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Annual Report 2011/12

*“There is no bigger issue facing this country right now than our low levels of social mobility rooted in educational disadvantage.”*

*Sir Peter Lampl*



I am delighted to introduce this first annual report of the Education Endowment Foundation. Launched in 2011, the EEF has been set up by the Sutton Trust as lead charity in partnership with Impetus. It is initially funded by an endowment of £125 million from the Department for Education and, together with income from the endowment and fundraising, is projected to spend over £200 million in the next 15 years. This funding will be used to develop evidence-based initiatives to raise the attainment of disadvantaged pupils in the most challenging schools.

Improving the quality of education for children is the key to unlocking social mobility. I was the fortunate beneficiary of state-funded schooling which set me on the path to Oxford University and a successful career in business. I returned to my former primary school in Wakefield a few months ago, a visit which brought home to me how much tougher it is now for children who grow up in challenging circumstances to realise their aspirations.

There is no bigger issue facing this country right now than our low levels of social mobility rooted in educational disadvantage. Our failure as a society to provide an equal opportunity for every child – no matter what their upbringing or where they come from – to get the education they need to make the best of their lives is shameful.

The figures are stark. At the age of 4 or 5, children from the poorest fifth of homes are already 19 months behind children from the richest homes in the UK. What is worse, this attainment gap between poorer children and their richer peers widens in the UK as they grow older.

## Chairman's introduction

Without even the most basic qualifications, the opportunity for those from poorer backgrounds to rise up the ladder is shut off. For example, only 17% of children eligible for free school meals progress into higher education, less than half the proportion (35%) of all other state-educated young people. And our research at the Sutton Trust shows that access into many professions – for instance, law, the City, and the media – is increasingly skewed towards those from wealthier and more privileged backgrounds.

The scale of the challenge, and the blizzard of data which exposes this country's attainment gap, can sometimes seem overwhelming. However, we cannot afford to stand still. It is not simply that each child whose life prospects are blighted by lack of educational opportunity is an individual tragedy. The cumulative impact of this inequality stores up huge problems for us all: failure to invest in education and mobility now will mean addressing other costs in the future – social problems, crime, disaffection, lack of competitiveness in the global economy.

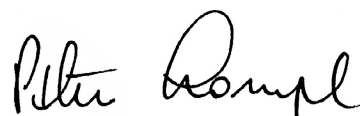
You will be able to read in this report how the EEF is beginning to address this issue head on. In only our first year, we have agreed to fund 21 projects – reaching 940 primary and secondary schools and benefiting 245,000 children – which will help us to understand better what works in raising the attainment of the poorest children. ►

We know we won't find a single, magic bullet. Educational inequality is the product of a complex web of issues related to home, community and school. That is why the projects we are funding will not only search for best practice in the classroom, but will also encourage schools to work together in partnership, and test new ways of engaging parents in their child's learning.

A crucial element of the EEF's work will be the robust and independent evaluation of the projects we fund, and the impact they have in boosting the attainment of the poorest children. Our 15-year time horizon will allow us to evaluate what works, both in the immediate and long term, free from political pressures or the vagaries of the Parliamentary cycle.

Our most important challenge will be to communicate these findings to school leaders, teachers and others in an accessible way – influencing practice in schools, and how the sector and the Government allocates its billions. In 2011 we launched the Sutton Trust-EEF Teaching and Learning Toolkit. Based on a review of the best international educational research, this resource provides independent and accessible information to help teachers and schools identify the most promising and cost-effective ways to support their pupils. This Toolkit will be continually updated as we learn the lessons from the evaluations of EEF-funded projects.

We know that the attainment gap can be reduced and opportunities for non-privileged young people improved. Our task now is to work together with all those who, like us, recognise the urgent imperative to tackle education inequality, and enable our most disadvantaged young people to make the most of their talents and aspirations.

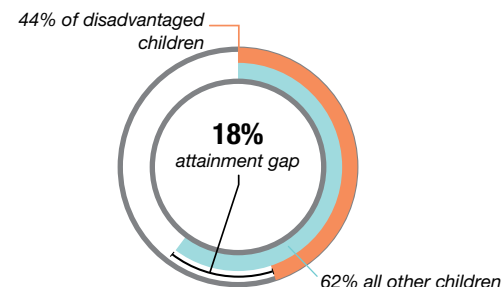


Sir Peter Lampl  
Chairman, Education Endowment Foundation  
Chairman, The Sutton Trust

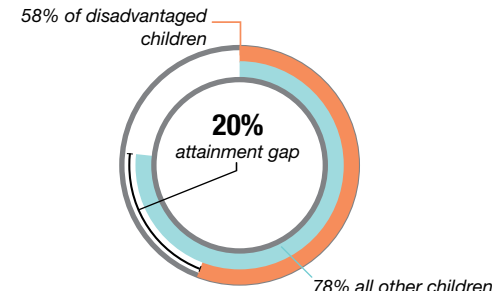
## Chairman's introduction

### THE ATTAINMENT GAP

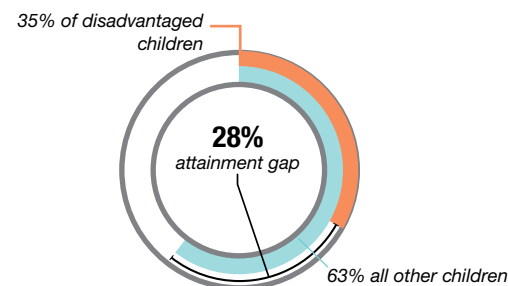
At age 4-5: Children achieving good level of development



At age 11: Children reaching expected attainment level



At age 16: Children achieving A-C English and Maths GCSEs



Source: Deputy Prime Minister Social Mobility Indicators

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*“We need better evidence of what works to break the line between student background and attainment.”*

Dr Kevan Collins

## Chief Executive's report



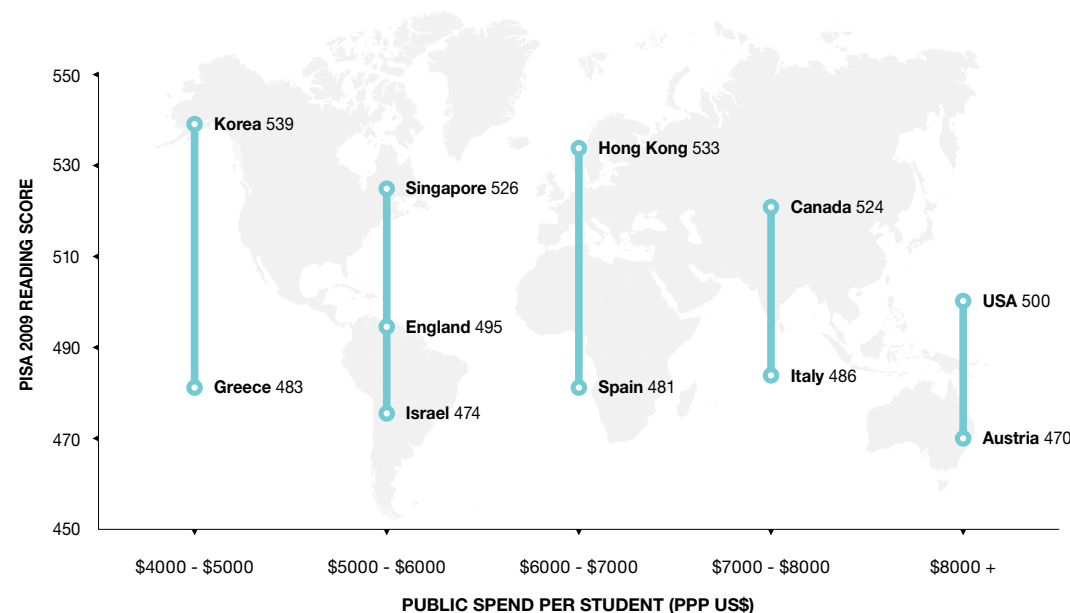
First, as I argued in an article I wrote in May 2012 for the *Times Educational Supplement*, across the spectrum of disadvantage schools and teachers can make the difference. Tackling the effects of poverty cannot be solely the responsibility of educators, but we must reject counsels of despair which suggest that children from poor backgrounds cannot achieve highly, or that schools are powerless to narrow the gap.

