

ACCESS EEF-FUNDED PROJECTS

Evidence-informed trials and programmes focused on boosting children's and young people's maths, literacy, and science attainment



Education
Endowment
Foundation



Department
for Education

About the Education Endowment Foundation

The Education Endowment Foundation (EEF) is an independent charity supporting teachers and school leaders to use evidence of what works—and what doesn't—to improve educational outcomes, especially for disadvantaged children and young people.

1	Access evidence-informed programmes for your school	
	EEF introduction	4
	What types of projects and evaluation do we fund?	5
	What are EEF research trials and subsidised programmes?	6
	What are the benefits of taking part in an EEF project?	7
2	Trials and subsidised programmes	
	Primary school projects including early years	8
	Secondary school projects	9
	Projects focused on increasing attendance	10
3	Primary school projects including early years	
	Making it REAL	11
	Counting Collections	12
	Infant Language Link	13
	Lexia Reading Core5®	14
	1stClass@Number	15
	FFT Reciprocal Reading	16
	Mathematics Mastery	17
	Focus4TAPS	18
4	Secondary school projects	
	English Mastery	19
	ASCENTS 121 Support for Science	20
	The 5Rs Approach to GCSE Maths Resits	21
	Switch-on Reading	22
	Embedding Formative Assessment (EFA)	23
5	Projects focused on increasing attendance	
	Overview	24
	BITUP	25
	Grassroots	26
6	Support for early years settings	
	The EEF and Stronger Practice Hubs	27

1. ACCESS EVIDENCE INFORMED PROGRAMMES FOR YOUR SCHOOL

EEF introduction

The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and education achievement.

At the EEF, we support schools, nurseries, and colleges to improve teaching and learning for 2- to 19-year-olds through better use of evidence.

We do this by:

- **summarising evidence**—reviewing the best available evidence on teaching and learning and presenting it in an accessible way;
- **finding new evidence**—funding independent evaluations of programmes and approaches that aim to raise the attainment of children and young people from socioeconomically disadvantaged backgrounds and supporting those that do to work at scale; and
- **putting evidence to use**—supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.



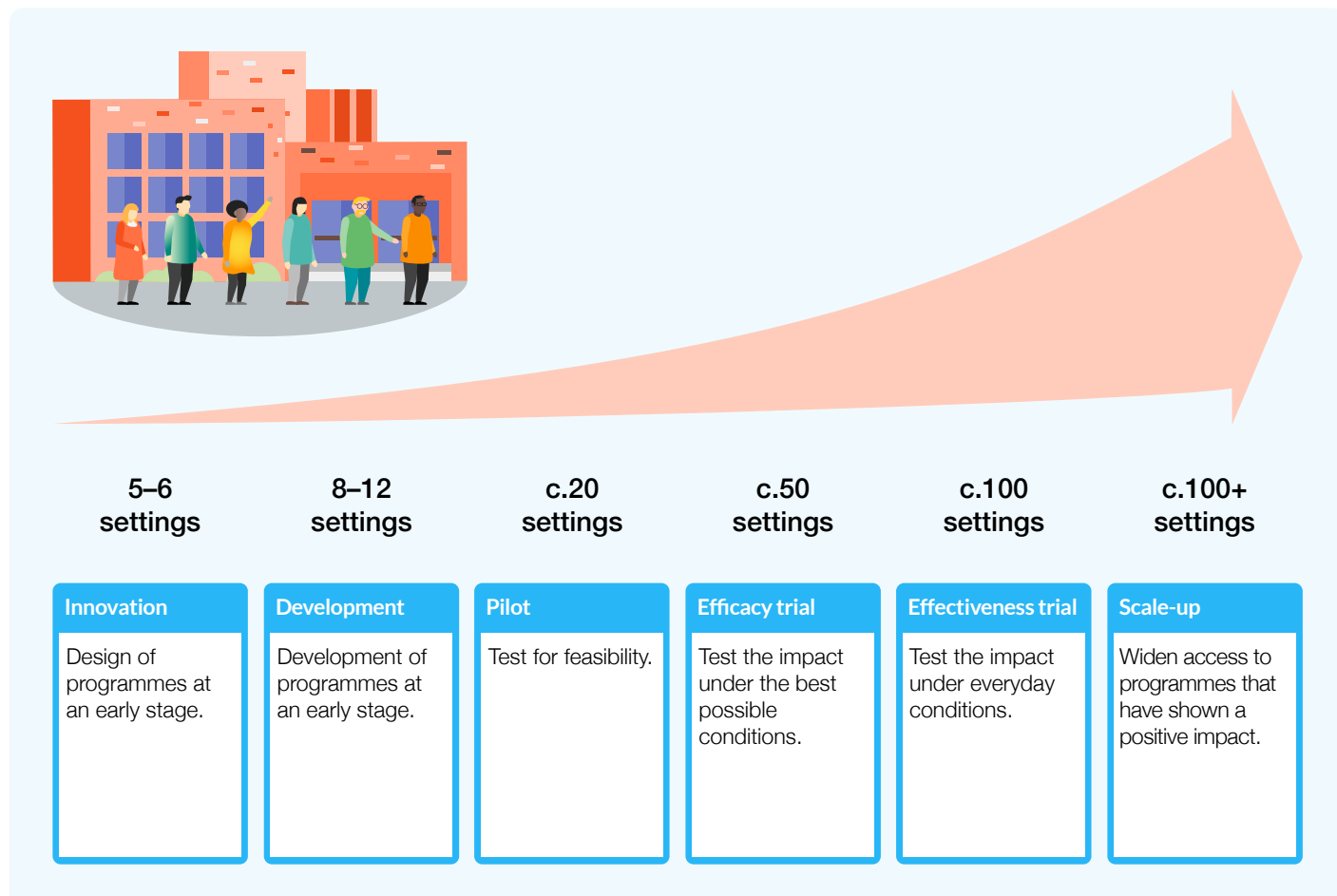
What types of projects and evaluations do we fund?

