

Annual Report **2019**



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Chairman's introduction



I am delighted to introduce this eighth annual report of the Education Endowment Foundation (EEF) covering the progress we have made in the 12 months, from September 2018 to August 2019.

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 – our accessible summary of educational research designed with busy teachers and senior leaders in mind – is the starting point for so much of the EEF's work. Used now by 70 per cent of all secondary leaders in their decision making, we are currently in the process (thanks to our partnership with BHP Foundation) of further improving it, delivering a world-first comprehensive, reliable and credible repository of educational research evidence.

The EEF's growing number of Guidance Reports enable us to deep-dive further, offering clear and actionable recommendations on a range of high-priority issues, accompanied by supporting resources to help schools implement them. This year saw publication of *Improving Literacy in Secondary Schools* and *Working with Parents to Support Children's Learning*, for example.

We continue to build the educational evidence base, filling in gaps in our understanding and identifying high-potential programmes aiming to close the disadvantage gap. Since 2011, we have committed £125 million to testing the impact of 190 such projects and independent evaluation is the key component of the process. Our reach has been remarkable: this work has involved over 12,000 schools, nurseries and colleges and 1.2 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 year, we have begun pioneering new work to provide direct support to schools across the country. This draws upon the expertise and reach of our existing Research Schools Network, now expanded to 39 schools, which support their colleagues to use evidence to improve teaching practice.

In addition, we have now set up EEF teams across the regions of England whose role will be to work closely with key local partners and develop evidence-informed communities of practice, focused particularly in deprived areas. This work will be backed up with nation-wide campaigning messages – coordinated with government and other key stakeholders – so that there is shared understanding and support for schools to receive and act on EEF recommendations.

Our aim is to create a coordinated approach to scaling evidence in a way that schools are able to apply it successfully in their own contexts. As with all work funded by the EEF, it is being independently evaluated so that we can learn the lessons both of what works, as well as what doesn't.

Chairman's introduction

Thank you

I want to conclude with two thank yous. First, to all those who make the EEF's work possible, across the educational, research, policy and funding landscape. We are hugely appreciative.

And, of course, I also want to record the Board of Trustees' deep appreciation of Sir Kevan Collins, who retired as Chief Executive at the end of 2019. Under Kevan's leadership, the EEF has become a widely respected and influential organisation within the UK and globally. The work recorded in this annual report testifies to his contribution to the advance of evidence-based education and the crucial role it can play in closing the disadvantage gap.

It is this mission that I know inspires his successor, Professor Becky Francis, who took up the role in January 2020. Becky has an outstanding track record in education, most recently as Director of the UCL Institute of Education. She has dedicated her academic career to investigating questions of fairness and equality for every student.

But I know what motivates Becky most is how that research can be put into practice to deliver positive impact for the most disadvantaged. This makes her a great fit for the EEF, ensuring we can deliver on our mission: breaking the link between family income and educational achievement.

Sir Peter Lampl

Chairman, Education Endowment Foundation
Chairman and Founder, Sutton Trust



Chief Executive's report

This report must begin where our Chair's introduction concluded: with appreciation for my predecessor as Chief Executive, Sir Kevan Collins. Under Kevan's leadership, the EEF has become a world leader in education research and transformed how teachers are able to access and use evidence. The work highlighted in this annual report – all of which took place during his tenure – is fitting testimony to the strategy he developed and his clear-sighted focus on closing the disadvantage gap.

It is a great opportunity to lead the EEF, continuing our efforts to equip schools, colleges and nurseries with the high-quality evidence and resources they need to deliver for the children and young people who need our help the most.

In reflecting on the privilege of appointment to the role, and in preparing for my first year in post, I've thought more about the incredible reputation and role in the system that the EEF has established since it was created. Understanding that success, in order to build on it, was my first mission.

Here are my initial three hypotheses...

1. Building and maintaining trust is crucial

First, that at the heart of the EEF's success to date has been its ability to build and maintain trust.

The foundation stones of the trust are clearly the EEF's research evidence, and the rigour and transparency with which it approaches the tasks of evidence generation and synthesis. And then, crucially, how it approaches the even harder task – making that evidence truly accessible to teachers and senior leaders to support them in improving young people's outcomes, particularly for the most disadvantaged.

You will find plenty of examples in this annual report. Not only the six practitioner-facing guidance reports – ranging from literacy to behaviour, digital technology to parental engagement – but also our direct support for schools through our expanded Research Schools Network and our new regional initiative to ensure our work aligns with wider school improvement priorities.

Fundamental to this – the cement for those foundation stones, if you like – is the way in which the EEF seeks to build and strengthen relationships across the sector. The EEF can only ever succeed in generating evidence and putting it to work, if it collaborates with, and is trusted by, a huge range of partners:

- **Schools, colleges, and early years settings**
For example, 26 projects were funded in the year reported, to involve a total of 2,700 schools, nurseries and colleges and reach more than 670,00 children and young people. Meanwhile, our national network of Research Schools is busy supporting their colleagues across the country – in 2018-19, they supported a total of 1,895 schools.
- **Universities and researchers**
For example, we have published 23 evaluation reports on EEF-funded projects, including very promising findings on providing affordable tuition to schools, as well as a programme which improves the numeracy of struggling primary school pupils. We are looking forward in 2020 to the milestone of publishing the findings of our 100th randomised controlled trial (RCT), an enormous achievement and one that was unthinkable when the EEF started in 2011.

- **Government and other stakeholders**
For example, we are supporting the Department for Education's Early Career Framework to ensure teachers can access and apply the best-available evidence at an essential point in their careers. This includes trialling different approaches – such as mentoring and online development – to assess what the most promising approaches may be.
- **Co-funders at home and internationally**
For example, we are delighted to be partnering again with SHINE, this time to fund work testing how best to support parents to help improve their children's early language and literacy skills at home before they start school. Meanwhile, our international partnerships – which in this year expanded to Spain and Jordan – continues our efforts to expand the global reach of evidence-based education to mutual benefit.



Chief Executive's report

2. We should continually strive for both relevance and rigour

My second hypothesis is that the EEF is at its best when it brings its laser-like focus to bear on the essential issues that will enable schools, colleges and nurseries to tackle the disadvantage gap.

Practitioners and policy-makers, understandably, want answers right now to help tackle the challenges they face. Waiting for high-quality evidence can sometimes seem like a researcher's luxury.

Our aim at the EEF must be to ensure that we address the questions of greatest importance to teachers and senior leaders in the most robust and timely way possible.

For example, our new grant-funding programme, School Choices, is looking to answer the research questions asked by school leaders, and which can feed directly into existing teaching practice – such as comparing outcomes for pupils in disadvantaged schools taught by newly-qualified teachers trained in three different routes.

This will soon be followed by an equivalent programme looking at Teacher Choices, testing the everyday choices teachers make when planning their lessons and supporting their students.

In both cases, we want to prioritise those areas we know schools and teachers are most interested in; ensure the projects we fund are independently evaluated in a robust but efficient way; and find out how best to communicate the results so that they are genuinely useful to practitioners.

3. A deep commitment to our mission is fundamental

My final hypothesis is about the importance of the mission that drives the EEF's work: to support teachers and senior leaders with the high-quality evidence and resources they need to improve young people's attainment, and particularly those from socially-disadvantaged backgrounds.

This aim drives all our work, and the deep commitment to ensuring that pupils can access high-quality education and equal life chances irrespective of background energises the EEF's strong team.

You don't commission 200 projects, publish almost 100 RCTs, and set up a new infrastructure for mobilising this knowledge across the country – all within nine years – without a sense of urgency, and it's clear to me that that the EEF's commitment to fairness and social justice has been key.

The EEF's story is and will remain, therefore, one of two gaps: closing the evidence gap to help close the disadvantage gap. I want to thank you for your ongoing support in working to achieve this.

