



A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

Grants round guidance

A safe, positive place to learn:
improving attendance and reducing exclusions

March-May 2022



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Contents

Who we are and why we're funding this round

What is the purpose of this funding round?

Scope of the round

Timeline

How we made our decisions

How to apply

Application form guidance notes

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

Who we are and why we're funding this round

This is a co-funded grant opportunity from the Education Endowment Foundation (EEF) and the Youth Endowment Fund (YEF).

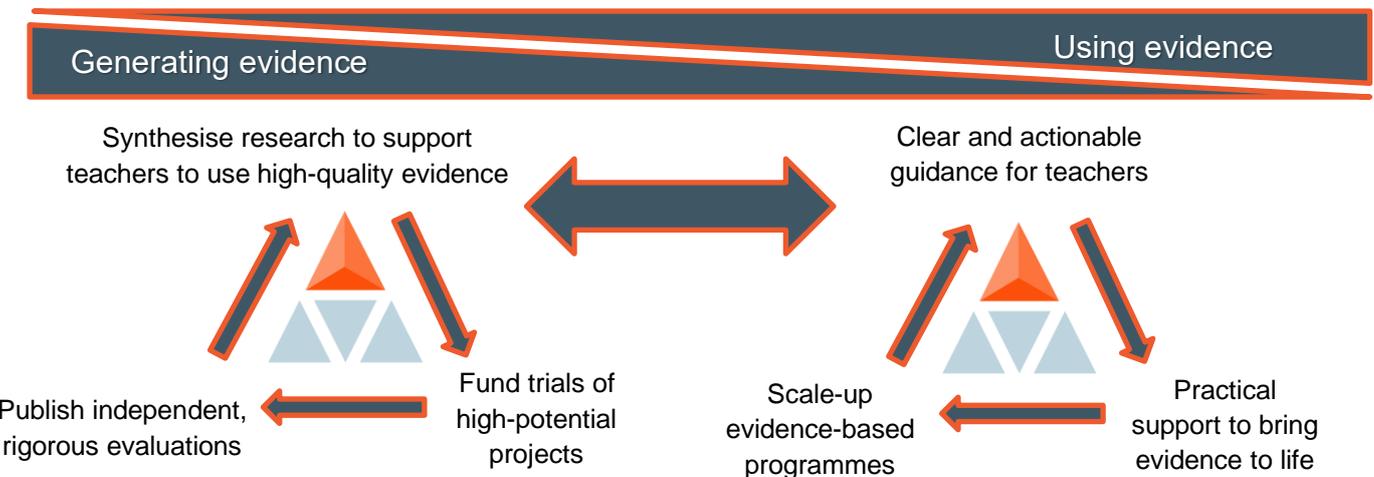
About the EEF

The EEF is an independent charity dedicated to breaking the link between family income and educational achievement.

The EEF isn't just a grant-funder, nor just a research organisation. What we are is a charity with a moral imperative – to support teachers and senior leaders to raise attainment and close the disadvantage gap. We root our response to this educational challenge in the best available evidence.

We do this by:

- summarising the best available evidence in plain language for busy, time-poor teachers and senior leaders. Our [Teaching and Learning Toolkit](#) is now used by 70% of secondary schools.
- generating new evidence of 'what works' to improve teaching and learning.
- funding independent evaluations of high-potential projects. We've tested over 200 high-potential programmes with over 1.9 million children and young people.
- supporting teachers and senior leaders across the country in using this evidence to achieve the maximum possible benefit for young people. To do this we work in partnership with a network of 38 [Research Schools](#) across the country.