EEF evaluations test the impact of a particular programme on pupil outcomes. The programmes we test show some preliminary evidence of promise for raising pupil attainment in maths, literacy, or science.

This year, the EEF has been able to expand the number of projects available to schools and settings through the Accelerator Fund. The Accelerator Fund is part of the government's investment in education recovery and is focused on literacy and numeracy programmes.

Schools and settings in England can take part in EEF projects—funded through the Accelerator Fund—at all stages of their development. These include:

- trials of innovative approaches that show promise in raising pupil attainment (efficacy and effectiveness trials); and
- the scale-up of programmes that have been proven in an EEF trial to raise pupil attainment, with the EEF offering these to schools at a subsidised rate.

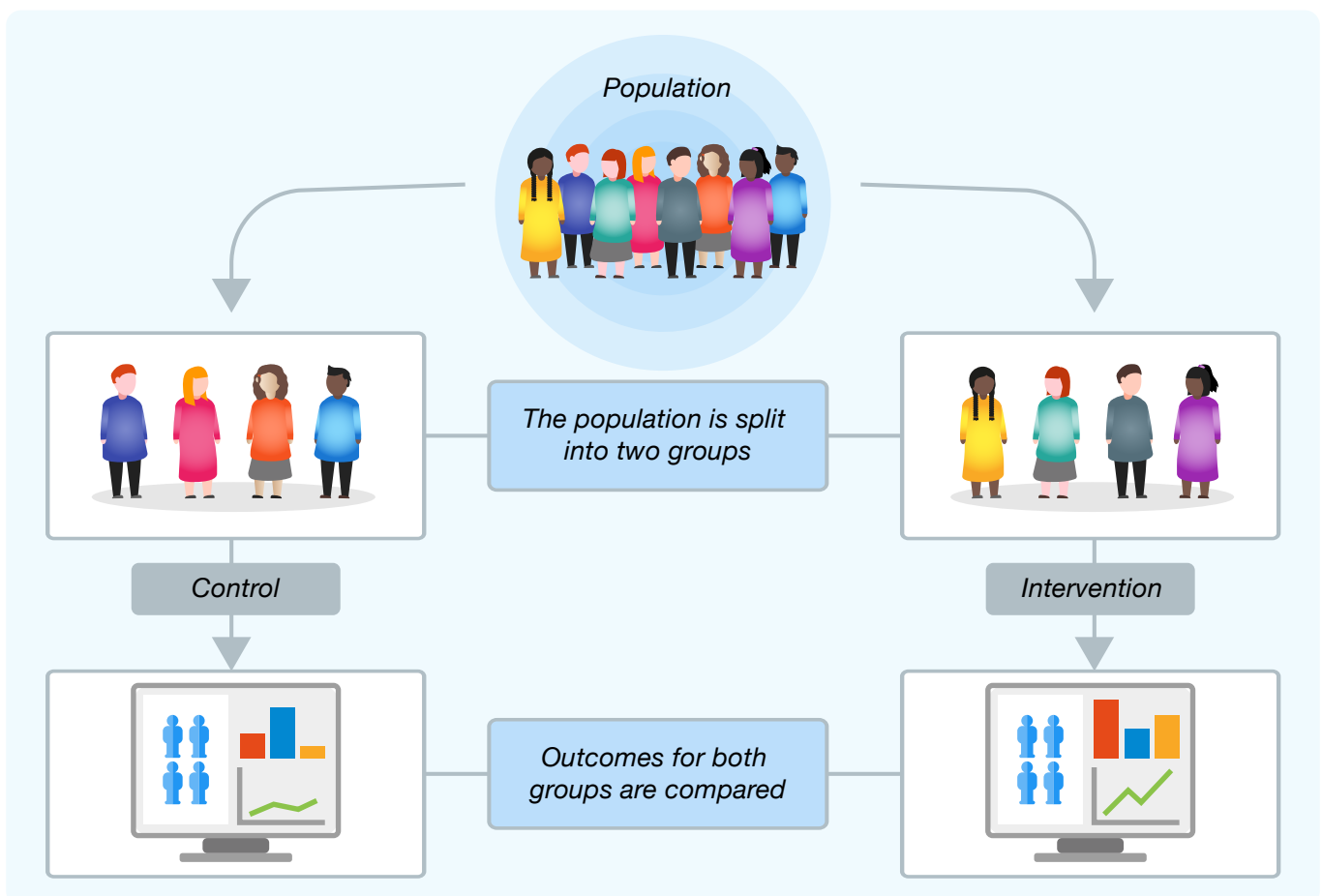


What are EEF research trials and subsidised programmes?

