

Annual Report

//2018



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Chairman's introduction



I am delighted to introduce this seventh annual report of the Education Endowment Foundation (EEF), covering the progress we have made in the past 12 months (September 2017 to August 2018).

When we launched the EEF in 2011, we were determined to ensure high-quality evidence – both generating it and supporting its effective use – would be at the heart of our approach to tackling the attainment gap in this country. This latest report sets out how we endeavour to adhere to that founding objective, celebrating the successes while honestly acknowledging the challenges.

Generating evidence of what works to improve teaching and learning

The **Teaching and Learning Toolkit** has been transformational in communicating the key messages of educational research to teachers and senior leaders. The Toolkit was originally established by the Sutton Trust, and has been further developed by the EEF with Durham University. The Toolkit is used by 59% of schools to inform their decision-making.

It sits alongside a growing number of **practical tools** the EEF has developed – including **guidance reports** with clear and actionable recommendations. These aim to equip the teaching profession with the tools they need to improve outcomes for students, especially the most disadvantaged.

Our Toolkit also informs the work the EEF funds, as we build the evidence base. This fills in the gaps in our understanding and identifies **high-potential programmes** for us to trial. Since 2011, we have committed over £96 million to test the impact of 160 high-potential programmes and **independent evaluation** is the key component of the process. Our reach has been remarkable: this work has involved over 10,000 schools and more than one million children and young people.

Using evidence to achieve the maximum possible benefit for young people

Generating evidence is an undoubtedly valuable contribution. However, it is not enough. We need to make sure teachers and other practitioners are able to act on this evidence, and that it benefits particularly the most disadvantaged children and young people.

This is difficult, cutting-edge work. It is hard to pinpoint successful, evidence-based, teacher-led innovations that have been successfully scaled, so there is little precedent to guide us. The EEF is, therefore, testing out a number of different approaches:

- We have set up a **Research Schools network** – growing it from five to 22 schools in the past two years – these schools support other schools in their region to use evidence to improve teaching practice.
- We are supporting Magic Breakfast – one of the EEF's **18 Promising Projects** – to expand its provision of free, universal pre-school breakfast to 1,750 schools, backed by a £26 million government contract.
- We are funding **campaigns to promote effective evidence-use** by directing resources and expertise to some of the most urgent and challenging issues in schools – including our work in the North East to improve primary-age literacy.
- We have in the past year supported hundreds of schools to develop evidence-informed applications to the Department for Education's multi-million pound **Strategic School Improvement Fund (SSIF)**. The SSIF is used to fund schools most in need to improve school performance and pupil attainment.

All the EEF's scale-up work is being independently evaluated so that we can learn the lessons both of what works, as well as what doesn't.

Thank you

None of the EEF's work would be possible if we were trying to do this alone. Our mission to create an evidence-informed education system is shared by many and I want to say a big thank you to them: to those who have delivered EEF-funded projects; those who have volunteered to take part in our trials; and evaluated them; or partnered with us in co-funding them; or collaborated with us in our international work; or helped to communicate our evidence to teachers. My thanks to you all.

With your continuing support, and challenge, I believe we can live up to the EEF's mission: to ensure that children and young people from disadvantaged backgrounds can make the most of their talents by closing the gap between them and other children.

Sir Peter Lampl

Chairman, Education Endowment Foundation
Chairman and Founder, Sutton Trust



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Chief Executive's report



Generating evidence is the start

When we were establishing the EEF in its first year, 2011-12, our major challenge was in showing that generating evidence of 'what works' to raise attainment for disadvantaged learners – through the use of rigorous, independently-evaluated randomised controlled trials – was not only possible, but that it would also be welcomed by teachers and senior leaders.

With **160 trials** commissioned since then – involving more than **10,000 schools**, as well as early years and post-16 settings, and reaching well over one million children and young people – we feel confident in

saying the EEF's approach has not only been welcomed, but embraced by a profession increasingly receptive to high-quality evidence when presented clearly and accessibly.

The task of generating evidence is never complete. We will continue identifying high-potential programmes which we hope will prove capable of delivering positive impact when put to the tough tests we set – programmes such as Magic Breakfast and Embedding Formative Assessment (both featured in this report) are good examples of these.

And we will continue to build out the evidence in those areas of education where do not yet know enough. I would particularly highlight three areas:

- **Early years education:** there is agreement on the huge promise of supporting children's early learning; but less is known about the most effective programmes and practice. In particular this year, we have been working closely with the Department for Education to boost professional development in the sector, as well as to improve the home learning environment for 0-5 year-olds.
- **Post-16:** there is a huge task here, with more than half of all disadvantaged 19 year-olds leaving formal education without good passes in English and maths, which open so many doors into further education and careers. We are continuing to work in partnership with J.P. Morgan to address this.
- **Essential life skills:** we need to find out more about what schools can do to help students develop greater self-control, confidence, social skills, motivation, and resilience – all skills that are thought to underpin success in school and beyond.

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Chief Executive's report

Scaling evidence is the goal

Our major challenge now is to scale this evidence so that it makes a practical difference in achieving our charitable goal: breaking the link between family income and educational achievement.

As our chairman, Sir Peter Lampl, highlights in his foreword, we are testing a number of different approaches: publishing guidance reports on high-priority issues, with clear and actionable recommendations for teachers; setting up our Research Schools network; expanding the EEF's 'Promising Projects'; and launching major campaigns to promote effective evidence use.

We have commissioned independent evaluations of all these initiatives so we can assess which are most likely to be effective ways of teachers being able to act on our evidence.

And we are actively planning fresh ways to ensure we mobilise the knowledge of 'what works', so that it reaches those schools and settings with the greatest need and then benefits those disadvantaged learners for whom education is their most realistic route to a better life.

This is a complex space in which to be working. To be frank, it would be far more straightforward to focus simply on generating evidence: to say to teachers and senior leaders "this project seemed to work when we trialled it, this one didn't" and then leave it to them to try and work out the rest. But we know this would not be an adequate response to the stark problem of the attainment gap, nor to our share of the responsibility for tackling it.

We firmly believe more and better use of evidence is crucial in securing greater reliability in our education system, so that children and young people receive the best possible teaching, no matter where they live and no matter what their background.

The prize on offer is a great one: an innovative, consistent, well-led, and empowered teaching profession providing better outcomes for all learners, particularly the most disadvantaged.

Finally: thank you

I believe we are on the right path. That confidence is bolstered by the enthusiasm of so many who wish to partner with the EEF on this journey.

In the last year alone, for example, we have: renewed our partnership with Wellcome, generating new evidence about science teaching; partnered with Kusuma Trust to scale up evidence for impact in mathematics and science in up to 220 schools; and formed a major new partnership with BHP Foundation to improve learning outcomes for disadvantaged pupils across the world by building a global evidence network.

Indeed – as the chart on page 4, '[Total EEF leverage and reach](#)', highlights – we have been able within our first seven years to more than double the £125 million grant from the Department for Education with which the EEF was founded. Almost £140m more has been levered into the system, either directly through EEF-run work, or more indirectly through EEF-managed and EEF-influenced work.

All this has enabled the EEF to extend our reach and scope: broadening our remit to early years and post-16; retaining our focus on attainment, while also looking at the impact of our trials on students' essential life skills; and developing new ways to make sure evidence is placed into the hands of teachers and senior leaders in ways they can act on it.

Big challenges remain. The way to tackle them is by working together. Doing so, we will make a difference.

Sir Kevan Collins

Chief Executive, Education Endowment Foundation



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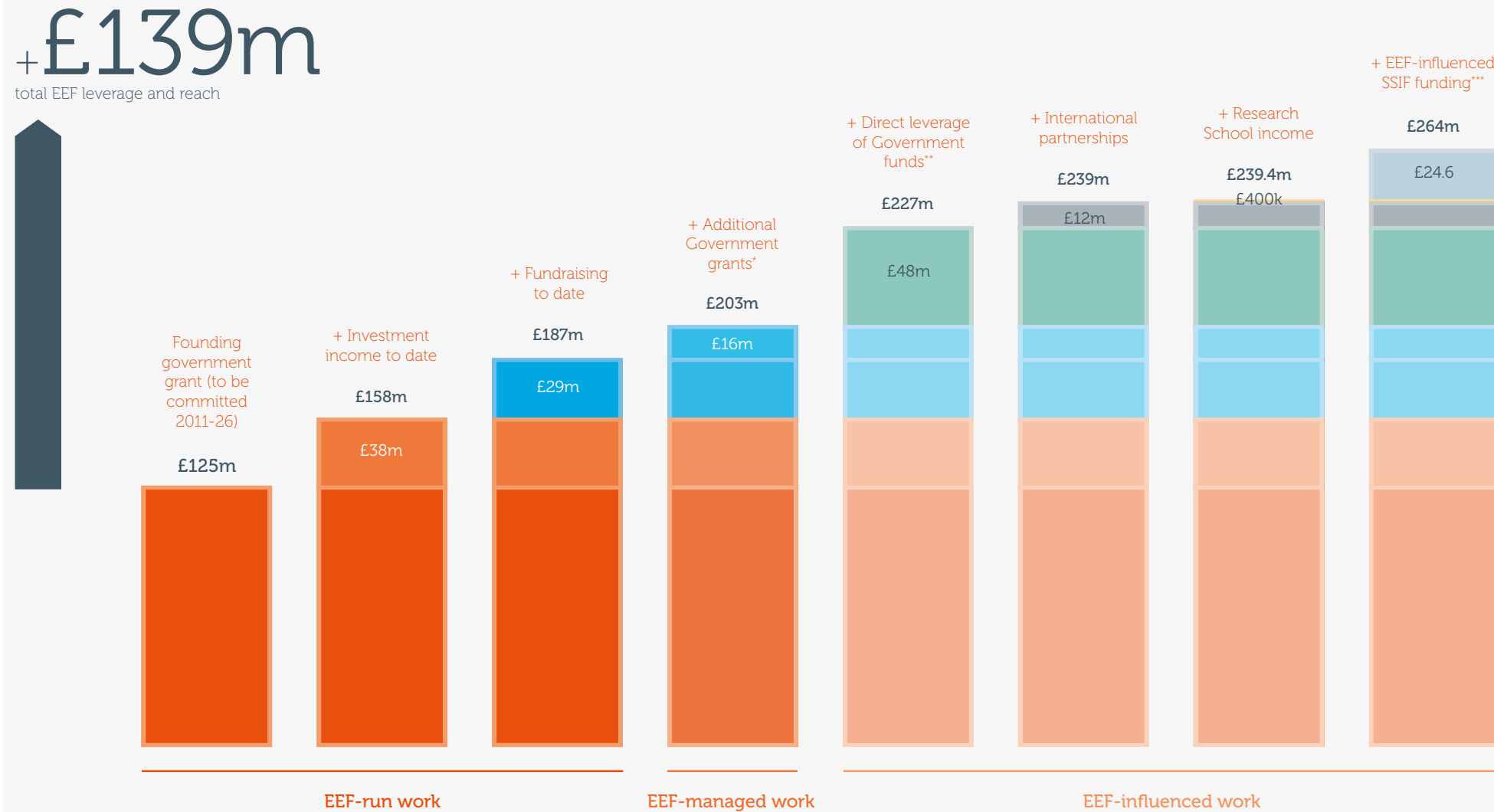
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Total EEF leverage and reach



Comprising:

* £10m Dept for Education (DfE) co-funding for 'Literacy Transition Catch Up' round; £4m DfE co-funding for 'Improving the Home Learning Environment' round; £2.5m DfE co-funding for 'Early Years: professional development and leadership' round
 ** £1m DfE funding for EEF research schools in the Opportunity Areas; £2.3m DfE funding for EEF-evaluated projects delivered as part of its Teaching and Leadership Innovation Fund (TLIF); DfE funding to deliver the EEF-evaluated Early Years Foundation Stage Profile pilot; £20m DfE funding to deliver the EEF-evaluated 'Post-16 Maths Premium' project; £26m DfE funding for the scale-up of EEF-evaluated 'Magic Breakfast' project.
 *** 44% of the £56m successful DfE-funded Strategic School Improvement Fund bids cited EEF-funded projects and EEF guidance reports in their applications



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Get involved

Apply for EEF funding

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

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

Since 2011, the EEF has committed more than £96m to fund 160 projects reaching over one million children and young people.