A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

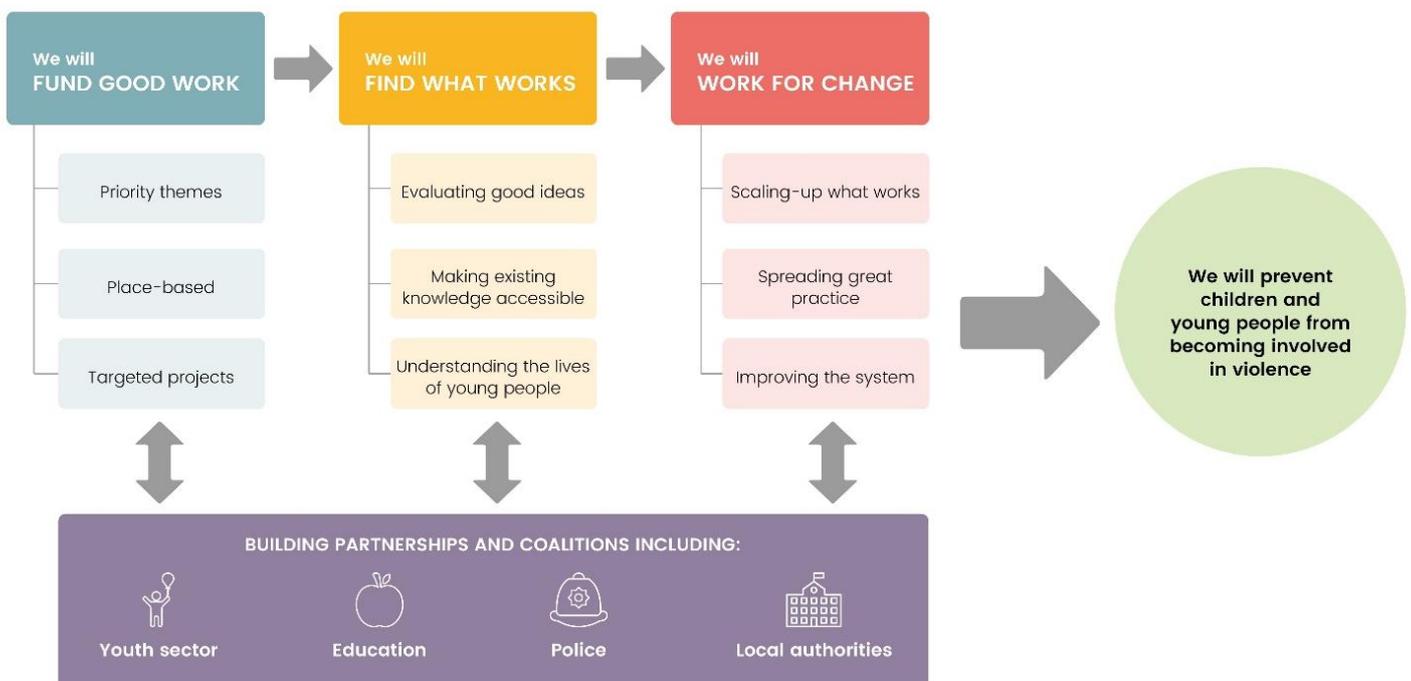
About the YEF

The YEF is a charity with a mission that matters. We exist to prevent children and young people becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.

Children and young people at risk of becoming involved in violence deserve services that give them the best chance of a positive future. To make sure that happens, we'll fund promising projects and then use the very best evaluation to find out what works. Just as we benefit from robust trials in medicine, young people deserve support grounded in the evidence. Through our grant rounds, we'll build that knowledge.

And just as important is understanding children and young people's lives. Through our Youth Advisory Board and national network of peer researchers, we'll ensure they influence our work, and that we understand and address their needs.

None of this will make a difference if all we do is produce reports that stay on a shelf. Together we need to look at the evidence and agree what works, then build a movement to make sure that young people get the very best support possible. Our [strategy](#) sets out how we'll do it. At its heart it says that we will fund good work, find what works and work for change.





A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

What is the purpose of this funding round?

We know that school absenteeism (missed attendance as well as fixed and permanent exclusion) not only impacts on students' attainment, but also on the likelihood of them becoming involved in violence and crime. It is also likely that many students with poor attendance or those being excluded from school are the most disadvantaged.

YEF and EEF are partnering to find, fund, and evaluate programmes and practices in England and Wales that could both keep children safe from involvement in violence and improve academic attainment, by reducing absenteeism.

This funding round is focused on existing programmes that can be robustly tested; however, we expect to launch a second funding round in April 2022 to generate more evidence about the approaches that schools choose to implement without manualised programmes. We will launch more information about this funding round soon, including a list of the research questions we will be prioritising.