Examining league table data shows that across the country, from rural Cornwall to industrial Yorkshire, there are primary schools where there

is no gap between students from disadvantaged backgrounds and their peers; all have been given the springboard needed to succeed. Likewise, there are secondary schools on the outskirts of Birmingham, or in East London, where over 50% of students are eligible for free school meals, but where these students achieve above the national average for all students. Pupils from these schools have the best possible chance to achieve their ambitions, to get a job or continue to college or university. **Though the attainment gap is large, it can be closed.**

The imperatives which drive our work at the Education Endowment Foundation are clear. As our Chairman Sir Peter Lampl has set out opposite, the personal and economic cost of the attainment gap between rich and poor is simply too great to bear. I am delighted to be part of the EEF's mission to help close it.

Setting out a problem is often more straightforward than finding its solution, but I believe a clear clue of how the EEF can help narrow the gap over its lifetime is provided by two simple points.



Graph 1. PISA performance by education expenditure.  
Source: McKinsey (2010), PISA data

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My second point is based on a 2010 McKinsey and Co. report co-authored by Michael Barber which examined the most improved education systems in the world. The graph on page 3, inspired by analysis in that report, shows that at every level of educational expenditure, overall performance — here measured by PISA reading scores — varies hugely. The graph shows, for example, that Korea and Singapore perform better than England using a similar or smaller resource base, while conversely Italy and Spain perform worse despite spending more. If performance is not a simple function of increasing expenditure, **we must spend intelligently on what we can prove has an impact.**

Together, these points provide a roadmap for our work over the next 15 years. We need better evidence of what works to break the link between pupil background and attainment. We need to deepen our understanding of what the ‘active ingredients’ are in schools and systems that are doing it already, and we need to commit to learning more. Then, just as important, we need to get that evidence to the teachers and schools who make the decisions that matter.

This report documents the first steps the EEF has taken on this journey. It shows that by the end of our first full year we will have awarded over £12 million to 21 projects working in over 940 schools and with over 245,000 children.

This activity will tell us, among many other things: how teaching assistants, who today make up 25% of the school workforce, can be more effectively deployed; whether the approach to teaching maths used successfully in Singapore can be successfully implemented in England; and whether US-style summer camps can help students to bridge the crucial primary to secondary transition.

The projects implement and test a wide variety of approaches to raising attainment, but they can be grouped into three key themes:

## Chief Executive's report

### 1. Teaching



Supporting the improvement of teaching is crucial to raising attainment. Projects in this theme test new pedagogical approaches, and investigate how to maximise the impact of the interaction between teacher and pupil which is at the heart of education.

### 2. Targeted support



Supporting children when they need it most with targeted interventions. Projects in this theme test focused, often intensive, programmes which try to increase attainment for students who are at risk of not reaching their potential.

### 3. Parents and communities



Education is much broader than school, and we want to help parents and communities support their children. Projects in this theme aim to increase parental engagement and identify the best ways parents can help children learn.

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In addition, by supporting delivery organisations such as charities and clusters of schools, we can ensure that once approaches are proven to work, children can access the programmes which will benefit them most. Impetus Trust, one of our parent charities are experienced proponents of this capacity-building approach, and we are already learning a tremendous amount from them.

For more about the projects we have funded to date, turn to pages 6-15.

What unites all of the projects we fund is the rigorous, independent evaluation which is applied to them. It is this evaluation that ensures that the money we spend has sustainable impact on a national scale, by producing knowledge which is applicable across the system. More on our evaluation approach can be found on pages 16-17.

It's my belief that the projects we fund will help build a knowledge base on which an evidence based teaching profession can stand. The first stage in this strand of the EEF's work is the Teaching and Learning Toolkit, which we are developing in collaboration with our other parent charity the Sutton Trust. The Toolkit is an accessible, independent summary of educational research, which intends to break down the barriers between research and practice. More information about it can be found on pages 18-19.

If identifying a solution is harder than identifying a problem, putting that solution into practice is harder still, but as I hope this report shows, we have made a promising start.



Dr Kevan Collins  
Chief Executive  
Education Endowment Foundation

# Chief Executive's report



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# Mind the Gap

Helping parents to play an active role in their child's learning

## What's the project?

'Mind the Gap' aims to give parents the skills they need to support their child's learning effectively.

## Where will the project take place?

In 50 schools in Birmingham, Devon and London.



## Who will benefit?

1,500 pupils, mostly 8-9 year-olds  
(Year 4, primary).

## How does it work?

Children and their parents will work together on a joint project – in this case creating an animation film – through 10 hours of sessions. These sessions are coordinated by a practitioner who helps participants to think about how they are learning, creating learning goals and reflecting on their progress. This is known as 'learning to learn' or 'metacognition'. Evidence suggests developing metacognitive skills is a highly effective way to boost children's attainment. The practitioner will also help schools to embed this approach in the classroom, as well as understand how best to continue involving parents in their children's education.

*"Before the project I wasn't involved and I didn't know the level of my children's education. I didn't know the teachers well. Now when my kids come home from school we come together, eat, and do homework."*

*Bashir Elmi, parent*

## Projects

## Who's running it?

Campaign for Learning is a charity focused on lifelong learning and social inclusion. The project will be independently evaluated by the National Institute of Economic and Social Research.

## Why are we funding it?

Parents are often an untapped resource of support for a child's learning. Many parents do not understand the crucial role they have in a child's learning – after all, children spend more time at home than in the classroom – and whilst they want to help, they don't necessarily know how to support their child's learning effectively. If parents are taught how to help their child become confident, motivated learners – and if teachers also encourage effective learning attitudes – pupils will perform much better at school.





## Projects



### How much will it cost?

The EEF is investing £550,154 over 2 years, or £367 per pupil.