Many of our programmes are evaluated through a randomised controlled trial (RCT). This means that if you sign up, you will be randomly assigned to one of two groups: the 'intervention group' or the 'control group'.

Subsidised programmes allow schools and settings to access programmes that have been shown to be effective in raising pupil attainment in previous EEF trials. Schools and settings that sign up all receive the programme, at a substantially lower price than usual.

- The **intervention group** will receive the programme at a heavily discounted rate (or free).
- The **control group** will not receive the programme and instead continue with their normal teaching and be paid for their involvement once all research requirements are complete at the end of the trial.
- School and settings in both groups contribute to the evidence about effective programmes.



What are the benefits of taking part in an EEF project?

Receive promising approaches in your setting at a heavily reduced cost

- We fund most of the costs of the programme, but we may ask you to contribute a small amount towards the programme you are receiving. If you are assigned to a control group, you will receive a payment for taking part in evaluation activities.

Access professional development for your staff

- Most of our programmes involve high quality professional development and support resources, so taking part can support the ongoing improvement of your staff and your setting.

Contribute to the evidence base and support your colleagues to improve teaching and learning

- Over half of all schools and settings in England have taken part in an EEF trial. Every one of them has made a valuable and long term contribution to the education evidence base by supporting the profession to improve teaching and learning through better use of evidence.



This brochure provides information on each EEF project recruiting schools and settings this academic year and includes details about how to express an interest in signing up.

EEF Research Schools are also delivering regional webinars to provide information on how schools can get involved in EEF projects, what is involved, and what the benefits are. Sign up to a Research School webinar at:

<https://eefoundation.tfaforms.net/5041061>



2. TRIALS AND SUBSIDISED PROGRAMMES

Primary school projects including early years

Project name	Subject	Year group	Trial or subsidised programme?	Training mode	More detail on
Making it REAL	Literacy	Early Years	Trial	Face to face	Page 11
Counting Collections	Maths	Reception	Trial	Hybrid	Page 12
Infant Language Link	Language	Reception/ Year 1	Trial	Online	Page 13
Lexia Reading Core5® (Lexia)	Reading	Year 2	Trial	Online	Page 14
1stClass@Number1	Maths	Year 2	Trial	Face to face	Page 15
FFT Reciprocal Reading	Reading	Years 5 and 6	Trial	Hybrid	Page 16
Mathematics Mastery	Maths	Years 1 and 2	Subsidised programme	Hybrid	Page 17
Focus4Taps	Science	Year 5	Subsidised programme	Face to face	Page 18

Secondary school projects

Project name	Subject	Year group	Trial or subsidised programme?	Training mode	More detail on
English Mastery	English	Years 7 and 8	Trial	Hybrid	Page 19
ASCENTS 1-2-1 Support for Science	Science	Year 11	Trial	Face to face	Page 20
The 5Rs Approach to GCSE Maths Resits	Maths	Post-16	Trial	Hybrid	Page 21
Switch-on Reading	Reading	Years 7 and 8	Subsidised programme	Online	Page 22
Embedding Formative Assessment (EFA)	Cross-curricular	Years 7–11	Subsidised programme	Hybrid	Page 23

Projects focused on increasing attendance

Project name	Subject	Year group	Trial or subsidised programme?	Training mode	More detail on
BITUP	Attendance	Years 7–11	Trial	Online	Page 25
Grassroots	Anti-bullying	Years 7–9	Trial	Face to face	Page 26

3. PRIMARY SCHOOL PROJECTS INCLUDING EARLY YEARS

Making it REAL



When is the programme recruiting?

January 2023–June 2023



When is programme delivery?

September 2023–June 2024

Trial or subsidised programme? Trial

Age group 3–4 years

Training mode Face to face

Delivery approach for children Targeted 1:1

Subject area Early Literacy



Overview of programme

The Making it REAL programme works with practitioners to support children's early literacy development. The programme aims to help practitioners build parents' knowledge in creating a supportive home-learning environment. Practitioners receive training throughout the year. Each practitioner works with three families who receive home visits and participate in 'literacy events'.

Eligible children are three- and four-years olds in the academic year before starting reception, with a potential need for additional support in early literacy.

What is involved in implementing the programme?

In total Making it REAL requires 8 days across an academic year, including planning time. Training takes place in September 2023/24 and lasts 2 days. 8 half-day home visits take place throughout the Autumn, Spring and Summer terms. Practitioners are invited to 5 network meetings and 4 half-day literacy events.

What's promising about this programme?

While interrupted due to Covid-19, the 2019 EEF-funded trial evaluation found that key benefits of the intervention as perceived by practitioners were their improved knowledge of early literacy development, improved knowledge of how to work with families, greater understanding of children's

home environments, and increased confidence in supporting parents. Additionally, practitioners reported that parents' participation in their children's learning and engagement in early literacy activities had increased as a result of taking part.

Budget and resource considerations

Settings in the intervention and control groups will receive £300 (£150 at baseline and £150 at endline). Settings in the intervention group will also receive a 50% contribution towards costs for practitioners delivering the intervention.

For more information

eef.li/making-it-real

Counting Collections



When is the programme recruiting?

January 2023–June 2023



When is programme delivery?

