

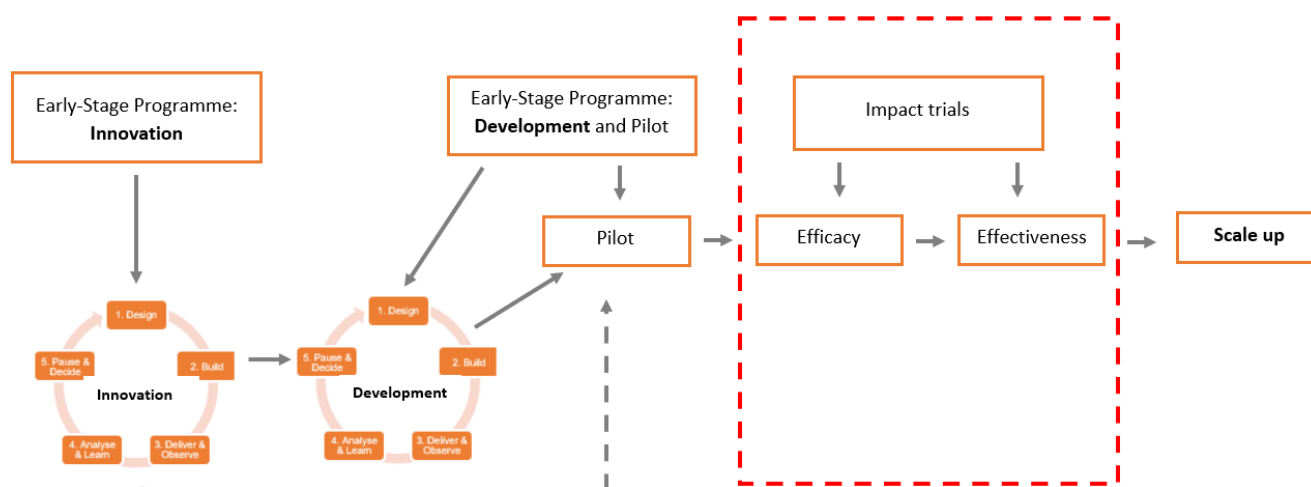
Applying for EEF funding

Efficacy and Effectiveness trials: guidance notes to support you in completing the initial application form for our Autumn 2022 grant-funding round

Round open: Monday 3rd October 2022 **Closing date:** 11am, Wednesday 30th November 2022

What is the purpose of EEF grant-funding?

The EEF's grant-funding tests the impact of high-potential programmes and approaches aiming to raise the attainment of 2-19 year olds from socio-economically disadvantaged backgrounds. These guidance notes are for organisations considering putting in an application for the **Efficacy** or **Effectiveness** Trial strands of the EEF's work, highlighted in red below:



This funding round is part of EEF's reinvigorated commissioning approach. Funding rounds now have particular focuses, and projects are funded within selected themes under these topics. This ensures that we are focusing on funding the projects that **answer the most important questions**, as suggested by the **existing evidence base and school priorities**, whilst also **prioritising the areas that are likely to be most beneficial for socio-economically disadvantaged children**. We are most interested in applications for programmes that have some evidence of promise in the research priority areas listed below.

The funding we offer is intended to achieve two outputs:

- **A well-delivered programme**, run in a large number of schools or early years or settings, that has the potential to improve the academic attainment of disadvantaged 2-19 year-olds.
- **A rigorous evaluation of the programme**, which usually includes an estimate of its impact on attainment and other outcomes. Often, where appropriate, these are randomised controlled trials, where the children

and young people taking part in the programme are compared to their peers who continue to receive usual practice in their schools/settings. In all EEF evaluations we also fund an implementation and process evaluation, which helps explain why an intervention has (or has not) been successful, what factors have contributed to this result, and what lessons we can learn about educational practice and research. The evaluation will be designed and conducted by an independent evaluation team, but our grantees share responsibility for ensuring that the evaluation is as robust as possible.

We aim to fund a mix of different types of programmes, so if your idea is very similar to one we have already supported, do contact us before applying, or ensure you address this clearly in your application.

The trials of these programmes will feed into our Accelerator Fund and Stronger Practice Hubs workstreams.

Research priority areas

This funding round is part of EEF's reinvigorated commissioning approach. Funding rounds now fund projects within selected themes. This ensures that we are funding projects that can **answer the most important questions** as suggested by the existing evidence base and school priorities, **prioritising the areas that are likely to be most beneficial for socio-economically disadvantaged children**. We are only interested in applications for this funding round in the following research themes:

- a) Cognitive Science*
- b) Early Language in Early Years and Year 1*
- c) Mathematics in the Early Years and Key Stage 1*
- d) Personal, Social and Emotional Development in the Early Years, including self-regulation*
- e) Scaled or evidenced programmes in Maths and Literacy for Key Stages 2 to 4*

These themes have been identified using existing EEF evidence reviews as having gaps in the evidence base and with potential to benefit disadvantaged pupils. In addition to the standard questions outlined in the "Application form guidance notes" section, the application form also includes questions on the theme areas. Please note that applications should be made under only one of these five research themes and for each theme, preference will be given to projects addressing at least one of the key priorities where these have been identified.