### What will we learn?

Parental engagement is widely recognised as crucial to children's attainment – yet there are not many robust evaluations of the effectiveness of programmes which seek to do so. Campaign for Learning's combination of an established approach ('learning to learn') with an innovative way to help parents to play a role in their child's learning has shown promising initial results. The EEF wants to learn if it will boost the attainment of disadvantaged children. If it does, the approach could easily and cheaply be introduced into other schools.

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# The Tutor Trust

**Making affordable tuition available to the most disadvantaged schools**

## What's the project?

The Tutor Trust is a new charity that aims to make one-to-one and small-group tuition available to disadvantaged schools and their pupils.

## Where will the project take place?

Secondary schools in Greater Manchester.



## Who will benefit?

Mainly GCSE pupils in secondary schools in Greater Manchester.

## How does it work?

One-to-one and small-group tuition are proven approaches to raising attainment, but can be prohibitively costly. The Tutor Trust business model promises to make tuition affordable to disadvantaged schools, as well as making the Trust financially self-sufficient in the long run. The Tutor Trust will select and train able university students and recent graduates to deliver tuition in disadvantaged schools. Tutors will be paid for their work, but will deliver one in every seven lessons free of charge. The Trust aims to offer an inexpensive, high-quality service that will help disadvantaged pupils reach their academic potential. The Trust will focus initially on English and Maths tuition for GCSE pupils, but will ultimately expand to other subjects and age groups.

## Projects

## Who's running it?

The Tutor Trust, a new not-for-profit organisation, will link undergraduates and other potential tutors with disadvantaged schools that wish to buy tuition for their pupils. The project will be independently evaluated by the National Foundation for Educational Research.

## Why are we funding it?

This is an early-stage project with huge potential. The effectiveness of private tuition has been firmly established, with academic studies suggesting that 6-12 weeks of intense one-to-one tuition typically generates 5 months of additional pupil progress over a school year. Moreover, there is strong evidence of unmet demand from schools for affordable tuition. We believe the Trust's unique operating model will equip it to meet this demand by providing a good and sustainable service to the schools and children which can most benefit.



*“We have been exceptionally pleased with the quality and organisation of the Tutor Trust scheme. The quality and dedication of the tutors is admirable and the response of our learners has been very good indeed.”*

*David Ainsworth, Head Teacher at Trinity Church of England High School, Hulme*



## Projects



### How much will it cost?

The EEF is investing £185,000 over 3 years.

### What will we learn?

Although one-to-one and small-group tuition are not new approaches in themselves, the delivery model proposed by the Tutor Trust is innovative. We are not aware of any other organisation with concrete plans to deliver affordable tuition on this scale to disadvantaged pupils without ongoing support from government, private donors or volunteers. The National Foundation for Education Research will rigorously evaluate both the sustainability and educational impact of the Tutor Trust approach. If proven to be effective, it could be easily replicated in other university towns and cities.

# Mathematics Mastery

Supporting disadvantaged children to master their Maths

## What's the project?

Mathematics Mastery will pilot a new programme for teaching maths in primary school that it is hoped will work especially well for disadvantaged pupils.

## Where will the project take place?

At least 40 schools in Birmingham, Portsmouth and London.



## Who will benefit?

At least 1800 pupils, mostly 5-6 year-olds (Year 1, primary).

## How does it work?

The approach, known as Mathematics Mastery, will be based on a simple method of teaching mathematics originally developed in Singapore, which has consistently performed at or near the top of international league tables for maths performance, ranking 2nd in PISA 2009 assessments. The Mathematics Mastery model is distinctive in two ways. First, it aims to give pupils a thorough understanding of mathematical concepts, rather than a set of techniques or routines to get to the right answer. Mathematics Mastery shows that problems can be solved in a variety of ways, and ensures that pupils learn in sequence – first by manipulating real objects, then by drawing pictorial representations, and ultimately by using mathematical symbols. Secondly, Mathematics Mastery uses a ‘mastery’ approach, in which teachers do not move on until all pupils have acquired a basic understanding of the current topic. Additionally, the course is designed so that more able pupils can explore each topic in depth, and therefore remain engaged.

## Projects

## Who's running it?

The charity ARK Schools has piloted Mathematics Mastery in a number of its primary schools, and will now expand the programme to schools beyond its own network. The project will be independently evaluated by the Institute of Education, University of London.

## Why are we funding it?

This is an opportunity for the EEF to help develop a promising project which addresses a striking problem: the paucity of high quality maths teaching in our primary schools. The programme has been successful in many other countries across the world, but has not yet been used on a significant scale in England. A rigorous evaluation of the approach in English schools will show whether or not Mathematics Mastery can fulfil its promise as a way to raise the attainment of disadvantaged children in English primary and secondary schools.



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## Projects



### How much will it cost?

The EEF is investing £604,000 over 4 years, or £330 per pupil.

### What will we learn?

Numeracy is a vital life skill for every child. Research from other countries indicates Mathematics Mastery can be effective when teachers embrace the approach and receive the proper implementation support. ARK's experience in terms of the training and support they will offer means that this is more than just the roll out of new maths resources to schools. The EEF wants to learn if it will boost the attainment of the most disadvantaged children – and, if it does, how this can be effectively scaled-up to benefit many more children.

*“Mathematics Mastery ensures all pupils have the skills in maths that they will need for their future life, career, and ambitions”*

*A head teaching speaking about Mathematics Mastery*

# Full list of EEF-funded projects, 2011-12

## Projects



### Launch grants (announced October 2011)

#### 1. Future Foundations



Introducing American-style summer schools to counter summer learning loss for disadvantaged children, offering small-group academic instruction, mentoring and extra-curricular activities.

Delivered by Future Foundations CIC in collaboration with Edmonton Schools Partnership, to be evaluated by University of Birmingham.

**EEF funding:** £198,000 for summer 2012 pilot.

**Reach:** 6 primary schools and one secondary school and 160 pupils in the Edmonton area of the London Borough of Enfield.

#### 2. Mathematics Mastery (see pages 10-11)

#### 3. Peer Tutoring



Developing a programme in which older primary school pupils tutor younger ones in mathematics, aiming to boost the attainment both of the tutors – who have to think carefully about how to explain and solve the problem – and the younger tutees.

Delivered by University of Durham, to be evaluated by University of Bristol.

**EEF funding:** £766,945 over 4 years.

**Reach:** 80 primary schools and 9,600 children in Medway, Durham, Leeds, Worcestershire.

#### 4. Tutor Trust (see pages 8-9)

##### Round 1 grants (announced February 2012)

#### 5. Challenge the Gap



Developing a school-to-school programme of ‘learning threes’ by linking 15 outstanding schools with two other schools to work together through a year-long programme on how to raise the performance of disadvantaged pupils through better teaching, management and leadership.

Delivered by Challenge Partners, to be evaluated by University of Manchester.

**EEF funding:** £961,778 over 2 years.

**Reach:** 135 primary and secondary schools and 115,000 children across England.

#### 6. Deployment of Teaching Assistants



Supporting schools to deploy their teaching assistants more effectively, as research has shown that teaching assistants, who account for a quarter of the schools workforce, can have a

negative impact on pupil progress if not used effectively.