September 2023–June 2024

Trial or subsidised programme? Trial

Age group Reception

Training mode Hybrid

Delivery approach for children Whole class

Subject area Maths



Overview of programme

Counting Collections is a structured early numeracy approach that develops children's understanding of number and quantity. The Counting Collections approach supports counting, subitising, comparing, and composing/decomposing numbers as well as estimation, representation, and understanding numerals.

Counting Collections works with reception teachers who deliver the year-long intervention to all four to five year-olds in their classes. In weekly Counting Collections sessions, children receive teaching on specific counting strategies. Children also access a Counting Collections area in their classroom during play, allowing additional opportunities for number assessment and interaction.

What is involved in implementing the programme?

Schools are supported to implement the programme through teacher professional development (PD), physical resources (manipulatives and tools), and support materials (such as videos of model sessions and TA training materials). PD is spread over a year and is a blend of face to face (full day) and online (half day) sessions and involves building knowledge, motivating teachers, teaching development, and embedding practice. Teaching assistants are trained by a nominated reception teacher in how to deliver Counting Collections sessions.

What's promising about this programme?

The programme ensures that all children receive systematic and regular counting experiences. Promoting early growth in number sense systematically provides vital experiences, which disadvantaged children might otherwise miss. With this trial we are expecting to build on existing small-scale evidence and test whether structured early numeracy approaches improve pupils' attainment in number learning.

Budget and resource considerations

Settings allocated to receive Counting Collections will receive the programme at no cost. The school will receive a £200 payment after all assessments are complete. Settings that are selected to be in the control group will be visited twice per year by a trained researcher to conduct a 15-minute number assessment with each child in the reception teacher's class. The school will receive a payment of £500 after all assessments are complete to recognise their contribution to the evaluation of the programme.

For more information

eef.li/counting-collections

Infant Language Link



When is the programme recruiting?

January 2023–June 2023



When is programme delivery?

September 2023–July 2024

Trial or subsidised programme? Trial

Age group Reception* and Year 1 (*optional)

Training mode Online

Delivery approach for children Universal with targeted elements

Subject area Oral language



Overview of programme

Infant Language Link is an online package enabling schools to identify and support children who have mild to moderate speech and language needs. It was developed by trained speech and language therapists and delivered annually to around 2,800 schools in England.

All pupils are screened at the start of Year 1 followed by recommendations of different levels of follow-on support delivered in small groups by teachers and teaching assistants. All mainstream state funded schools with a Year 1 class are eligible.

What is involved in implementing the programme?

Teachers and teaching assistants (TAs) are trained through an online webinar delivered by a speech and language therapist. TAs screen all Year 1 pupils using an online screening tool. Teachers use universal strategies in the classroom and pupils identified as requiring additional support participate in targeted small group sessions.

All identified pupils attend a core 'listening group' of sessions as well as two additional language groups identified by the assessment. One group consists of eight 30-minute sessions delivered twice weekly by TAs. Session plans are provided for all groups. Pupils not making expected progress receive additional intensive support for a short period.

What's promising about this programme?

Infant Language Link was established by speech and language therapists with initial development support from the Psychometrics Centre at the University of Cambridge. Previous research indicated that children improved their receptive language and expressive grammar compared to those not using the programme. Around 2,800 schools in England use the programme annually with around a quarter of these operating in areas of high disadvantage.

Budget and resource considerations

Settings allocated to receive Infant Language Learning will receive the programme at no cost.

Settings that are selected to be the control group will be provided with a payment of £500 to recognise their contribution to the evaluation of the programme.

For more information

eef.li/language-link

Lexia Reading Core5®



When is the programme recruiting?

February 2023–May 2023



When is programme delivery?

September 2023–June 2024

Trial or subsidised programme? Trial

Age group Year 2

Training mode Online

Delivery approach for children Targeted

Subject area Reading skills



Overview of programme

Lexia Reading Core5® (Lexia) aims to improve reading skills, providing children with individualised reading instruction in six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary, and comprehension. The online programme tracks pupils' progress as they work independently, providing extra practice and instruction on areas of difficulty. Staff give initial guidance on programme use, reinforce elements where necessary, and oversee pupils' independent online use.

Some schools use the approach with all abilities but it is commonly used as a targeted intervention. Pupils begin with a diagnostic test and are placed at an appropriate level in online activities.

What is involved in implementing the programme?

Pupils can use the system with minimal supervision; offline paper-based resources are also available for school staff to offer additional support. The programme can be supervised by teachers or TA's. Pupils are expected to use Lexia at least four times each week for 30 minutes per session. Trained teachers or TAs monitor pupil progress on a weekly basis via online progress reports that are automatically generated by the Lexia software.

Staff training includes three one-hour webinar-style training sessions per school for a senior leader and the teacher, HLTAs, or TAs overseeing the programme.

What's promising about this programme?

The EEF conducted an efficacy trial of Lexia in Key Stage 1 initially published in September 2021. The trial involved 697 pupils across 57 schools. The independent evaluation found that children offered Lexia made the equivalent of one month's additional progress in reading, on average, compared to other children who did not take part. These results have a high security rating.

Exploratory analysis found that children eligible for free school meals offered Lexia made, on average, the equivalent of two month's progress in reading.

Budget and resource considerations

Settings allocated to receive Lexia (intervention group) will receive the programme at a highly subsidised cost. Schools will contribute 7.5% of the usual cost of the programme, at £350 per year.