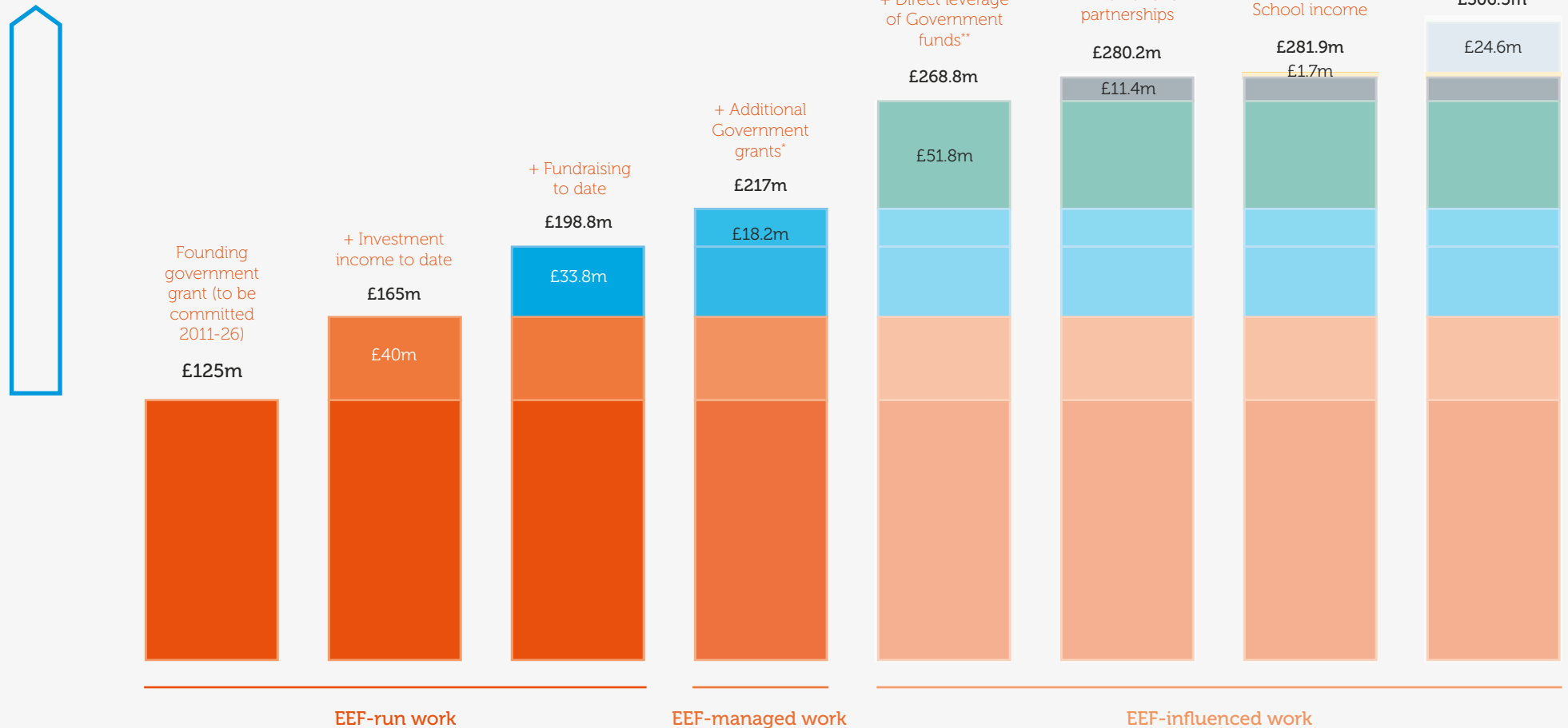
Professor Becky Francis

Chief Executive Officer,
Education Endowment Foundation

Total EEF leverage and reach

+£181m

total EEF leverage and reach



Comprising:

* Comprising: £10m Dept for Education (DfE) co-funding for 'Literacy Transition Catch Up' round; £3.4m DfE co-funding for 'Improving the Home Learning Environment' round; £2.5m DfE co-funding for 'Early Years: professional development and leadership' round; £1m for Research Use round; £1m for Character round; £271k DfE funding to deliver the EEF-evaluated Early Years Foundation Stage Profile pilot.

** Comprising: £1m DfE funding for EEF Research Schools in the Opportunity Areas; £2.3m DfE funding for EEF-evaluated projects delivered as part of its Teaching and Leadership Innovation Fund (TLIF); £2.5m DfE funding to deliver the British Council's international exchange programme, with EEF overseeing the independent evaluation; £20m DfE funding to deliver the EEF-evaluated 'Post-16 Maths Premium' project; £26m DfE funding for the scale-up of EEF-evaluated 'Magic Breakfast' project.

*** 44% of the £56m successful DfE-funded Strategic School Improvement Fund bids cited EEF-funded projects and EEF guidance reports in their applications.

Get involved

Apply for EEF funding

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

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

Since 2011, the EEF has committed £120 million to fund 190 projects reaching over 1.2 million children and young people.

If you're thinking of applying, please read our Funding FAQs and look at some of the projects we have already funded.

Sign up for EEF trials

More than 12,000 schools, nurseries and colleges have so far got involved in an EEF-funded trial of projects aiming to boost the attainment of disadvantaged children and young people - that's more than half of all schools across England.

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

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





Sign up for EEF News Alerts

The EEF's monthly emails update 28,000+ 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 £32 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...

-  On Twitter @EducEndowFoundn
-  By liking Facebook.com/EducEndowFoundn
-  By subscribing to our YouTube channel
-  By connecting on LinkedIn



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

The Sutton Trust-EEF Teaching and Learning Toolkit is used by two-thirds of all senior leaders in schools to inform their decision-making.

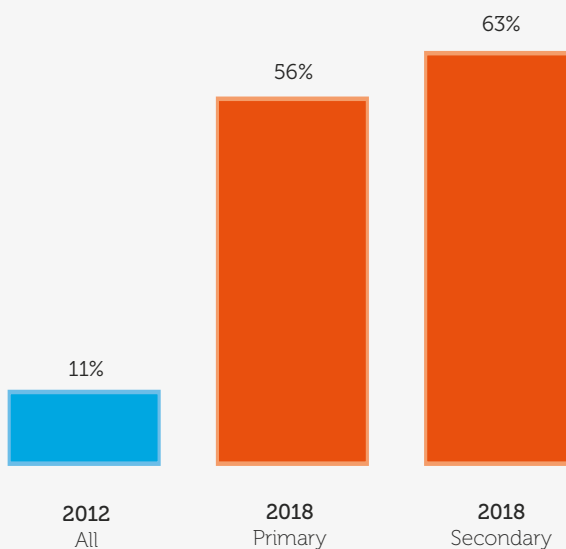
Designed specifically with busy teachers and senior leaders in mind, it synthesises thousands of educational research studies into 35 topics. 'Best bets' for improving children and young people's attainment are presented in readily understandable language: the extra months of learning that different approaches might lead to during a school year. This is presented alongside clear metrics for the relative cost and evidence-strength of each approach.

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.

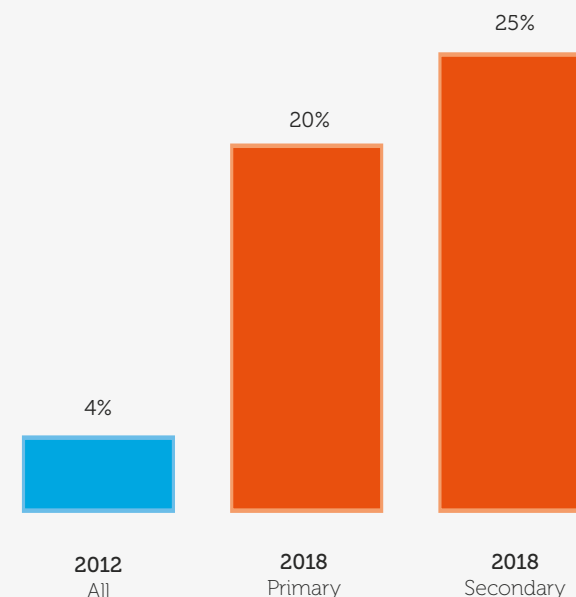
We want teachers and senior leaders to be confident when consulting our Toolkits that they are always working with the most up-to-date, high-quality evidence. In the past year, we have updated one Toolkit entry, 'Setting or streaming', and publishing a new Toolkit entry, 'Within-class attainment grouping'. This was done in order to reflect better the existing evidence about the impact of grouping pupils by attainment and is explained in this blog: [Grouping pupils by attainment - what does the evidence say?](#) (Sept 2018)

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.

Evidence summaries

5 most popular Toolkit topics

These are the pages with the highest number of unique page views in the past year:

1 Metacognition and self-regulated learning

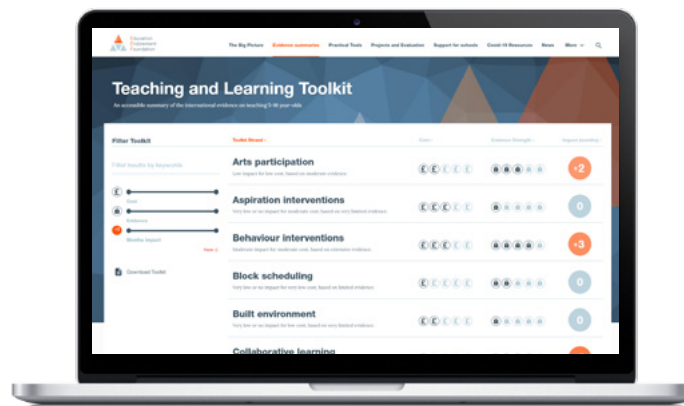
2 Feedback

3 Reading comprehension strategies

4 Collaborative learning

5 Behaviour interventions

645,132
unique page views of
our Toolkits in the past year



The current Teaching and Learning Toolkit

Building a global education evidence database

In 2018, thanks to the EEF's partnership with BHP Foundation, we embarked on a ground-breaking re-development of the Teaching and Learning Toolkit into a global education evidence database.

The overall aim is to help teachers and other practitioners in England and around the world identify what works, for which students, and in which circumstances. This means:

1. **More precise and practical advice for teachers** – allowing the overall headline impact estimates to be split by factors such as pupil age, subject, country, school type and prior attainment levels, wherever possible.
2. **More robust estimates of impact** – giving decision-makers greater confidence in the extent to which they can rely on the Toolkit to inform their decisions.
3. **Better information to underpin future EEF grant-funding decisions** – the database will help the EEF and others to better identify the evidence gaps and areas to be prioritised for further research.

The project will deliver a world-first comprehensive, reliable and credible repository of educational research evidence, akin to the Cochrane Library in medical practice.



