



Education
Endowment
Foundation

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Annual Report 2012/13

“Our mission is simple to express if challenging to achieve: to break the link between family income and educational achievement.”

Sir Peter Lampl

Chairman’s Introduction

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I am delighted to introduce this second annual report of the Education Endowment Foundation. The EEF was set up in April 2011, by the Sutton Trust as lead charity in partnership with Impetus, with a £125 million grant from the Department for Education. Already I believe that our work is having an impact. I am very pleased to be able to update you on some of the progress we have made in the past 12 months.

Our mission is simple to express if challenging to achieve: to break the link between family income and educational achievement, so that all children can fulfil their potential and make the most of their talents.

The disparity in attainment between disadvantaged students and their better-off peers is stark from the outset, and widens with time. Pupils eligible for free school meals are 18 percentage points less likely to start school ready to learn, 20 percentage points less likely to reach the expected level at the end of primary school, and 27 percentage points less likely to obtain five good GCSEs at 16. The gap in educational outcomes between rich and poor is the biggest barrier to social mobility England faces.

Our work is also driven by an economic imperative. There are currently over one million young people aged 16-24 not in education, employment or training (often referred to as NEETs). Young people with poor educational attainment are much more likely to end up in this group. Data from the OECD shows that those in the UK aged between 15 and 29 spend an average of 2.3 years unemployed or out of the labour market entirely, a figure which is higher than the European Union average. The OECD has also shown that the generally low levels of skills of NEETs erode very rapidly so that after a few years they become unemployable. As a country we simply cannot afford to waste talent and the economic inactivity which results is simply unacceptable.

At the EEF we are searching for and promoting the most effective ways to tackle the attainment gap. Since setting up the Sutton Trust in 1997 I have been advocating the better use of evidence in education and in other areas of social policy. The EEF has been a new voice in this debate and – through our grant-making, dissemination and approach to evaluation – we have succeeded in securing a more prominent role for evidence-based policy than ever before.

This year we have awarded over £16 million in grants to trial and evaluate approaches to improving teaching and learning. This brings the EEF’s total commitment since its launch in 2011 to some £28.7 million. The 56 grants we have awarded to date will involve over 1,800 schools and 300,000 pupils. We are on track to work with well over one million pupils over the 15-year life of our founding grant. Further, by making independent, rigorous evaluation a condition of our funding we will create an evidence base which can help all schools. This knowledge will be a lasting legacy of the EEF.

Through the Sutton Trust-EEF Teaching and Learning Toolkit we are taking research out of the lecture theatre and into the classroom. Today, schools have more freedom over their spending choices than ever before. However, if this approach is to work, teachers must be provided

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Page 3: Department for Education
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Page 21: Ray Morris-Hill

Chairman's Introduction

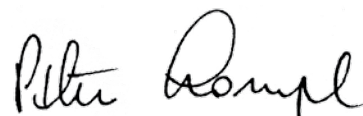
with high-quality, independent research to inform the decisions they make. The Toolkit provides a starting point for evidence-informed decision making and – according to a National Foundation for Educational Research survey commissioned by the Sutton Trust – one-third of primary schools and over half of secondary schools have used it to help them decide how to spend their Pupil Premium funding.

In March 2013, the work of the Sutton Trust and the EEF to promote better use of evidence was recognised by the Government through our designation as the What Works Centre of Excellence for Education. We join a network of centres, including NICE and the Early Intervention Foundation spanning six areas of social policy. Each centre will support practitioners and policy-makers by synthesising, disseminating research and by promoting its use. The creation of the What Works network is an indication of the new momentum behind the use of evidence in education and beyond. Our invitation to join the network is a great tribute to our work so far.

With the EEF we are still in the early stages of our journey, and our biggest challenges lie ahead. In the coming months the first evaluations from the grants we have made to date will be completed. Over the next year we will begin work to ensure that the most effective, cost-effective and sustainable approaches are more widely used in schools. We will also be sharing information about

what didn't work, so that others can dedicate more time and resources to the things that do. Evidence-informed education is not just about hearing the answers you want to hear.

Our task will only be possible if we work together with others who share our aims and mission. Together, we can transform the achievement and the opportunities of the most disadvantaged children in society.



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

“Our 56 grants approved to date are set to work in over 1,800 schools. Together this activity represents a new kind of collaboration, on a huge scale.”