Settings that are selected to be the control group will be provided with a payment of £1,000 to recognise their contribution to the evaluation of the programme.

For more information

eef.li/lexia

1stClass@Number



When is the programme recruiting?

January 2023–July 2023



When is programme delivery?

September 2023–July 2024

Trial or subsidised programme? Trial

Age group Year 2

Training mode Face to face

Delivery approach for children Targeted, small group

Subject area Mathematics

Edge Hill
University

Overview of programme

1stClass@Number is a small-group intervention delivered by TA's. It supports pupils struggling with numeracy in Year 2. It consists of around 30 half-hour lessons delivered three or four times a week for ten weeks in addition to normal mathematics instruction.

Pupils involved in the intervention spend approximately 15 more hours on numeracy. The focus is on embedding the key components of numeracy in order for identified children to progress.

What is involved in implementing the programme?

TAs work from detailed lesson plans which they can adapt based on what they learn from formative assessments. Supported by trained link teachers (a senior teacher in the school), TAs help children to think and talk about their mathematics and develop metacognitive skills.

The TAs receive one full day and four half-days of training during the programme. The training covers effective feedback and develops the TAs' own understanding of mathematics.

What's promising about this programme?

A previous EEF evaluation showed that this programme has been successful for pupils: those that took part made two months' additional progress in maths, on average, compared to pupils in the control group. The result had a high security rating.

Budget and resource considerations

Settings allocated to receive 1stClass@Number will receive the programme at a discounted cost of £200.

Settings that are selected to be the control group will be provided with a payment of £750 to recognise their contribution to the evaluation of the programme.

For more information

eef.li/1st-class-number

FFT Reciprocal Reading



When is the programme recruiting?

January 2023–July 2023



When is programme delivery?

September 2023–July 2024

Trial or subsidised programme? Trial

Age group Years 5 and 6

Training mode Hybrid

Delivery approach for children Targeted

Subject area Reading comprehension



Overview of programme

FFT Reciprocal Reading is a structured, discussion-based approach to the teaching of reading comprehension. It aims to develop children's understanding of a text and teach them important strategies for making sense of what they read. Readers become more confident in applying the strategies to their own independent reading. As a targeted intervention, Reciprocal Reading is used to address the reading difficulties of children who can decode a text but struggle to understand it. Primary and middle schools that have not implemented Reciprocal Reading before are eligible to take part.

What is involved in implementing the programme?

The programme involves trained TA's (or teachers) delivering two 20- to 30-minute sessions a week, for a minimum of 12 weeks, to pupils in Years 5 and 6 identified as having reading comprehension difficulties. At least 12 children should receive the intervention, in groups of four to eight, in addition to normal reading or English lessons.

Programme delivery should be overseen by a teacher who can coordinate the trained staff. There are two online support sessions following training to support implementation. Schools receive story-books, dictionaries, and guidance materials.

What's promising about this programme?

The independent evaluation for this trial showed that targeted pupils in Years 5 and 6 made an average of two months' additional progress in reading comprehension and overall reading compared to the control group.

The same research showed that the intervention had an even larger positive impact on children who were eligible for free school meals. These results are rated as moderate to high security.

Budget and resource considerations

Settings allocated to receive FFT Reciprocal Reading will receive the programme at a discounted cost of £210. Settings that are selected as the control group will be provided with £1,000 to recognise their contribution to the evaluation of the programme.

This project has limited available places remaining.

For more information

eef.li/reciprocal-reading

Mathematics Mastery



When is the programme recruiting?

October 2022–July 2023



When is programme delivery?

July 2023 training–September 2023 start

Trial or subsidised programme? Subsidised programme

Age group Years 1 and 2

Training mode Hybrid

Delivery approach for children All pupils

Subject area Mathematics



Overview of programme

Mathematics Mastery by Ark Curriculum Plus is a whole-school approach to teaching mathematics. It is designed to enable teachers to focus on the most impactful teaching while building maths subject expertise and confidence.

The sequenced curriculum integrates pedagogical expertise with professional development, classroom planning, delivery, assessment, and intervention resources for primary school pupils. All state primary schools in England are eligible to take part.

What is involved in implementing the programme?

Each Key Stage 1 year group has approximately 30 weeks of fully planned, fully adaptable lessons, sectioned into units, with all lessons structured in the same six-part format. Each unit has a tutorial for teachers, professional development videos, and is resourced with planning guides, task sheets, and lesson slides.

The maths lead receives four online development sessions and two in-person school visits to support implementation across the academic year. Teachers and maths leads attend two live training sessions and access four short online modules as part of their induction training. Teachers and maths leads then access Teaching Mastery modules online across the academic year to support them with implementing and leading the programme.

What's promising about this programme?

Previous EEF research showed a consistent impact of two months' additional progress in maths compared to children in comparison schools. Further EEF research showed that pupils in primary schools that used Mathematics Mastery were more likely to be 'working beyond the expected level', equivalent to two months' additional progress. Together, these findings are promising for impact on pupils at KS1.

Budget and resource considerations

The EEF is subsidising the Mathematics Mastery programme at KS1 for participating schools. The EEF is funding 80% of the programme cost for two years, with participating schools being asked to contribute 20% of the cost (£1,110 a year).

For more information

eef.li/maths-mastery

Focus4TAPS



When is the programme recruiting?