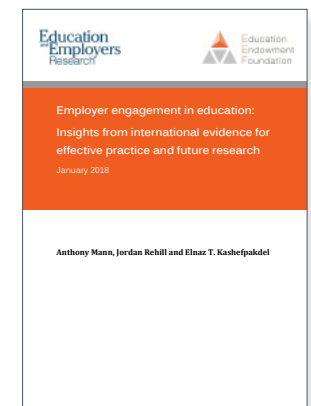
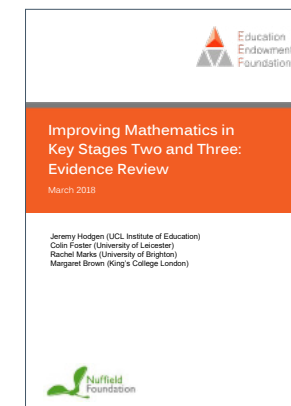
Evidence summaries

Literature reviews

The EEF commissions literature reviews to investigate specific areas of interest in greater depth. They also inform our [guidance reports](#), which provide clear and actionable recommendations for teachers and senior leaders on a range of high-priority issues.

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 published three evidence reviews in the past year, all focused on [secondary literacy](#). You can find all the EEF's evidence reviews published to date [here](#).



Practical tools

Families of Schools database

This year we re-launched our new version of our [Families of Schools database](#) to help schools understand more about their disadvantage gaps by enabling easier comparisons with other, similar schools across the country.

This free, online tool:

- provides key data on the attainment of your school's disadvantaged pupils;
- shows your school's position within a 'family' of 50 schools which have pupils with similar characteristics; and
- highlights schools to collaborate with and key EEF resources to support your school's improvement journey.

It includes 19,575 primary and secondary schools with the latest available attainment data published by the Department for Education. Schools are then placed into 'families' of 50 based on a range of characteristics, including prior attainment and the proportions of pupils eligible for free school meals (FSM), identified with English as an additional language (EAL), and with special educational needs and disabilities (SEND). We worked with **FFT Education Datalab** to create the families.

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.

The disadvantage gap: The primary school disadvantage gap **could be closed by 38%** (reduced from the current 18.5 percentage points to 11.4 percentage points) - if schools are able to help their disadvantaged pupils reach at least the average performance achieved by their 30 most similar schools. This was one of the findings from our analysis of the data underpinning our Families of Schools database.



Closing the disadvantage gap in this way would be equivalent to an additional **13,500 disadvantaged 11 year-olds** achieving the expected standard in reading, writing and maths.

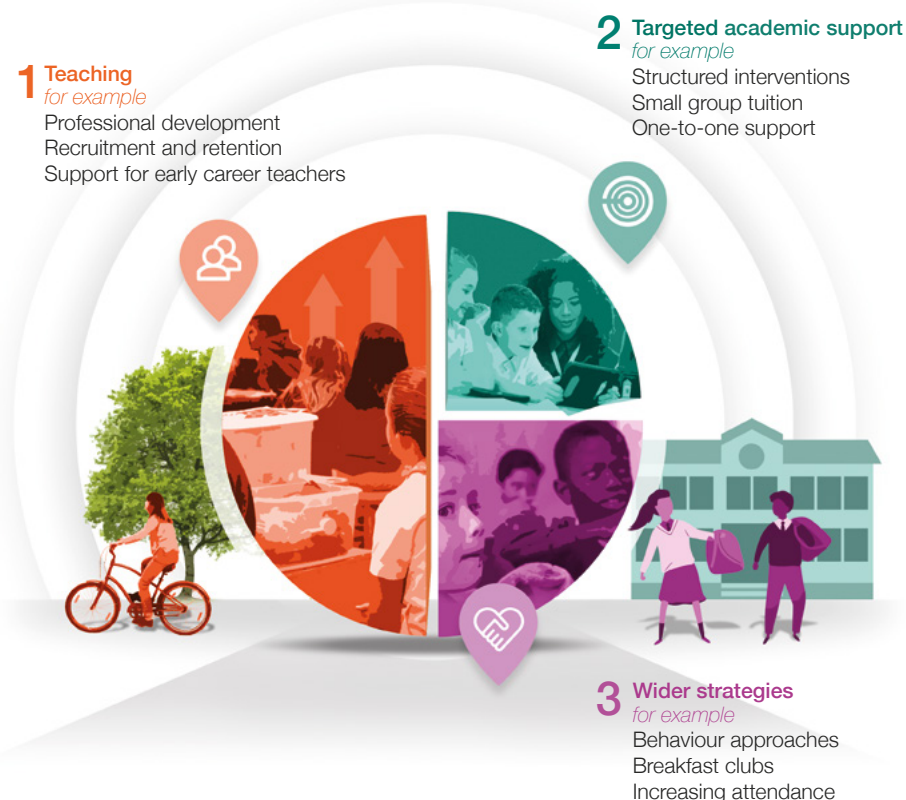


Practical tools

The EEF Guide to the Pupil Premium

Published in June 2019, this EEF guide aims to support schools in spending their Pupil Premium funding to maximise the benefit for their students. It recommends a tiered approach to spending the Pupil Premium.

Crucially, we want to strengthen the ways the Pupil Premium is used to recruit, retain, and develop great teachers for all children. Targeted support for struggling pupils should also be a key component; as well as strategies that relate to important non-academic factors, such as improving attendance, behaviour, and social and emotional support.



The EEF guide to becoming an evidence-informed school governor and trustee

School governors and trustees play a crucial role in improving school performance by providing support and challenge to the headteacher and their leadership team. It is essential, therefore, that you can access and use the best available evidence-based resources.

This can sometimes be difficult. Many governors and trustees are short on time and do not have a background in teaching. It can also be hard to know where to find jargon-free and trustworthy information.

Our EEF guide for school governors/trustees, published in March 2019, is designed to offer a quick way into the evidence we make freely available to all schools, helping promote better-informed discussion in governing boards about how your school can improve.



Funded projects, 2018-19

In 2018-19, the EEF committed £18,486,867 to testing the impact of 28 projects. Collectively, these will involve some 2,500 schools, as well as early years and post-16 settings, and reach more than 400,000 children and young people – an average cost of c.£46 per student.





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.

Ofsted: Taking part in EEF trials "will be recognised"

Launching Ofsted's new education inspection framework in January 2019, HM Chief Inspector of Education, Children's Services and Skills, Amanda Spielman, said:

"... we don't want innovators to see the new framework as a brake. For example, if you are trying out new models as part of Education Endowment Foundation studies, or are working on new approaches to curriculum or teaching or assessment, that will be recognised."

High-potential projects yet to be robustly evaluated					Promising projects looking to scale-up				
<p>These projects will have some initial evidence which indicates they have potential to improve learners' attainment; BUT will not yet have been independently and rigorously evaluated to demonstrate a causal relationship between the project and those improvements.</p> <p>The EEF's grant-funding gives them the opportunity to put their idea to a fair test.</p>					<p>These programmes will have already been independently and rigorously evaluated and demonstrated positive impact on learners' outcomes; BUT need now to establish that they can be delivered at scale in a way which maintains impact and is cost-effective.</p> <p>The EEF's grant-funding gives them the opportunity to continue testing the impact of their project as it expands.</p>				
Type of EEF trial	Pilot studies: 	Efficacy trials: 	Effectiveness trials: 	Scale-up: 					
	<ul style="list-style-type: none"> are 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. are 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. 	<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. 	<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. 	<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. 					

Funded projects, 2018-19

Key to understanding EEF-funded projects

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

Evidence strength ('padlock rating')



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

– very high confidence

– high confidence

– moderate confidence

– moderate-to-low confidence

– low confidence

– very low confidence

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

Cost rating (£)



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

Very low: less than £80 per pupil per year

Low: up to about £200 per pupil per year

Moderate: up to about £700 per pupil per year

High: up to £1,200 per pupil per year

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

Estimated months' attainment progress










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

Funded projects, 2018-19








New EEF-funded projects

Adventure Learning	Testing the impact of adventure learning (in wild settings and at school) on non-cognitive skills and attainment	Grantee: The Outward Bound Trust / Commando Joe's	Reach: 99 secondary schools, 2,376 pupils	Evaluated by: Sheffield Hallam University	Delivery grant: £381,351	
Connecting Maths Concepts	A direct instruction programme designed to provide explicit and systematic instruction on fundamental concepts in maths with the aim of enabling students to master key concepts	Grantee: Midland Academies Trust	Reach: 12 schools, 1,008 pupils	Evaluated by: National Foundation for Educational Research (NFER)	Delivery grant: £105,486	
Early-Career Support	Testing two approaches to supporting early-career teachers: one for mentors only and one for mentors and their NQTs	Grantee: Ambition Institute	Reach: 40 schools, 9,400 pupils	Evaluated by: UCL Institute of Education	Delivery grant: £418,184	
Early-Career Support: online teacher development	Online development for early career teachers and those supporting them	Grantee: Chartered College of Teaching	Reach: 20 schools, 2,400 pupils.	Evaluated by: UCL Institute of Education	Delivery grant: £427,500	
English Mastery	Training teachers to deliver a knowledge-rich Key Stage 3 English curriculum	Grantee: Ark UK Programmes	Reach: 110 schools, 19,800 pupils	Evaluated by: NatCen	Delivery grant: £90,395	
Glasses In Classes	Supporting schools and parents to encourage pupils to get and wear glasses	Grantee: University of Leeds	Reach: 100 schools, 700 pupils	Evaluated by: University of Nottingham	Delivery grant: £410,239	
PACT: Parents and Children Together	Home learning activities to support early language development	Grantee: University of Manchester	Reach: 45 primary schools with nursery classes, 450 pupils	Evaluated by: Durham University	Delivery grant: £473,336	
PALS-UK	A whole-class, structured, paired-reading intervention designed to improve reading fluency and reading comprehension	Grantee: Coventry University	Reach: 80 schools, 4,050 pupils	Evaluated by: RAND	Delivery grant: £236,265	