As part of the Department of Education's Early Years COVID-19 Recovery Package, up to 18 Early Years Settings across England will be appointed as [Stronger Practice Hubs](#) with the aim of supporting other Early Years providers in their area to adopt evidence-informed practice improvements. The EEF is an evidence partner for the initiative and one aspect of our role is to identify high-potential programmes which the hubs can select, fund and make available to settings to support with education recovery. In addition, the EEF will fund activity to complete an independent evaluation of the programme (in the case of programmes ready for pilot or impact trial) or support a programme provider to develop or codify their programme ahead of delivery (innovation and development projects). Applicants that apply for funding in themes b), c), and d) for a programme applicable for children 4 years old and younger will be taken through the Stronger Practice Hub funding stream. This means that the recruitment and participation of settings to engage with the programme will be done in collaboration with individual Stronger Practice Hubs. These will be appointed in November, but the DfE's aspiration is that there will be 2 hubs per region (18 hubs in total). This will influence where the settings participating in your programme will be located.

Those programmes in themes a), b), c) and e) supporting Reception to KS4, are likely to be funded through the DfE's Accelerator Fund package of support, which aims to increase the EEF's pipeline of evidence-based programmes and support schools to choose and use evidence-based practices. Organisations funded through this round will need to focus their recruitment on the fifty-five 'Education Investment Areas', which are Local Authorities identified by the DfE for support based on current academic outcomes. EEF will support identification and prioritisation of these areas for recruitment, with successful organisations expected to target school recruitment towards these areas.

Cognitive Science

Cognitive Science is an area with a good theoretical and experimental evidence base, and with the potential to have a differential effect on those from socio-economically disadvantaged backgrounds, but with less

research currently based on day-to-day classroom practice. We also have a [recent, high-quality evidence review](#) in this area that has helped to shape our priorities.

Please select which of the following main Cognitive Science themes your project falls under.

- Managing cognitive load,
- Working with schemas,
- Cognitive theory of multimedia learning; or
- Approaches related to recall.

Please highlight topics within **managing cognitive load**, working with **schemas**, or **cognitive theory of multimedia learning or approaches to recall** that relate to your project and that you think are important for improving the attainment of disadvantaged children. It is anticipated that projects within this theme will draw on a wide range of cognitive science principles as well as evidence from the subject in which the project is based.

Early Language in Early Years and Year 1

Oral language skills are fundamental for learning. Studies consistently demonstrate that there is a higher prevalence of oral language needs in socially disadvantaged communities and those working with children have told us they are prioritising supporting children's language skills following the disruption of the pandemic.

We have identified some specific evidence gaps where we are interested in funding projects. These are key priorities for this funding round to support with generating evidence and developing practice:

Implicit and/or explicit oral language teaching approaches

Programmes that:

1. train and support staff working in the early years to promote the implicit and/or explicit teaching of oral language skills
2. include strategies for tailoring language teaching techniques according to language skills and needs of children (e.g., multilingual children, children who have/are experiencing poverty, children with a language impairment or another SEND, children with advanced language, older/younger children)
3. include adults with different skills sets (e.g. early years practitioner, teacher, SLT) who can provide implicit and/or explicit oral language teaching approaches with children
4. embed and sustain changes in oral language teaching practice post initial intervention
5. support early years settings to make choices about which oral language approaches, routines, techniques and/or programmes to use and when

Awareness, assessment and identification of language needs

Programmes that:

6. promote understanding of speech, language and communication development and the role of staff in supporting this development during accreditation/qualification courses (e.g., level 3 early years practitioner or initial teacher training courses)
7. improve how speech and language therapy support or health visitors work to support language development is provided to education settings
8. train and support staff working in early years to use language environment audit tools (e.g., Communication Supporting Classroom Observation Tool, Early Childhood Environment Rating Scale) as part of regular formative assessment of early years provision
9. train and support staff working in early years with formative assessment of children's language skills to appropriately triage, tailor and target support (this could include available language screening tools e.g., ELIM, WellComm, LanguageScreen).

If your project links to one or more of these key priorities, please indicate this in your project description. If your project does not link to any of these sub-themes, please be aware that we would expect your application to outline particularly strong programme-level evidence, such as work with several settings with a well-matched or randomised control group, indicating positive effects on attainment for children and young people from socio-economically disadvantaged backgrounds.

Mathematics Teaching in the Early Years and Key Stage 1

Mathematics in the Early Years and Key Stage 1 is an area where gaps exist between socio-economically disadvantaged pupils and their peers and where more research is needed to find successful approaches that align with the evidence. We also have a [recent, high-quality evidence review](#) in this area that has helped to shape our priorities.