January 2023–June 2023



When is programme delivery?

September 2023–July 2024

Trial or subsidised programme? Subsidised programme

Age group Key Stage 1 & 2* (*specifically, Year 5 and science lead's class)

Training mode Face to face

Delivery approach for children Whole class

Subject area Science



Overview of programme

The Focus for Teacher Assessment in Primary Science (Focus4TAPS) programme provides three days of CPD for science subject leaders and teachers combined with in-school tasks over the course of an academic year.

The training has a focus on the use of high quality assessments to evaluate learning in classrooms, with a particular focus on helping pupils develop scientific reasoning skills.

What is involved in implementing the programme?

The school science subject leader and a Year 5 class teacher will attend the training. They will then use the approaches in their classes straightaway and throughout the year.

The training provides resources and activities for teachers to use, however teachers are also encouraged to apply the principles to their own planning so that the approaches become embedded in their teaching.

What's promising about this programme?

An EEF-funded efficacy trial found that children in Focus4TAPS schools made two months' additional progress in science. Children eligible for free school meals also made two months' additional progress. This result has a high security rating.

Budget and resource considerations

The EEF is subsidising the Focus4Taps programme at KS1 for participating schools this academic year. The EEF is funding 80% of the programme cost, with participating schools being asked to contribute 20% —£125 a year.

This trial is now fully recruited.

For more information

eef.li/focus4taps

English Mastery



When is the programme recruiting?

From 1 January 2023 (cohort 2)



When is programme delivery?

June 2023–July 2025

Trial or subsidised programme? Trial

Age group Years 7–8

Training mode Hybrid

Delivery approach for children Whole class

Subject area English



ArkCurriculum+

Overview of programme

English Mastery is a two-year intervention aiming to support KS3 English teachers to effectively implement a coherent and cumulative approach to curriculum design including bespoke assessments. The aim of the intervention is to improve achievement in the subject of English. The comprehensive programme provides different pathways for children reaching age-related expectations and those working below expectations. Teachers are provided with subject-specific training, curriculum materials, and ongoing in-school support and coaching.

Curriculum material is divided into three strands: literary heritage, writing mastery, and reading for pleasure.

What is involved in implementing the programme?

Every school participating in the English Mastery programme is assigned a link representative who visits the school at the start of the intervention to provide bespoke training and support programme implementation. Support is continued through instructional coaching visits and access to the MyMastery platform.

Schools will nominate a member of their English department to become the English Mastery Lead (EML). The EML leads implementation in their school, including weekly co-planning sessions with their department, supported by a suite of planning materials.

What's promising about this programme?

English Mastery has been independently evaluated involving 14 schools (1,700 pupils). Pupils made four months' progress in reading compared to those in control schools, with evidence suggesting benefits for pupils with low prior attainment.

Although the efficacy trial of English Mastery was disrupted due to Covid-19, early evidence indicated positive outcomes.

Budget and resource considerations

The EEF is subsidising the English Mastery programme for participating schools. The EEF is funding 88% of the cost: participating schools are expected to contribute 12%—a total of £900 a year.

Settings that are selected to be the control group will be provided with a payment of £1,250 to recognise their contribution to the evaluation of the programme.

For more information

eef.li/english-mastery

ASCENTS 121 Support for Science



When is the programme recruiting?

January 2023–July 2023



When is programme delivery?

October 2023–July 2024

Trial or subsidised programme? Trial

Age group Year 11

Training mode Face to face

Delivery approach for children Targeted one-to-one

Subject area Science



Overview of programme

The ASCENTS 121 Support for Science programme aims to improve pupils' GCSE science attainment, targeting Year 11 pupils who are eligible for Pupil Premium and predicted to achieve a grade 3–5 in their double award science GCSE.

This programme will train STEM undergraduates across seven universities to provide one-to-one mentoring to Year 11 pupils. Additionally, prior to the GCSE exam period, pupils attend a three-hour revision session as part of a university visit day.

What is involved in implementing the programme?

The ASCENTS 121 programme lasts 23 school weeks. Mentoring sessions last one hour and are delivered on a weekly basis; they take place at school, outside of the school timetable, at a time agreed individually with each school.

All sessions are one to one but take place alongside other one to one sessions in one room with a teacher or other appropriate adult present. The topic of each session is determined by the pupil with the only caveat being that the topic must be part of the GCSE science curriculum.

Schools' Designated Safeguarding Leads are expected to provide training to mentors.

What's promising about this programme?

An independent evaluation identified several perceived benefits for mentees, mentors, and teachers including a perceived increase in science understanding, enjoyment, interest, and confidence.

In addition, teachers believed that the mentoring sessions improved teacher-pupil relationships and that pupils developed confidence in seeking extra support from teachers.

Budget and resource considerations

Schools are expected to allocate staff time to supervise mentoring sessions, safeguarding training to mentors, and transportation costs of mentees for university visits.

All settings will receive the intervention at no cost, with eligible pupils randomly allocated into the intervention or control group.

For more information

eef.li/ascents-121

The 5Rs Approach to GCSE Maths Resits



When is the programme recruiting?

February 2023–June 2023



When is programme delivery?