If you're thinking of applying please do read our [Funding FAQs](#) first. You might also find it useful to have a look at some of the [projects](#) we have already funded.

Sign up for EEF trials

More than 10,000 schools, as well as early years / post-16 settings, have so far become involved in an EEF-funded trial of projects aiming to boost the attainment of disadvantaged children and young people - that's more than 1-in-3 schools across England.

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

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

Sign up for EEF news alerts

The EEF's monthly emails update 20,000+ subscribers with all our news, including our latest grants, the publication of evaluation reports of EEF-funded projects, and other resources.

Support us

The EEF aims to work in partnership with funders who share our commitment to offering the best possible educational opportunities to children and young people from disadvantaged backgrounds. Since 2011, more than £28 million has been gifted and pledged by a range of organisations to help extend the reach of work the EEF is funding. If you are interested in partnering with the EEF, please do [get in touch](#).

Follow the EEF...



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by liking [Facebook.com/EducEndowFoundn](#)



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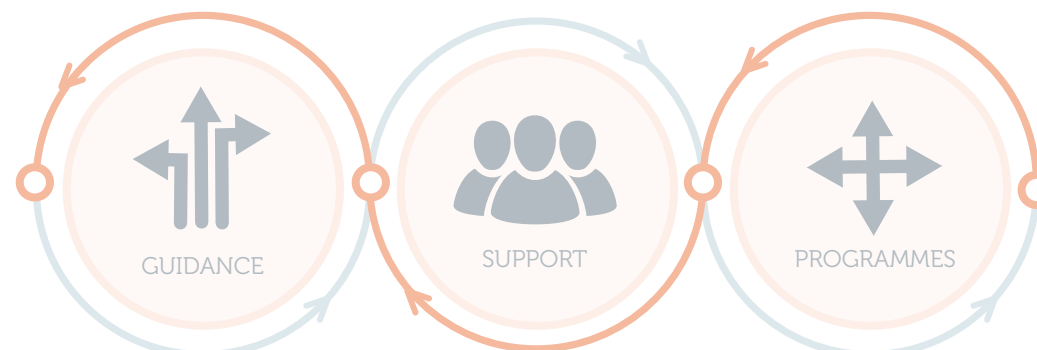


Support teachers with
high-quality evidence and practical
tools to inform their practice

Making grants to test the
impact of high-potential
projects and build
understanding of 'what works'

Publishing independent,
rigorous evaluations to build
our understanding of how to
improve teaching and learning

USING EVIDENCE



Clear and actionable
guidance for teachers

Practical support to bring
evidence to life

Scale-up evidence-based
programmes

Evidence summaries

The EEF provides accessible summaries of educational research to guide teachers and senior leaders on how to use their resources to improve learning outcomes, particularly for disadvantaged 3 to 18 year-olds.

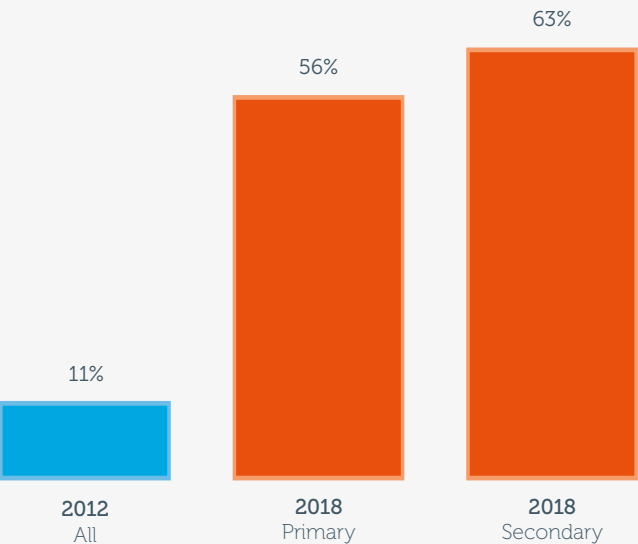
Teaching and Learning Toolkit

Our Teaching and Learning Toolkit is used by more than half of all senior leaders in schools to inform their decision-making.

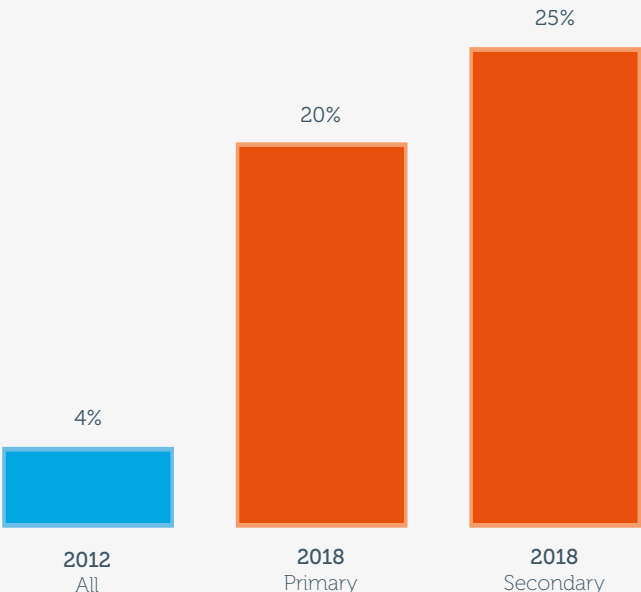
When we launched the Sutton Trust-EEF Teaching and Learning Toolkit in 2011, we designed it specifically with busy teachers and senior leaders in mind. 'Best bets' for improving children and young people's attainment are presented in the language teachers will immediately understand: the extra months of learning that approaches might lead to during a school year.

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

Among senior leaders



Among classroom teachers



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

175,179
individual
users of our
Toolkits in the
past year



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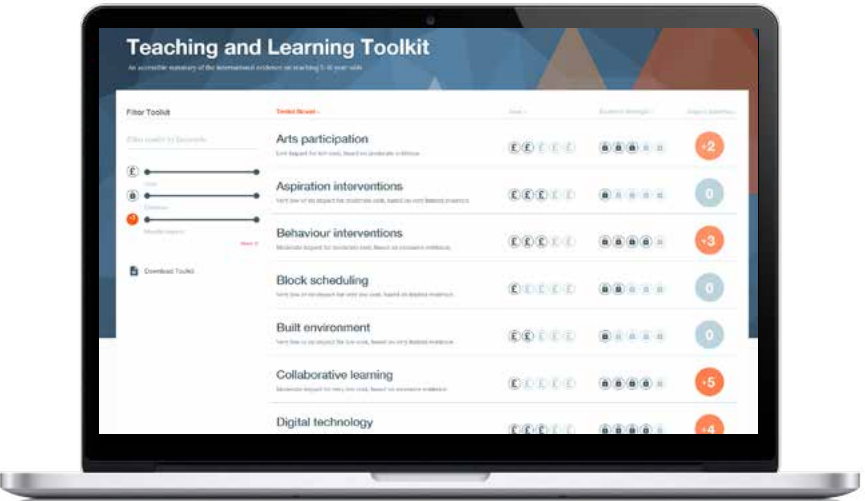
The Toolkit (alongside its [Early Years](#) companion) can support teachers and school leaders to combine this information with professional expertise and knowledge of their particular setting.

The evidence on which educational approaches are effective (or not) in increasing young people's attainment is constantly growing. We want teachers and senior leaders to be confident when consulting our Toolkits that they are always working with the most up-to-date, high-quality evidence.

Together with a team of academics at Durham University, therefore, we regularly update both Toolkits to ensure they reflect the latest findings from rigorous research, including EEF trials. In the past year, we have made three updates, explaining the changes in blog-posts:

- [Keeping up-to-date with the evidence on early years](#) (Oct 2017)
- [Latest updates to the Teaching and Learning Toolkit](#) (Apr 2018)
- [Updating the Toolkit](#) (June 2018)

We have also published a revised version of the Toolkits' [Technical appendix and process manual](#) (July 2018). This document provides detail on how the Toolkits are maintained and updated, and the methods used to derive the estimates and supporting information for each strand.



The current Teaching & Learning Toolkit

Five most popular Toolkit topics

- Metacognition and self-regulated learning
- Feedback
- Collaborative learning
- Reading comprehension strategies
- Mastery learning



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Evidence summaries

The 'Big Picture'

Our 'Big Picture' section is a one-stop shop for EEF resources focusing on 14 high-priority issues for teachers and senior leaders. Each topic provides greater depth to the evidence on common challenges by linking together evidence in the EEF Toolkits with key messages emerging from EEF-funded projects, as well as other resources.

In the past year, we have published a further four 'Big Picture' themes:

- **Early years** – supporting children's early learning and development
- **Enrichment** – extending learning beyond traditional academic priorities, including careers education and participation in the arts and sports
- **Post-16** – supporting learners who have yet to secure a good pass in GCSE English and maths
- **Special educational needs and disabilities** – supporting pupils with a learning difficulty or disability which requires special educational provision.

B

Behaviour

C

Character and essential life skills

De

Developing effective learners

Ey

Early years

E

Enrichment

F

Feedback and monitoring pupil progress

L

Language and Literacy

M

Mathematics

O

Organising your school

P

Parental engagement

Fe

Post-16

S

Science

Sn

Special educational needs and disabilities

St

Staff deployment and development



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Literature reviews

The EEF commissions literature reviews to investigate specific areas of interest in greater depth.

They give us a solid basis on which to begin our work of identifying, testing, and then scaling those approaches and programmes with the best chance of making a real and enduring difference. They also inform our [guidance reports](#), which provide clear and actionable recommendations for teachers and senior leaders on a range of high-priority issues.

All our reviews aim to find out, on the basis of robust causal evidence, using experimental and quasi-experimental designs:

- which interventions and approaches have demonstrated evidence of impact on young people's outcomes;
- what these outcomes are;
- the quality of this evidence – how good and consistent it is, and where is further research needed; and
- what does it suggest are the key features of effective practice.

While the reviews explore the impact on attainment and related measures for all students, they will always highlight any evidence that is particularly relevant for students from disadvantaged backgrounds.

We have published four evidence reviews in the past year:

- Science
- Early language development
- Employer engagement in education
- Improving Mathematics in Key Stages 2 and 3

You can find all 14 EEF evidence reviews published to date [here](#).



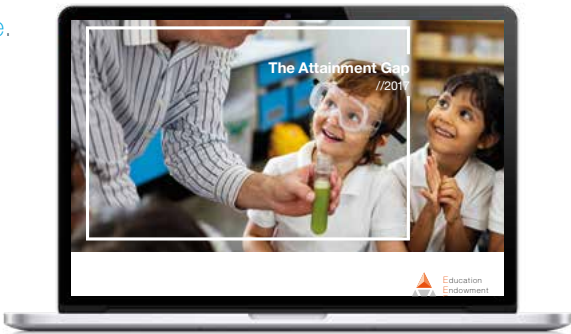
'Closing the attainment gap' report

To begin to tackle the challenge of the attainment gap requires us first to understand it – both the scale and nature of the gap, as well as the factors most likely to help close it.

The EEF published a new report, Closing the Attainment Gap (Jan 2018), assessing the gap through the lens, first, of children and young people; and secondly, of schools, as well as early years and post-16 settings.

It highlights what we believe to be the key issues, and how our analysis of them informs our practical work with teachers and senior leaders. We then summarise 15 of the key lessons the EEF has learned from our first six years funding work to generate and scale evidence of 'what works'.