Delivered by Institute of Education, University of London, to be evaluated by Durham University.

**EEF funding:** £386,440 over 2 years.

**Reach:** 40 primary schools and 9,600 children in London and the South-East.

#### 7. Hampshire Hundreds



Developing and implementing effective teaching strategies to help schools in Hampshire to significantly improve their support for disadvantaged pupils, creating a county-wide focus on their success.

Delivered by Hampshire County Council, to be evaluated by Centre for Economic Performance, London School of Economics.

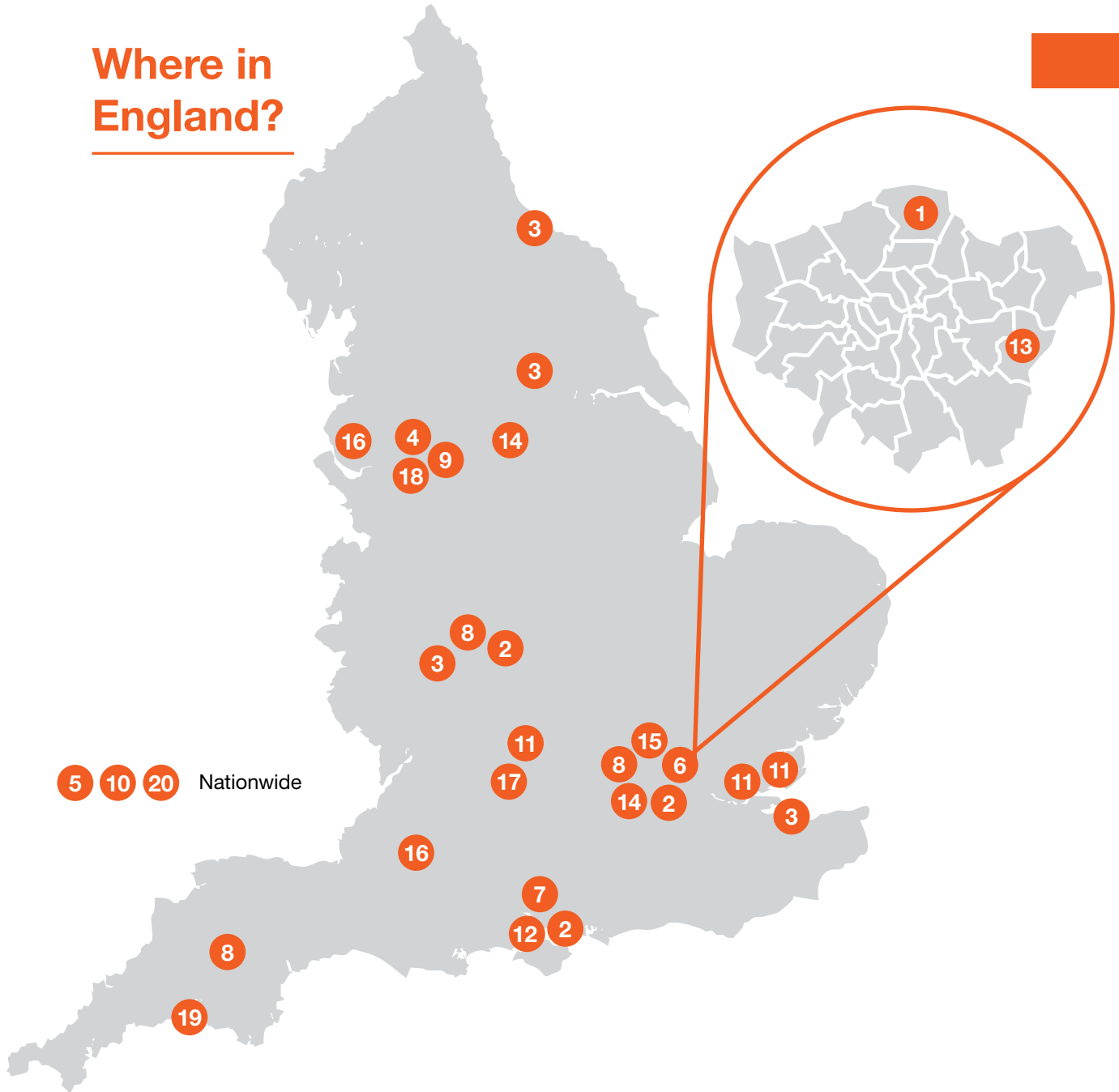
**EEF funding:** £141,000 over 2 years.

**Reach:** 50 primary and secondary schools and 1,200 children in Hampshire.

#### 8. Mind the Gap - Campaign for Learning (see pages 6-7)

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# Where in England?



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### THE EEF'S FIRST YEAR (2011-12)



# Full list of EEF-funded projects, 2011-12

## 9. Promoting Alternative Thinking Strategies (PATHS)



Testing if attainment can be raised by improving pupils' emotional intelligence, social skills, and self-control.

Delivered by University of Manchester.

**EEF funding:** £90,000.

**Reach:** 25 primary schools and 2,600 pupils in Greater Manchester.

## 10. Teacher Effectiveness Enhancement Programme (TEEP)



A training programme delivered by outstanding teachers focused on improving teachers' understanding of effective teaching and learning behaviours and giving them the skills to encourage these in the classroom.

Delivered by SSAT (The Schools Network), to be evaluated by Institute of Effective Education, University of York.

**EEF funding:** £996,750 over 4 years.

**Reach:** 52 primary and secondary schools and 55,000 children across England.

## Round 2 grants (announced June 2012)

## 11. Catch Up Numeracy



Trialling a one-to-one intervention for children struggling with numeracy, breaking it down into 10 components so that the teacher always addresses the exact area of weakness.

Delivered by Catch Up.

**EEF-funding:** £184,900 over 2 years.

**Reach:** 50 primary schools and 300 children in Oxford, Southend and Thurrock.

## 12. Changing Pupils' Mindsets



Aiming to increase pupils' awareness of their ability to 'grow their brain' as a way to improve their academic performance. Evidence shows that children who believe "I'm no good at this and never will be" do worse than those who believe "I can develop my ability in this subject and I can succeed".

Delivered by Portsmouth University working with Portsmouth City Council.

**EEF-funding:** £368,460 over 2 years.

**Reach:** 36 primary schools and 2,160 children living in Portsmouth.

## 13. Effective Feedback



Supporting a group of schools bringing teachers together to understand and apply effective feedback in the classroom, one of the most powerful teaching methods when implemented properly.

Delivered by Anglican Schools Partnership in Bexley.

**EEF-funding:** £110,760 over 1 year.

**Reach:** 10 primary and secondary schools and 3,500 children in the London borough of Bexley.

## 14. Language for Learning



Trialling an intervention developed to improve young children's oral language skills delivered in small groups by teaching assistants.

Delivered by I CAN with University College London and others.

**EEF-funding:** £738,112 over 3 years.

**Reach:** 30 primary schools and 360 children in Sheffield and London.

## Projects

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## 15. LIT Programme



Trialling a programme that aims to equip struggling Year 7 pupils with four key strategies to assist with reading comprehension: questioning, clarifying, summarizing, and predicting.