September 2023–September 2024

Trial or subsidised programme? Trial

Age group Post-16

Training mode Hybrid

Delivery approach for children Whole class

Subject area Maths



Overview of programme

The 5Rs is a year-long programme focusing on revision techniques and key GCSE maths content. The approach aims to enhance the support that teachers give to 16- to 19-year-old students who gained a grade 3 or below in GCSE maths and are resitting to improve their attainment.

The programme includes three teacher training days, short diagnostic tests, a scheme of work, and access to online resources for teachers and students. Each 5Rs lesson is structured into five sections: Recall (recalling key maths facts), Routine (completing practice questions), Revise (revising one specific topic), Repeat (practising exam questions), and Ready (focusing on exam technique).

What is involved in implementing the programme?

The success of the intervention will be measured by comparing the GCSE maths attainment of the intervention and control groups. GCSE maths raw scores and grades will be collected from settings in August and September 2024 (summer resits).

As part of the evaluation, all teachers will be asked to complete two short surveys about their experience of teaching post-16 GCSE maths. Students will also complete two short surveys, which will include questions about their attitudes towards maths. Some settings will be visited by the evaluators to gain more in-depth feedback.

What's promising about this programme?

The underlying principles of the programme are grounded in previous research. The programme also uses established methods, like new representations, to differentiate the revision year from the previous GCSE experience of students.

Small-scale delivery has shown early promise in terms of GCSE maths resit results. There is a strong emphasis on student motivation and self-directed study which may benefit many students taking part in the programme.

Budget and resource considerations

Settings will receive the 5Rs approach at no cost.

Settings selected to the intervention group will receive a £500 incentive to provide the data required for the evaluation. Settings selected to be the control group will be provided with a payment of £1,000 to recognise their contribution to the evaluation of the programme.

For more information

eef.li/5rs

Switch-on Reading



When is the programme recruiting?

October 2022–April 2023



When is programme delivery?

December 2022–July 2023

Trial or subsidised programme? Subsidised programme

Age group Years 7 and 8

Training mode Online

Delivery approach for children One to one

Subject area Reading



Overview of programme

Switch-on Reading is an intensive, individualised, daily, ten-week reading intervention delivered by Nottinghamshire County Council and available to all state-funded schools in England, including special schools. The programme is administered one to one by TAs, librarians, or teachers to those young people working below age-expected levels.

The aim of Switch-on Reading is for children and young people to be able to participate more fully in the classroom by becoming more confident and active, independent readers.

What is involved in implementing the programme?

Schools identify two TAs, teachers, or librarians to deliver the programme, plus an Intervention Lead (ideally a middle leader). They each deliver 20-minute Switch-on Reading sessions one to one to at least two pupils daily. Schools receive two book packs as well as training and resources to support delivery.

Training involves an initial short introduction webinar then two half-days of initial training and a third half-day of training four to six weeks later. Schools receive a remote follow up visit with the trainer to support implementation. All training is fully remote.

What's promising about this programme?

In 2013 the EEF conducted an evaluation of the impact of Switch-on Reading on pupils in Year 7. The evaluation found that, on average, pupils in this age group made three months' additional progress in their reading compared to schools that were not using the programme. Pupils in receipt of free school meals made an additional four months' progress. This result has a high security rating.

Budget and resource considerations

The EEF is subsidising the Switch-on programme for participating schools this academic year.

The EEF is funding 75% of the programme cost; participating schools are expected to contribute 25% of the cost—a total of £800 a year.

This will involve buying book packs at a cost of £1,820, for which the school will receive a reimbursement of £1,020 on production of a receipt for the books when all elements of the training have been completed.

This trial is now fully recruited.

For more information

eef.li/switch-on-reading

Embedding Formative Assessment (EFA)



When is the programme recruiting?

January 2023–July 2023



When is programme delivery?

January 2023–October 2024 for two years

Trial or subsidised programme? Subsidised programme

Age group Years 7–11

Training mode Hybrid

Delivery approach for children Whole class

Subject area Formative assessment



Overview of programme

Built on over 25 years of research by Dylan Wiliam and Siobhan Leahy, the EFA programme focuses on teachers improving their formative assessment practice through long-term habit change. EFA is a whole-school, two-year programme that provides everything you need to successfully run a programme of Teacher Learning Communities (TLCs).

The TLC model provides support and accountability for whole-school change. Regular workshops support a change in classroom habits that permeates throughout the school with conversations in staff rooms, classroom drop-ins, and regular peer feedback and reviews.

What is involved in implementing the programme?

All teachers meet in cross-subject groups of 8 to 14 staff every four weeks. Meetings are facilitated by two TLC leaders, selected from staff and not expected to be formative assessment experts.

EFA mentors provide

- an initial day's training in-school for school and TLC leaders;
- regular contact to discuss key reflection and planning points, including face to face visits to review the programme and plan implementation; and
- a wide breadth of supporting resources.

What's promising about this programme?

The EEF research trial found that learners made the equivalent of two months' additional progress in their Attainment 8 GCSE score and that learners in the lowest third for prior attainment made more progress than their classmates in the top third.

In addition, teachers felt their practice was improved by allowing valuable dialogue and encouraging experimentation with formative assessment strategies.

Budget and resource considerations

The EEF is subsidising the EFA programme for participating schools—75% of the programme cost; participating schools are expected to contribute 25% (£1,324.75 + VAT).