Dr Kevan Collins



It's over three decades years since I completed training and began teaching in East London. When I look back on my first year as a newly qualified teacher, one moment remains clear in my memory.

I was struggling to teach a pupil to read. Everything I tried seemed to be in vain, and I didn't know where to turn. My colleagues provided some suggestions and solidarity, and both were welcome. But my overwhelming sensation was one of helplessness. I wasn't looking for a manual or scripted programme – I have always loved the exciting creativity of teaching – but I did want to know more about what would work to help my pupil.

Fast forward thirty years and things have improved. The range of organisations who offer help to teachers and schools trying to raise the attainment of their most disadvantaged children is wider than ever, be they local government, academy chains or providers from the market. But, I worry that this is still not enough.

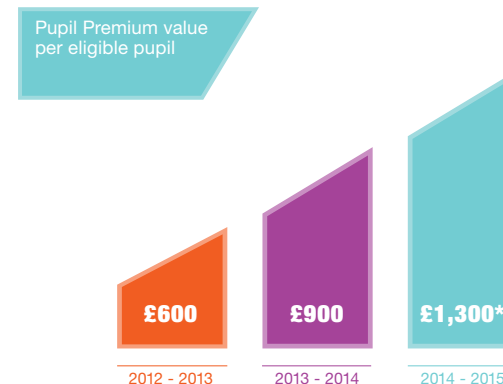
I'm unsure where the head of a coastal junior school struggling to engage parents in their children's learning go to find a fresh idea. Or where the head of a secondary trying to cope with low levels of literacy among incoming Year 7s would go for some help. Teachers have, of course, always liked to try out new ideas, and today we are seeing an explosion of innovation on an entirely different scale, but teachers don't have the time to try everything. They want to know which option offers the best chance of success.

Informing practice and innovation drive our work at the Education Endowment Foundation. We believe that improving the ways in which schools access and use research is essential if we are to address the biggest challenge we face in education: the stark attainment gap between pupils from disadvantaged backgrounds and their better-off peers. In today's economic climate this is essential if we are to find ways to improve quality with less money and – crucially – to move this knowledge around all England's 24,000 schools.

Chief Executive's Report

The importance of using resources effectively has always been high, and has been accentuated in today's economic climate. Greater focus on spending has also been driven by the Government's introduction in 2010 of the Pupil Premium, money targeted at pupils from low-income backgrounds. In 2013-14, the Premium will be worth £900 per eligible pupil, meaning that the average school will receive just over £83,000 in total. If used carefully, such a sum has the potential to deliver a huge benefit to the most disadvantaged children in our society. If it is spent in the wrong ways it could make no difference at all.

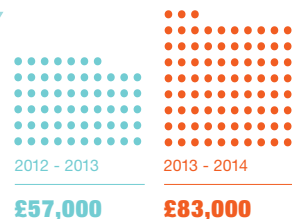
Without secure evidence to inform decision making, sustainable progress will be impossible to achieve. That is the purpose of the Sutton Trust-EEF Teaching and Learning Toolkit: more than



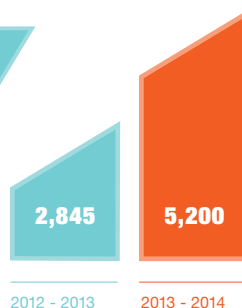
**Primary allocation only*

Chief Executive's Report

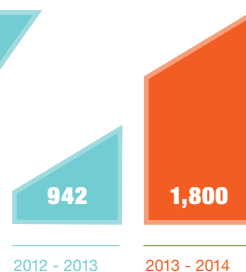
Average
Pupil Premium
value per school



Number of schools
receiving over £100,000
from the Pupil Premium



Number of schools involved
in EEF-funded programmes



8,000 pieces of educational research examined by academics at Durham University, summarised for teachers in a usable format, and made freely available online. In 2013 over a third of senior leaders said that they had used the Toolkit to inform their decision making about Pupil Premium spending.

Our Toolkit is the starting point, too, for our grant-making as we look to fund innovations that secure and extend our knowledge in different ways. For example, we know that improving the quality of feedback pupils receive – by giving pupils specific, accurate and clear information about their performance and how they can improve it – is a highly effective way to improve learning. Studies suggest improving feedback can boost attainment by eight months over the course of one year. But what does it look like when put into practice in the classroom? Three of our grants are investigating that very question.