We have identified some specific evidence gaps where we are interested in funding projects. These are key priorities for this funding round to support with generating evidence and developing practice:

Number concepts

Programmes that:

1. support the use of play to teach number concepts (e.g. guided play)
2. support the use of storybooks to teach number concepts
3. support the use of gesture and movement to teach number concepts
4. support the use of manipulatives and representations to teach number concepts
5. involve the use of explicit instruction (explicit teaching of an idea led by a teacher) to teach number concepts
6. combine adult-directed learning and play to teach number concepts
7. support teacher understanding and use of hypothetical learning trajectories when teaching number concepts
8. support formative assessment of number concepts
9. support use of continuous provision and the environment (how the classroom is organised so that children can learn mathematical concepts through play and exploration) to teach number concepts

Geometry and spatial thinking

Programmes that:

10. support the use of play to teach geometry and spatial thinking
11. support the use of storybooks to develop geometry and spatial thinking
12. support the use of manipulatives and representations to develop geometry and spatial thinking
13. involve use of explicit instruction to teach geometry and spatial thinking
14. combine adult-directed learning and play to teach geometry and spatial thinking
15. support the use of objects to teach geometry and spatial thinking, including through play and explicit instruction
16. support formative assessment of geometry and spatial thinking
17. support teacher understanding and use of hypothetical learning trajectories in geometry and spatial thinking

Mathematical talk and vocabulary

Programmes that:

18. support the use of play to develop maths talk and vocabulary
19. support the use of storybooks to develop maths talk and vocabulary
20. support the use of manipulatives and representations to develop maths talk and vocabulary
21. support the use of gesture and movement to develop maths talk and vocabulary
22. support using maths talk for formative assessment
23. support staff to use and model maths talk effectively
24. support learners who start Nursery or Reception with weaker maths talk and vocabulary skills
25. support children with maths talk and vocabulary through interaction with peers

Metacognition and self-regulation

Programmes that:

26. support the development of children's metacognition for maths
27. support the development of children's self-regulation for maths
28. are targeted and which support the development of metacognition and self-regulation for maths upon the progress and attainment of disadvantaged children
29. support staff understanding of metacognition and self-regulation for maths

If your project links to one or more of these topic areas, please indicate this in your project description. If your project does not link to any of these topics, please be aware that we would expect your application to outline particularly strong programme-level evidence, such as work with several settings with a well-matched or randomised control group, indicating positive effects on attainment for children and young people from socio-economically disadvantaged backgrounds.

Personal, Social and Emotional Development (PSED) in the Early Years, including self-regulation

Personal, Social and Emotional Development (PSED) skills are fundamental for learning. Studies consistently demonstrate that there is a higher prevalence of PSED needs in socially disadvantaged communities and supporting PSED skills is a priority following the disruption of the pandemic.

We have identified some specific evidence gaps where we are interested in funding projects. These are key priorities for this funding round to support with generating evidence and developing practice:

Content that promotes PSED including self-regulation

Programmes that:

1. develop staff's skills for teaching, modelling and encouraging prosocial behaviour
2. support staff to implement open-ended activities that prompt children to collaborate, solve problems, share and take turns
3. provide children with opportunities to develop and apply a repertoire of behaviours and support them to apply these in response to challenging situations
4. encourage children to do things for themselves, set goals, persevere, and make responsible decisions
5. support staff to implement approaches that instil children's self-awareness, such as recognising or reflecting on their emotions, thoughts and strengths
6. encourage staff to also share approaches that are consistently applied in the setting with parents and carers

Processes that support staff to implement PSED approaches including self-regulation

Programmes that:

7. support staff with both short blocks of dedicated teaching time for PSED as well as teachable moments 'real life' situations
8. support staff with both universal and tailored approaches, that can be applied in response to children's varying level of development
9. support approaches to be ingrained in the culture of the setting, supporting all adults to support children's active application of their knowledge consistently e.g., from lunchtime staff to the key person
10. incorporate training for staff so they can 'go beyond' learning materials provided by the programme, developing an improved sense of self-efficacy to implement effective PSED approaches

If your project links to one or more of these key priorities, please indicate this in your project description. If your project does not link to any of these topics, please be aware that we would expect your application to outline particularly strong programme-level evidence, such as work with several settings with a well-matched or randomised control group, indicating positive effects on attainment for children and young people from socio-economically disadvantaged backgrounds.

Scaled or evidenced programmes in Maths and Literacy for Key Stages 2 to 4

Projects in Key Stages 2-4 with Maths or Literacy outcomes which currently operate in 100 or more schools in the UK or have strong programme-level evidence of impact* on a maths or literacy attainment outcome. Applicants must have a strong rationale for why attainment of pupils from socio-economically disadvantaged backgrounds in particular are likely to benefit from this programme.

*Strong programme-level evidence of impact is defined as a study:

- from within the last 5 years
- Including a minimum of 10 settings
- Including a comparison group that is either randomly allocated or well-matched

Preference will be given to published evidence and studies carried out by teams independently to the programme developer. Evidence should be for the programme being applied for with any small changes to the model from the best-evidenced approach explained in the application.

What type of proposals are we looking for?