The funding we offer is intended to achieve two outputs:

- **A well-delivered programme**, run in a large number of schools, colleges or other full-time education settings. We are looking for programmes that focus on enabling **5-18 year olds** to attend, positively engage with and remain in school, thereby improving attainment and reducing the likelihood of them becoming involved in violence.
- **A rigorous evaluation of the programme**, which will include an estimate of its impact on attendance or exclusion alongside other relevant factors such as attainment or behavioural outcomes. These evaluations will mostly be randomised controlled trials, where the outcomes of children and young people that took part in the programme are compared to the outcomes of children and young people who did not take part in the programme. In all EEF and YEF 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 the EEF or YEF have already supported, do contact us before applying, or ensure you address this clearly in your application, including why your suggestion would usefully further the existing evidence base.

Our commitment to equality

Children and young people from marginalised backgrounds – including black and Asian children as well as young people and children who've been in care – are significantly overrepresented in school exclusions, but also in the youth justice system. The EEF and the YEF are committed to understanding and addressing this inequality.



A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

We will continue to ensure that our staff, partnerships, governance and funding reaches and represents young people from all backgrounds. We will also strive to ensure that charities, schools and other education institutions led by black, Asian and ethnic minority leaders access our funding and knowledge.

To make absolutely sure of this, we will now be asking for more detailed information about your organisation/school/setting background and about the young people you work with. We know that this is just a start, and there is more we will do. We are committed to continuing to work with you to make sure our funds, the knowledge we develop and our work for change all build towards a society where every child can thrive.

Scope of the round

Main research question (across this programmes-focused round and the approaches-focused round in April):

Which approaches are most effective in enabling 5-18-year-olds at the highest risk of absenteeism and/or exclusion from school, including those from disadvantaged, marginalised or vulnerable families to attend, positively engage with, and remain in school/college, to improve their attainment and reduce the likelihood of them becoming involved in violence?

We have identified 7 areas of interest. We are particularly interested in funding projects within these key areas. In your application, you will be asked to outline which of these main areas your project falls under. If your project consists of multiple components, please select up to three areas and specify what would be the primary component of the intervention. We might fund projects that do not fit into these categories, but we would expect to see strong project-level evidence. This is likely to mean you have delivered your project in a large number of settings in England and/or Wales and have seen indicative evidence of impact on attendance or exclusions against a comparison group. Programmes with international evidence of impact will also be considered.

- **Anti-bullying programmes** which aim to prevent and/or reduce bullying in schools by supporting both potential perpetrators and potential victims of bullying. This may include whole-school approaches to bullying management that include targeted components to work directly with children and young people most at risk of becoming perpetrators through early intervention and prevention approaches.
 - An example: programmes that provide training for teachers. For example, providing them with lesson plans or training them to identify bullying and support positive relationships and behaviour.
- **Classroom Behaviour Management programmes** which aim to embed preventive strategies and techniques that help to maintain classroom discipline, create a supportive educational environment, and enhance students' positive behaviour.
- **Internal Alternative Provision interventions** which aim to help children otherwise at risk of exclusion to remain in their school. These can include 'nurture units' on school premises designed to provide safe respite for children where their behavioural issues are better understood. They may also provide training programmes

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

for teachers to build resilience and understand how to support distressed children, and/or those with behavioural difficulties.