Delivered by The Learning Trust.

**EEF-funding:** £310,000 over 2 years.

**Reach:** 40 secondary schools mainly in London.

## 16. Philosophy for Children



Testing a programme to develop children's reasoning and social skills through teacher-led sessions in which children discuss an interesting philosophical question – e.g. 'Is it fair to have a winner?' – and are encouraged to take a clear position, justify it, and respond to each other's contributions.

Delivered by SAPERE.

**EEF-funding:** £272,000 over 4 years.

**Reach:** 40 primary schools and 5,400 children in Liverpool and the South-West.

## 17. Primary Science



Improving primary school children's thinking skills and science attainment by emphasising scientific concepts rather than facts.

Delivered by the Oxford Trust with Oxford Brookes University.

**EEF-funding:** £271,000 over 3 years.

**Reach:** 40 primary schools and 3,600 children in Oxfordshire.

## 18. SHINE on Saturday



Testing an academic and cultural Saturday school for primary pupils in disadvantaged schools focusing on improving pupils' literacy and numeracy skills.

Delivered by SHINE with the Hallé Orchestra.

**EEF-funding:** £1,020,350 (shared equally with SHINE).

**Reach:** 32 primary schools and 800 children in Greater Manchester.

## 19. SPOKES



Giving parents the skills they need to help their children learn to read by showing them simple, effective teaching strategies to use when reading with their child.

Delivered by Plymouth Parent Partnership with the University of Oxford.

**EEF-funding:** £1,022,471 over 3 years.

**Reach:** 45 primary schools and 360 children in Plymouth.

## 20. Teach Together



Piloting a model of recruiting and developing high potential individual teachers within clusters of very disadvantaged schools, facilitating a community of collaborative working involving local schools, the local authority, and businesses.

Delivered by Teach First, Teaching Leaders and Future Leaders.

**EEF-funding:** £1,800,000 over 4 years.

**Reach:** 30 primary and secondary schools and 20,000 children in two or three areas in England to be identified.

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*“All EEF evaluations will be of a high standard. Wherever possible this will mean using a randomised control trial — the gold standard of educational research.”*

Camilla Nevill, Evaluation Manager

The central aim of the EEF is to find out what works in raising the attainment of disadvantaged pupils in the 25,000 primary and secondary schools in England. To achieve this the EEF is prioritising rigorous research and taking a new approach to evaluating its education projects, as pioneered by organisations like the Institute for Education Science in the USA.

Every evaluation will be completely independent, with each project evaluated by one of our panel of education and evaluation experts. All EEF evaluations will be of a high standard. Wherever possible this will mean using a randomised control trial – the gold standard of educational research. In addition, a linked process evaluation will seek to identify the elements of successful delivery will enable others to replicate what works. The size of evaluation, and therefore the number of schools or pupils our projects work with, will be determined by what we already know and the need to either pilot a new approach or demonstrate that an intervention can work if it is scaled up.

## A cumulative approach

We will take a “cumulative approach” to commissioning new research with the aim of each evaluation being to build on and extend the evidence in the Sutton Trust-EEF Teaching and Learning Toolkit. This Toolkit provides independent and accessible guidance for teachers and schools

on how best to improve the attainment of their pupils by summarising educational research from the UK and around the world (see pages 18-19).

Evidence in the Toolkit will inform decisions about which projects the EEF funds and the type of evaluations we commission. This approach will enable us to fund some large evaluations to understand whether an intervention can work at scale, alongside a pipeline of smaller high-quality pilot studies and medium-sized trials.

The results of EEF evaluations will be reported using common outcome metrics, including the effect on literacy and numeracy and cost per pupil, allowing us to compare and contrast projects. Finally, the results will be integrated with the evidence in the Toolkit, as well as providing an example of how that approach has worked in schools.

This robust and practical approach will provide high quality practitioner-focused information and will maximise the impact of the EEF.

## Example 1

### ‘Mathematics Mastery’ evaluated by the Institute of Education

‘Mathematics Mastery’ (see page 10) will pilot a new programme for teaching maths in primary school that works especially well for disadvantaged pupils. The programme is being independently evaluated by the Institute of Education using a randomised controlled trial. Of

## Evaluation

the 90 schools initially recruited into the evaluation half will be randomly selected to receive Mathematics Mastery during the evaluation and half will receive it after the evaluation. Children in Year 1 will be given numeracy tests at the beginning and end of the school year and compared to children in schools that have not yet received the programme. A questionnaire will be given to schools to assess programme fidelity and qualitative work will identify best practice.

## Example 2

### ‘Mind the Gap’ evaluated by NIESR

‘Mind the Gap’ (see page 6) aims to give parents the skills they need to support their child’s learning effectively and will be delivered in 50 schools in Birmingham, Devon and London. The project will be independently evaluated by the National Institute of Economic and Social Research using a randomised design. Half the schools and classes will be randomly selected to receive Mind the Gap in 2012 and half will receive it in 2013. The impact on attainment will be measured using standardised tests of literacy and numeracy provided by the Centre for Evaluation and Monitoring at Durham University. Qualitative interviews and observations will be used to understand the elements of successful delivery.

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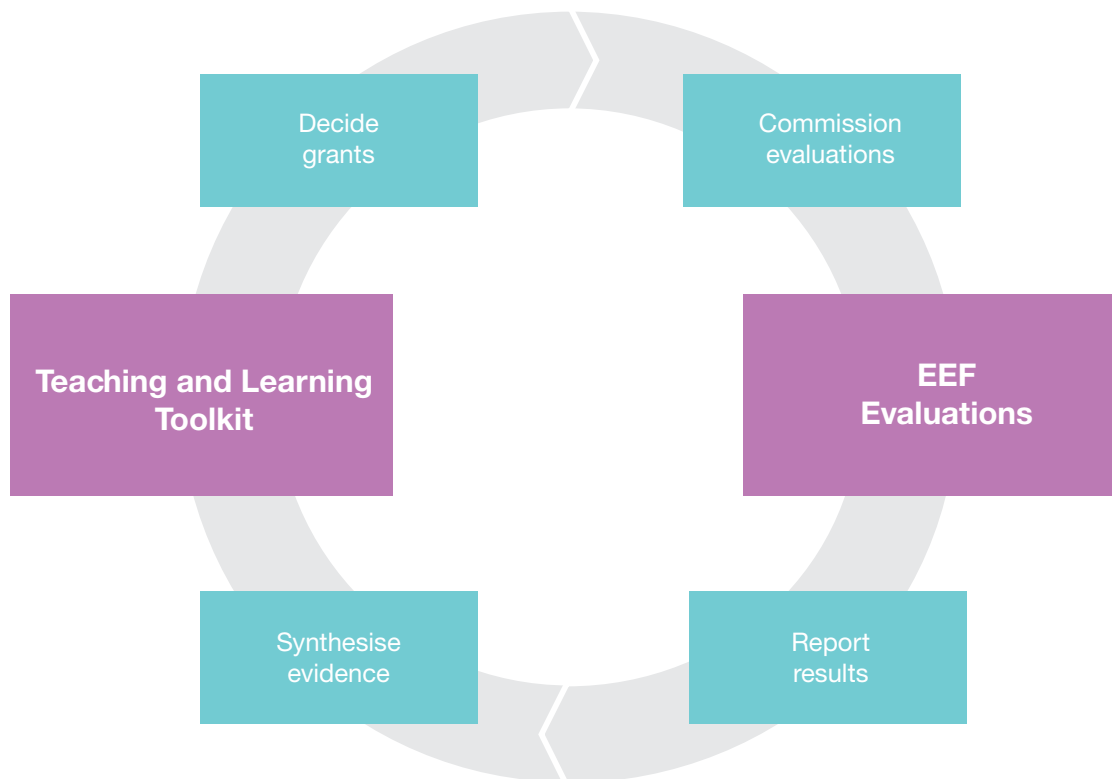