Successful proposals will be:

- **Well defined, with a clear explanation of what the programme is and how it will be implemented.**
 - Can you be clear about what will happen at every stage of your programme? Have you thought through what support schools/settings will need to implement it effectively?
 - The programme should be a sufficient change from usual practice – as the intention is to fund programmes that have an increased impact compared to what schools/settings are already doing.
- **Clear how they will support children and young people from socio-economically disadvantaged backgrounds.**
 - The EEF is dedicated to breaking the link between family income and educational achievement. There should be a clear rationale as to why your programme is likely to particularly benefit children and young people from disadvantaged backgrounds. Your project description should outline the programme clearly, the research evidence it is rooted in and how you think change happens through your project to ultimately have an impact on these pupils' attainment outcomes (this is referred to below as your theory of change).
 - Ideally you will have specific evidence of how your programme has positively impacted children and young people from disadvantaged backgrounds, and evidence of running your programme in schools/settings serving higher than average proportions of such children and young people.
 - If the proposal is successful, we will expect grantees to prioritise recruitment of schools/settings with high levels of socio-economically disadvantaged children and young people to the trial. Applicants need to consider and justify how their programme will be implemented and delivered with this in mind.
 - **Please note:**
 - applicants do **not** need to have identified specific settings or areas to work in - this would be agreed in discussion with the EEF and an independent evaluator if your application is successful.
 - applicants do **not** need to work exclusively with children and young people from disadvantaged backgrounds - but there should be a clear rationale for how the programme will support the EEF's mission to close the attainment gap.
- **Informed and supported by evidence of impact on learning outcomes.**
 - We are primarily interested in academic attainment, such as improvements in Key Stage Maths/English scores, or changes on a standardised assessment of Science. However, we will consider programmes with evidence of impact on other educational outcomes, including social and emotional skills. We have published a useful typology of domains relating to 'non-attainment' outcomes which you can find [here](#).
 - We are seeking programmes with a strong theory of change, including a clear description of the causal mechanisms that lead from the proposed activities to impact on children and young people's outcomes. This should be supported by evidence from rigorous research from wider literature, and/or previous evaluation of the specific approach. For example, building on previous literature reviews and

any evaluations of similar interventions, identifying how your programme will mitigate any delivery barriers previously identified.

- We strongly encourage applicants to consult reviews of the wider evidence base in preparing their applications: reference the wider evidence in the application with clear links back to your programme.

- **Practical, cost-effective and scalable.**

- Our aim is to identify programmes that, if shown to be successful, could be taken on by schools and educational settings across England. Therefore, we are only interested in developing and testing initiatives that are practical and cost-effective to deliver.
- A programme that relies on the ability of one particular trainer or developer is not scalable. Scalable programmes can be delivered by other teachers and other organisations.
- **Please note:**
 - applicants do not need to have a final, definitive budget: the EEF team will work alongside successful applicants to finalise a budget.

- **Willing and able to be independently evaluated.**

- We expect you to be willing to adapt your delivery plan and budget to accommodate the evaluation. For example, this could include recruiting a larger number of schools/settings or delaying implementing the programme until baseline assessments are collected.
- **Please note:**
 - applicants do **not** need to include an evaluation design in the programme plan or budget
 - Applicants do **not** need to contact evaluation teams independently. The EEF will appoint an independent evaluator from our panel of evaluators, and work with successful applicants to design an appropriate evaluation plan.

Most projects will run as efficacy trials. Effectiveness trials are usually run as a replication trial, following a positive outcome from an efficacy trial. The difference is that effectiveness trials test a scalable model, so in a minority of cases, particularly where the project is already operating at a large scale, we may propose running an effectiveness trial as the first EEF trial. This would be a decision made in consultation with shortlisted applicants at the evaluation design stage and does not need considering at this stage.

How to apply

- To submit an application, please complete the online form: <https://tfaforms.com/5016868>
- Guidance on each of the questions can be found below.
- You might also find it useful to have a look at our [Funding FAQs](#) as well as the [programmes](#) we have funded in the past for examples of the types of things we fund.
- The deadline for initial applications is Wednesday 30th November 2022.
- Shortlisted programmes will be invited to present their proposal to members of the EEF Grants Committee.
- After an independent evaluation team is appointed, applicants will work with the EEF and the team to design the accompanying evaluation and finalise the programme plan in light of this.
- The updated proposal and budget will be presented to our Grants Committee in October 2023.

Timeline for impact trials (Efficacy and Effectiveness)

Funding round opens	Monday 3 rd October
Deadline for initial applications	11am on Wednesday 30 th November 2022
Design evaluation, finalise programme, theory of change workshop, interview and budget (<i>Working with EEF and independent evaluator</i>)	February – September 2023
Final EEF Grants Committee decision	October 2023

Estimated time for recruitment of schools/settings to take part in the programme – project dependent (this is usually the grantees' responsibility)	November 2023 – June 2024
Programme starts in schools/settings – project dependent	From September 2024

Application form guidance notes

To submit an application, please complete the online form: <https://tfaforms.com/5016868>

Wherever the guidance refers to 'schools/settings' this can be read as referring to a range of settings, including early years settings and post-16 institutions. Where the guidance refers to 'teachers' this can be read as referring to a range of practitioners, such as early years practitioners and teaching assistants. Where the guidance refers to 'parents' this can be read as including other carers.

Applications can be saved on the system while drafting. You may find it easier to draft first in another program, like Microsoft Word, paying attention to the word count for each question. If copying into the form, please format using the form's tools.

The following notes explain each question from the initial application form. Each section relates to a section on the form. If you have any questions, please contact the EEF on applications@eefoundation.org.uk.

Eligibility Screening

1 Where will your proposed programme take place?

Please note that the EEF can only fund programmes that will work for the benefit of pupils and settings in England. We are, however, very open to innovative ideas from overseas that are applicable to the English education system.