Other areas are more developmental. Can singing or learning a musical instrument boost a child's attainment? Is there a causal link between a pupil's emotional resilience and their academic achievement? Does playing chess help their maths and problem-solving skills? Will life-coaching based in schools help reduce the number of young people who become NEETs? There is indicative evidence to suggest all these approaches might prove effective, but we need to know and understand much more before we can be sure.

We cannot answer these questions alone. The 56 grants approved to date are set to work in over 1,800 schools across the country. Together, this activity represents a new kind of collaboration, on a huge scale. Eighty primaries in Medway and Bristol are testing a form of peer tutoring for maths which, if successful, could benefit schools looking for an effective way to teach maths in (for instance) Middlesbrough and Manchester. Forty-five schools in Plymouth are testing a parental reading programme which could help struggling schools and families in Peterborough.

What is significant and new about this collective effort is not just its size but the commitment that all those involved have demonstrated to measuring rigorously the impact of the strategies they are adopting: not only the schools, but also other applicants whether they are local authorities, charities, social enterprises, universities, or a combination. They have recognised that by working together they can generate more reliable knowledge than could be achieved alone.

Every grant approved by our Trustees is then subject to a rigorous independent evaluation from a member of our 16-strong, appointed panel. The scale of our work is requiring change from academics and schools alike. In July 2013, we brought together academics and researchers for a conference to help build knowledge and capacity in how to run high-quality trials of educational interventions.

Disseminating and scaling what is most effective sits at the heart of the EEF mission. Once our project evaluations are complete we will identify the programmes and messages which could make the biggest difference to disadvantaged pupils around the country. We will work with schools, networks, local and national government to ensure that what we learn creates a real impact.

We are also increasingly working in partnership with a range of funding organisations – other trusts and foundations, corporations, public bodies – which share our aim of breaking the link between family income and educational achievement. To date, over £4.5m has been pledged to help extend the reach of the EEF's work.

I want to thank publicly all of those involved, and recognise the contribution that they are making to children across the country by collaborating to finding out which innovations work. If my newly qualified 25 year-old self were here he would welcome them with open arms.

Dr Kevan Collins
Chief Executive
Education Endowment Foundation



Does learning music help children academically?

What’s the programme?

‘Music Instruction and Academic Attainment’ will find out if singing or playing a musical instrument can boost children’s ability to learn in school.

Where will the project take place?

15 primary schools in Hounslow and East Sussex, Coventry and Essex.



Who will benefit?

900 pupils, mostly 5-6 year-olds (Year 2, primary).

How does it work?

It will test whether teaching children how to sing or play a musical instrument has a knock-on impact on their cognitive skills and academic attainment. Year 2 pupils at participating schools will be randomly assigned to receive over one school year weekly singing lessons, weekly lessons on a stringed instrument, or to an active control group that participates in drama. All participants will be tested before and after on cognitive skills and attainment in English and Maths. This design will allow us to isolate and measure the impact of music instruction, and may help build the academic case for music lessons in schools.

How much will it cost?

The EEF is investing £415,000 over 2 years, or £460 per pupil.

Who’s running it?

The project will be run by a partnership of four different organisations: Creative Futures (a new charity) will be responsible for co-ordination and oversight; the Institute of Education’s dedicated music research team will advise on project design; and Hounslow music services and another local authority music service in the North of England will deliver the bulk of instruction in schools. The National Centre for Social Research will independently evaluate the impact of the approach.

Why are we funding it?

The link between music and academic achievement is much researched. However, most of this research is observational which means we cannot be sure that the clear correlation



between music and academic success indicates a causal relationship. This programme builds on experimental research carried out in Toronto, Canada, which indicated that a 36-week course of music lessons can have a substantial, positive impact on children’s cognitive abilities. Our grant will enable this to be tested in schools in England to see if there is a similarly positive effect here.

What will we learn?

Music can and should, of course, be enjoyed for its own sake. But testing the impact of music on attainment is warranted for two reasons. First, many schools already spend time and money on music partly in the belief that it has a spill-over effect on academic achievement. Secondly, the evidence suggests there is a reasonable chance that the effect is substantial. If the findings are positive, they will greatly strengthen the case for giving disadvantaged children the opportunities to learn music that are already enjoyed by other children.

“It sounds like a fantastic project. We try to ensure that our children can develop their creative skills alongside their academic ones, so the project is the kind of thing that we would really enjoy.”

Megan Jenkins, Headteacher, Riverside Primary School, Southend on Sea



How can we support teachers to help children read well?