- **Needs-led attendance interventions** which consider the reasons for low attendance by individual pupils and respond accordingly. These approaches are often multi-component or multi-agency and may involve one to one support for pupils with low attendance. These approaches will be ‘targeted in nature’ but the intensity may differ with activities possibly overlapping with the work of attendance officers.
 - An example: multi-faceted interventions that include a school-based co-ordinator who identifies barriers to attendance and pro-actively intervenes to overcome them through a number of interventions such as mentoring, family involvement, school-based health centre enrolment, and tutoring.
- **Parent/carer communication interventions** which provide personalised information to parents/carers with an aim to address potential reasons for low attendance (e.g. lack of awareness of the consequences of absenteeism, misconceptions that may lead to the undervaluing of regular attendance, lack of awareness about number of days missed). Communication can occur in a range of ways including emails, phone-calls, text messages or posting letters. Parent/carer communication interventions may also include targeted approaches focused on providing additional tools to parents/carers of children identified at highest risk of absenteeism and/or exclusion on ways to improve their own communication with children, ensuring the development of open and supportive communication at home. These may be part of a multi-component approach.
- **Social and emotional learning interventions** which seek to improve pupils’ behaviour, decision-making skills and interaction with others. Although this may include school-based universal mental health support, there will be a particular focus on benefitting the children and young people most at risk of absenteeism and/or exclusion through targeted components.
 - An example: programmes that 1) combine skill-focused techniques with those that are environment-focused; 2) are sequenced, active, focused, and explicit (SAFE); and 3) include an element of teacher training, teaching materials and technical assistance.
- **Targeted family engagement interventions** are responsive school-based approaches that involve staff discussions with families to gain information about the reasons for low attendance, and collaboratively planning the support that students and their families need to overcome attendance barriers. These interventions are usually more intensive with families having access to multiple services.
 - An example: interventions that responds to student and family concerns with individualised services, ongoing staff and parent training, and referrals to appropriate school or community-based services, as needed. Components of the programme could include school counselling, support for foster youth and foster parents, school achievement assessment and planning, an available district crisis team, suicide intervention, alcohol and other drugs use intervention group.
 - **This would exclude interventions that don’t feature schools as a major partner.**

The above areas have been identified as particularly interesting and likely to show impact but are not exhaustive. Please also feel free to highlight any other aspects of your project that are important for improving the attendance or reducing the exclusion of children and young people from low-income, marginalised or vulnerable backgrounds, including those eligible for Pupil Premium.



A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

We are interested in funding programmes with a clear rationale as to why the programme would particularly benefit those children most at risk of poor attendance and exclusion, including children and young people from low-income, marginalised or vulnerable backgrounds, including those eligible for the Pupil Premium. This means that we will prioritise programmes that are targeted at at-risk children and young people, and tiered or multi-component programmes that include both universal and targeted components. For universal programmes without targeted components to be considered, applicants will need to demonstrate a clear theory for why the programme would particularly benefit children most at risk of poor attendance and exclusion.

Children at risk of poor attendance and exclusion may be identified through indicators, such as:

- A record of low attendance
- A record of poor academic attainment
- Patterns of behaviour (for example attainment or attendance) that have caused concern to the pastoral team at their institution
- Previous fixed term exclusion, or at risk of exclusion

Eligibility:

We welcome applications related to projects delivered by education settings (primary/secondary schools, further education colleges, alternative provision settings), local authorities or other relevant statutory bodies, and/or provided in partnership with charities, public services or private sector organisations. All projects need to be delivered in or within the scope of formal educational settings. Programmes must support children in England and/or Wales.

Out of scope

The following have been identified as being out of scope for this round:

- Universal support programmes aiming to improve attainment, attendance or behaviour with no theory to support differential impact on improving outcomes for children already exhibiting difficulties at school or college.
- Programmes targeting children with familial risk factors but who have not exhibited any difficulties in their educational setting.
- Approaches helping children that we are already currently testing or will address via other planned funding rounds. This means that we will not fund interventions which focus mainly on approaches such as community-based family support (when not in partnership with schools) and mentoring or clinical therapy (such as cognitive behavioural therapy) in this round.
- Approaches where we feel the desired outcomes will not translate to impact on at least one of YEF and EEF's ultimate aims: to improve attainment outcomes for disadvantaged pupils and to reduce youth involvement in violence.
- Programmes that have no existing theory of change or evidence base.
- Programmes that do not have sufficient scale and are not likely to be able to scale-up within two years to enable an efficacy trial.

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- Practices for which we do not foresee feasibility of a robust evaluation (i.e. a randomised controlled trial or quasi-experimental design).