2. Is your application from a legally constituted organisation?

We accept applications from legally constituted organisations, and not from individuals. The organisation does not have to be based in England, although if you are not based in England, we would expect you to demonstrate reasonable partnerships and knowledge to support you to work with English schools/settings.

3. Would this grant be used to pay for costs that have already been incurred?

Our grant funding is restricted to cover activities supporting your proposed programme and cannot be used to cover costs that have already been incurred. The grant typically starts after the programme has been given final approval by the EEF Grants Committee.

4. What types of costs or activities would the grant be used for?

We are not a source of funding for ongoing delivery of existing programmes. If successful, you will be required to work with new settings that you have not previously worked with, and to collaborate with an independent evaluation team who will work with you to design a robust evaluation.

We are also not able to fund significant development work of a programme. Applicants should apply with a programme that has already been developed.

We cover:

- Programme delivery
- Staff costs
- Resources to deliver the programme
- Travel and venue hire
- Administration and printing costs

We don't cover:

- Property or capital items
- Student fees
- Scholarships or bursaries
- Loan or debt repayment

- University overheads (as these can be reclaimed)

And, in some cases we would cover the following, but this is not guaranteed and would be determined with shortlisted applicants in the development period of this funding process:

- Programme development work
- Website development
- Producing publications
- Seminar attendance

5. Please confirm that your application is for one of the following key research agenda themes:

- a) Cognitive Science
- b) Early Language
- c) Mathematics in the Early Years and Key Stage 1
- d) Personal, social and emotional development in the Early Years (PSED)
- e) Scaled or evidenced programmes in Maths and Literacy for KS1-4

About your organisation

1.1 Name of organisation

1.2 Organisation type

Please select from:

- Early Years Setting
- Primary school
- Secondary school
- Special school
- Further education college
- University
- Local education authority
- Charity
- For profit company
- Multi-academy trust / Teaching School Alliance
- Community Enterprise Company / Social Enterprise
- Other (please state)

1.3 Applicant title

1.4 Applicant first name

1.5 Applicant last name

1.6 Applicant contact email

1.7 Applicant contact phone

1.8 Applicant job title

1.9 a) Please describe briefly the experience and expertise of the proposed delivery team (100 words).

The programme team is central to ensuring EEF funds are well spent and that the programme has the maximum impact. We would like to know about them and their track record in this area (e.g. recruiting schools/settings to programmes, managing complex programmes, working with partners, , working with disadvantaged children in schools).

1.9 b) Please give the name and a brief description of any partner organisations that will contribute to this programme (max 100 words)

Please indicate what role the partner organisation(s) will play in the proposed programme.

Programme questions

2. Which theme does your grant cover? Please select which of the following main themes your project falls under:

- Cognitive Science
- Early Language in the Early Years and Year 1
- Mathematics in the Early Years and Key Stage 1
- Personal, social and emotional development in the Early Years (PSED)
- Scaled or evidenced programmes in Maths and Literacy for KS2-4

2.1 Programme title (max 15 words)

Please give your programme a title. Simple, descriptive titles (e.g. “Peer-tutoring in the North-East” or “Mentoring programme for Year 7s”) are welcome. If you are applying with a named programme, please include the name in the title.

2.2 Please state the main research question that you expect the evaluation of your programme to answer. (50 words)

For example, ‘Does training teachers in how to support children’s self-regulation during number activities improve maths outcomes in Year 1?’

2.3 Which sub-theme(s) does your research question fit within (see application guidance) or are you proposing a different area?

Theme		Tickbox
Cognitive science		
Managing Cognitive Load		
Working with schemas		
Cognitive theory of multimedia learning		
Approaches related to recall.		
Early Language in Early Years and Key Stage 1		
Implicit and/or explicit oral language teaching approaches Programmes that:	train and support staff working in the early years to promote the implicit and/or explicit teaching of oral language skills	
	include strategies for tailoring language teaching techniques according to language skills and needs of children (e.g., multilingual children, children who have/are experiencing poverty, children with a language impairment or another SEND, children with advanced language, older/younger children)	
	include adults with different skills sets (e.g. early years practitioner, teacher, SLT) who can provide implicit and/or explicit oral language teaching approaches with children	

	embed and sustain changes in oral language teaching practice post initial intervention	
	support early years settings to make choices about which oral language approaches, routines, techniques and/or programmes to use and when	
Awareness, assessment and identification of language needs Programmes that:	promote understanding of speech, language and communication development and the role of staff in supporting this development during accreditation/qualification courses (e.g., level 3 early years practitioner or initial teacher training courses)	
	improve how speech and language therapy support or health visitors work to support language development is provided to education settings	
	train and support staff working in early years to use language environment audit tools (e.g., Communication Supporting Classroom Observation Tool, Early Childhood Environment Rating Scale) as part of regular formative assessment of early years provision	
	train and support staff working in early years with formative assessment of children's language skills to appropriately triage, tailor and target support (this could include available language screening tools (e.g., ELIM, WellComm, LanguageScreen)	
Early Years and Key Stage 1 Maths Teaching		
Number concepts Programmes that:	support the use of play to teach number concepts (e.g. guided play)	
	support the use of storybooks to teach number concepts	
	support the use of gesture and movement to teach number concepts	
	support the use of manipulatives and representations to teach number concepts	
	involve the use of explicit instruction (explicit teaching of an idea led by a teacher) to teach number concepts	
	combine adult-directed learning and play to teach number concepts	
	support teacher understanding and use of hypothetical learning trajectories when teaching number concepts	
	support formative assessment of number concepts	
	support use of continuous provision and the environment (how the classroom is organised so that children can learn mathematical concepts through play and exploration) to teach number concepts	
Geometry and spatial thinking Programmes that:	support the use of play to teach geometry and spatial thinking	
	support the use of storybooks to develop geometry and spatial thinking	
	support the use of manipulatives and representations to develop geometry and spatial thinking	
	involve use of explicit instruction to teach geometry and spatial thinking	