Funded projects, 2018-19

REACH Primary	A programme for struggling readers designed to improve word recognition and decoding as well as language comprehension, delivered by teaching assistants	Grantee: University of Leeds	Reach: 80 schools, 800 pupils	Evaluated by: Sheffield Hallam University	Delivery grant: £299,124	
STARS: Incredible Years Teacher Classroom Management	Testing the impact of a classroom management programme on children's mental health, behaviour and academic attainment	Grantee: University of Exeter	Reach: 140 primary schools, 6,300 pupils	Evaluated by: National Foundation for Educational Research (NFER)	Delivery grant: £497,712	
The 5Rs approach to GCSE Maths resits	A year-long programme focusing on revision techniques and key GCSE maths content to support students re-sitting their GCSEs	Grantee: Association of Colleges	Reach: 80 schools, 6400 pupils	Evaluated by: York Trials Unit, University of York	Delivery grant: £235,570	
'Improving the Home Learning Environment' – co-funded with the Dept for Education and SHINE Trust						
Level 4 Group, Triple P	Testing the impact of a parenting programme on children's language development and behaviour	Grantee: Triple P	Reach: 150 schools, 1,800 pupils	Evaluated by: RAND	Delivery grant: £584,775	
ParentChild +	An intensive home-visiting programme focused on disadvantaged 2-4-year olds	Grantee: Family Lives	Reach: 320 pupils	Evaluated by: Durham University; York Trials Unit, University of York	Delivery grant: £862,269	
The REAL Programme	A targeted home-visiting programme focused on literacy, delivered by nursery teachers	Grantee: National Children's Bureau	Reach: 120 primary schools with nursery settings, 960 pupils	Evaluated by: NatCen	Delivery grant: £755,134	
Tips By Text	Sending text 'nudges' to parents to improve literacy, maths, and social and emotional outcomes	Grantee: Behavioral Insights Team	Reach: 105 primary schools, 2,730 pupils	Evaluated by: NIESR; Institute for Employment Studies	Delivery grant: £386,683	

Funded projects, 2018-19

'Improving Science Education' – co-funded with Wellcome						
ASCENTS 121 Support For Science	One-to-one tutoring delivered by STEM undergraduates to improve Key Stage 4 science attainment	Grantee: University of Lincoln	Reach: 35 schools, 770 pupils	Evaluated by: NatCen	Delivery grant: £565,312	
Deeper Thinking	Aiming to improve outcomes in GCSE science by teaching pupils to use a variety of metacognitive strategies	Grantee: Carmel Education Trust	Reach: 12 schools, 2,160 pupils	Evaluated by: Alpha Plus	Delivery grant: £62,765	
Focus 4 TAPS	A programme designed to support teachers to improve their teaching and assessment of science in primary schools	Grantee: Focus4TAPS	Reach: 35 schools, 770 pupils	Evaluated by: UCL Institute of Education	Delivery grant: £398,500	
Primary Science Quality Mark	A whole school accreditation programme aimed at improving science teaching and learning	Grantee: Primary Science Quality Mark	Reach: 140 schools, 4,200 pupils	Evaluated by: RAND	Delivery grant: £363,375	
Science Self-Testing Toolkit	A suite of five strategies aiming to increase the amount of pupil self-testing in Key Stage 4 science study	Grantee: Science Self-testing Toolkit	Reach: 12 schools, 2,100 pupils	Evaluated by: NatCen	Delivery grant: £141,712	
'Science Teacher Retention' – co-funded with Wellcome						
Keep Teaching	Aiming to reduce teacher workload – and in turn improve retention – by providing physics teachers with an easier beginning to their teaching career	Grantee: Institute of Physics	Reach: 300 schools, 300,000 pupils	Evaluated by: UCL Institute of Education	Delivery grant: £451,510	
Leadership Lite	A whole-school leadership and culture change programme aiming to reduce teacher workload by eliminating unnecessary practices commonplace in school	Grantee: Carmel Education Trust	Reach: 140 schools, 280,000 pupils	Evaluated by: National Foundation for Educational Research (NFER)	Delivery grant: £692,995	
Local Chemistry Mentors	A flexible one-year mentoring programme pairing chemistry specialists with chemistry teachers wanting support	Grantee: Royal Society of Chemistry	Reach: 80 schools	Evaluated by: National Foundation for Educational Research (NFER)	Delivery grant: £99,044	

Funded projects, 2018-19

'Early Years: Professional Development and Leadership' – co-funded with the Dept for Education						
Early Years Toolbox	Piloting a suite of iPad-based assessments suitable for use with young children by early years settings designed to improve early years practice	Grantee: Action for Children	Reach: 27 early years settings, 737 pupils	Evaluated by: NIESR; Institute for Employment Studies	Delivery grant: £171,920	
Learning Language and Loving It (TM) - The Hanen Program® for Early Childhood Educators Pilot	Providing training for Early Years practitioners to promote language and early literacy	Grantee: Communicate SLT CIC	Reach: 12 early years settings, 400 pupils	Evaluated by: NatCen	Delivery grant: £144,444	
Manor Park Talks (co-funded with KPMG Foundation)	Piloting a course of training for early years staff which helps them to identify and support children with early language development	Grantee: Sheringham Nursery School, London	Reach: 8 early years settings	Evaluated by: NatCen	Delivery grant: £97,800	

School Choices: understanding the impact of school-level decisions and policies

The EEF has always aimed to fund evaluations of projects that answer the research questions asked by teachers and school leaders, and which can feed directly into existing teaching practice. However, we do not receive applications for testable programmes that answer all such questions. Nor is every question amenable to being answered through a randomised controlled trial.

To address this gap – to generate evidence that directly relates to the everyday choices that teachers have to make when planning their lessons and supporting their students – the EEF has introduced a new stream of projects under the title 'School Choices'.

For example, schools might want to know the most effective ways to set pupils by prior attainment – however, no widespread, testable 'setting intervention' exists. Moreover, schools are often resistant to making some decisions, such as whether to use setting, in response to random allocation to an experimental group.

These decisions often relate to whole-school decisions and policies. 'School Choices' studies will examine the natural variation in the system and use quasi-experimental designs to estimate the impact of different approaches.

The EEF funded two such projects this year:

School Choices					
Research into Teacher Training	Comparing outcomes for pupils in disadvantaged schools taught by NQT-level teachers trained in three different routes	Reach: 350 schools, 10,000 pupils	Evaluated by: National Foundation for Educational Research (NFER)	Delivery grant: £868,837	Quasi-experimental design
Student Grouping Study	Exploring the difference in attainment outcomes for pupils taught mathematics in mixed attainment groups compared to setting	Reach: 120 schools, 9,000 pupils	Evaluated by: UCL Institute of Education	Delivery grant: £855,268	Quasi-experimental design

Completed projects - Evaluation reports, 2018-19

The EEF reports in full the results of all independent evaluations of EEF-funded projects. In 2018-19, 23 evaluation reports were published, bringing the total published to date to 116.

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/projects-and-evaluation/reports/>

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

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

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

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

Project	Description	Grantee and Evaluator	Type of trial	‘Padlock’ security rating	Cost rating (£)	Months’ additional progress
Best Practice in Setting	Aiming to improve the educational attainment and self-confidence of students who are currently placed in attainment groups for maths or English, by preventing poor setting practices	Grantee: UCL Institute of Education Evaluator: National Foundation for Educational Research (NFER)				 Maths and English
Catch Up Literacy	A structured one-to-one literacy intervention for pupils struggling to read, delivered by teaching assistants	Grantee: Catch UP Evaluator: NFER				 Reading comprehension
Catch Up Numeracy	A structured one-to-one for Key Stage 1 learners who are struggling with numeracy, delivered by teaching assistants	Grantee: Catch UP Evaluator: University of Nottingham				 Maths


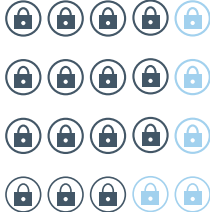










Completed projects - Evaluation reports, 2018-19

Changing Mindsets	Testing whether a programme of teacher-led sessions can encourage pupils to adopt a "growth mindset"	Grantee: University of Portsmouth Evaluator: NIESR				<div>0 Key Stage 2 maths</div> <div>0 Key Stage 2 reading</div> <div>0 Key Stage 2 grammar, punctuation and spelling</div>
EasyPeasy: Learning Through Play	A play-based learning app sending game ideas to parents of pre-school children to encourage play-based learning at home	Grantee: EasyPeasy Evaluator: Durham University				<div>0 CELF Core Language - Primary Outcome</div>
Engage in Education	Aiming to reduce disruptive behaviour through small-group and one-to-one support for pupils in Years 9 and 10 at high risk of exclusion	Grantee: Catch 22 Evaluator: University of Cambridge				<div>-0.08 attainment (number of GCSEs taken)</div> <div>+0.93 exclusion (incident rate ratio)</div>
Families and Schools Together (FAST)	A parental engagement programme aiming to improve attainment, and social and emotional outcomes by enhancing links between families, school and the community	Grantee: Save The Children Evaluator: NFER				<div>0 Key Stage 1 reading and arithmetic</div>
FRIENDS	A programme aiming to improve English and maths attainment by increasing resilience and reducing anxiety in primary school pupils	Grantee: Project Salus Evaluator: University of Manchester				<div>0 Key Stage 2 combined maths and reading</div> <div>+0.05 self-rated worry</div>
Grammar For Writing	A programme of CPD and materials for primary teachers aiming to improve pupils' writing by increasing their effective use of grammar	Grantee: University of Exeter Evaluator: Durham University; The York Trials Unit				<div>0 Writing</div> <div>+3 Writing (small group)</div>
Improving Working Memory	A programme to improve the numeracy skills of struggling Year 3 pupils by improving their working memory: the ability to remember and manipulate information over short time-frames	Grantee: University of Oxford Evaluator: Behavioural Insights; NIESR				<div>+3 Maths - working memory</div> <div>+3 Maths - working memory+</div>