Prospective applicants who are unsure whether their project is in scope should contact daniella.duncalf@eefoundation.org.uk

Timeline

| Timeline | Mar-22 | Apr-22 | May-22 | Jun-22 | Jul-22 | Aug-22 | Sep-22 | Oct-22 | Nov-22 | Dec-22 | Spring 2023 | Summer 2023 | Autumn 2023 |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------------|-------------|-------------|
| Funding round open | | | | | | | | | | | | | |
| Deadline for initial applications | | | | | | | | | | | | | |
| Interview, Theory of change workshop, design evaluation, finalise programme and budget (<i>Working with EEF/YEF and independent evaluator</i>) | | | | | | | | | | | | | |
| Final EEF/YEF Grants Committee decision | | | | | | | | | | | | | |
| Estimated time for recruitment of schools/settings to take part in the programme – project dependent (this is usually the grantees' responsibility) | | | | | | | | | | | | | |
| Programme starts in schools/settings – project dependent | | | | | | | | | | | | | |

How we made our decisions

To define the scope of the round, the EEF and the YEF have put in place a robust assessment of evidence and practice, which has included:

- The development of a system map to identify the key stakeholders in the field and attempt to understand a 'typical' young person's journey from mainstream education to alternative provision.
- A [Rapid Evidence Assessment \(REA\) on attendance](#).
- A literature review on exclusion.
- Three stakeholder roundtables co-led by the YEF and the EEF teams. These included one roundtable with school staff, one with young people and one with other stakeholders (e.g. Government /Local Government representatives, third sector organisations, and academics).
- Liaising with teams undertaking similar work.

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

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?
 - Having a clear programme theory is essential for this round. We expect all programmes, approaches, or practices to demonstrate how they influence attendance and/or exclusions.
 - While attendance and exclusions will be our main outcomes of interest, we would expect these to be achieved through different intermediary outcomes, and to possibly impact attainment and prevent involvement in violent behaviour in the longer term. For this reason, the programme's theory should clearly outline how the different activities and programme components are intended to achieve these outcomes.

For example: A social and emotional learning intervention that is delivered in the classroom with additional support for young people identified at risk of exclusion. From life-skills based prevention theory, we know that the development of young people's social and emotional learning skills is expected to improve young people's understanding of peer pressure and ability to cope with their emotions. This could result in young people avoiding experimenting with substances, for example, and therefore lead to an overall reduction in related risky behaviours. This could then be reflected in increased attendance and a reduction in problem behaviour in the classroom for those most at risk. In the longer term, we expect that increased attendance and engagement at school may have an impact on young people's attainment and reduce their likelihood of being excluded.
 - We understand that attendance at school alone may not be sufficient for improving the desired outcomes if there are other issues with engagement, motivation and school connectedness. For this reason, we are interested in programmes that consider both ways to reduce absenteeism and promote positive engagement (behavioural, emotional and cognitive) when at school.
 - The programme should be a 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 at highest risk of absenteeism and/or exclusion, including those from low-income (and/or eligible for Pupil Premium), marginalised or vulnerable groups.**
 - When applying for this round, there should be a clear rationale as to why your programme is likely to particularly benefit those most at risk of poor attendance and exclusion, including children and young people from low-income, marginalised or vulnerable backgrounds, including those eligible for the Pupil Premium.
 - Ideally you will have specific evidence of how your programme has positively impacted children and young people from disadvantaged, marginalised or vulnerable 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 ensure they reach children and young people most in need and prioritise recruitment of schools/settings with high levels of children and young people from low-income backgrounds 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 to work in at the time of applying - this would be agreed with an independent evaluator if your application is successful.

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- 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 and the YEF's missions.
- **Informed and supported by evidence of impact on desired outcomes.**
 - We strongly encourage applicants to consult reviews of the wider evidence base in preparing their applications and to reference these 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/settings and educational settings across England and/or Wales. 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, and should be cost-effective.
 - We would like to know how you currently fund your project and if successfully funded how you would continue to deliver your project beyond the joint EEF and YEF funding.
 - **Please note:**
 - applicants do **not** need to have a final, definitive budget: the EEF and YEF 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, which most of the time involves randomisation. 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 or detailed delivery design in the programme plan or budget.
 - applicants do **not** need to contact evaluation teams independently. The EEF and YEF will appoint an independent evaluator from our panel of evaluators, and work with successful applicants to design an appropriate evaluation plan.