Figure 1: A cumulative approach to evaluation

## Evaluation

### The EEF's Panel of Evaluators

The EEF has recruited a panel of ten experts in education research and evaluation through a process of open competition. The EEF may look to expand this panel as the number of projects it funds increases.

Current panel members are:

- The Centre for Economic Performance at the London School of Economics
- Durham University
- The Institute of Education, University of London
- The Institute for Effective Education at the University of York
- The Institute for Fiscal Studies
- The National Foundation for Educational Research
- The National Institute of Economic and Social Research
- The University of Birmingham
- The University of Bristol
- The University of Manchester

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*“The Toolkit is a ‘Which?’ style guide summarising research from across the world to compare the impact and effectiveness of different approaches in schools.”*

*Dr Lee Elliot Major, Trustee*

Teaching and Learning Toolkit



What is it?

The Sutton Trust-EEF Teaching and Learning Toolkit is our primary means of disseminating knowledge of what works in education. Developed in collaboration with the University of Durham, the Toolkit provides accessible and independent summaries of educational research, which teachers and schools can use to inform their decision-making and maximise the impact of their spending.

Just as doctors would not be expected to prescribe treatments without access to medical research, we believe that teachers deserve to be provided with information about what has worked – and, just as important, what has not – in England and around the world. This information allows schools to identify which approaches are the ‘best bets’ for increasing the attainment of disadvantaged students and which approaches offer less promising chances of success.

Extract from the Toolkit

Feedback			Performance Pay		
Av. Impact	Av. Cost	Evidence Strength	Av. Impact	Av. Cost	Evidence Strength
+ 9 months	££	★★★	0 months	£££	★
Peer Tutoring			School Uniforms		
Av. Impact	Av. Cost	Evidence Strength	Av. Impact	Av. Cost	Evidence Strength
+ 6 months	££	★★★★	+ 1 months	£	★

What next?

As shown on page 17, the Toolkit is a live resource at the heart of the EEF’s work. As our projects are evaluated, these evaluations feed into assessments of different approaches, as well as providing concrete examples of applications of those approaches. In addition, the Toolkit provides a ‘baseline’ which can inform future EEF grant-making by highlighting where there are gaps in our knowledge of what works. For example, evidence summarised in the Toolkit shows that on average teaching assistants have no positive impact on attainment. As a result, the EEF is funding a number of projects which intend to identify specific ways in which teaching assistants can be deployed more effectively.

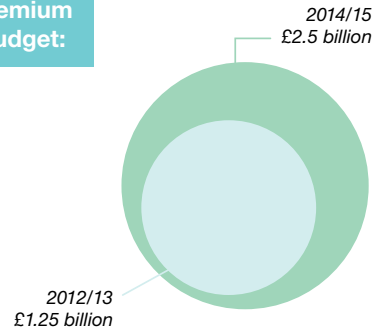
The EEF team have to date presented the Toolkit to over 1000 teachers and head teachers across the country, and there is clearly appetite for the evidence-based approach to teaching and learning the Toolkit supports.

In the future, we hope to increase the involvement of practitioners in the Toolkit’s development, both through closer consultation and by including case studies of effective practice in successful schools. We believe that teachers must be active participants in an evidence-based education system, and we hope that the Toolkit can be a part of this push.

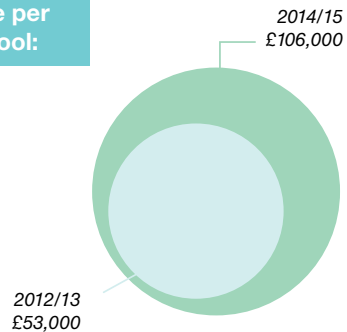
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**PUPIL PREMIUM:**

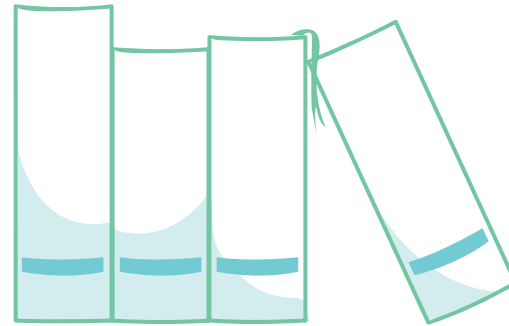
Pupil  
premium  
budget:



Approximate  
average pupil  
premium  
value per  
school:

**2012/13**

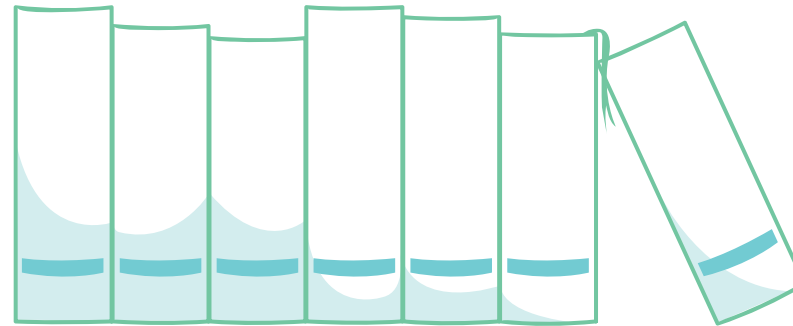
Number of schools receiving over £100k from the pupil premium



2,845

**2014/15**

Number of schools receiving over £100k from the pupil premium



6,898

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The EEF aims to spend more than £200 million in the next 15 years testing the most effective ways to improve the attainment of disadvantaged children.

£125 million of this will come from the endowment grant awarded by the Department for Education, with further investment income generated while this grant is spent down. We aim to raise a minimum of £40 million by partnering with other organisations who share our commitment to offering the best possible educational opportunities to children from low-income backgrounds.

The EEF is, therefore, actively looking to work with ambitious and strategic funding partners – including other trusts and foundations, corporate donors, and individual philanthropists – to increase the number and level of grants that can be awarded.

### 3 reasons to co-fund with the EEF:

**1. We believe in partnership.** We know there are many charities already actively working within education and addressing disadvantage. The EEF wants to work pro-actively in collaboration because we believe pooling this expertise is the best and only way to tackle such a deep-seated and complex issue.