	combine adult-directed learning and play to teach geometry and spatial thinking	
	support the use of objects to teach geometry and spatial thinking, including through play and explicit instruction	
	support formative assessment of geometry and spatial thinking	
	support teacher understanding and use of hypothetical learning trajectories in geometry and spatial thinking	
Mathematical talk and vocabulary	support the use of play to develop maths talk and vocabulary	
	support the use of storybooks to develop maths talk and vocabulary	
	support the use of manipulatives and representations to develop maths talk and vocabulary	
	support the use of gesture and movement to develop maths talk and vocabulary	
	support using maths talk for formative assessment	
	support staff to use and model maths talk effectively	
	support learners who start Nursery or Reception with weaker maths talk and vocabulary skills	
	support children with maths talk and vocabulary through interaction with peers	
Metacognition and self-regulation Programmes that:	support the development of children's metacognition for maths	
	support the development of children's self-regulation for maths	
	are targeted and which support the development of metacognition and self-regulation for maths upon the progress and attainment of disadvantaged children	
	support staff understanding of metacognition and self-regulation for maths	
Personal, Social and Emotional Development (PSED) in the Early Years, including self-regulation		
Content that promotes PSED including self-regulation Programmes that:	develop staff's skills for teaching, modelling and encouraging prosocial behaviour	
	support staff to implement open-ended activities that prompt children to collaborate, solve problems, share and take turns	
	provide children with opportunities to develop and apply a repertoire of behaviours and support them to apply these in response to challenging situations	
	encourage children to do things for themselves, set goals, persevere, and make responsible decisions	
	support staff to implement approaches that instil children's self-awareness, such as recognising or reflecting on their emotions, thoughts and strengths	
	encourage staff to also share approaches that are consistently applied in the setting with parents and carers	
Processes that support staff to implement PSED	support staff with both short blocks of dedicated teaching time for PSED as well as teachable moments 'real life' situations	

approaches including self-regulation Programmes that:	support staff with both universal and tailored approaches, that can be applied in response to children's varying level of development	
	support approaches to be ingrained in the culture of the setting, supporting all adults to support children's active application of their knowledge consistently e.g., from lunchtime staff to the key person	
	incorporate training for staff so they can 'go beyond' learning materials provided by the programme, developing an improved sense of self-efficacy to implement effective PSED approaches	
Scaled or evidenced programmes in Maths and Literacy for KS1 -4		

2.4 Which key stage/s are you targeting?

- Please select the main key stage focus of your programme:
 - Early Years, KS1, KS2, KS3, KS4, KS5/16-18

Please note: by Early Years, we mean 3-5 year olds. For 16-18 year olds, we can only fund activity focused on students without English or Maths GCSE at 4 or above.

2.5 Is your programme: whole school / whole class / targeted programme?

Please give an indication of whether the programme is aimed at **whole school change** (e.g. training all teaching staff); **whole class** (e.g. training teachers to improve their classroom practice); or a **targeted programme** (e.g. additional small group support for struggling pupils).

2.6 Who will deliver the programme? Please select who will be directly responsible for improving outcomes for pupils. For example, if a teacher receives coaching to improve their practice, please select "teacher", not "external trainer".

- Please select from: Teachers/Teaching Assistants/External trainers/Other
- Please select who will be directly responsible for improving outcomes for pupils. For example, if a teacher receives coaching to improve their practice, please select "teacher", not "external trainer"

If 'Other' please let us know who?

2.7 Please describe your programme focusing on the specific activities that schools/settings, teachers, and pupils will be expected to do, and the support and/or training that you will provide to teachers/schools/settings to ensure effective implementation (max. 600 words).

- Begin with a two-sentence, clear-language description of the programme.
- Please give a clear, simple description of what your programme will do. What would it look like from the point of view of a participating school/setting?
- Please ensure that within your answer to this and other questions, you have answered the following:
 - **Who will benefit** from the programme (the ultimate recipients – e.g. all pupils in the year or targeted groups?)
 - **What?** What materials (e.g. structured activities for TAs) and practices (e.g. class teaching pedagogies) will be introduced/alterd in order to try to improve outcomes?
 - **Who will deliver** the materials and practices? Will it be education professionals from within the regular education setting or external experts? How often will they use the approach (e.g. weekly sessions)?
 - **How is the training delivered** (if staff training is involved)? What does this involve? Please be as specific as possible about the specific CPD strategies you will use
 - **How long does the delivery of the programme last?** We are looking for programmes where pupils, having undertaken the programme, demonstrate a measurable improvement in attainment (for example in a national test), so the length/intensity of the approach should reflect this
 - **What is involved in supporting schools/settings to implement the programme successfully?** We are interested in understanding what support schools/settings are given to

effectively implement the programme, and why the support is designed like this. How will you identify schools/settings that are not implementing it correctly? What additional support will they be given?