You can read the report [here](#).



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Practical tools

Applying evidence in the context of your setting is crucial for teachers and senior leaders. Here are some EEF tools designed to help you make sense of the process...

Families of Schools database

The EEF's [Families of Schools database](#) is a free, online tool which helps you to find out which school in the country is most like yours and what your school's position is within a "family" of 50 schools which have pupils with similar characteristics. This takes into account the prior attainment of pupils, as well as the proportions eligible for the Pupil Premium and with English as an additional language (EAL);

Our purpose in making this data easily accessible is about supporting schools to understand their own context by:

- Providing manageable school-level targets on the way to closing the national attainment gap;
- Identifying schools that have similar challenges that can provide support and guidance.

Assessing and Monitoring Pupil Performance Guide

The EEF's Assessing and Monitoring Pupil Progress (AMPP) Guide outlines the principles of good assessment to ensure that the evidence put to use in schools has the best possible chance of targeting the right pupils at the right time.

This 16-page tool is divided into five sections:

1. Developing whole school assessment
2. Assessing progress without levels
3. Testing
4. Improving teacher assessment
5. Measuring impact

The aim is to support schools to implement a well-led and clearly-defined approach to assessment, which itself sits within a well-led and clearly-defined vision of teaching and learning.

Find it [online here](#).

80%
of 17,675
schools in
our Families
of Schools
database
looked up by
site-users

Of these,
90%
have been
looked up more
than 3 times

14,072
individual users
of our AMPP
Guide in the
past year



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Practical tools

DIY Evaluation Guide

Our DIY Evaluation Guide is an interactive, online resource for teachers, introducing the key principles of educational evaluation and providing guidance on how to conduct small-scale evaluations in schools, as well as early years / post-16 settings.

Over 800 teachers and senior leaders have used it in the past year to investigate research questions of current interest to them, such as:

- I would like to know if our arithmetic intervention will have an impact on mathematics attainment in Year 4 pupils.
- Does our reading intervention for Year 6 low attaining pupils have a positive effect on their reading progress?
- What impact do our parents "reading stories" workshops have on lower attaining pupils' progress in writing?
- Will our Character Development programme have a positive impact on attainment at Key Stage 3?
- Can we improve year 11 students' resilience through modelling how to redraft their work?
- Does spaced learning and retrieval practice have a positive impact on student retention of vocabulary in GCSE modern foreign languages?

There are two ways to use our DIY Evaluation Guide:

1. You can simply read the different pages, using the information to help you inform your understanding of evaluation.
2. Or you can use the box on the right of the page to conduct your own evaluation, by entering your details and keeping track of your progress.

Either way, [this is where you start](#).



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5-step school improvement cycle

Our 5-step School Improvement Cycle, supported by key EEF resources, is designed to help teachers and senior leaders ask the right questions in order successfully to apply evidence in their day-to-day work. You can find it [online here](#).



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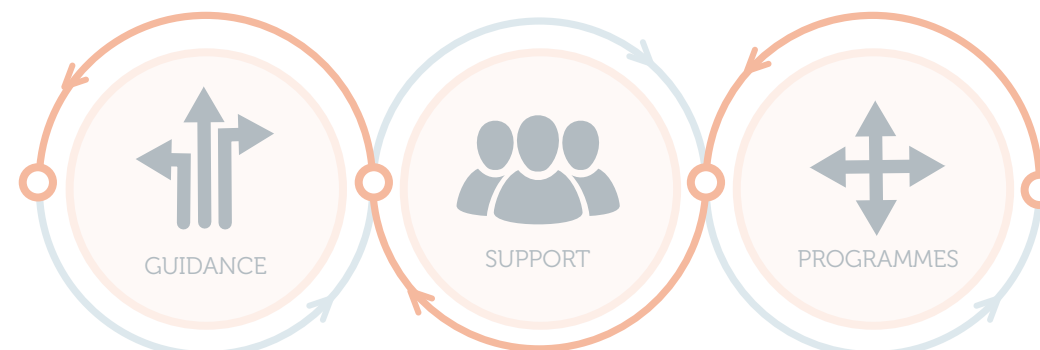


Support teachers with high-quality evidence and practical tools to inform their practice

Making grants to test the impact of high-potential projects and build understanding of 'what works'

Publishing independent, rigorous evaluations to build our understanding of how to improve teaching and learning

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Clear and actionable guidance for teachers

Practical support to bring evidence to life

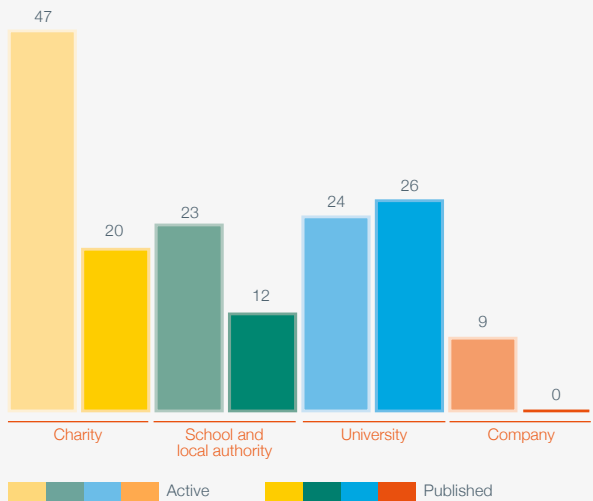
Scale-up evidence-based programmes

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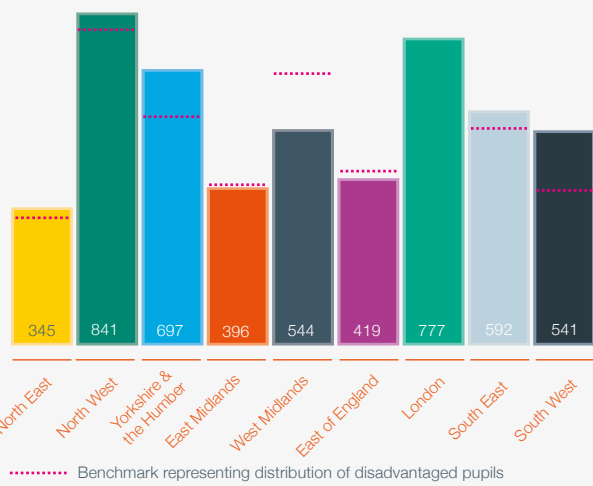
EEF-funded work since 2011



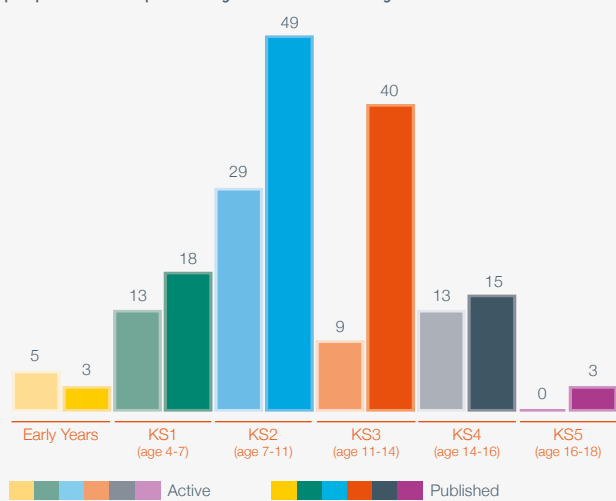
Who is delivering EEF funded projects?



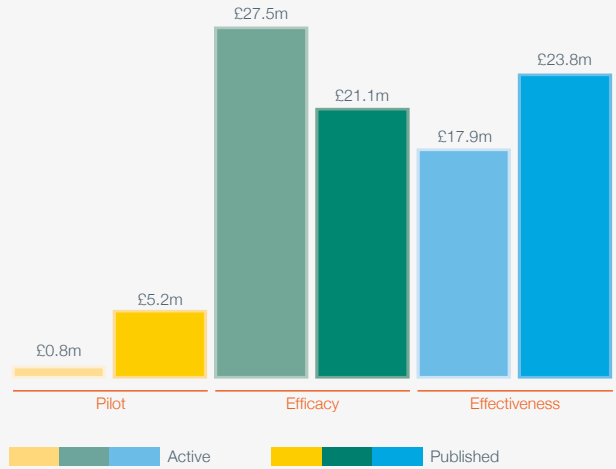
The EEF fund work across England. Our current regional spread broadly reflects the distribution of disadvantage:



The EEF funds projects for all ages, 3-18. A significant amount of our early work focused on the transition of pupils from primary to secondary school:



The EEF is increasing the number of large-scale effectiveness trials as we expand our 'Promising Projects':



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Funded Projects, 2017-18

In 2017-18, the EEF committed £4,093,214 to fund the delivery of 17 projects which will be independently evaluated. Collectively, these will involve some 3,619 schools, as well as early years and post-16 settings, and reach at least 308,960 children and young people.

The pipeline of EEF-funded projects

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

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



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Funded Projects, 2017-18

Key to understanding EEF trials - funded this year and those that have been independently evaluated – in the following pages:

‘The Big Picture’

‘The Big Picture’ section of our website pulls together evidence from the Teaching and Learning Toolkit and EEF-funded projects which have been independently evaluated, focusing on 14 high priority issues for teachers and senior leaders.

 Behaviour	 Feedback and monitoring pupil progress	 Post-16
 Character and essential life-skills	 Language and literacy	 Science
 Developing effective learners	 Mathematics	 Special educational needs and disabilities
 Early years	 Organising your school	 Staff deployment and development
 Enrichment	 Parental engagement	

Evidence strength (‘padlock rating’)



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

-  – very high confidence
-  – high confidence
-  – moderate confidence
-  – moderate-to-low confidence
-  – low confidence
-  – very low confidence

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

Cost rating (£)



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

- £ Very low:** less than £80 per pupil per year.
- £ £ Low:** up to about £200 per pupil per year.
- £ £ £ Moderate:** up to about £700 per pupil per year.
- £ £ £ £ High:** up to £1,200 per pupil per year.
- £ £ £ £ £ Very high:** over £1,200 per pupil per year.