What's the programme?

Success for All is a training and support package that provides primary schools with the strategies, skills and materials to teach their pupils to read well.

Where will the project take place?

50 primary and secondary schools, primarily in the North and Midlands.



Who will benefit?

Some 4,500 pupils: 4-11 year-olds (Reception to Year 6, Primary).

How does it work?

The programme is built on a range of proven teaching strategies, and pulls them all together in a practical, school-focused way. Schools first take part in whole-staff training in the teaching strategies (e.g., cooperative learning and synthetic phonics) and management approaches (e.g., extensive data analysis to organise classes according to pupils' reading ability) that underpin the programme. Teachers are provided with structured daily lesson plans, and also with materials to support these, such as children's stories and planning sheets. In class, pupils may read a piece together in a group, or the teacher may introduce an idea or question, then invite the children to 'think' (think quietly to themselves about it), 'pair' (discuss it with their neighbour) and then 'share' their thoughts with the wider class. The programme's combination of reading strategies and meta-cognition (thinking about how you learn), together with additional catch up support, is designed to be especially beneficial for pupils struggling to learn to read.

Who's running it?

Success for All UK is a not-for-profit charitable foundation established in 1997. The Success for All programme was developed in the US by the leading education academic Robert Slavin and his colleagues at Johns Hopkins University. Professor Slavin now also runs the Institute for Effective Education at the University of York, as well as being a director of the UK charity. Queen's University, Belfast will independently evaluate the impact of the approach.

Why are we funding it?

There is very strong evidence for the approaches used in Success for All, such as phonics. There is also encouraging evidence from research in the US, where the programme is used by around 1,000 schools, and has already been evaluated as a randomised control trial which showed positive effects on literacy. A small study in the UK found a similar impact. This is an opportunity to implement a robust trial in English schools, with oversight from independent evaluators.



How much will it cost?

The EEF is investing £1.4m over 3 years, or £750 per pupil.

What will we learn?

Success for All is an evidence-based programme with a strong delivery model. Though the initial implementation costs are high, as it is a whole-school programme, its costs would be affordable to schools given the breadth and depth of the programme. If it is shown to be as effective as it has been in the US, there is the structure and capacity to scale it up to schools across the country, offering a comprehensive, structured way to raise literacy standards.

Projects

“The impact that Success for All has made on teaching and learning is significant; the majority of our children make consistently good and often rapid year-by-year progress and this represents outstanding achievement given their low starting points.”

Chris Comber, Deputy Headteacher, Taylor Road Primary School, Leicester



What works in engaging young people facing exclusion from school?

What’s the programme?

The ‘Engage in Education’ project will provide group and one-to-one support for pupils in Years 9 and 10 at high risk of exclusion.

Where will the project take place?

40 secondary schools in London.



Who will benefit?

800 pupils, 13-15 year-olds (Years 9 and 10, secondary).

How does it work?

The programme focuses on pupils with very low attainment, prior records of truancy and exclusion, and special educational needs. It seeks to improve attainment by reducing challenging behaviour including aggression, violence, bullying, substance abuse and general anti-social activities. Ten pupils per year receive 12 weeks group work, and one-to-one support from a keyworker to identify and address challenges that they are facing. All Catch22 staff and the relevant school teachers will receive training from the charity ICAN in how to support children with communication needs. The group work involves support with communication, and social and emotional aspects of learning. The one-to-one support is tailored to the needs of each young person, but can involve support with family issues, anger management sessions, or careers guidance, for example.

Who’s running it?

Catch22 is a charity specialising in providing services to people in tough situations aiming to turn their lives around. They were selected following a funding round dedicated to identifying an intervention to improve educational and behavioural outcomes for pupils in London schools who have experienced a prior fixed-period school exclusion. The University of Cambridge will independently evaluate the impact of the approach.

Why are we funding it?

An initial pilot in 2011, working with around 1,000 pupils, showed promising improvements in attendance and attainment, and reductions in exclusion. It enables the EEF to put to the test the assumption – which is intuitive but unproven – that improving behaviour leads to improved attainment. It will also provide a robust quantitative evaluation in a field where there is a lack of good evidence of which interventions can work at scale.



How much will it cost?

The EEF is investing £596,087 over 2 years, or £1,500 per pupil. The evaluation is being funded by the European Commission with support from the Greater London Authority.

What will we learn?