**2. We want to share our findings.** We believe that by building networks with those organisations and individuals that are trusted and connected we can identify high-quality, evidence-based projects to invest in, and also share what we learn from the EEF's projects more effectively with a much wider audience.

**3. We want to achieve real scale for what works.** We do not underestimate the challenge which faces us, nor the commitment required, to achieve sustainable change in improving educational opportunities for the most disadvantaged children. Through co-funding we aim to leverage the resources needed to make a real difference.

### How can you become involved?

We invite all those who share the EEF's mission in tackling educational disadvantage to become involved:

- You can choose to donate direct to the EEF and support our work;
- You can choose to co-fund a project with the EEF which matches your particular educational focus;
- You can choose to donate in-kind to the EEF through the provision of pro bono resource.

We work with all our partners individually to keep you closely involved. Our commitment to independent evaluations means we will share with you the impact the projects are having.

For further information, please contact: EEF's Development Director, Stephen Tall on 020 7802 0641, or at [stephen.tall@eefoundation.org.uk](mailto:stephen.tall@eefoundation.org.uk).

*“We are delighted to be working with the EEF to co-fund an academic and cultural Saturday school for primary pupils in disadvantaged schools in Greater Manchester. It makes a great deal of sense for our two organisations to partner where we have common aims and can draw on our respective strengths. I am sure we will achieve more together than we could individually.”*

*Jim O'Neill, Chairman, Goldman Sachs Asset Management and Chairman of SHINE*

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*‘This is quite a shift in our approach to school improvement...the EEF is demanding change from both researchers and teachers.’*

*Baroness (Estelle) Morris, Former Secretary of State for Education and Skills*

## Launch

On its launch in July 2011, the EEF released its initial research into the inequality in literacy and numeracy standards amongst children from different backgrounds. *The Independent* reported the findings that a growing number of disadvantaged children are leaving primary school without the expected levels in reading, writing, and arithmetic.

Chairman Sir Peter Lampl's article for the *TES* magazine, "Here's our chance to find out what works in addressing the shameful attainment gap between rich and poor" (22nd July 2011) outlined the EEF's mission to develop empirically-proven initiatives to tackle educational disadvantage. *Education Week*, and former Secretary of State for Education and Skills Baroness (Estelle) Morris writing in *The Guardian*, highlighted the EEF's establishment as a significant milestone in the development of an evidence-led approach to education policy.

Trustee and Chair of the EEF's Evaluation Advisory Group, Dr Lee Elliot Major, wrote for the magazine *Better*, published by the Institute of Effective Education, University of York, to explain the EEF's proposed evaluation process. The article also outlined our ambitions for the development of the Sutton Trust-EEF Teaching and Learning Toolkit.

## Funding rounds

The EEF's launch grants were announced in October 2011, and the prospective projects were widely reported in regional and specialist press including *The Guardian's Teacher Network Blog*. The Round One grants were announced in February 2012. In a double-page interview in the *TES*, Chief Executive Kevan Collins described how the selected projects fitted into the EEF's overarching objectives.

The announcement of Future Foundations as the partner for the EEF's launch grant to test US-style summer schools for disadvantaged pupils was covered by the *BBC* and in the *London Evening Standard* in April 2012.

## The attainment gap

Chief Executive Kevan Collins's article for the *TES* magazine, 'I'm on the side of the 'hopeless optimists'', (4th May, 2012) looked at secondary schools in England across the spectrum of disadvantage that are closing the attainment gap. This analysis was subsequently referenced in speeches by Deputy Prime Minister Nick Clegg, announcing that a further £10m would be allocated to the EEF to assist 10/11 year-old children to improve their literacy; and also by Secretary of State for Education Michael Gove addressing the Sutton Trust's Social Mobility Summit in May 2012.

## Media



## Recent headlines



**'This is the biggest issue we face in education'**

news | Published in TES magazine on 17 February, 2012 | By: Helen Ward

As the first leader of the Education Endowment Foundation, Kevan Collins must tackle the underperformance of poor children

**Here's our chance to find out what works in addressing the shameful attainment gap between rich and poor**

Comment | Published in TES Newspaper on 22 July, 2011 | By: Peter Lampl

**BBC NEWS EDUCATION & FAMILY**  
**US-style summer school comes to the UK**

US-style summer schools are being introduced to the UK to help tackle the achievement gap between rich and poor students.

The first part of a £200,000 project opens its doors to older primary pupils in Edmonton, north London, in July.

It aims to improve the literacy, numeracy and life skills of the area's disadvantaged pupils

Funded by the Education Endowment Foundation, it is modelled on American summer schools.



The school will help pupils catch up during the summer holidays

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All figures shown are for the financial year ended 31st March 2012 unless otherwise indicated.

## The EEF's initial funding

The Education Endowment Foundation is a registered charity established with a grant from the Department for Education of £125 million to be fully expended within 15 years. In addition to this, the Sutton Trust committed to provide grant funding of £750,000 and the Impetus Trust grant funding of £250,000 to contribute to the establishment costs of the EEF during its first three years. In 2011/12, the EEF received the first year installments from the Sutton Trust of £255,000 and from Impetus Trust of £85,000 and this sum has been applied towards its first year support costs.

## Other funding support

Services provided by the Sutton Trust, Impetus Trust and other organisations to the EEF on a pro bono basis were valued at £502,000 for commercial, legal, strategic and general management support. This amount is treated as both income and expenditure in the year. The full list of pro bono support is acknowledged with thanks on page 23.

## Investment management

The EEF's current investment objectives are:

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

The trustees have decided to engage professional investment management firms to manage the portfolio. Following a competitive tender process, the trustees have made two initial appointments: JP Morgan and Goldman Sachs with equal allocations at inception. The trustees will continue to consider other firms in addition to or as replacements for the managers. The trustees may vary the allocations between the appointed managers in consideration, inter alia, of EEF's evolving strategy, the managers' performance and the outlook for the investment markets.

## Finance

## Investment performance, 2011/12

At the beginning of the financial year the amount invested with the appointed managers was £124,650,000 with the balance of £350,000 retained on deposit to meet short-term cash requirements associated with the set-up, running costs and initial grant award payments.

Investment income earned in the year was £4.5 million. A realised investment gain of £3.5 million was also booked during the year arising from the sale of certain pooled fund securities managed by Goldman Sachs on behalf of the EEF. Income is reinvested alongside the EEF's existing funds unless cash is deemed to be required to provide funding for grant commitments and operating expenditure requirements. The balance of this cash fund at the end of the year is £3 million.

The overall portfolio achieved an income growth of 3% and capital growth of 4% giving a total growth in value over the 10 month investment period of 7%. The total investment growth during the year resulted from the substantial weighting on fixed income securities and this asset class's relatively strong performance for investors.