How to apply

- To submit an application, please complete the online form: <https://www.tfaforms.com/4966822>
- Guidance on each of the questions can be found below.
- The deadline for initial applications is Monday 16th May 2022 at 23.00.
- Longlisted programmes will be invited to an informal interview.
- Shortlisted programmes will be invited to take part in a Theory of Change workshop (see below) and to present their proposal to members of the EEF Grants Committee.



A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- After an independent evaluation team is appointed, applicants will work with the EEF and YEF and an independent evaluation team to design the accompanying evaluation and finalise the programme plan in light of this.
- The updated proposal and budget will be signed off by both teams in early 2023.

Timeline

| | |
|---|---------------------------------------|
| Funding round open | Wednesday 16 th March 2022 |
| Deadline for initial applications | Monday 16 th May 2022 |
| Interview, Theory of Change workshop, design evaluation, finalise programme and budget (<i>Working with EEF/YEF and independent evaluator</i>) | June 2022 – January 2023 |
| Final EEF/YEF Grants Committee decision | January/ February 2023 |
| Estimated time for recruitment of schools/settings to take part in the programme – project dependent (this is usually the grantees' responsibility) | January – July 2023 |
| Programme starts in schools/settings – project dependent | From September 2023 |

Theory of Change workshop

Applications will be reviewed and shortlisted by an internal review team. Teams whose interventions clearly demonstrate meeting EEF and YEF commissioning priorities will be invited to attend a workshop aimed at discussing and further developing the programme's Theory of Change – how the programme resources and activities are expected to lead to the desired outcomes. Following the Theory of Change workshop, successful applicants will be notified.

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

Application form guidance notes

To submit an application, please complete the online form: <https://www.tfaforms.com/4966822>

Wherever the guidance refers to 'schools/settings' this can be read as referring to a range of education settings for 5-18 year-olds, including alternative provision centres and post-16 institutions. Where the guidance refers to 'teachers', this can be read as referring to a range of practitioners such as teaching assistants and pastoral staff. 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.

If you have any questions, please contact the EEF on daniella.duncalf@eefoundation.org.uk.

The following notes explain each question from the initial application form. Each section relates to a section on the form.

Eligibility criteria

1. Where will your proposed programme take place?

Please note that the EEF and YEF can only fund programmes that will take place in England and/or Wales. We are, however, very open to innovative ideas from overseas that are applicable to the English and Welsh 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 or Wales, although if you are not based in England or Wales, we would expect you to demonstrate reasonable partnerships and knowledge to support you to work with English and Welsh 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 and YEF Grants Committees.

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

We are not a source of funding for ongoing delivery of programmes in schools/settings that you are already working with. 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.



A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

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

Funding should support the direct costs of delivering the trial. Funding is not available to cover: property or capital items; student fees, scholarships or bursaries; loan or debt repayment. We do not fund university overheads. Website development, support to produce publications or seminar attendance are also out of scope, except for where they are part of a wider proposal with the broad aim stated above.

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

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

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

Please confirm that your application is for one of the following key themes:

- a) Improving attendance
- b) Reducing exclusion
- c) Improving attendance and reducing exclusion

Equal opportunities monitoring questions

- Number of Employees
- Number of Volunteer Staff
- Percentage of leadership that are BAME
- Percentage of leadership that are Women

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- Percentage of young people taking part in the project that you believe will be BAME if this project is funded (please provide a rough estimate based on your current work)
- Percentage of young people taking part in the project that you believe will be Girls if this project is funded (please provide a rough estimate based on your current work)
- Percentage of young people taking part in the project that you believe will have disabilities if this project is funded (please provide a rough estimate based on your current work)
- Percentage of young people taking part in the project that you believe will be looked after children if this project is funded (please provide a rough estimate based on your current work)

Section 1: About your organisation

1.1 Name of organisation

1.2 Organisation type

Please select from:

- 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 Please describe briefly the experience and expertise of the programme team (max. 100 words)

- The programme team is central to ensuring EEF and YEF 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).