Completed projects - Evaluation reports, 2018-19



IPEELL: using self-regulation to improve writing	A programme aiming to develop writing skills by helping pupils to plan, monitor and evaluate their writing	Grantee: Calderdale Excellence Partnership Evaluator: Durham University; York Trials Unit				<div>+2 Writing – 2 years</div> <div>+2 Writing – 2 years (FSM)</div> <div>-1 Writing – 1 year</div> <div>-1 Writing – 1 year (FSM)</div>
Mathematical Reasoning	Aiming to improve mathematical attainment by developing pupils' understanding of the logical principles underlying mathematics	Grantee: University of Oxford and NCETM Evaluator: NIESR				<div>+1 Maths</div>
Maths Counts	One-to-one support to improve skills and confidence in maths for children who struggle with basic mathematics skills at Key Stage 2, led by teaching assistants	Grantee: Mead Community Primary School Evaluator: Durham University				<div>+2 Maths</div>
onebillion: app-based maths learning	A programme using apps, monitored by teaching assistants, designed to support the acquisition of basic mathematical skills for pupils aged 3-6	Grantee: University of Nottingham Evaluator: University of Oxford				<div>+3 Maths</div>
Sci-napse: Engaging the Brain's Reward System	Testing the impact of game-based rewards in secondary school science classes	Grantee: University of Bristol Evaluator: Institute for Effective Education				<div>-1 Science – Game Based</div> <div>-1 Science – Test-based</div> <div>0 Science - Test-based vs. Game-based</div>
Scratch Maths	Testing the impact of a free online programming environment to integrate coding activities into mathematical learning	Grantee: UCL Institute of Education Evaluator: Sheffield Hallam University				<div>0 Key Stage 2 maths</div>

Completed projects - Evaluation reports, 2018-19

The RISE Project: Evidence-informed school improvement	Testing a research-informed school improvement model aiming to improve the maths and English attainment of pupils in Years 10-11	Grantee: Huntington School, York Evaluator: UCL Institute of Education				<div>+1 GCSE maths – 1 year of intervention</div> <div>+1 GCSE English – 1 year of intervention</div> <div>0 GCSE maths – 2 years of intervention</div> <div>0 GCSE English – 2 years of intervention</div>
Thinking, Doing, Talking Science	Testing the impact of a programme that aims to make primary science more practical, creative and conceptually challenging	Grantee: The Oxford Trust Evaluator: American Institutes for Research				0 Science
Tutor Trust	Providing affordable tuition to primary and secondary schools by recruiting and training university students as paid tutors	Grantee: Tutor Trust Evaluator: York Trials Unit				+3 Key Stage 2 maths
Writing About Values	Aiming to improve the academic performance of disadvantaged pupils by tackling negative stereotypes related to disadvantage which can undermine pupil performance	Grantee: University of Sussex Evaluator: Durham University				+1 Attainment 8 EverFSM6

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

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

Embedding Contextualisation	Training English and Maths teachers to use real-life and vocational contexts and examples in their teaching, emphasising the relevance of studies to the future careers of students re-sitting GCSE English and/or Maths	Grantee: Association of Employment and Learning Providers Evaluator: London School of Economics		n/a	n/a	n/a
Teensleep	Testing the impact of a sleep education programme designed to improve pupil outcomes	Grantee: Durham University Evaluator: York Trials Unit		n/a	n/a	n/a

Other EEF evaluation highlights:

The impact of EEF trials on sub-groups of pupils

The EEF has [commissioned analyses](#) from Durham University on the impact of EEF trials on sub-groups of pupils. Using the EEF data archive of data from c.80 evaluations in English schools, Durham will conduct additional research on pupils with Special Educational Needs and Disabilities (SEND), pupils with English as an Additional Language (EAL), and pupils eligible for free school meals (FSM).

This dataset provides a unique opportunity to revisit published trials and examine their impact on subpopulations of pupils. Sub-group analysis on individual trials is likely to be underpowered, so we expect this work to group projects together and conduct meta-analysis. This research will be used to inform EEF's grant-making, and messages to teachers and policy makers.

What Works in education for children who have a social worker?

Researchers from the [What Works Centre for Children's Social Care](#) will use data from previous trials commissioned by the Education Endowment Foundation (EEF) to find out if there are specific insights for vulnerable children and young people.

The [partnership between the two 'what works' centres](#) will provide much needed insights that will help teachers and social workers to make decisions to support these children and young people. It is the best way to quickly gain information on what works for these young people.

In total, the project will cover c.80 evaluations commissioned and published by the EEF between 2011 and 2018. The findings that emerge from the re-analysis will inform future research and guidance.



Guidance for teachers

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.

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.

Key objectives of EEF guidance reports:

1 Evidence

All are underpinned by evidence reviews (ideally systematic reviews) commissioned by the EEF for the purposes of producing the guidance.

2 Teacher voice

Teacher voice is central, both in helping to identify which guidance to produce (or update), as well as in shaping the reports and their recommendations.

3 Other experts

Reports are led by the EEF Programmes team – they convene a consultative external panel of subject-expert teachers and academics to help analyse the externally-produced evidence review and decide on 5-7 key headline recommendations around which the guidance is structured.

4 Accessible

All EEF guidance is written in accessible language and supported by clear graphics.

5 Support

We aim to help teachers implement these recommendations through a range of resources (for example, self-assessment tools, audit tools, case studies) published online alongside the guidance report.

6 Training

Our network of Research School partners develop training based on the guidance, reaching thousands of schools nationally.

Guidance for teachers

Published this year



Improving Secondary Science (September 2018) - The attainment gap in science may not be as well-documented as the gap in English and maths, but it is just as pervasive. This guidance report offers seven practical evidence-based recommendations—that are relevant to all pupils, but particularly to those struggling with science.



Updated: Making Best Use of Teaching Assistants (October 2018) - Schools spend approximately £4.4 billion each year on teaching assistants, around 13% of the education budget. This presents an excellent opportunity for improvements in practice, with such a large and already committed workforce in place.



Working with Parents to Support Children's Learning (December 2018) - The evidence is clear that effective parental engagement can lead to significant learning gains. Yet it can be difficult to involve all parents in ways that do support children's learning, especially if parents' own experiences of school weren't positive. This report is designed to support primary and secondary schools to work with parents, particularly those from disadvantaged homes.



Using Digital Technology to Improve Learning (March 2019) – This report is designed to support senior leaders and teachers to make better informed decisions and includes a number of practical examples of technology being used in ways which support improved teaching (eg, by increasing the accuracy of teacher assessment) or improve pupil learning (eg, by increasing the quality and quantity of pupil practice).



Improving Behaviour in Schools (June 2019) – While most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. This report includes a number of practical examples of programmes and approaches that should be helpful in schools and classrooms where behaviour is generally good as well as where there are problems.

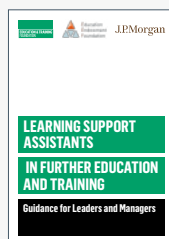


Improving Literacy in Secondary Schools (July 2019) - This report challenges the idea that improving literacy in secondary schools should just be the job of English teachers or literacy coordinators. Instead, it argues for improving literacy across the curriculum, emphasising the value of supporting secondary teachers in every subject to teach students how to read, write and communicate effectively in their subjects.

Post-16: new guidance for leaders to maximise the impact of their Learning Support Assistants

Learning Support Assistants in Further Education

(June 2019) - designed to maximise the impact of Learning Support Assistants and help improve learning outcomes in the further education and training sector. Developed by the Education and Training Foundation (ETF) in partnership with the EEF and with the financial support of the JPMorgan Chase Foundation, it builds on the EEF's influential [Making Best Use of Teaching Assistants](#) guidance report, which focused on school-based education.



Future guidance reports

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

- Improving Social and Emotional Learning in Primary Schools (September 2019)
- Putting Evidence to Work- A School's Guide to Implementation (December 2019)
- Improving Mathematics in the Early Years and Key Stage 1 (Early 2020)
- Special Educational Needs in Mainstream Schools (Spring 2020)

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



Expanding 'Promising Projects'

Promising Projects are those EEF-funded projects – 19 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 is ready to be expanded to schools, nurseries or colleges 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 below.

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

Expanding 'Promising Projects'

Project	Description	Grantee and Evaluator	Type of trial	Evidence strength ('padlock rating')	Cost rating (£)	Months' additional progress
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
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
Improving Working Memory	A programme to improve the numeracy skills of struggling Year 3 pupils by improving their working memory: the ability to remember and manipulate information over short time-frames	Grantee: University of Oxford Evaluator: Behavioural Insights; NIESR				 Maths – working memory  Maths – working memory +
onebillion: app-based maths learning	A programme using apps, monitored by teaching assistants, designed to support the acquisition of basic mathematical skills for pupils aged 3-6	Grantee: University of Nottingham Evaluator: University of Oxford				 Maths
Tutor Trust	Providing affordable tuition to primary and secondary schools by recruiting and training university students as paid tutors	Grantee: Tutor Trust Evaluator: York Trials Unit				 Key Stage 2 maths

The full list of the current 19 'Promising Projects' is available online [here](#).