Estimated months’ attainment progress



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



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New EEF-funded projects							
Lexia	A computer-based approach to improving reading, Lexia aims to provide a balanced approach to reading covering six key areas.	Grantee: Queen's University Belfast	Reach: 40 primary schools, 400 pupils	Evaluated by: York Trials Unit, University of York	Delivery grant: £250,000	L	
Diagnostic Questions	An online formative assessment programme that helps maths teachers to identify and address pupil misconceptions.	Grantee: Behavioural Insights Team	Reach: 175 secondary schools, 26,250 pupils	Evaluated by: Alpha Plus	Delivery grant: £889,360	F M	
SMART Spaces (co-funded with Wellcome)	Trialling a 'spaced learning' approach - teachers delivering the same content across multiple sessions, with breaks in between - on GCSE outcomes.	Grantee: Queens University Belfast and Hallam Teaching School Alliance	Reach: 115 secondary schools, 17,520 pupils	Evaluated by: UCL Institute of Education	Delivery grant: £600,000	De S	
Assess for Success	Piloting a new approach to assessing GCSE re-sitters' English skills and supporting teachers to plan appropriate teaching	Grantee: The Manchester College	Reach: 6 post-16 settings, 1,500 students	Evaluated by: Behavioural Insights Team	Delivery grant: £150,000	F Fe L	
Helping Handwriting Shine	An approach to improving the speed and accuracy of primary-age pupils' hand-writing to enable them to focus on their content.	Grantee: University of Leeds	Reach: 100 primary schools, 5,500 pupils	Evaluated by: National Foundation for Educational Research (NFER)	Delivery grant: £222,761	L	
Realistic Maths Education	An approach to mathematical problem-solving in which teachers introduce maths using contexts that are familiar to pupils before introducing more formal and abstract contexts.	Grantee: Manchester Metropolitan University	Reach: 120 secondary schools, 24,000 pupils	Evaluated by: Sheffield Hallam University	Delivery grant: £736,322	M	
Same Day Intervention	A school-led approach to improving feedback in maths which aims to ensure that all children reach a certain level of understanding by the end of the day.	Grantee: Outwood Institute of Education	Reach: 71 primary schools, c.4,000 pupils	Evaluated by: NatCen Social Research	Delivery grant: £213,345	F M	

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New EEF-funded projects: 'Learning about Culture' (co-funded with the RSA)							
First Thing Music	Educating young children through singing, giving direct access to the world of music without the difficulties involved with the use of an instrument.	Grantee: Tees Valley Music Service	Reach: 65 primary schools, 1,800 pupils	Evaluated by: UCL Institute of Education and Behavioural Insights Team	Delivery grant: £137,190	E	
Craft of Writing	Teachers working directly with professional writers, learning techniques they can apply in the classroom.	Grantee: University of Exeter	Reach: 96 primary schools, 2,880 pupils	Evaluated by: UCL Institute of Education and Behavioural Insights Team	Delivery grant: £297,673	E L	
Power of Pictures	Helping teachers develop their own understanding of the craft of picture book creation and illustration as a way of improving childhood literacy.	Grantee: Centre for Literacy in Primary Education	Reach: 120 primary schools, 1,800 pupils	Evaluated by: UCL Institute of Education and Behavioural Insights Team	Delivery grant: £99,018	E L	
Speech Bubbles	Using drama and storytelling to develop pupils' communication skills.	Grantee: London Bubble Theatre Company	Reach: 26 primary schools, 1,040 pupils	Evaluated by: UCL Institute of Education and Behavioural Insights Team	Delivery grant: £257,310	E L	
Young Journalist Academy	Immersing pupils into a fun but realistic 'newsroom' environment, providing an authentic purpose and audience for writing.	Grantee: Paradigm Arts	Reach: 100 primary schools, 3,000 pupils	Evaluated by: UCL Institute of Education and Behavioural Insights Team	Delivery grant: £248,650	E L	



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Re-grants for EEF-funded projects which have delivered promising findings							
National School Breakfast Programme (evaluated previously by EEF as Magic Breakfast)	Supporting schools in disadvantaged communities across England to ensure more children receive a healthy breakfast at the start of their day. This will include sharing best practices across schools and testing innovative approaches to school breakfast provision.	Grantee: Magic Breakfast and Family Action	Reach: 1,775 schools	Evaluated by: Behavioural Insights Team	Delivery funded by the Dept for Education; EEF is funding the evaluation costs		
<p>In addition to EEF trials funded through our open application grants rounds, for the first time this year the EEF has committed to fund independent evaluations of some government-funded programmes in order to assess their impact.</p> <p>As with all EEF trials, the evaluation reports will be published openly and in full.</p>							
New EEF-funded projects (co-funded with the Department for Education)							
Aspire to STEM	A whole-school approach to improving attainment and teacher retention in STEM-related subjects focusing on primary and secondary schools with the greatest need.	Grantee: STEM Learning Ltd.	Reach: 200 primary and secondary schools, 161,250 pupils	Evaluated by: RAND	Delivery funded by the Dept for Education; EEF is funding the evaluation costs	 	
Read Write Inc. Phonics	A whole-school approach to CPD using phonics to improve attainment at Key Stage 1 reading, designed for schools in challenging circumstances.	Grantee: Ruth Miskin Training	Reach: 72 primary schools, 9,160 pupils	Evaluated by: NFER	Delivery funded by the Dept for Education; EEF is funding the evaluation costs	 	
Early Years Foundation Stage Profile pilot	Piloting reforms to the Early Years Foundation Stage Profile prior to a full national public consultation.	Grantee: Department for Education and Action for Children	Reach: 25 early years settings	Evaluated by: NatCen Social Research	Delivery funded by the Dept for Education; EEF is funding the evaluation costs		
Post-16 Basic Maths Premium	Evaluating a Department for Education project offering additional funding for Post-16 settings with students without at least a grade 4 in GCSE Maths.	Grantee: Department for Education	Reach: 470 post-16 settings, 48,000 post-16 students	Evaluated by: NatCen Social Research	Delivery funded by the Dept for Education; EEF is funding the evaluation costs		



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New funding rounds announced, 2017-18:

- General funding round #13 (May – Dec 2017)
- [Early Years: professional development and leadership](#) (Dec 2017 – Mar 2018)
- [Improving Science Education](#) (Dec 2017 – Apr 2018)
- [Science Teacher Retention](#) (Jan – Mar 2018)
- [General funding round #14](#) (Apr – Jul 2018)
- [Improving the Home Learning Environment](#) (May – Jul 2018)

To come:

- **Improving outcomes for pupils with SEND** (17 Oct 2018 – 14 Jan 2019)
The EEF will be seeking proposals for projects which improve attainment and other educational outcomes, such as social and emotional learning, for children with special educational needs or disability (SEND).
- **Professional development in the early years: building evidence to close the gap (Round 2)** (14 Nov 2018 – 15 Feb 2019)
The EEF and Department for Education will be looking to fund and evaluate early years education projects focused on professional development in order to improve the learning and development of children from low income families aged 0–5.
- **General funding round #15** (from Jan 2019)

You can see all projects funded by the EEF to date here: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/>



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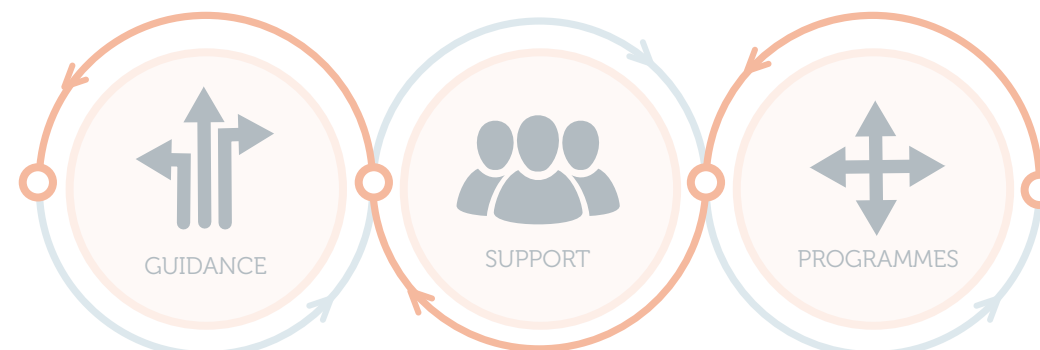


Support teachers with high-quality evidence and practical tools to inform their practice

Making grants to test the impact of high-potential projects and build understanding of 'what works'

Publishing independent, rigorous evaluations to build our understanding of how to improve teaching and learning

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Clear and actionable guidance for teachers

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Project evaluation reports, 2017-18

The EEF reports in full the results of all independent evaluations of EEF-funded projects. In 2017-18, 17 evaluation reports were published, bringing the total published to date to 93.

The summary findings for each are listed below, including the 'padlock' security rating of the trial (i.e., how confident we can be in its findings), along with the estimated cost rating, and the months' progress attributable to the project (i.e., the impact on student attainment).




















Executive summaries are available on the EEF website, as are the full evaluation reports: <https://educationendowmentfoundation.org.uk/our-work/projects/reports/>

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

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

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

Trials which demonstrate promise will be considered by the EEF for further funding to continue testing the impact of their project as its reach is expanded. See '[Expanding promising projects](#)' to find out more.

Project	Description	Grantee and Evaluator	Type of trial	'Padlock' security rating	Cost rating (£)	Months' additional progress	School theme
1stClass@Number	A programme delivered by teaching assistants which provides intensive support for pupils struggling with maths.	Grantee: Edge Hill University Evaluator: University of Oxford				 quantitative reasoning	 
Children's University	Aiming to improve the aspirations and attainment of pupils aged 5 to 14 by providing learning activities beyond the normal school day.	Grantee: Children's University Evaluator: Durham University				 KS2 reading  KS2 maths	 
Embedding Formative Assessment	A professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies across a school.	Grantee: The Schools, Students and Teachers network (SSAT) Evaluator: NIESR				 GCSE Attainment 8	 



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Project	Description	Grantee and Evaluator	Type of trial	'Padlock' security rating	Cost rating (£)	Months' additional progress	School theme
Family Skills	Aiming to improve the literacy and language skills of Reception-aged children learning English as an additional language (EAL).	Grantee: Learning Unlimited Evaluator: NatCen Social Research				0 Literacy	
Flipped Learning	Pupils undertake some learning prior to lessons, freeing up class time for feedback and personalised support.	Grantee: Shirelands Collegiate Academy Evaluator: Institute for Effective Education				+1 KS2 maths	
GraphoGame Rime	A computer programme designed to improve pupils' literacy through teaching phonics via "rhyme analogy"	Grantee: University of Cambridge Evaluator: National Foundation for Educational Research (NFER)				-1 Reading	
Learner Response System	Testing the impact of hand-held devices on improving classroom feedback and pupil attainment.	Grantee: Edge Hill University Evaluator: UCL Institute of Education				0 Maths cohort A 0 Reading cohort A -1 Math cohort B 0 Reading cohort B	
Lesson Study	A professional development programme that involves teachers working in small groups to plan lessons that address a shared learning goal for pupils.	Grantee: Edge Hill University Evaluator: London School of Economics				0 1 year of Lesson Study 0 2 years of Lesson Study	
Literacy Octopus: Communicating and Engaging with Research	A large, multi-arm randomised controlled trial, investigating a range of different methods of communicating research to schools and engaging them in research evidence.	Grantee: Multiple delivery teams Evaluator: National Foundation for Educational Research (NFER)				0 Dissemination-only, KS2 reading 0 Dissemination plus light-touch support, KS2 reading	



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Project	Description	Grantee and Evaluator	Type of trial	'Padlock' security rating	Cost rating (£)	Months' additional progress	School theme
Maths Champions	A programme designed to develop maths teaching in early years settings by supporting a practitioner to design and implement an action plan for improving maths teaching.	Grantee: National Day Nurseries Association and University of Oxford Evaluator: Durham University; York Trials Unit, University of York		    	    	+2 Maths	  
Research Learning Communities	Aiming to raise teachers' awareness, understanding, and use of educational research in developing their practice, with the ultimate aim of improving pupil outcomes.	Grantee: UCL Institute of Education Evaluator: University of Bristol		    	    	0 Reading	 
Teacher Observation	Testing the impact of structured, peer observation on teachers' effectiveness.	Grantee: University of Bristol Evaluator: National Foundation for Educational Research (NFER)		    	    	0 Combined GCSE English and maths	 
The Good Behaviour Game	A classroom management approach designed to improve student behaviour and build confidence and resilience.	Grantee: Mentor UK Evaluator: University of Manchester		    	    	0 Reading	 
Zippy's Friends	A teacher-led, story-based programme designed to improve primary school children's coping skills.	Grantee: Partnership for Children Evaluator: Queen's University Belfast		         	    	0 Reading -0.02 Emotional self-regulation	 



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We published independent evaluations of the following EEF-funded pilot projects:
You can read our blog, 'Why does the EEF fund pilot projects?', [here](#).