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

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

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

1.5-1.8 – Applicant contact details

1.5. Applicant Contact First Name *

1.6. Applicant Contact Last Name *

1.7. Applicant Contact Email *

1.8. Applicant Contact Phone *

Section 2: About the programme

2.1 Programme title (max. 15 words)

- Please give your programme a title. Simple, descriptive titles (e.g. “Year 7 Parent Buddying” or “Behaviour Management To Improve School Environment”) are welcome. If you are applying with a named programme, please include the name in the title.

2.2 Which priority area(s) does your programme fit with, or are you proposing a different area? If your programme is multi-component, please select a maximum of three areas and specify the primary component.

Our identified priority areas include:

- Anti-bullying programmes
- Classroom Behaviour Management programmes
- Internal Alternative Provision interventions
- Needs-led attendance interventions
- Parent communication interventions
- Social and emotional learning interventions

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- Targeted parental engagement interventions

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2.3 Where will your programme be delivered?

Please select from:

- Programme to be delivered in England
- Programme to be delivered in Wales
- Programme to be delivered in England and Wales

2.4 Which regions are you planning to cover with your programme?

Please select from:

- East Midlands Local Authorities
- London Local Authorities
- West Midlands Local Authorities
- East of England Local Authorities
- North East Local Authorities
- North West Local Authorities
- South East Local Authorities
- South West Local Authorities
- Yorkshire & the Humber Local Authorities
- Wales Local Authorities

2.5 Which key stage/s are you targeting?

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

2.6 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, or support for parents). If your programme is multi-component and includes a tiered approach, please specify it here.
- **2.6.1 Please outline the children and young people it is intended to reach (max. 200 words). This should include a clear overview of:**
 - The level of risk and key characteristics of children and young people.

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- How schools or other agencies identify the children who are right for the programme.
- How you intend to target your intended children and young people in a way that supports fair outcomes including for those from groups who are disproportionately affected by these issues.
- The exit or off-boarding strategy for children and young people - what happens at the end of your project?
- There needs to be enough information here to allow us to determine the type of young people you are targeting.

2.7 Who will deliver the programme?

- 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”.

2.8 Please describe your programme, including the specific activities that schools/ settings / community settings, teachers and pupils will be expected to do, and the support you will provide the schools/settings (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? Should it be more relevant to focus on a young person’s experience, then please describe what would the programme look like from the point of view of a participating student.
- 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 teachers/TAs 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 attendance and/or exclusion rates, as well as a measurable improvement in attainment (for example in a national test), and/or in behaviour (for example through the Strengths and Difficulties Questionnaire). Considering these aims, and the overall intention to prevent children and young people’s involvement in crime and violence, it is important that the length/intensity of the approach reflects this by being proportionate and realistic.

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- **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?

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

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

2.10 We are focused on achieving positive outcomes for children and young people. Below is our list of child outcomes for this grant round. If you know the child outcomes your project seeks to influence, please select the top two outcomes:

- Reducing exclusions
- Supporting/improving attendance
- Improving attainment
- Supporting school engagement
- Reducing bullying perpetration
- Reducing behavioural problems
- Reducing aggression
- Supporting positive, prosocial behaviour
- Reducing substance misuse
- Reducing non-violent offending
- Reducing violent offending
- Not sure
- Other

Please specify:

2.11 What is the theory behind the programme and what evidence supports this? (max. 400 words)

- Here we want to understand *how* and *why* the programme works to improve children and young people’s attendance or reduce their likelihood of being excluded, as well as how and why it may be expected to raise attainment, improve skills, and/or change behaviour in the longer term.
- How do the specific activities included in the programme lead to the intended outcomes? What changes are you expecting to see in the short term and how are these likely to influence changes in the long term?

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- When answering this question make sure you think about and clearly outline:
 - What are the core components of your programme? (**PLEASE NOTE:** Core components are the parts, features, attributes, or characteristics of a programme that influence its success when implemented effectively. 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?
 - How are these changes in knowledge, skills, attitudes and/or behaviours expected to affect the final desired outcomes, including attainment for pupils from low-income, marginalised or vulnerable backgrounds (including those eligible for Pupil Premium), and/or a reduction in crime/violence involvement?
- 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 theory and research?
- You can provide links/references to any research cited here in question 2.16. You may wish to include a surname and year for citations in this answer, for example (Harris, 2013).