Suggested reading... we published two blogs looking at our work to scale up Promising Projects: 'Scaling education interventions – what are the challenges?' and 'When does an EEF-funded project become promising?'

Promising Projects de-listed

In 2018-19, we [published independent evaluation reports](#) of four EEF-funded projects which had delivered encouraging results when we first tested their impact under best possible conditions (ie, as efficacy trials) and were therefore listed as Promising Projects. They were:

- [Catch Up® Numeracy](#),
- [Catch Up® Literacy](#),
- [Grammar for Writing and](#)
- [IPEELL: using self-regulation to improve writing](#)

Each progressed to the next stage of our pipeline, to be tested under everyday conditions in large-scale effectiveness trials. However, none repeated the earlier, positive impacts (see our 'Evaluation reports' section above). As a result, all four have been removed from our list of Promising Projects.

Direct support for schools

The EEF has one over-riding purpose: to support schools, nurseries and colleges use evidence of 'what works' to improve teaching and learning, especially for the most disadvantaged.

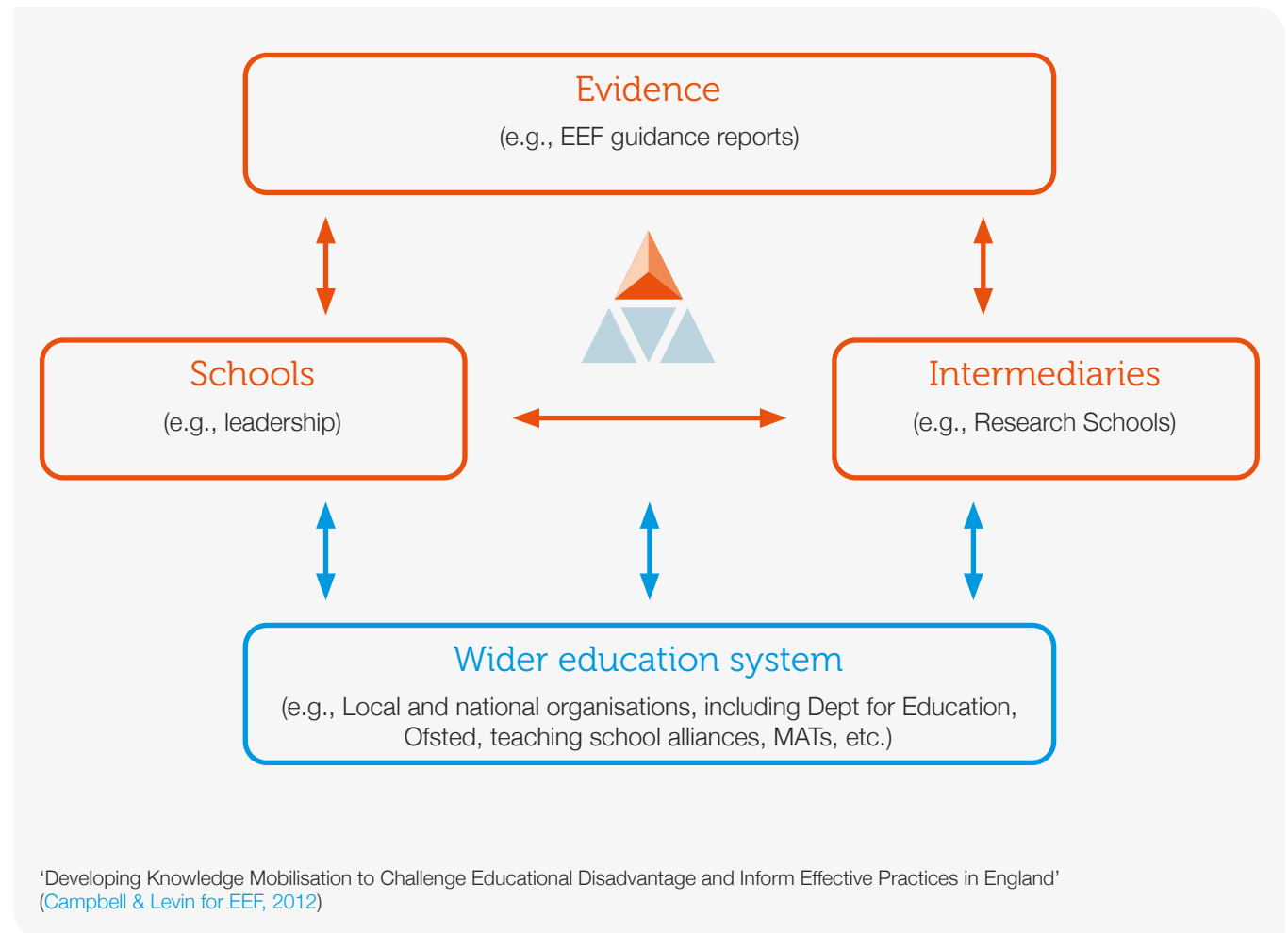
The appetite is growing among teachers and senior leaders to understand how education evidence can help close the attainment gap.

The principal challenge is a lack of capacity. Too few schools have the time and resources to implement evidence-based improvements. Too few areas have experienced practitioners able to offer the necessary support. And the lack of support is often most apparent in schools that could benefit most.

To address this – **to provide direct support for schools to use evidence to close the disadvantage gap** – the EEF has developed the following approach:

- Our national network of **Research Schools** is working with the other schools in their areas to help them use evidence more effectively to inform their teaching.
- New regional EEF teams will work closely with **key local partners** – such as local authorities and multi-academy trusts – to develop evidence-informed communities of practice, focused particularly in deprived areas.
- We are coordinating messages through regional and **national policy routes** – such as the Department for Education, as well as other large-scale organisations – to ensure there is shared understanding and support for schools to receive and act on EEF recommendations.

This approach is summarised in the following model for scaling evidence to support improvement and close the disadvantage gap. It has been the organising principle for much of the EEF's scale-up work over the past eight years – and which we are now expanding.



Direct support for schools

Supporting schools across the country

In 2018-19, the EEF committed substantial funding to a major new regional initiative to ensure schools have access to the resources, training and support they need to improve pupil attainment and close the disadvantage gap.

New regional initiatives

We have piloted this year in two regions, the north-east and north-west of England, how our work can align with and support regional school improvement priorities, particularly for schools serving the most economically deprived areas.

These have highlighted the demand from schools, local authorities, multi-academy trusts and other intermediaries, to engage with evidence in a more systematic and sustained manner: helping schools understand and use evidence in the classroom in a long-term collaboration.

As a result, the EEF has recruited a new team of six Regional Leads. Their role, working closely with our national network of Research Schools and other practitioners in their areas, will be to develop a high-quality offer to schools across the country of professional development programmes, access to evidence-based interventions, and ongoing support and coaching.

Expanding our Research Schools Network

We have also this year committed to a major expansion of our Research Schools Network to help schools apply evidence to improve their pupils' outcomes and close the disadvantage gap.

Ten schools across the country – from Newcastle and Manchester, to Hampshire and Staffordshire – were each awarded £140,000 over three years to become focal points of evidence-based practice in their region, following a competitive tender. A further seven schools were appointed Associate Research Schools. In total, there are now 39 schools in this newly expanded Research Schools Network.

Our national Research Schools Network aims to lead the way in the use of evidence-based teaching, supporting the use of evidence at scale by:

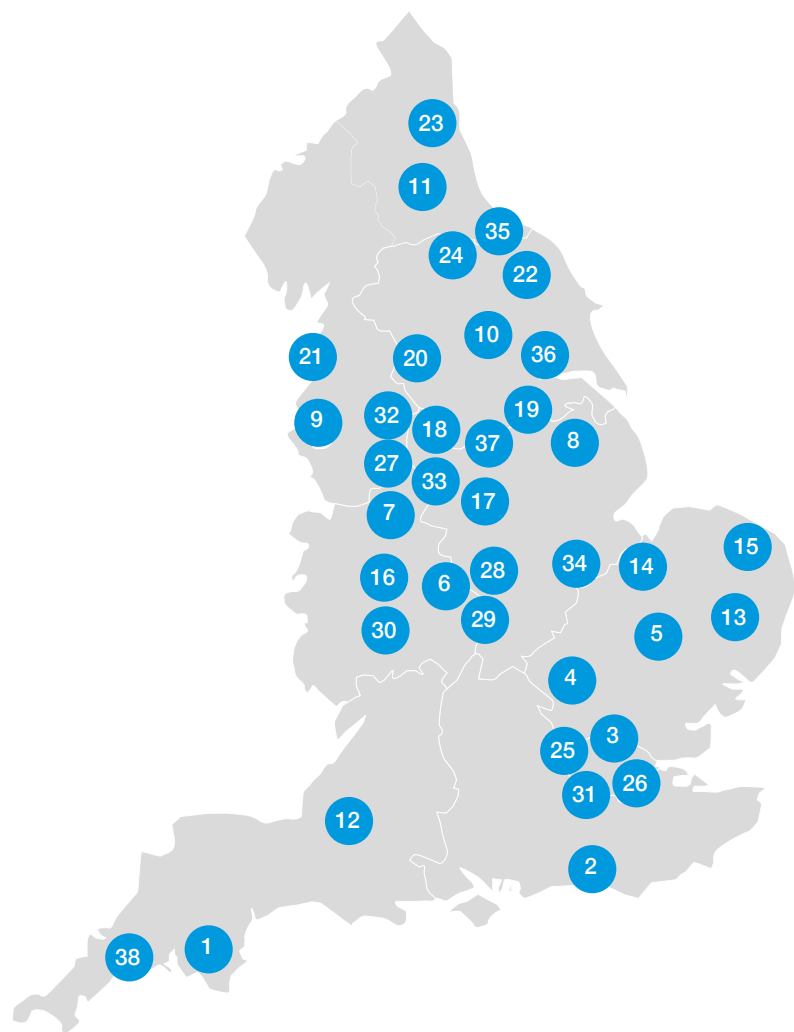
...providing **training and professional development** for senior leaders and teachers on how to improve classroom practice based on the best available evidence.