Project	Description	Grantee and Evaluator	Type of trial	Key outcomes	School theme
Positive Action	A school-wide programme that aims to develop positive pupil attitudes and behaviour, and improve peer relationships and engagement in learning.	Grantee: Lady Joanna Thornhill Primary School Evaluator: Queen's University Belfast		Evidence of promise: Mixed Feasibility: Mixed Trial ready: No	   
RETAIN: Early Career Teachers CPD	A one-year professional development programme for early career teachers teaching key stage 1 pupils in disadvantaged areas.	Grantee: The Cornwall College Group Evaluator: Sheffield Hallam University		Evidence of promise: Yes Feasibility: Yes Trial ready: Yes	 
Voice 21: Improving Oracy	An oracy framework that helps students develop their speaking and listening skills.	Grantee: The 21 Trust Evaluator: Alpha Plus		Evidence of promise: Yes but limited Feasibility: Yes Trial ready: Yes with some changes	 

Two EEF-funded projects were cancelled in the past year – in each case owing to the difficulties of recruiting to trials of innovative, and therefore potentially riskier, programmes:

1. [Boarding for 'in need' children](#) (grantee: Buttle UK; evaluator: University of Nottingham) – this project was designed to look at the impact of boarding in state and independent boarding schools for children identified as 'in need', defined as those who require local authority support of some kind. We had wanted to find out if boarding school could improve both their attainment and social-emotional skills. However, receiving enough referrals from local authorities was incredibly challenging and we didn't recruit enough young people to make the trial statistically secure.

2. [Motivating teachers with incentivised pay and coaching](#) (grantee: University of California, San Diego; evaluator: RAND) – this project aimed to look at the impact of incentivised pay and peer coaching on pupil attainment in maths. The incentive payment would have been in addition to normal teacher pay and the final amount would have been dependent on the performance of pupils in end-of-year tests. The project was phased to see if it was feasible to go ahead. The first phase revealed that teachers were reluctant to take part in the trial and too few teachers were recruited to enable the trial to go ahead.

We published 'lessons learned' reports from the independent evaluators for both projects to inform future work. In addition, our evaluation team published a blog-post, ['Recruiting to trials – how hard can it be?'](#), exploring the difficulties in recruiting to challenging trials.



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Other EEF evaluation highlights

We published the [EEF Early Years Measures database](#) to help evaluators measure early years development. Designed with a team at the UCL Institute of Education, it covers language, literacy, numeracy and social-emotional development measures.

In addition, there is an accompanying [report](#) which reviews measurement in these domains, as well as information on measuring the home and early learning environments, along with practical guidance on measurement in the early years. We hope these resources will be useful to all researchers working with young children, as well as practitioners looking for ways to measure progress.

You can read our blog, *Starting early - what are we doing to examine disadvantage before year 1?*, [here](#).

We published an [addendum report](#) (starts at p.105) to the independent evaluation of the [ABRA project](#), originally published in November 2016. ABRA is a 20-week online literacy programme based around a series of texts delivered by a teaching assistant to small groups of pupils.



That original evaluation showed that children who took part in the programme were better at reading (+3 months' additional progress) than their peers in the comparison group at the end of Year 1. The latest findings indicate that, on average, those children who participated in the programme were continuing to do better than their comparison-group peers a year after the intervention finished (as measured by Key Stage 1 SATS). These findings add to the growing international evidence that ABRA is an effective way to improve literacy outcomes for young children.

You can read our blog, *A lasting impact - 6 lessons from the evaluation of ABRA* (Mar 2018), [here](#).

We began publishing open access research papers that cover the results of research projects based on the data stored in the EEF Data Archive, a unique database of data from EEF-funded evaluations of education interventions:

- [Properties of commercial tests in the EEF](#). Authors: Rebecca Allen, John Jerrim, Meenakshi Parameshwaran, Dave Thompson. EEF Research Paper Series, No. 001, February 2018
- [Standard Deviation as an outcome on interventions: a methodological investigation](#). Authors: Peter Tymms, Adetayo Kasim. EEF Research Paper Series, No. 002, February 2018

We hosted our annual evaluators' conference under the title, 'Narrowing the evaluation gap' (Jun 2018). This featured eight speakers and covered sessions including: 'How to get most out of education evaluations', 'Data linkage for longitudinal analysis: Challenges and solutions', and 'Eight challenges facing the quantitative social sciences in being relevant for public policy'.

Videos and presentations are available [here](#).

We funded the Evidence 4 Impact website, a searchable database of interventions available in the UK, including details on their effectiveness and cost, together with links to the providers who can offer further support.

The E4I database can be easily searched by the impact of interventions on a range of educational outcomes, key stage, targeted group and type of practice, so that results are tailored to the specific needs of your class or school. E4I is an initiative from the Institute for Effective Education (IEE).

You can access Evidence 4 Impact [here](#).



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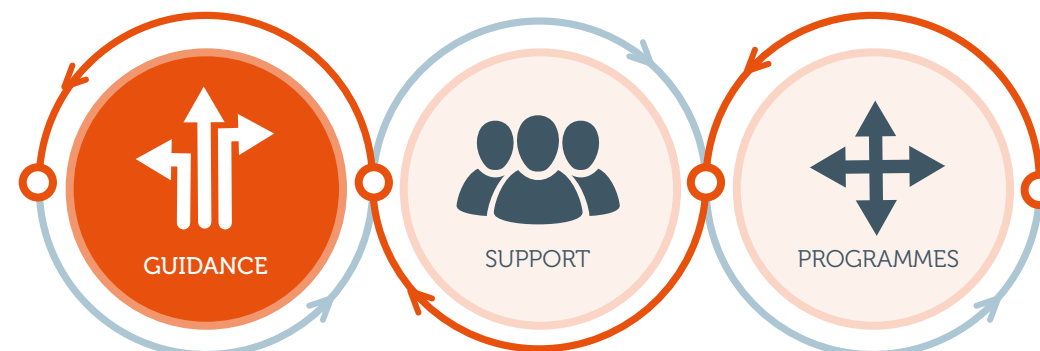


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Guidance reports

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

To break the link between family income and educational attainment, we have to start early and make sure that all young people, regardless of background, have access to great teaching throughout their formal education.

At the EEF, we believe the best way to do this is through better use of evidence: looking at what has – and has not – worked in the past can put us in a much better place to judge what is likely to work in the future

This is why we produce EEF guidance reports. Each report offers practical, evidence-based recommendations that are relevant to all learners – but particularly to those struggling, who are disproportionately from low-income backgrounds. And each recommendation is accompanied by specific examples designed to bring the work alive for teachers.

Our aim is that EEF guidance reports will help to support a consistently excellent, evidence-informed education system in England that creates great opportunities for all young people, regardless of their family background.

The EEF guidance report process – a collaboration between teachers, academics and other experts.



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Guidance reports

Published this year

[Improving Mathematics in Key Stages 2 and 3](#) (Nov 2017) - reviews the best available research to offer practical “do’s and don’ts” of great maths teaching. The report has recommendations in eight areas, each designed to support primary and secondary schools to close the attainment gap between disadvantaged pupils and their classmates.

[Putting Evidence to Work: A School's Guide to Implementation](#) (Feb 2018) - good and thoughtful implementation of a new teaching and learning strategy can mean the difference between it succeeding or failing. This report frames implementation in four stages that can be applied to any school improvement decision.

[Metacognition and self-regulated learning](#) (Apr 2018) - designed to support teachers in changing their classroom practice to improve their pupils’ metacognitive skills – in short, their ability to plan, monitor and evaluate their own academic progress so they become better at learning and studying.

[Preparing for Literacy](#) (Jun 2018) - seven recommendations, each designed to support nurseries and early years settings to provide every child – but particularly those from disadvantaged homes – with a high-quality and well-rounded grounding in communication, language and literacy.

Future guidance reports

The EEF aims to produce guidance reports covering all major areas of teaching. The following guidance reports are scheduled to be published in the coming year:

- Parental engagement (December 2018)
- Literacy in Secondary Schools (Early 2019)
- Digital technology (Spring 2019)
- Early Maths (Spring 2019)

All seven EEF guidance reports published to date are available to read and download [here](#).



142,871
individual
users of our
guidance
reports in the
past year



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Clear and actionable guidance for teachers

Practical support to bring evidence to life

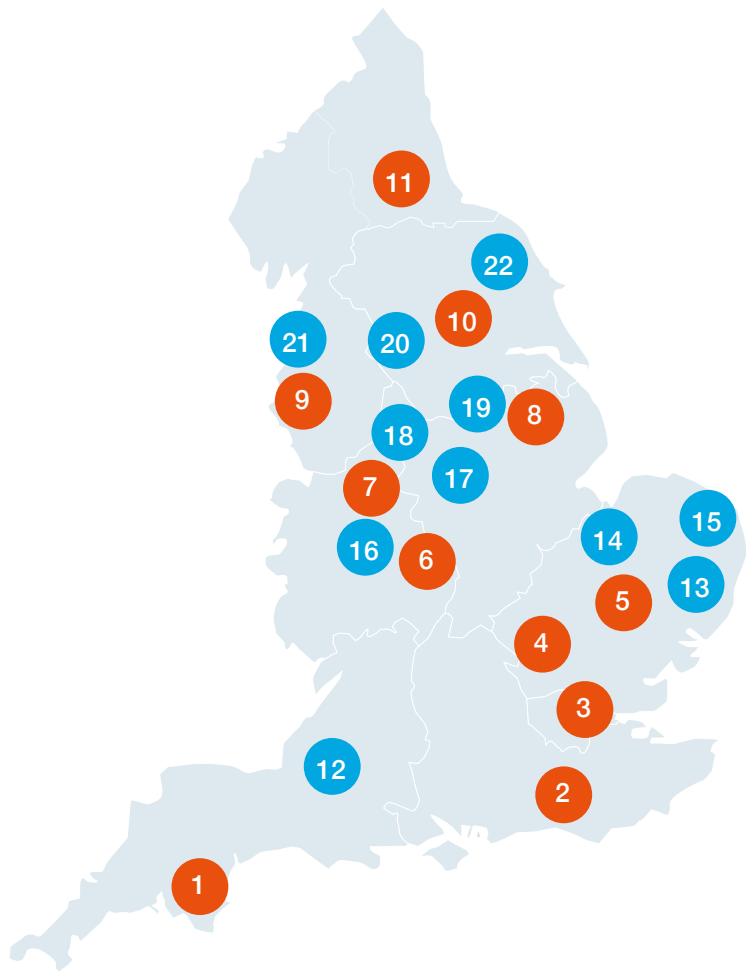
Scale-up evidence-based programmes

Research Schools Network

Our Research Schools Network aims to lead the way in the use of evidence-based teaching, building affiliations with large numbers of schools in their region, and supporting the use of evidence at scale.

The Research Schools Network is a partnership between the EEF and the Institute for Effective Education (IEE) to fund a national network of schools which will support other schools to use evidence to improve teaching practice.

There are 22 Research Schools in England, 11 of which are in the 'Opportunity Areas', Department for Education-designated social mobility 'cold spots'. Selected through open competition, they are located in a mix of nursery, primary and secondary schools:



Research Schools	
1	Kingsbridge Community College, Devon
2	Durrington High School, Worthing, West Sussex
3	Rosendale Primary School, West Dulwich, London
4	Sandringham School, St Albans, Hertfordshire
5	Samuel Ward Academy, Haverhill, Suffolk
6	Shireland Collegiate Academy, Sandwell
7	Aspire Education Trust, based at Ash Grove Academy, Macclesfield
8	Kyra Teaching School Alliance, based at Mount Street Academy, Lincoln
9	Meols Cop High School, Southport
10	Huntington School, York
11	The Academy at Shotton Hall, Peterlee, County Durham
Opportunity Areas	
12	West Somerset Research School at The Blue School, Wells
13	Highfield Nursery School, in collaboration with Kesgrave and Farlingaye Teaching School Alliance and Springfield Teaching School Alliance
14	East Cambridgeshire and Fenlands Research School at Littleport Community Primary School
15	Norwich Research School at Notre Dame High School
16	Stoke-on-Trent Research School by The Keele and North Staffordshire Alliance
17	Derby Research School at Wyndham Primary
18	Oldham Research School by The Greetland Academy
19	Doncaster Research School by Partners in Learning
20	Bradford Research School at Dixons Academies
21	Blackpool Research School at St Mary's Catholic Academy
22	North Yorkshire Coast Research School by Esk Valley Alliance

22
Research
Schools

4,758
face-to-face
interactions with
teachers and
senior leaders

25
professional
development
programmes on
using evidence to
improve student
attainment



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Research Schools Network

Research Schools in action

Over 220 schools in regions across the country – including Yorkshire, Nottinghamshire, Derbyshire and the North East – are set to benefit from a new partnership to boost maths and science teaching, led by the EEF's Research Schools.