This project provides an opportunity to find out more about what works in improving behaviour among a highly disadvantaged group of young people. If we can find effective ways to turn their lives around, both their behaviour and their attainment, then the long-term payback to them as individuals and to society as a whole is huge.

“My keyworker has helped me most with my behaviour. I used to get arrested every day; she helped me with my behaviour in school and outside school.”

Paul, 15

“The programme acts as a vital bridging facility between formal school and informal support.”

Headteacher at participating school



Literacy catch-up for 11 year-olds

When young people fall behind in literacy and numeracy, especially if they are from disadvantaged backgrounds, it is much harder for them to catch up. Sadly, their later life chances are all too predictable.

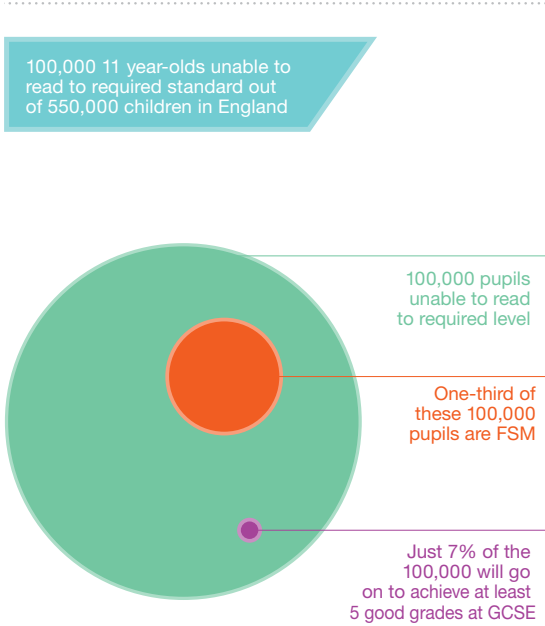
Across England's schools, some 100,000 pupils leave primary school at age 11 unable to read at the level needed to be able to progress effectively in secondary school. One-third of these children are eligible for free schools meals. 93% of children who cannot read properly at 11 do not then achieve at least five good grades in their GCSE exams at age 16. As a result, far too many end up not in employment, education or training (NEET).

It was this challenge – the need to find and evaluate programmes which will ensure more of our 11 year-olds are able to read properly – that the Education Endowment Foundation was asked by the Government to tackle.

In May 2012, Deputy Prime Minister Nick Clegg announced that £10 million would be awarded to the EEF by the Department for Education for a grants round dedicated to literacy catch-up projects for children at the primary-secondary school transition.

“How can a child start secondary school unable to read with confidence? That is a basic building block of a good education and no child should begin the race so far behind the starting line. We need to do everything we can to help these children through this transition to get them up to speed. ... The Education Endowment Foundation will shortly be inviting groups of local schools in the areas that suffer most with this problem to bid for extra funds for struggling Year 7s, from deprived homes to help them get their reading and writing up to scratch. Extra “catch up cash”, if you like.”

Nick Clegg, Deputy Prime Minister, announces literacy catch-up funding round, May 2012



23 projects

will work with around

490 schools

and some

14,870 pupils

May 2012

Deputy Prime Minister Nick Clegg announces £10m award to the EEF for a grants round dedicated to literacy catch-up projects for children at age 11.

June

EEF commissions literature review to establish what is known about the most effective (and least effective) interventions to tackle the problem.

July

EEF invites applications from schools and all other not-for-profit organisations for evidence-based ideas to be rigorously evaluated.

September

Application round closes, with more than 230 submitted.

November

First set of 23 grants are approved by the EEF's Board of Trustees.

January 2013

First projects start.

September

First evaluation report due.

December 2014

Final evaluation report due. The EEF will then publish a guide to help schools decide how to spend 'catch-up' funding most effectively.



Projects

Literacy catch-up for 11 year-olds

Full list of EEF grants, Literacy Catch-Up funding round

Comprehension:

Rigorous investigation of programmes that help teachers put the principles of effective reading comprehension instruction into practice.

1. £525,000 to University College London to compare the effectiveness of a phonics-focused intervention with one that integrates phonics and comprehension strategies. Reach: 20 schools, 480 pupils in Yorkshire and Humber.
2. £397,315 to Coventry University to test the impact of the Reading Agency’s Chatterbooks programme, along with a dialogic approach to teaching reading comprehension. Reach: 20 schools, 300 pupils in the West Midlands.
3. £393,570 to Bolton Council to test the impact of the Vocabulary Enrichment Intervention. Reach: 12 schools, 540 pupils in Bolton.
4. £78,755 to Adamsrill Primary School to test the impact of the Rhythm for Reading programme. Reach: 5 schools, 400 pupils in Lewisham.