...encouraging schools to make use of **evidence-based programmes and practices** through regular communication and events.

Research
Schools
Network

...supporting schools to develop innovative ways of improving teaching and learning and provide them with the **expertise to evaluate their impact**.

Direct support for 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
- 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

Research Schools

- 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
- 23 NEAT Academy, Newcastle upon Tyne
- 24 Carmel College, Darlington
- 25 Charles Dickens Primary School, London
- 26 Eko Hub, London
- 27 Manchester Communication Academy, Manchester
- 28 St Matthew's Research School, Birmingham
- 29 Billesley Primary School, Birmingham
- 30 John Taylor Free School, Staffordshire
- 31 Greenshaw High School, London
- 32 Oldham Sixth Form College Associate Research School, North West
- 33 Alexandra Park Associate Research School, North West
- 34 Leicestershire and Rutland Associate Research School at Learn-AT, East Midlands
- 35 Town End Associate Research School, North East
- 36 The Wolds Associate Research School at South Hunsley, Yorkshire
- 37 Sheffield Associate Research School at Notre Dame High, Yorkshire
- 38 Cornwall Associate Research School at Mounts Bay, South West

Direct support for schools

“ We’re at an important moment in the potential of evidence to improve teaching and learning in England’s schools, particularly for our most disadvantaged young people. Not only is this country now a world-leader in producing high-quality evidence, but there is also a large and growing appetite among teachers and senior leaders to use this research to underpin their school’s improvement.

However, too few schools have the time and resources to take on and implement evidence. The expanded Research Schools Network will engage with schools, local authorities, multi-academy trusts, and other practitioners to improve teaching and learning in their region. They’ll develop practical tools, training courses, professional development and coaching, all based on the best available evidence. ”

Sir Kevan Collins
Chief Executive, Education Endowment Foundation (EEF)

Supporting National Leaders in Education

National Leaders in Education (NLEs) are headteachers who, in addition to leading their own school, support improvement in schools in challenging circumstances. In March 2019, the EEF held a series of one-day professional development workshops for all NLEs, reaching over 500 delegates across events in Manchester, Leeds, Birmingham and London. The training was led by the EEF, together with the headteachers of two Research Schools. The training combined presentations and workshops in phase- and subject-specific sessions designed to support the work of the NLEs in their role as regional school improvement partners.



STRUCTURE OF THE DAY	
8.30am – 10.00am	Registration, registration and selection of workshops
10.00am – 10.30am	Welcome, check in, objectives and processes for the day
10.30am – 11.15am	Evidence and Implementation Matters - how EEF tools and resources can support the work of NLEs (Mrs. Gifford)
11.15am – 11.30am	Refreshments and networking
11.30am – 12.20pm	Putting Evidence to Work - bringing evidence to life, making it accessible and transferable to local, regional and system level (Professor Hargreaves, NLE and Leanne Powell, NLE)
12.20pm – 1.15pm	Lunch and networking
1.15pm – 2.00pm	Workshop 1: Digging Deeper into the Evidence - an exploration of the evidence and resources in the following topics: • Understanding and Self-Regulation • Working with Parents to Support Children's Learning • Using More with Less: Using Evidence to Guide Workload
2.00pm – 2.30pm	Workshop 2: Digging Deeper into the Evidence - an exploration of the evidence and resources in the following topics: • Understanding and Self-Regulation • Working with Parents to Support Children's Learning • Using More with Less: Using Evidence to Guide Workload
2.30pm – 3.30pm	Bringing it all together - facilitated discussion, feedback, questions and next steps (Representatives of Research Schools Network, Learning School and EEF)

“ Our work with the EEF led to a more evidence informed approach across our local authority. Research-led improvement initiatives are now delivered with the Lincolnshire Learning Partnership and almost all of our 355 schools have been involved, positively impacting upon education outcomes in terms of progress and attainment. ”

Heather Sandy
Director of Children’s Services
at Lincolnshire County Council

Campaigns to promote the use of evidence in schools

Over the past four years, the EEF has funded a number of campaigns aiming to direct resources and expertise to support schools in tackling some of the most urgent and challenging issues they face.

We have commissioned independent evaluations of each of them, publishing this year:

- A formative evaluation of the [North East literacy campaign](#) (2016-21), a five-year campaign co-funded with Northern Rock Foundation to boost the literacy of primary-age pupils in north-east England, with a particular focus on those eligible for free school meals.
- Three evaluation reports on the [Making Best Use of Teaching Assistants regional campaigns](#) (2015-18), a programme of dissemination activities that included working with regional partners to engage 750+ schools to act on the evidence of how best to support and deploy their teaching assistants. The campaigns took place in south and west Yorkshire, and also in Lincolnshire.
- An evaluation of the [Suffolk Challenge Fund](#) (2016-18), where schools were able to bid for money to buy in high-potential projects which have existing evidence they improve pupil attainment.

We have used the findings from these evaluations to inform our newly expanded endeavour to provide schools with direct support to apply evidence to close the disadvantage gap.

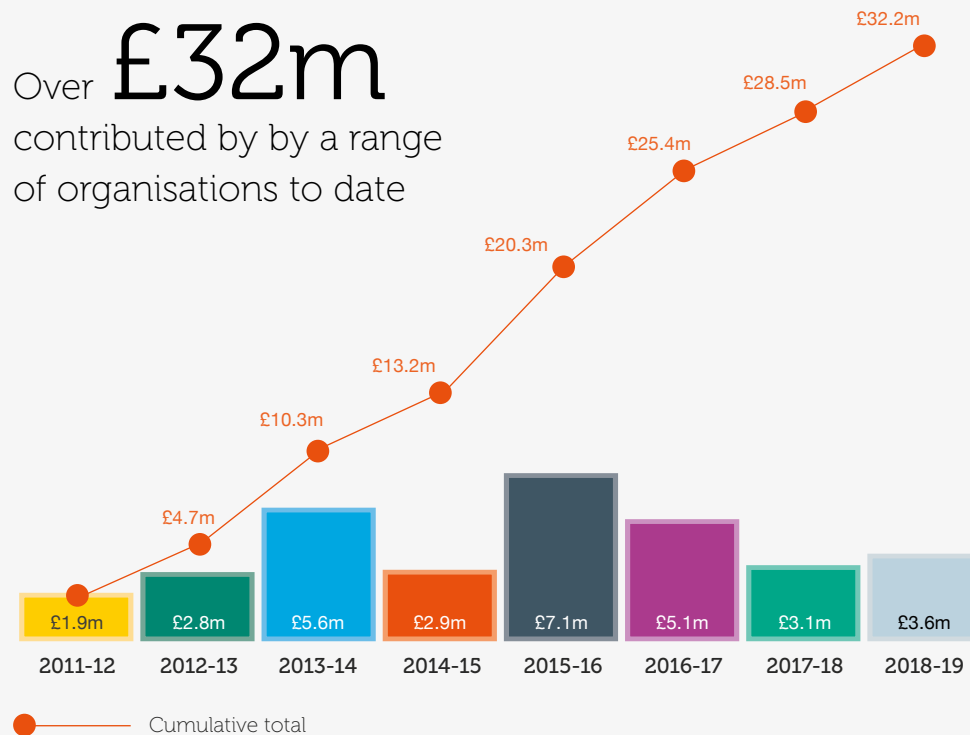
Suggested reading... The EEF’s senior researcher, Prof. Jonathan Sharples, looks at what we did and learned in our Making Best Use of Teaching Assistants campaign, asking here: [‘What have we learned so far about supporting schools to put evidence into action?’](#)

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.

Partnership income/pledges by financial year:

Over **£32m**
contributed by a range
of organisations 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 2018-19 from The Sutton Trust and Boston Consulting Group, as well as our legal advisers, Macfarlanes and Freshfields Bruckhaus Deringer.

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



Working in partnership

“ This funding partnership will enable us, for the first time, to develop a clearer understanding of what works in relation to supporting parents in the home learning environment in communities across the North of England. We are very much looking forward to seeing the results of the first five projects. ”

Fiona Spellman
CEO of SHINE

Funding partnerships, 2018-19

November 2018: We partnered with both the Department for Education and Leeds-based education charity SHINE to test projects that support parents to help improve their children's early language and literacy skills at home before they start school. Together, we committed to spend around £5 million testing projects in the North of England that aim to provide practical tools and advice to parents so they can help their children learn new words through simple steps like reading and singing nursery rhymes. All of the projects will have a focus on supporting families in disadvantaged areas. You can read more [here](#).