2.8 What specific issues or challenges does your programme aim to address and how were these identified? (max. 200 words).

Describe the problem your programme is solving, for example 'we noticed that children who were struggling with emotional difficulties also struggled to retain new information, which aligned with research on the link between working memory difficulties and adverse childhood experiences'. Outline the experience or research where you noticed this problem.

2.9 Please describe how your proposed programme represents a deviation from 'business as usual' in schools/settings (max. 200 words)

As in most trials the programme will be compared to 'business as usual' (BAU), we would expect the approach to be a sufficient deviation from BAU for the proposed approach to have an impact. Please detail here precisely how the approach differs from typical practice, and how you know.

3.1 Please describe how the planned programme activities will lead to the intended outcomes and ultimate impact, and what evidence supports these assumptions? If you have a theory of change, please describe it here (max. 400 words).

Here we want to understand *how* and *why* the programme works to raise attainment and skills of children. What is the theory that links the programmes' activities and its intended outcomes? What are the key causal mechanisms that trigger the desired change? (an example a mentoring programme that aims to increase student attainment could do so by increasing student attendance). What changes are you expecting to see in the short term and how are these likely to influence changes in the long term?

When answering this question make sure you think about and clearly outline:

- What are the key activities and core components of your programme? (PLEASE NOTE: Here we ask you to identify your programme's core components. Core components are the parts, features, attributes, or characteristics of a programme that influence its success when implemented effectively - i.e. they trigger the causal mechanism. Removing a core component would make the intervention less effective)
- How are the different activities or components intended to change knowledge, skills, attitudes, and behaviours of either students or teachers in the short or medium term? (PLEASE NOTE: here we ask you to identify and explain the causal mechanisms and the intermediate outcomes. Causal mechanisms answer the question 'How or why does the intervention work?' They describe / explain a process of change)
- How are these changes in knowledge, skills, attitudes and/ or behaviours (intermediate outcomes or mediators) expected to affect the final desired outcomes, including attainment for pupils from socio-economically deprived backgrounds? As an example: If your programme involves training teachers in an approach, how do you expect the activities you do with teachers to translate to a change in teacher behaviour? And how will a change in teacher behaviour translate to a change in students' outcomes?

Please draw on the wider research evidence to support the programme theory. Are the approaches backed up by robust educational theory and research? Is there wider research to support your proposed causal mechanisms? You can provide links/references to any research cited here in question 2.14. You may wish to include a surname and year in this answer, for example (Harris, 2013)

3.2 Has the proposed programme been previously evaluated? Please describe the strongest evidence for your programme's impact on attainment (max. 200 words).

Describe here the evidence for your programme's impact on attainment. Ideally, you would have specific evidence for your particular programme's impact from a previous evaluation. Please describe this evidence here, in particular the evidence and findings about which you answered in 2.10.

Please include information about the sample size, pupil characteristics (including level of disadvantage), outcome measures and key findings of any evaluations completed. You can provide links/references to any evaluation reports cited here in question 2.14. Wherever possible, please show evidence that children who participate in the proposed programme improve relative to a comparison group of similar pupils who do not participate. You may also have evidence for mediators/causal mechanisms here.

You may also describe here evidence from evaluations of very similar approaches. This evidence could be drawn from international studies. If quoting wider literature, please make clear reference to the characteristics your programme shares with the programmes referenced. More information about what the EEF considers to be good evidence can be found on the evaluation section of our [website](#).

3.3 Please outline any other research which provides evidence that the proposed programme is likely to have an impact on attainment, or an outcome closely linked to attainment? This could include evidence from evaluations of similar approaches, pilots of the programme, or evidence of progress on attainment outcomes for the programme, but with no comparison group. (max. 400 words).

3.4 Please describe how this programme aligns with the EEF's mission to break the link between household income and attainment (max. 200 words).

- Outline the rationale for the programme and why it is needed. You can assume that we have some understanding of the broad issues facing socio-economically disadvantaged pupils, but any details specific to your programme – e.g. specific language deficits – should be briefly explained.
- Outline how this programme would build on and contribute to the existing evidence base on improving educational outcomes for socio-economically disadvantaged children and young people. In particular, why is the programme expected to have a greater impact on outcomes for disadvantaged children? What evidence supports this?
- You should explain here why this programme addresses something important for schools/settings and/or its relevance to policy.
- Is the proposal similar to anything that the EEF has funded in the past? If so, please highlight this and expand on what this research will add to the evidence base.

3.5 References to quoted research (max. 500 words)

Please provide either full references or URLs to key reports quoted in the previous answers here. You may wish to use a numbering system for references in answers to 2.9, 2.11 and 2.12, and use the numbers to organise your references here. For example: 1) Harris, Alma, 'Distributed Leadership: Friend or Foe?', *Educational Management Administration & Leadership*, vol. 41, issue 5, 2013, p.545 <https://doi.org/10.1177/1741143213497635>

Please do not add references that have not been included in your answers. If you have referenced research that is unpublished or you envisage will be difficult for the EEF team to find with university online library access, please upload here if possible.