2.12 What are the key risks to this project and what would your mitigation strategies be? (max 150 words)

For each identified risk, please include the identification, monitoring and mitigation practices you would put in place.

2.13 Has the proposed programme been previously evaluated? If so, what type of research has led to the strongest evidence that the proposed programme is likely to have an impact on attendance or exclusion?

Please select from:

- i. Randomised controlled trial
- ii. Quasi-experimental design trial (e.g. matched control)
- iii. Pre- and post-test data
- iv. Pilot study
- v. Case study data
- vi. No previous evaluation

2.14 If the proposed programme has previously been evaluated, please summarise the key findings on attendance and / or exclusion. Wherever relevant, please also include any evidence of your programme's longer term impact on children and young people's attainment and/or behaviour (max. 300 words)

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- Describe here the evidence for your programme's impact on attendance or exclusion. 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 2.11.
- Describe here the evidence for your programme's expected impact on attainment and / or involvement in crime and violence. 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 2.11.
- Wherever relevant and available, 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 2.16.
- 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 how the programme led to the observed outcomes.
- 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](#).

2.15 Please describe how this programme aligns with the EEF's and YEF's missions to address inequality and contributes to the evidence base (max. 400 words)

- Outline the rationale for why the programme would contribute to the EEF and YEF's missions. You can assume that we have some understanding of the broad issues facing children and young people from low-income, marginalised or vulnerable backgrounds, including those eligible for Pupil Premium, but any details specific to your programme should be briefly explained.
- Outline how this programme would build on and contribute to the existing evidence base on improving educational outcomes for children and young people from low-income, marginalised or vulnerable backgrounds, including those eligible for Pupil Premium. In particular, why is the programme expected to have a greater impact on outcomes for disadvantaged children and address inequality? 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 or YEF have funded in the past? If so, please highlight this and expand on what this research will add to the evidence base.

2.16 References to quoted research (max. 100 words)

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- 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 and YEF team to find with university online library access, please upload here if possible.

2.17 If the programme has been implemented previously in England and/or Wales, please describe its reach so far (max. 200 words)

- We are interested in how developed the programme is and what its reach has been prior to EEF and YEF involvement. How many English or Welsh 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 children and young people from low-income backgrounds (eligible for the Pupil Premium) and/or in [areas of higher levels of youth violence](#).
- 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 deliver an EEF trial, which typically deliver to a large number of schools/settings (50+).

2.18 If the proposed programme were to be funded by the EEF and YEF 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 and Wales.
- 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?

Section 3: Finances

3.1 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.

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- 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 usually look for programmes that can be funded from schools/settings' Pupil Premium (currently £1,345 per primary-aged pupil, £955 per secondary-aged pupil).

3.2 Approximately how many schools / settings would you be able to work with for a joint EEF / YEF trial? (max. 50 words)

- We are interested in the maximum number of settings you could deliver your programme in for a joint EEF / YEF trial. Please note that we ask that applicants are willing to be flexible on the exact scale and delivery model, 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/spring term 2023, which for a typical project would allow the spring and summer terms to recruit schools ahead of delivery in September 2023.

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

- EEF and YEF funding can cover the costs needed to deliver your proposed programme and manage the programme. However, we would usually expect contributions from other organisations: e.g. 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 and YEF 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 and YEF Grants Committees. From sign off, a typical EEF/YEF 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

A safe, positive place to learn: improving attendance and reducing exclusions

Funding round open: Wednesday 16th March 2022 **Closing date:** Monday 16th May 2022

- 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 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 the costs of running the evaluation – the EEF and YEF 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](#).

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

- To enable us to continue funding innovative and evidence-based ideas, we normally expect most 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, for example from donors or from schools paying towards the programme. Please include in your application your plan for identifying this contribution. If there are particular reasons as to 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 or have applied to other grants (including research grants) to seek funding for this programme, please outline these organisations and the amounts sought here.
- If you are undergoing an existing evaluation, please include details here.

Additional documentation upload (optional):

- If you already have a diagrammatic 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.