Co-funded by the EEF with Kusuma Trust, the initiative is providing schools with the training and support they need to implement the evidence-based recommendations from the EEF's guidance reports. These include resources to encourage schools to engage, such as self-audit tools and video clips.

A team of three Research Schools leads the maths programme, which was launched in summer 2018. Development has started on the science programme, which will begin delivery in January 2019.

Strategic School Improvement Fund (SSIF)

Between April 2017 and April 2018, the Government awarded £56 million funding through its Strategic School Improvement Fund (SSIF) to assist over 3,000 schools to improve their performance and pupil attainment.

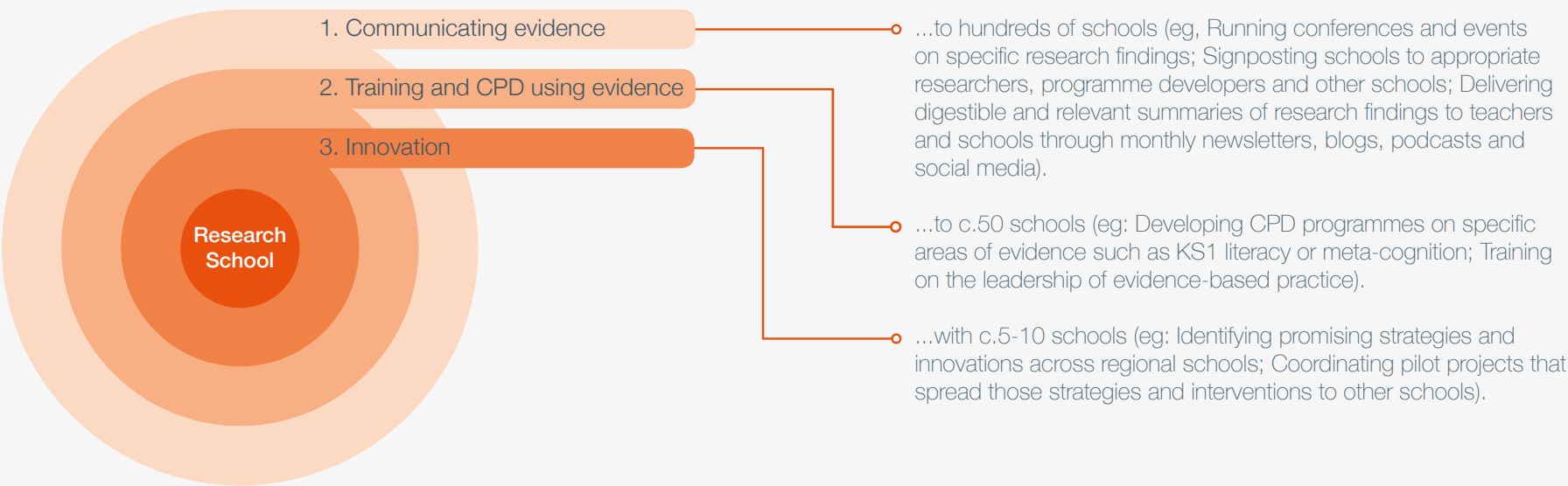
The EEF provided support to hundreds of school and system leaders thinking of applying to SSIF on how to develop evidence-informed projects. Our aim was to help ensure SSIF funding will be spent in ways that are most likely to make a difference to young people's outcomes.

Many of the successful SSIF applications made reference to, or were based around, our [Teaching and Learning Toolkit](#), [EEF Promising Projects](#), or [EEF guidance reports](#).

Our national network of 22 [Research Schools](#) was also heavily involved. They assisted schools in the application process and have, along with member of the central EEF team, subsequently supported successful applicants in thinking through [successful implementation](#). In addition, most of the Research Schools themselves led successful bids to SSIF.

You can read our blog, 'On the road to evidence', [here](#).

What Research Schools do:



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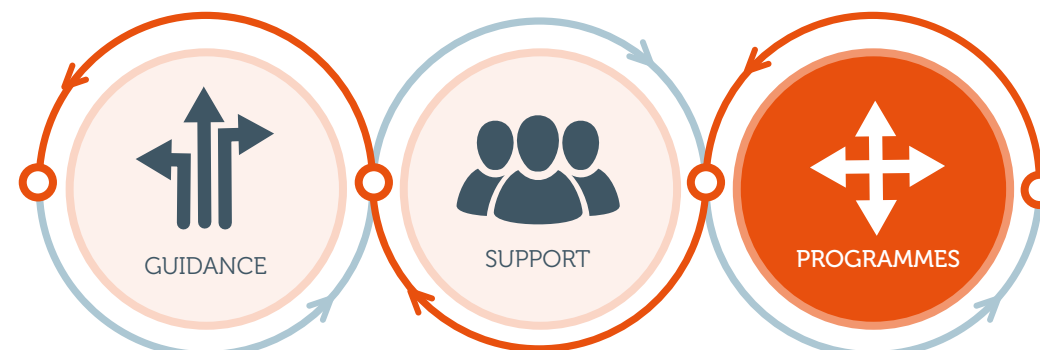


Support teachers with high-quality evidence and practical tools to inform their practice

Making grants to test the impact of high-potential projects and build understanding of 'what works'

Publishing independent, rigorous evaluations to build our understanding of how to improve teaching and learning

USING EVIDENCE



Clear and actionable guidance for teachers

Practical support to bring evidence to life

Scale-up evidence-based programmes

Expanding 'Promising Projects'

Promising Projects are those EEF-funded projects – 18 to date – which have shown initial promise when trialled. This means they have demonstrated the potential to improve attainment for young people cost-effectively when independently and robustly evaluated.

Normally, this means projects have: secured at least one month's additional progress for participating young people; delivered this impact at a cost that is readily affordable to schools (or early years / post-16 settings); and that the trial achieved an EEF security rating of at least 3 'padlocks' out of 5.

Our approach is to build confidence in a programme's impact, ensuring that it's ready to be expanded to schools (or early years / post-16 settings) around the country while, crucially, maintaining its effectiveness. Whenever feasible, we re-grant to EEF Promising Projects to test their impact at scale. Or, if we have already tested their impact at scale, re-grant to support their expansion to deliver at scale.

We have designated five projects as EEF Promising Projects within the past year; these are listed on the following page.

On average, EEF Promising Projects have been found to boost young people's attainment by +3 months; and by +4 months for disadvantaged students.

In total, the EEF has so far committed **£19.3 million** to support the continuing evaluation of these projects as they expand. They will involve almost **3,000 schools** and early years settings.

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Expanding 'Promising Projects'

Project	Description	Grantee and Evaluator	First trial: Evidence strength	First trial: Cost rating	First trial: Months' additional progress	School theme
Children's University	Aiming to improve the aspirations and attainment of pupils aged 5 to 14 by providing learning activities beyond the normal school day.	Grantee: Children's University Evaluator: Durham University			+2 KS2 Reading +2 KS2 Maths	C E
Dialogic Teaching	Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain (rather than merely respond) in order to develop higher order thinking and articlacy.	Grantee: Cambridge Primary Review Trust and University of York Evaluator: Sheffield Hallam University			+2 English +1 Maths +2 Science	De St
Graduate Coaching Programme	A programme providing regular one-to-one and small group academic tutoring (delivered by a trained coach, usually a graduate) to Year 7 pupils struggling with reading and writing.	Grantee: Perry Beeches Academy Evaluator: National Foundation for Educational Research (NFER)			+5 Reading, spelling and grammar	O L
Talk for Literacy	A dual speaking and listening intervention which aims to enhance pupils' literacy by improving their vocabulary and narrative skills.	Grantee: Greenford High School Evaluator: National Foundation for Educational Research (NFER)			+3 Reading	L
Texting Parents	Using text message prompts to improve parental engagement and pupil attainment.	Grantee: University of Bristol and Harvard University Evaluator: Queen's University Belfast			+1 English +1 Maths	P O

The full list of the current 'Promising Projects' is available online [here](#).



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Expanding 'Promising Projects'

Magic Breakfast - a case study in scaling evidence for impact

In last year's report, we published the results of the independent evaluation of EEF-funded project, Magic Breakfast. This found that its model of a free, universal, before-school breakfast club delivered an average of +2 months' additional progress for pupils in reading, writing and maths.

'Magic Breakfast' was the first of our trials to reach the end of the EEF's evidence generation pipeline, with a large-scale effectiveness trial testing a scalable model under everyday conditions in a large number of schools.



But our involvement hasn't stopped, as we highlighted here.

As well as including 'Magic Breakfast' on our list of 'Promising Projects', we also began working with our colleagues at Impetus-PEF, one of our founding partners, to support the organisation. This included providing a grant to help develop their model and a business plan and supporting their bid (jointly with Family Action) to deliver against the Department for Education's tender to expand breakfast club provision to support disadvantaged pupils.

In March 2018, the government announced that they will receive up to £26 million to deliver morning clubs to 1,775 schools across the country, focusing particularly on disadvantaged areas.

The EEF will continue to provide support by appointing independent evaluators to assess new aspects of the clubs (such as how best to involve parents and carers and how to change the culture of breakfast in secondary schools), as well as focusing on the fidelity of the expanded service to the evaluated model and reviewing the reach of the initiative and the schools being served.

As more EEF-funded projects reach the end of our 'pipeline' of trials, we'll be taking an increasing role in ensuring that evidence-informed approaches and programmes are available to teachers and senior leaders across the country.



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Campaigns to promote effective use of evidence

The EEF’s campaigns are directing resources and expertise to some of the most urgent and challenging issues in schools.

Our campaigns are a concerted programme of activity to inform teachers and senior leaders about the best available evidence on key issues and to provide them with the support they need to implement it in their setting.

North East Primary Literacy Campaign

In 2016, the EEF launched a five-year campaign to boost literacy levels for primary-age children in the North East, an area with the highest proportion of students eligible for free school meals in the country. We have committed £5 million towards this endeavour, match-funded by Northern Rock Foundation.



The Campaign is a carefully tiered approach, combining:

1. **Practical guidance:** three EEF guidance reports, *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years* and *Improving Literacy in Key Stage 1* and *Improving Literacy in Key Stage 2*, were specifically developed to support this Campaign. They have subsequently been sent to all primary schools in England.
2. **Local advocacy:** We have been working with eight advocate-partners in the North East, including a range of local authorities, teaching schools and charities, to provide schools with practical, hands-on support based around the EEF’s guidance.
3. **Direct support for evidence-based programmes:** we have supported trials of 19 high-potential projects and re-grants to our ‘Promising Projects’ to work with primary schools in the North East. For each project, up to half of the schools involved are from the North East. The first results from the large-scale trials in the region are due in autumn 2018.

Evaluating the Campaign

The North East Primary Literacy Campaign is being evaluated by two teams. NFER is leading a formative evaluation focusing on the local advocacy model that will be completed in late 2018; its emerging findings are already being used to inform our work. A team from University of Nottingham will lead the impact evaluation at the end of the Campaign by comparing outcomes in the region to a matched group. All of the high-potential projects funded through the Campaign are also being evaluated individually through the EEF’s normal evaluation processes.