3.6 If the programme has been implemented previously in England, please describe its reach so far, the context of schools/settings engaged, and whether schools/settings contributed financially (max. 200 words).

We are interested in how developed the programme is and what its reach has been prior to EEF involvement. How many English schools/settings have participated so far? Did they deliver the same version that is now being proposed? For how long has the programme been available to schools/settings?

What is the profile of schools/settings that have taken part so far – we are particularly interested in programmes that have already been running in schools/settings serving higher than average proportions of socio-economically disadvantaged children and young people. We are most interested in programmes that have been delivered to some extent already, and therefore do not require extensive development before they can be tested in large numbers of settings. We require organisations to have the capacity to be able to deliver an EEF trial, which typically deliver to a large number of schools/settings for the programme (50+).

3.7 If the proposed programme were to be funded by the EEF and a positive impact were found, what do you think are possible ways that the proposed programme could be taken to scale? (max. 100 words).

We are interested in how your programme might be scaled up so that it could be delivered in large numbers of schools/settings and settings in England. For example, does the lead organisation have the capacity and skills to grow the model? Or would it need to be partnered with a larger organisation/network?

Finances

4.1 What is the cost (per setting and per pupil) of your programme? (max. 50 words)

- If you already provide the programme to schools/settings and pupils please indicate how much it costs per school and per pupil.
- If you don't currently offer the programme to schools/settings and pupils, please estimate how much you think it would cost per school and per pupil if you were to offer it at scale.
- We are looking for programmes that can be funded from schools/settings' Pupil Premium (currently £1,345 per primary-aged pupil, £955 per secondary-aged pupil).

4.2 Approximately how many schools/settings would you be able to work with for an EEF trial? (max. 50 words)

We are interested in the maximum number of settings you could deliver your programme in for an EEF trial. Please note that we ask that applicants are willing to be flexible on the exact scale and delivery model, in order to ensure that a robust evaluation can be undertaken. We work with successful applicants and an external evaluator to jointly design a programme and evaluation plan. However, it is useful to have an indication of the numbers of institutions that you are comfortable working with.

Please consider the following timescale and your related capacity when providing your answer: we anticipate approving grants in autumn term 2022, which for a typical project would allow the spring and summer terms to recruit schools ahead of delivery in September 2023.

4.3 How much will the programme cost? (max. 150 words)

EEF funding can cover the costs needed to deliver your proposed programme and manage the programme. However, we would usually expect contributions from other organisations: eg, you and/or your delivery partners and/or other funders (see 3.4).

Please estimate how much funding is required to deliver the programme in total. This should be based on the maximum number of settings you could deliver to (as stated in 3.2). Note, the grantee is usually expected to recruit the schools/settings to the programme as well. How many schools/settings are to be recruited depends on the programme design, but often twice the number of schools/settings are recruited than delivered to, as half are allocated to a control group and carry on with 'business as usual'.

EEF funding starts from when the grant agreement is signed, which is after the evaluation approach has been agreed and the programme has been signed off by the EEF Grants Committee. From sign off, a typical EEF programme will have a short preparation period before recruitment (typically 2-3 months), a recruitment period (typically 5-8 months), and a delivery period (the length of time that you deliver the programme in schools/settings). Please see the timeline on page 2 of this guidance for rough timelines for this funding round.

- If possible, please break the budget down into 5 broad types of costs:
 - Programme development (if required)
 - School recruitment
 - Programme delivery (e.g. training, resources)
 - Programme management and admin
 - Other (please specify)

- A more detailed budget is not required at this stage; programme budgets often change substantially once we begin working with successful applicants. For example, we may wish to change the number of schools/settings involved in the programme in order to get a more robust estimate of its impact. We will ask for a more detailed budget breakdown if your application progresses to later stages of the process. At this stage of applications we are only looking for an approximate cost of the programme.
- You do not need to include costs of running the evaluation – the EEF will commission an external team who will be responsible for designing and delivering the evaluation, in partnership with you.
- We typically expect schools/settings participating in trials to contribute to the costs of the programme where appropriate (for example, paying a subsidised fee for the programme), so you may want to suggest an amount for schools to contribute as part of your budget.
- For a description of what EEF funding covers you should consult our Funding FAQs on our website, which can be found [here](#).

4.4 What funding are you intending to secure from other sources? (max. 100 words)

- To enable us to continue funding innovative, evidence-based ideas we normally expect all applicants to apply with a contribution within the range of 5% to 50% of the overall programme costs, or to be able to commit to fundraising for such a contribution. Please include in your application your plan for identifying this contribution. If there are particular reasons why you think you will be unable to do this, please let us know.
- For-profit applicants are expected to substantially subsidise the programme cost.
- School or local authority applicants do not need to secure funding from other sources.
- If you have approached, or are considering approaching, any other organisations to seek funding for this programme, please outline these organisations and the amounts sought here.

5. Additional documentation upload (optional):

If you already have a theory of change for your programme, please do include this as an additional document. If you have unpublished research demonstrating the impact of your programme that you are able to share, please include this as an additional document.