Literacy in Secondary Schools](#)
- [Working with Parents to Support Children's Learning](#)
- [Special Educational Needs in Mainstream Schools](#)
- [Improving Mathematics in the Early Years and Key Stage 1](#)
- [Improving Behaviour in Schools](#)

EEF podcasts

Our new podcast series, '[Evidence into Action](#)', launched this year to explore key insights from the educational evidence base, drawing on external experts, EEF input, and practitioners working in classrooms. Five episodes were released in total:

- [Making the Difference for Disadvantaged Pupils](#) (Dec 2020)
- [Managing Behaviour and Building Habits](#) (Jan 2021)
- [Setting up Pupils for Success in Maths](#) (Mar 2021)
- [Exploring the Complexities of Reading Comprehension](#) (June 2021)
- [Teacher Feedback for Pupil Learning](#) (July 2021)



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 Emily Yeomans (Director of Research)
 Anne-Laure Bedouet (Director of Finance and Operations)
 Chris Paterson (Director of Impact)

Research

Programmes:

Igraine Rhodes (Head of Programmes)
 Kath Davis (Senior Programmes Manager)
 Sarah Tillotson (Senior Programmes Manager)
 Amy Clark (Senior Programmes Manager)
 Katie Luxton (Programmes Manager)
 Jamila Boughelaf (Programmes Manager)
 Aoife Duff (Programmes Manager)
 Amy Ellis-Thompson (Programmes Manager)
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 Christine Kelly (Senior Evaluation Manager)
 Kat Keck (Senior Evaluation Manager)
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 Maria Pomoni (Evaluation Manager)
 Faizaan Sami (Evaluation Manager)
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Impact

Dissemination and Impact:

Stuart Mathers (Head of Dissemination and Impact)
 Alex Quigley (National Content Manager)
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 Professor Jonathan Sharples (Professorial Research Fellow)
 Richard Brink (Data and Engagement Manager)
 Siobhan Keddie (Regional Delivery Lead)
 Caitlin Mackinder (Regional Delivery Lead)
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 Lorwyn Randall (Regional Delivery Lead)
 Maria Cunningham (Regional Delivery Lead)

Sarah Coldbeck (Regional Delivery Lead)
 Emma Price (Regional Programme Manager)
 Phoebe Fisher (Regional Project Manager)
 Sarah Green (Content Specialist, Literacy)
 Bob Pritchard (Content Specialist, Science)
 Julie Kettlewell (Content Specialist, Learning Behaviours)
 Kirstin Mulholland (Content Specialist, Maths)
 Gary Aubin (Content Specialist, SEND)
 Fliss James (Content Specialist, Early Years)
 Mia Travers-Hayward (Early Pipeline Development Lead)
 Sarah Dobie (Early Pipeline Development Lead)

Policy:

Nick Worsley (Head of Policy)
 Rupal Patel (Research and Policy Manager)
 Hannah Blausten (Research and Policy Manager)
 Harry Madgwick (Research and Policy Manager)
 Nancy Shaw (Policy Officer)
 Ben Weidmann (Senior Researcher)
 Rob Coe (Senior Associate)

Evidence Synthesis:

Jonathon Kay (Head of Evidence Synthesis)
 Mohammed Zaman (Project Manager)
 Amy Faux (International Project Manager)

Communications:

Hilary Cornwell (Head of Communications)
 Adil Morrison (Digital Manager)
 Charlotte Bedford (Communications and Media Manager)

Finance and Administration:

Helen Tesfamichael (Human Resources Manager)
 Iain Nartey (Office Manager)
 Alan Martin (Data Protection Officer)

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The Education Endowment Foundation was founded in 2011 by lead charity, The Sutton Trust, in partnership with Impetus Trust



I Impetus

With a £125m grant from the Department for Education



Department for Education

The EEF and Sutton Trust are, together, the government-designated What Works Centre for Education



The Education Endowment Foundation is a charity and a company limited by guarantee. Registered in England: no. 1142111

Address

5th Floor, Millbank Tower
21-24 Millbank
London
SW1P 4QP
Phone: 0207 802 1676
info@eefoundation.org.uk

Charity registration number:

1142111

Website

www.educationendowmentfoundation.org.uk

Social Media



On Twitter [@EducEndowFoundn](https://twitter.com/EducEndowFoundn)



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