In the North East:

+250
schools signed
up for an
EEF trial

+250
schools worked
with an EEF
advocate-partner

36%
average
proportion of
free school
meal-eligible
pupils in
schools reached

19
high-potential
projects funded
in the region



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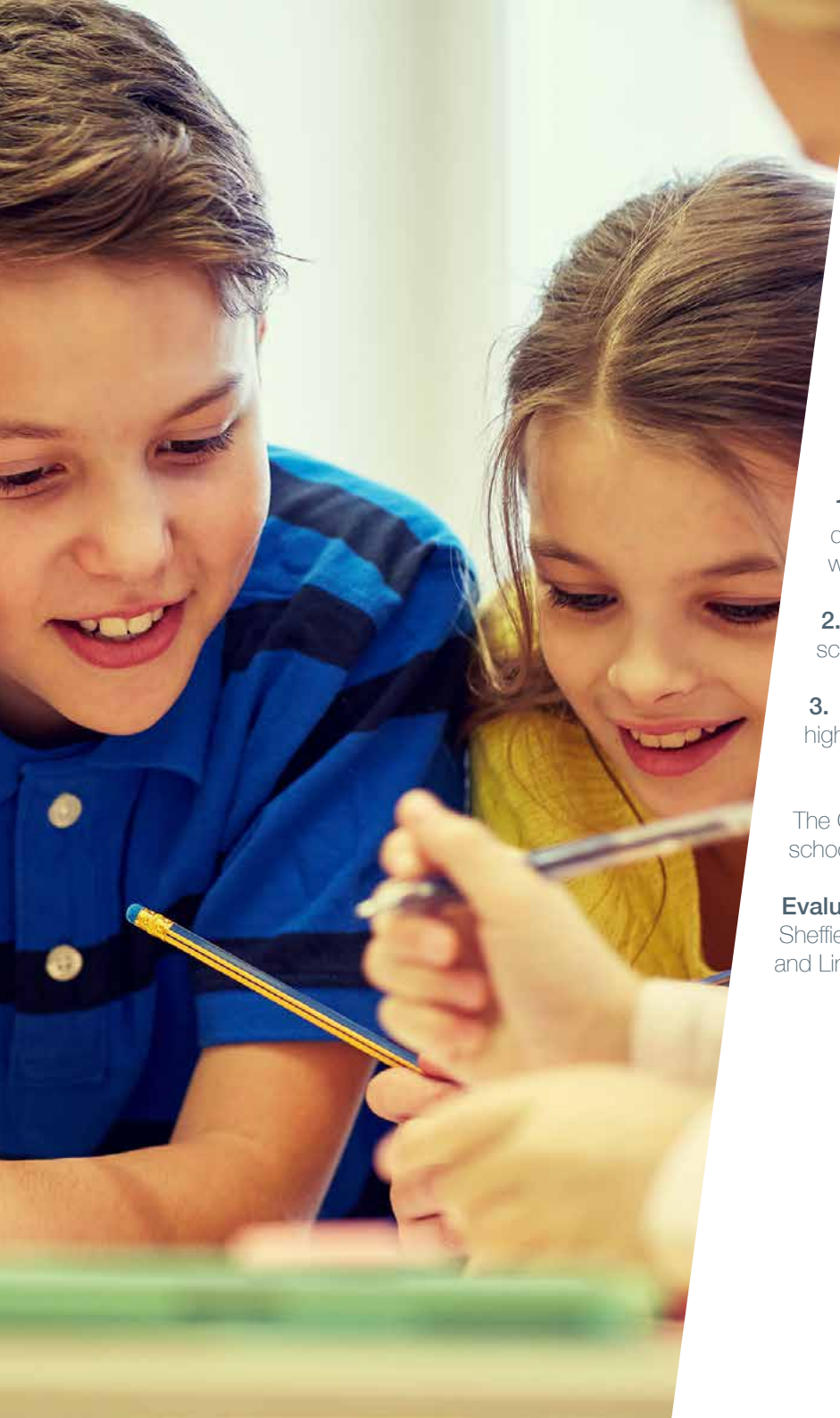
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Campaigns to promote effective use of evidence

Making Best Use of Teaching Assistants

The EEF has been working with 750 schools in Yorkshire, Lincolnshire and Stockport to unlock the potential of their teaching assistants. This follows a number of EEF-funded projects demonstrating that, when teaching assistants are well-trained within structured settings with high-quality support, they can make a positive impact on pupils' outcomes.



The active Campaign ran from 2015-18, and highlights include:

- 1. Practical guidance:** the EEF's *Making Best Use of Teaching Assistants* guidance report was specifically developed to support this Campaign. This has been supplemented with 12 implementation resources, as well as an interactive online course developed with the TES.
- 2. Local advocacy:** Six of the EEF's Research Schools have delivered training packages on the guidance to schools in their region.
- 3. Direct support for evidence-based programmes:** the EEF has committed £4.6 million to fund trials of high-potential projects delivered with teaching assistants.

The Campaign is in a sustainable position, with a suite of resources and trusted partners that are able to help schools maximise the use of their teaching assistant staff.

Evaluating the Campaign

Sheffield Hallam University and the Institute for Fiscal Studies (IFS) have been evaluating the Campaign in Yorkshire and Lincolnshire. The EEF will report findings and lessons learned in early 2019.



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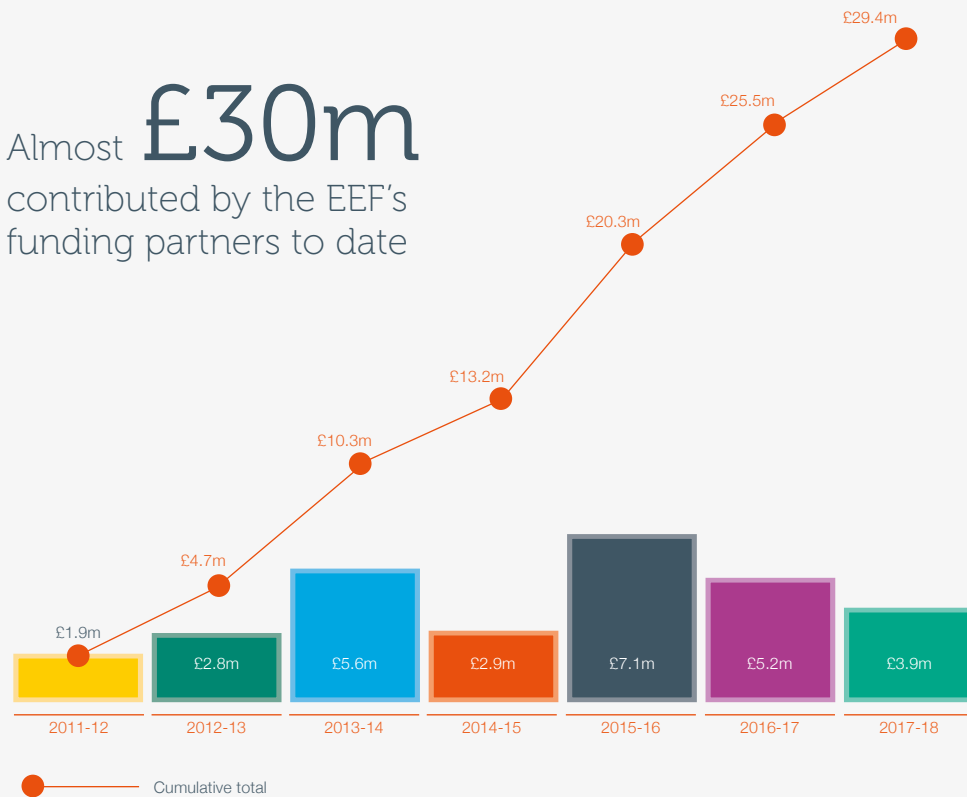
Working in partnership

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

Since 2011, over £29 million has been contributed by a range of organisations to help extend the reach of work the EEF is funding.

Partnership income/pledges by financial year:

Almost **£30m**
contributed by the EEF's
funding partners to date



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

The EEF gratefully acknowledges the contributions of all its co-funding partners. We are grateful, too, for pro bono contributions in 2017-18 from **The Sutton Trust**, as well as our legal advisers, **Macfarlanes** and **Freshfields Bruckhaus Deringer**.

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



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Working in partnership

Funding partnerships, 2017-18

June 2018: The EEF announced a major new partnership with BHP Billiton Foundation to improve learning outcomes for disadvantaged pupils across the world by building a global evidence network. See our ['International'](#) section for full details.

“ We know that a great education is crucial for breaking the cycle of disadvantage and ensuring a young person can actively participate in society, that's why partnerships like this one with EEF are so important.

Enabling teachers to make evidence-based decisions which improve learning in their classrooms is at the core of this important partnership. ”
Karen Wood, Chairman of BHP Billiton Foundation

February 2018: We're partnering with Kusuma Trust to scale up evidence for impact in mathematics and science in up to 220 schools in regions across the UK, including Yorkshire, Nottinghamshire, Derbyshire and the North East. See our ['Research Schools Network'](#) section for full details.

“ We are delighted to support the work of EEF to translate evidence into good practice in classrooms, so that pupils from disadvantaged areas and backgrounds are given a real chance to succeed. ”
Dr Balwant Singh, Chief Executive of the Kusuma Trust UK

December 2017: The EEF is partnering with the Wellcome Trust to generate new evidence about science teaching, with two complementary aims: (1) closing the science attainment and progression gap that exists between disadvantaged pupils and their more affluent peers; and (2) improving science teacher retention in the teaching profession, and also in schools of highest need, in response to the data that science teachers are more likely to leave the professions within their first five years of teaching than non-science teachers.

Our joint aim is to fill the gaps in the evidence base by evaluating promising interventions, programmes and approaches. The trials, which will be conducted across large numbers of schools across the UK, will all be independently evaluated.

This new fund followed a [literature review](#) published by the EEF and the Royal Society in September 2017 that analysed the current gap in science attainment between disadvantaged pupils and their more advantaged peers. This found a gap in science outcomes at every stage in the education system, from Key Stage 1 through to GCSE.

You can find full details [here](#).



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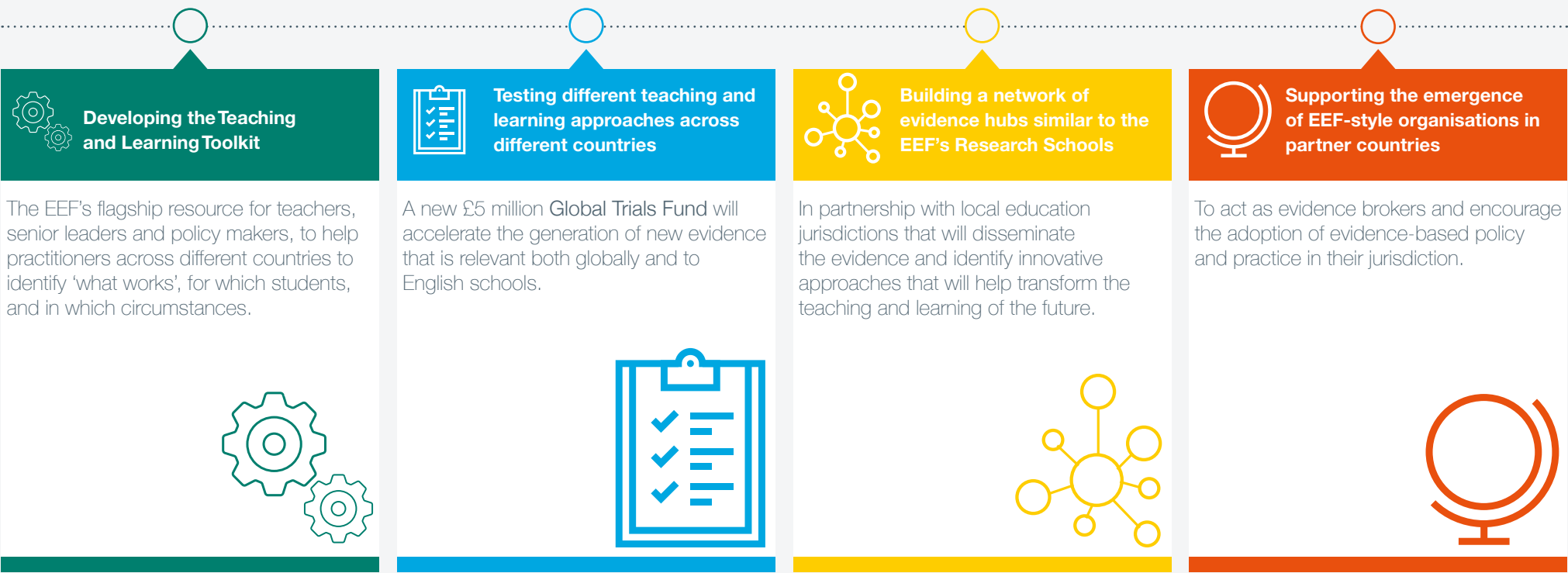


The EEF believes our approach to generating and using evidence to improve teaching and learning is internationally relevant.