October 2018: The EEF is delighted once again to be partnering with Kusuma Trust, co-funding a practitioner-facing EEF Guidance Report on supporting pupils with special educational needs and disabilities (SEND), with clear and actionable recommendations for schools, based on the best available evidence. You can read about it [here](#).



International

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](#). And thanks to our partnership with the BHP Foundation, we have in the past year been able to extend the breadth and depth of our international work. Alongside existing Toolkit licensing agreements with SVA in Australia, the Scottish Government, SUMMA in Latin America and the Caribbean, we have established new partnerships with “la Caixa” Foundation in Spain and the Queen Rania Foundation in Jordan.

The BHP Foundation grant has also enabled us to set up EEF’s first ever Global Trials Fund. This will support our international partners to commission trials in their own jurisdictions. In the Fund’s first round we committed to support SUMMA to commission their first three randomised controlled trials (pending them securing matched funding). Two of the trials will test the efficacy of the same online maths intervention in Chile and Peru, while the third will look at the impact of a collaborative learning intervention in Chile. We will also be working with the Zenex Foundation in South Africa to evaluate an ARK intervention focused on improving leadership in schools.

We have also committed to fund four fellowships through our BHP Funded Global Fellowships programme. This aims to support our international partners to develop the three dimensions of their local education evidence ecosystem: evidence synthesis, generation and mobilisation. The Scottish Government, “la Caixa” Foundation, the Queen Rania Foundation, and the Education Hub were all successful in our first application round and will receive grants in the coming year.



Finance, 2018-19

All figures shown are for the financial year ended 31 March 2019 unless otherwise indicated.

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 £18.6 million in the financial year. The EEF approved direct grant awards of £10.9 million to 29 projects in the year, evaluation and research funding amounted to £6.5 million in the year, while scale-up expenditure amounted to £1.2 million.

Financial review

In the financial year under review, income including donations and legacies, income from trading activities and from investments was £6.7 million (2018: £5.3 million), Total expenditure for the year was £22.5 million (2018: £14.2 million). Total funds, restricted and unrestricted, were £72.7 million as at 31 March 2019 (31 March 2018: £87.3 million).

The Trustees consider that the current level of free reserves (general unrestricted funds less fixed assets) of £71.7 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.

When the EEF was founded, 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. In January 2019, the Trustees reviewed the portfolio managers with a view to consolidate to one portfolio manager and invited four firms to bid for the full portfolio. Goldman Sachs Asset Management (GSAM) was appointed in March 2019 as the single portfolio manager. All assets held by JP Morgan were transferred in June 2019.

Investment performance, 2018-19

The portfolio's value at year end of £88.3 million compared to £97.6 million in the previous year. The decrease in value is primarily driven by withdrawals of £12 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 £1.5 million and a revaluation gain was recorded of £1.2 million. The overall return on the portfolio since inception in June 2011 has been 31%, an annualised rate of 3.5% per annum. The EEF's Trustees' Report and Financial Statements can be read on the Charity Commission's website [here](#).



Communications

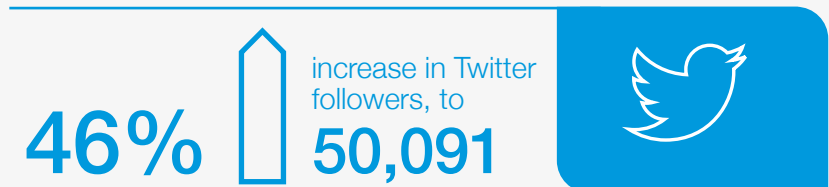
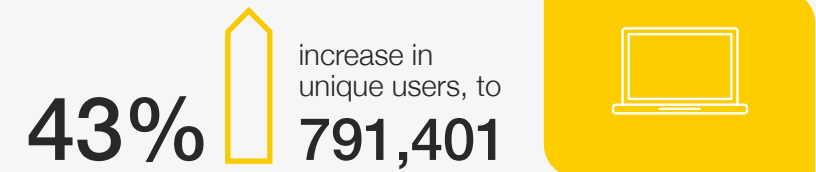
The EEF is committed to ensuring our work is effectively communicated across the year to teachers, senior leaders and other practitioners looking for clear, practical, well-evidenced ways to improve young people's outcomes, with a focus on helping the most disadvantaged.

Direct EEF communications with teachers and senior leaders

- **EEF-funded projects** – In December 2018, we mailed almost 2,000 schools, as well as early years and post-16 settings, with a special Certificate of Appreciation to say thank you for their important contribution as EEF Project Partners. All have been involved in trialling high-potential programmes, supporting our real world educational research. In addition, we email participants in EEF trials with the independent evaluator's findings when they're published.



- **EEF guidance reports** – our six new [EEF guidance reports](#) have each been communicated directly to school leaders across the country by email. We sent paper copies of our '[Improving Secondary Science](#)' report to all secondary schools in partnership with Wellcome.





Communications

New 'Trialled and Tested' podcast

In 2018, we launched a podcast series, 'Trialled and Tested', in partnership with Evidence Based Education, to communicate key messages from EEF trials and guidance reports. Episodes draw on external experts, EEF input, and practitioners from our Research Schools Network. Five have been released so far, reaching 12,000+ listeners:

- ['What is metacognition and self-regulation and how can approaches be implemented in the classroom?'](#) (Sept 2018)
- ['Evidence, Efficacy and Evaluation: what we've learned so far through our trials'](#) (Dec 2018)
- ['Improving Secondary Science: evidence-informed strategies teachers can adopt or focus on to enhance the teaching and learning of science at Key Stages 3 and 4'](#) (Feb 2019)
- ['Embedding Formative Assessment: how formative assessment strategies can be used in the classroom'](#) (April 2019)
- ['Working Memory: how an understanding of working memory can inform the way teachers teach'](#) (July 2019)

Bitesize evidence: weekly EEF email series

Also launched this year were our weekly email series. Based on the EEF's guidance reports, teachers can sign up to receive practical recommendations, delivered weekly, direct to their inbox – with hand-picked additional resources selected by the reports' authors. Thousands have so far signed up:

- [Metacognition and Self-regulated Learning](#) (4,647 subscribers at 1 Sept 2019)
- [Making Best Use of Teaching Assistants](#) (2,231)
- [Improving Mathematics in Key Stages 2 and 3](#) (1,981)

About us

Trustees

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Naomi Eisenstadt
Dr Lee Elliot Major
Louis G. Elson
Sir Peter Gershon
David Hall CBE (Vice-Chair)
Lucy Heller
Nat Sloane CBE
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In-house team

Sir Kevan Collins (Chief Executive)
James Turner (Deputy Chief Executive, until Feb 2019,
succeeded by Stephen Fraser)
Robbie Coleman (Head of Policy)

Programmes:

Eleanor Stringer (Head of Programmes, on secondment with
Youth Futures Foundation from April 2019)
Matthew van Poortvliet (Head of Programmes)
Emily Yeomans (Head of Programme Strategy)
Thomas Martell (Programme Manager, then Regional Delivery
Lead from Jan 2019)
Peter Henderson (Programme Manager)
Igraine Rhodes (Programme Manager)
Kath Davies (Programme Manager)
Joe Collin (Programme Manager)
Sarah Tillotson (Programme Manager)

Evaluation:

Camilla Nevill (Head of Evaluation)
Triin Edovald (Head of International Evaluation)
Elena Rosa Brown (Senior Evaluation Manager, until Dec 2018)
Guillermo Rodriguez-Guzman (Evaluation Manager)
Florentina Taylor (Evaluation Manager)
Celeste Cheung (Evaluation Manager)
Diotima Rapp (Evaluation Manager)
Jennifer Stevenson (Evaluation Manager)
Ben Weidmann (Research Associate)

Toolkit, Reporting and International:

Danielle Mason (Head of Research and Publications,
until Feb 2019)
Stephen Fraser (International Partnerships Director to Feb 2019,
then Deputy Chief Executive)
Jonathan Kay (Toolkit Lead)
Maisie Monroe (International Manager)
Mohammad Zaman (Project Manager Toolkit and International)

Dissemination and Impact:

James Richardson (Head of Research Schools)
Jonathan Sharples (Senior Researcher - on secondment
from UCL Institute of Education)
Stuart Mathers (School Engagement and
Dissemination Manager)
Alex Quigley (Senior Associate - Research Schools)
Megan Dixon (Regional Delivery Lead - on secondment from
Aspire Educational Trust from Jan 2019)
Pauline Brown (Regional Delivery Lead)
Sue Morgan (Regional Delivery Lead)
Lorwyn Randall (Regional Delivery Lead)
Phoebe Fisher (Regional Delivery Officer)
Liberty King (Regional Delivery Officer)

Development and Communications:

Stephen Tall (Director of Development and Communications)
Adil Morrison (Digital Manager)
Trent Grassian (Data and Communications Analyst)
Hilary Cornwell (Head of Media, jointly with Sutton Trust)
Javneet Ghuman (Parliamentary and Public Affairs Officer,
jointly with Sutton Trust, until Dec 2018)

Finance and Administration:

Anne-Laure Bedouet (Head of Finance and Operations)
Katie Scott-Marshall (Executive Assistant, until May 2019)
Shelby Roberts (Administrative and Policy Officer)
Amy Holland (Administrative Assistant, until Jul 2019)
Abegayle Duffus (Administrative Apprentice)

About us

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)



I Impetus

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



Department
for Education

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



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

Address

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

Charity registration number:

1142111

Website

www.educationendowmentfoundation.org.uk

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