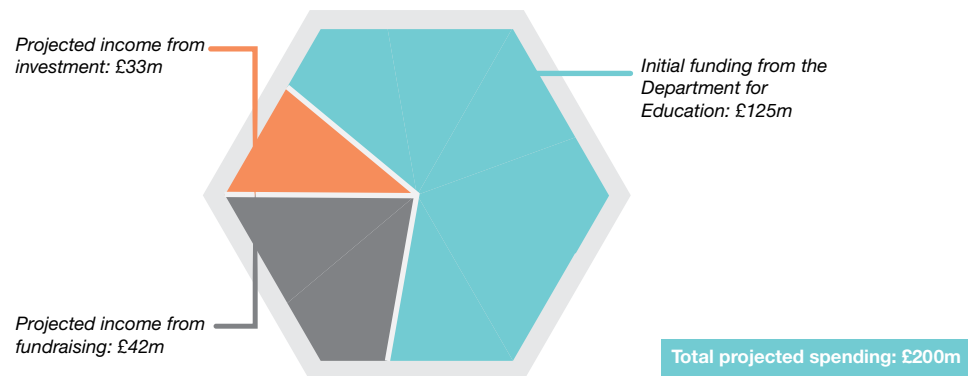
The trustees review the EEF's investment strategy and performance on a regular basis. They consider that the current level of free reserves of £132.6 million forms a pool available for grant making through to 2026 as stipulated in the terms of the initial Department for Education grant and believe this pool is sufficient to meet the planned expenditure requirements of the EEF for the foreseeable future.

## Grant awards approved

The EEF approved direct grant awards of £12.1 million to 21 projects, split between £6.6 million in 2011/12 and £5.5 million to date in 2012/13. The EEF will continue its grant making with plans to make awards to the value of approximately £10-15 million by the end of the 2012/13 financial year.

## OVERALL EEF INCOME PROJECTIONS, 2011-26

### Breakdown:



## Finance



### EEF funders, 2011/12

The EEF gratefully acknowledges the pro bono support received this year from the following organisations:

#### EEF founding charities

The Sutton Trust £67,134  
Impetus Trust £29,100

#### Other organisations

Boston Consulting Group £348,000  
Macfarlanes £53,368  
Freshfields Bruckhaus Deringer £4,287

Total pro bono support received in 2011/12:  
**£501,889**

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*‘The Government wholeheartedly supports the work of the EEF – targeting funding at innovative projects and finding the most effective ways to drive up educational standards for the poorest and most disadvantaged children in our country.’*

*Rt Hon. Michael Gove MP, Secretary of State for Education*

### Launch event

On 12th July 2011, the EEF was officially launched with a reception at the Royal Society in London. Over 120 guests from government, business, and schools were in attendance. Introductory remarks from Sir Peter Lampl (Chairman), Nat Sloane (Trustee), and Michael Gove (Secretary of State for Education) explained the case for the EEF and outlined its mission.



*Daniela Barone Soares, Trustee of the EEF and Chief Executive of Impetus Trust and Peter Lampl, Chair of the EEF and The Sutton Trust*

### Autumn applicants' conference

The EEF held its first conference to offer guidance to potential applicants in October 2011 at the Royal Society. 300 delegates attended the conference from schools, local authorities, universities, and charities. With speeches from Sir Peter Lampl, Chief Executive Dr Kevan Collins, Ian Walsh from Boston Consulting Group, and Professor Steve Higgins of Durham University, the delegates were able to find out more about the EEF's vision and the funding application process.

### Toolkit conferences

As part of the EEF's ongoing work to reach as wide an audience of teachers as possible, EEF representatives have addressed 34 conferences up and down the country throughout the year. Trustee and Chair of the EEF's Evaluation Advisory Group Dr Lee Elliot Major, Dr Kevan Collins, and Professor Steve Higgins have spoken to over 1000 headteachers to explain the role the Toolkit can play in raising attainment.

### Future developments

#### Forthcoming Funding Application Rounds

The EEF has three application rounds per school year. Registered charities, not-for-profit organisations, local authorities, individual schools, clusters of schools, teacher groups, universities, colleges, academy chains, mutuals, co-operatives, or any combination of these can

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apply for funding. We have a particular interest in funding projects that benefit pupils eligible for free school meals in schools that are below the Government floor standards. However, we do not expect each project to work solely in these schools or solely with free school meal pupils and we welcome applications from all schools. The next application round deadline is 5th October 2012. Future application round deadlines will be published on the EEF website.

### New Funding Round focusing on school transition

In May 2012, the EEF was awarded £10 million by the Deputy Prime Minister's office and the Department for Education to pilot projects that will help disadvantaged pupils during the transition from primary to secondary school. The EEF will deploy the extra money to run an additional, dedicated funding round seeking innovative, scalable proposals to find out what works in raising attainment for 10 and 11 year-olds. Further details of this round are available on the EEF website, and the closing date for applications is 25th September 2012.



## Trustees

### **Sir Peter Lampl**

Chair, Sutton Trust (Chair)

### **Daniela Barone Soares**

Chief Executive, Impetus Trust

### **Dr Lee Elliot Major**

Director, Sutton Trust

### **Louis Elson**

Chairman, Impetus Trust

### **David Hall**

Trustee, Sutton Trust

### **Nat Sloane**

Co-founder, Impetus Trust

### **James Turner**

Director, Sutton Trust

## Evaluation Advisory Group

### **Dr Lee Elliot Major**

Director, Sutton Trust (Chair)

### **Professor Steve Higgins**

Durham University

### **Lesley Kendall**

Research Consultant

### **Professor Stephen Machin**

Centre for Economic Performance, London School of Economics

### **Professor Anna Vignoles**

Institute of Education, University of London

### **Dr Andy Wiggins**

Durham University

## Executive Team

### **Dr Kevan Collins**

Chief Executive

### **Stephen Tall**

Development Director

### **Camilla Nevill**

Evaluation Manager

### **Daniel Sinnott**

Grants Manager

### **Eleanor Stringer**

Grants Manager

### **Robbie Coleman**

Research and Communications Manager

### **Natalie Marshall**

Administrative Assistant

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SW1P 4QP

Phone: 0207 802 1676

## Charity Registration Number

1142111

## Website

[www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)

## Twitter

@EducEndowFoundn

## Advisory Board

### **Lord (Andrew) Adonis**

Independent Academies Association (Chair)

### **David Backinsell**

Phoenix School

### **Mike Baker**

Education Consultant

### **Professor Martin Earwicker**

Southbank University

### **David Gregson**

Phoenix Equity

### **Sir Mark Grundy**

Shireland Collegiate Academy

### **Lucy Heller**

ARK

### **John Humphrys**

BBC

### **Professor Chris Husbands**

Institute of Education

### **Gerard Kelly**

Times Educational Supplement

### **Dr Jim O'Neill**

SHINE and Goldman Sachs

### **Ian Walsh**

Boston Consulting Group

### **Brett Wigdortz**

Teach First

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Education  
Endowment  
Foundation

The Education Endowment Foundation  
9th Floor, Millbank Tower,  
21–24 Millbank,  
London  
SW1P 4QP  
[www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)

The Education Endowment Foundation  
was founded in 2011 by lead charity:



In partnership with:



With £125m funding from:



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

Photo credits

ARK Schools - p5, p11

Campaign for Learning - p5, p7

SHINE Trust - p5

Tutor Trust - p5, p9

Zute Lightfoot - p1, p3



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