Indeed, we think more countries becoming involved in this endeavour will also support our core mission to boost attainment for disadvantaged children and young people in England. More and better evidence of high-potential approaches and programmes will feed directly into the global evidence synthesis on which our popular [Teaching and Learning Toolkit](#) (and its [Early Years](#) companion) are based. In addition, it will help us to fill gaps more quickly in the evidence base for the benefit of all teachers and students.

This is why, since 2014, the EEF has established a number of international partnerships, spanning Australasia to Latin America, with new partnerships emerging across the globe.

Building a global evidence ecosystem for teaching – In June 2018, the EEF launched a 5-year project ‘[Building a global evidence ecosystem for teaching](#)’ in partnership with the BHP Foundation. This project will enable the EEF to take its work to scale, supporting more partners in more countries to use evidence to improve teaching and learning. It encompasses four areas:



You can read our blog, ‘Going global - scaling up evidence from the national to the international’, [here](#).



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Founding grant

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

Funding approved

The EEF total grant expenditure amounted to £11.3 million in the financial year. The EEF approved direct grant awards of £7.2 million to 22 projects in the year, evaluation and research funding amounted to £5.1 million in the year, while scale-up expenditure amounted to £0.8 million. Adjustments to grants awarded in previous years amounted to -£1.8m.

Financial review

In the financial year under review, income including donations and legacies, income from trading activities and from investments was £5.3 million (2017: £5.3 million), Total expenditure for the year was £14.2 million (2017: £13.1 million). Total funds, restricted and unrestricted, were £87.3 million as at 31 March 2018 (31 March 2017: £96.8 million).

The Trustees consider that the current level of free reserves (general unrestricted funds less fixed assets) of £85.1 million forms a pool available for supporting EEF activities to April 2026 – as stipulated in the terms of the initial grant – and believe this pool is sufficient to meet the planned expenditure requirements of the organisation for the foreseeable future.

Investment management

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

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

The Board of Trustees engaged two professional investment management firms to manage the portfolio following a competitive tender process: J.P. Morgan and Goldman Sachs. The Trustees will consider other firms in addition to, or as replacements for, the managers on an on-going basis.

Investment performance, 2017-18

The portfolio's value at year end of £97.6 million compared to £114.5 million in the previous year. The decrease in value is primarily driven by withdrawals of £18 million made during the year to fund grants and evaluations as well as operating expenses. Net income received from the investments after management costs was £1.7 million and a revaluation loss was recorded of £0.7 million. The overall return on the portfolio since inception in June 2011 has been 28.7%, an annualised rate of 3.8% per annum.

The EEF's Trustees' Report and Financial Statements can be read on the Charity Commission's website [here](#)



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Communications

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

Direct EEF communications with teachers and senior leaders

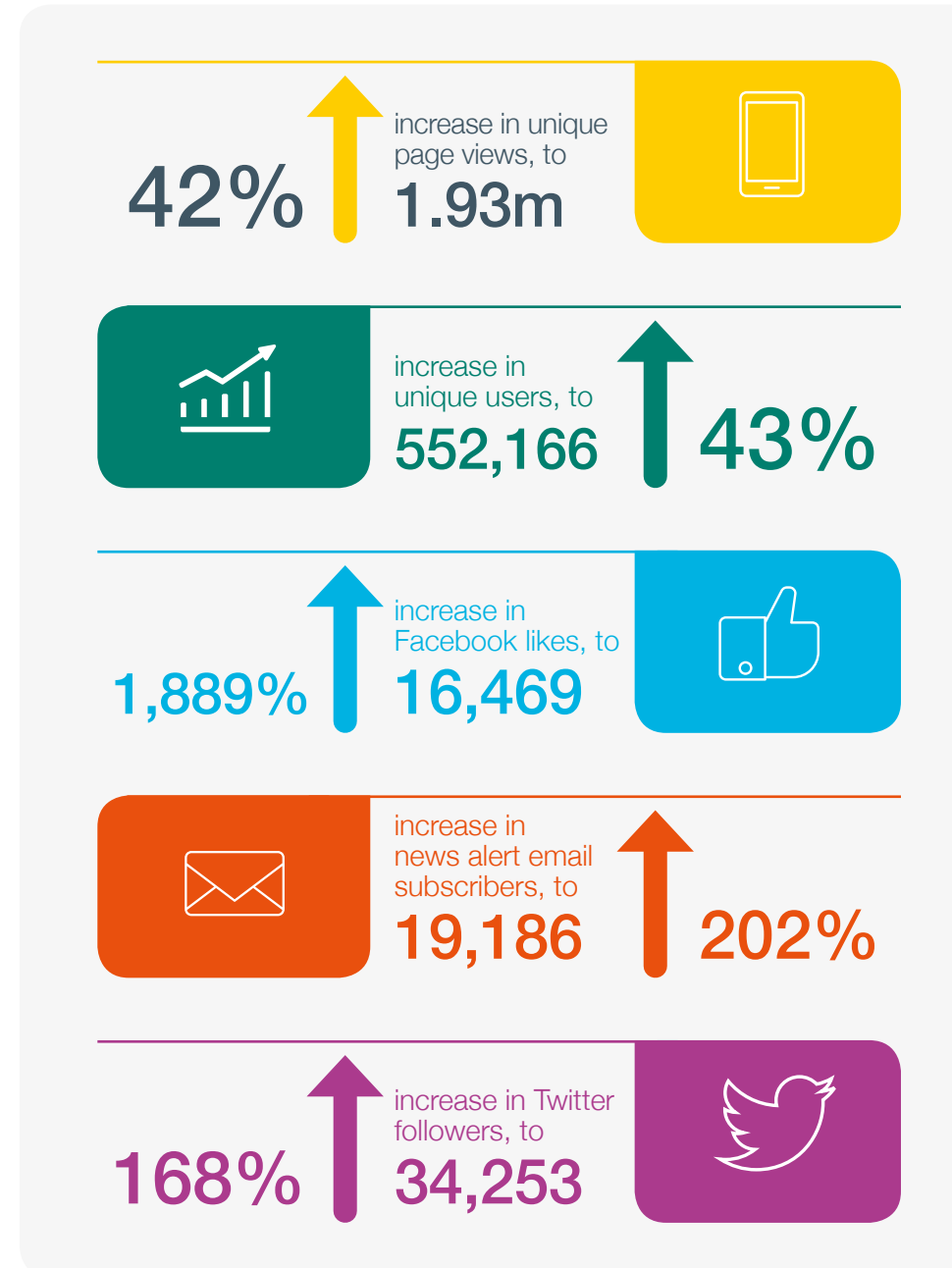
- EEF-funded projects – In December 2017, we mailed the 2,200+ schools, as well as early years and post-16 settings, then involved in our funded trials with a special Certificate of Appreciation to say thank you for their active participation. In addition, we email participants in EEF trials with the independent evaluator's findings when they're published.
- EEF guidance reports – our four new [EEF guidance reports](#) have each been communicated directly to senior leaders across the country by email. We sent paper copies of our 'Metacognition and self-regulated learning' report to over 20,000 primary and secondary schools. EEF guidance reports have been read online by 143,000 individual users in the past year.



EEF media coverage

In 2017-18, we have:

- undertaken **18 major media events**, including the publication of evaluation and guidance reports, the announcement of new trials, funding rounds and international partnerships, and the expansion of our Research Schools Network;
- achieved more than **2,000 press mentions** (an increase from 2016-17), an average of 172 a month, across broadcast, print and online media; and
- seen the number of unique users of the EEF website **increase by 43 per cent**.



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Communications

Highlights include:

New EEF trials and evaluation reports... In July 2018, the findings from the evaluation of Embedding Formative Assessment generated significant media coverage, including in the Times, the Telegraph and the Mail and on BBC Radio 4's World at One. The announcement of new cultural learning trials at the end of 2017 was covered in over 300 regional and online sites as well as in TES and Schools Week.

International work and reach... The EEF's work has continually made the news across the globe this year, notably a lead feature in The Economist in March 2018 profiling the EEF's work which generated significant attention across the globe. There was also coverage in the Straits Times, the Sydney Morning Herald, the Age and QZ.com.

Guidance reports... There was great coverage of the EEF's review of evidence on maths teaching, including by the BBC, the I, the Mirror and the Sun, as well as on BBC Breakfast and the BBC radio network. The TES ran a cover feature on metacognition and self-regulated learning the day our report was published, and our Preparing for Literacy guidance report was covered by the Times, the Daily Telegraph and TES,

Broadcast appearances... EEF Chairman Sir Peter Lampl was featured on BBC Radio 4's Desert Island Discs in May 2018. Other highlights included a piece on Sky Sunrise about the home learning environment, a package on our North East Primary Literacy Campaign on ITV News and a feature on EEF-funded project FLASH Marking on BBC Radio 4's Today Programme.



18
major media
events

2,000
press mentions



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James Turner (Deputy Chief Executive)
Robbie Coleman (Head of Policy)

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Matthew van Poortvliet (Head of Programmes)
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Thomas Martell (Programme Manager)
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Igraine Rhodes (Programme Manager)
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Joe Collin (Programme Manager)

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Triin Edovald (Head of International Evaluation)
Elena Rosa Brown (Senior Evaluation Manager)
Dr Florentina Taylor (Evaluation Manager)
Guillermo Rodriguez-Guzman (Evaluation Manager)
Celeste Cheung (Evaluation Manager)

Toolkit and Reporting:

Danielle Mason (Head of Research)
Jonathan Kay (Research and Publications Manager)
Mohammad Zaman (Project Manager)

School Engagement and Mobilisation:

James Richardson (Head of Research Schools)
Prof. Jonathan Sharples (Senior Researcher)
Stuart Mathers (School Engagement and Dissemination Manager)
Alex Quigley (Senior Associate)

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Javneet Ghuman (Parliamentary and Public Affairs Manager, jointly with Sutton Trust)

International:

Stephen Fraser (Director of International Partnerships)
Maisie Monroe (International Manager)

Finance and Administration:

Anne-Laure Bedouet (Head of Finance)
Katie Scott-Marshall (Executive Assistant)
Amy Holland (Business Administration Assistant)
Abegayle Duffus (Business and Administration Apprentice)

The EEF was established in 2011 by The Sutton Trust as lead charity in partnership with Impetus Trust (now part of Impetus–The Private Equity Foundation)



With a £125m founding grant from the Department for Education



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



The Education Endowment Foundation is a charity and a company limited by guarantee.
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Social Media

-  On Twitter [@EducEndowFoundn](https://twitter.com/EducEndowFoundn)
-  By liking Facebook.com/EducEndowFoundn
-  By subscribing to our [YouTube channel](#)
-  By connecting with us on [LinkedIn](#)



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