Please note this project has limited places available. You will be placed on a waiting list whilst other schools complete their application interview. If they are not successful, you will receive an email to book your interview with the delivery team.

For more information

eef.li/efa

5. PROJECTS FOCUSED ON INCREASING ATTENDANCE

‘A safe, positive place to learn’ is the joint funding round between the EEF and the Youth Endowment Fund focused on improving attendance and reducing exclusions in primary and secondary schools.

This work aims to explore which approaches are most effective in enabling 5- to 18-year-olds at the highest risk of absenteeism or exclusion from school—including those from socioeconomically disadvantaged, marginalised, or vulnerable families to:

- attend, positively engage with, and remain in school or college
- improve their attainment and reduce the likelihood of them becoming involved in violence

We are currently have one project recruiting as part of this work, which you can read about on the next page.



BITUP: Updating Parents on Number of School Days Missed



When is the programme recruiting?

February 2023–July 2023



When is programme delivery?

October 2023–July 2024

Trial or subsidised programme? Trial

Age group Years 7–11

Training mode Online

Delivery approach for children Targeted

Subject area Attendance



Overview of programme

BITUP is a parent communication intervention aimed at improving pupils' school attendance. Through personalised text messages, parents and carers receive information about the number of days their child has missed and the importance of attending school.

State-funded mainstream secondary schools in England are eligible. The delivery team will review school attendance practices to determine specific eligibility.

What is involved in implementing the programme?

The programme involves updating parents/carers on the number of days of school their child has missed over a 6-8 week period via personalised text messages. The delivery team shares template messages and online guidance with schools, and identifies pupils with below 95% attendance. Schools send the messages every half term, requiring approximately two hours of administrative staff work each time.

What's promising about this programme?

In a large-scale trial in the US, sending parents messages on the number of school days missed led to a 10% reduction in persistent absence; this effect was particularly strong for disadvantaged pupils. The BITUP programme has also undergone a trial in the UK which indicated that sending parents the text messages improved the proportion of pupils with good attendance (above 95%) by 4 percentage points.

Budget and resource considerations

This evaluation uses family-level randomisation, so all schools will deliver the intervention. Support from BIT will ensure that schools only send messages to parents/carers of eligible intervention group pupils. Schools will receive cash incentives if they are invited to participate in a case study as part of the implementation and process evaluation.

Schools will be required to set up a text messaging service if they do not already have one.

For more information

eef.li/bitup

Grassroots: a programme to improve pupil behaviour



When is the programme recruiting?

January 2023–July 2023



When is programme delivery?

September 2023–July 2024

Trial or subsidised programme? Trial

Age group Years 7–9

Training mode Face to face

Delivery approach for children Whole-school w/ targeted elements

Subject area Anti-bullying



Overview of programme

Grassroots: empowering socially influential pupils to reduce bullying is a programme that aims to reduce bullying and conflict in schools by empowering pupils to positively impact their peers' behaviour.

The programme is offered at Key Stage 3. All KS3 pupils are exposed to the anti-conflict intervention and conflict outcomes are measured through school disciplinary reports. The effects on attendance or exclusion will likely be driven by pupils at high risk of absenteeism or exclusion as a result of pupil conflict, including those from socioeconomically disadvantaged, marginalised, or vulnerable families.

What is involved in implementing the programme?

The intervention is delivered by a 'seed group' of pupils, identified through surveys and network analysis, who are supported by an assigned facilitator through fortnightly seminars.

During sessions, facilitators help 'seed pupils' to:

- identify areas for improvement in student interactions;
- generate possible solutions (for example, activities they may do or might encourage others to do);
- provide opportunities for action (for example weekly challenges);

- design visible initiatives (such as posters or wearable items, like wristbands, to peers for prosocial behaviour); and
- create online media content (for example, videos, social media).

What's promising about this programme?

Previous international trials of Grassroots (U.S.A. and Indonesia) found the approach to be promising. The U.S. trial found that after one year of treatment there was a reduction in disciplinary events related to conflict and bullying among adolescents of 25%.

The programme was never implemented in the U.K. The EEF and the YEF are therefore interested in evaluating it in England and Wales.

Budget and resource considerations

Settings allocated to receive Grassroots will receive the programme at no cost.

Settings allocated to the control group will receive a payment of £750 to recognise their contribution to the evaluation of the programme.

For more information

eef.li/grassroots

The EEF and Stronger Practice Hubs

Stronger Practice Hubs (SPHs), launched in November 2022, are part of the DfE's Early Years Education COVID-19 Recovery Package. They aim to address the impact of the pandemic on young children by supporting early years settings to build local networks and share evidence-informed practices to ultimately improve the quality of education and care.

In its role as Evidence Partner to the SPH programme, The EEF has assessed the content ('what' is provided to educators and children) and processes ('how' the content is delivered to educators and children) of a range of early years programmes.

As part of this work, the EEF will support hubs to:

- provide a curated menu of evidence-informed professional development programmes for the hubs to make available in their area; and
- commission and fund evaluations of the delivery and impact of the professional development programmes funded by the hubs.

For more information about Stronger Practice Hubs and what programmes may be available to settings please see:

eef.li/EYSPH




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Education Endowment Foundation
5th Floor, Millbank Tower
21–24 Millbank
London
SW1P 4QP

www.educationendowmentfoundation.org.uk

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