Decoding:

Fluent decoding is the foundation on which reading comprehension is built. Research is required on phonics for older readers, addressing particularly the issues of how to target children accurately and how to ensure materials and instructional approaches are ‘age appropriate’.

- £520,064 to North Tyneside Council to test the impact of paired reading approaches, with Year 9 pupils tutoring Year 7 pupils in English. Reach: three schools, 3600 pupils in North Tyneside.
1. £457,980 to Real Action to test the impact of their Butterfly programme. Reach: five schools, 400 pupils in London.
 2. £390,206 to Dyslexia Action to test the impact of a computer-based phonics programme, Units of Sound. Reach: 50 schools, 1,000 pupils nationwide.
 3. £148,217 to Norfolk Council to test the impact of the ‘Rapid Phonics’ approach. Reach: 15 schools, 300 pupils in Norfolk.
 4. £390,000 to test the impact of Fresh Start, a phonics programme for older children. Reach: 10 schools, 530 pupils in Harlow, Telford and Yorkshire.

Reading for Pleasure:

Interventions designed to promote children’s enjoyment of books and encourage them to see reading as a pastime rather than a chore.

1. £218,414 to Book Trust to test the impact of children receiving a personalised package of children’s books and participating in events over the summer. Reach: 15 schools, 300 pupils in Yorkshire and Humber.
2. £480,953 to Unitas to test the impact of a volunteer-led one-to-one reading programme. Reach: 30 schools, 600 pupils in Liverpool, London, Oldham and Staffordshire.
3. £147,000 for four secondary schools to test the impact of Accelerated Reader, a web-based programme that carefully matches books to pupils’ reading abilities. Reach: 4 schools, 540 pupils in Stockton-on-Tees, Liverpool, Essex, East Sussex.

Writing:

Improving writing is important in its own right, and has also been linked to improved reading comprehension.

1. £395,850 to the Calderdale Excellence Partnership to test the impact of a structured programme that provides memorable experiences to children as the starting point to improvements in writing outcomes. Reach: 29 schools, 312 pupils in Calderdale.
2. £240,652 to Discover Children’s Story Centre to test the impact of a four week summer programme, including a variety of workshops with poetry sessions, functional literacy sessions, reading sessions, and trips to performances, festivals, and libraries. Reach: 4 schools, 250 pupils in Newham.
3. £338,752 to the University of Exeter in partnership with the National Association of Teachers of English, to test the impact of a grammar programme. Reach: 60 schools, 720 pupils in London, the South West, the East Midlands, West Midlands and Yorkshire.

Mixed Approaches:

These combine two or more of the strategies above.

1. £70,575 to Switch On to test the impact of a literacy programme. Reach: 19 schools, 350 pupils in Nottinghamshire.
2. £429,553 to Catch Up Literacy to test the impact of a structured literacy intervention delivered by teaching assistants. Reach: 85 schools, 408 pupils in 15 local authorities.
3. £550,347 to CUREE and Achievement for All to test the impact of Response to Intervention. Reach: 80 schools, 960 pupils nationwide.
4. £455,800 to Shine Trust to test the impact of a summer school programme focusing on literacy tuition with enrichment activities. Reach: 4 schools, 480 pupils in Manchester.
5. £726,112 to Success for All to test the impact of a programme which focuses on collaborative learning and individualised teaching. Reach: 15 schools, 1750 pupils in Yorkshire and the Humber.
6. £306,000 to Perry Beeches Academy to test the impact of one-to-one academic coaching on literacy outcomes. Reach: 4 schools, 480 pupils in Birmingham.
7. £148,000 to Greenford High School to develop and pilot a programme to improve pupils’ speaking and listening skills. Reach: 3 schools, 240 pupils in Ealing.
8. £570,049 to Future Foundations to test the impact of a four week summer school, including small-group academic instruction, mentoring and extra-curricular activities. Reach: 33 schools, 1,000 pupils in Edmonton, Islington and Brighton.

Full list of EEF-funded projects, 2012-13

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.

Here are the 14 grants approved by the Board of Trustees within the reporting year, July 2012 to June 2013. This brings to 33 the number of grants awarded from the EEF's original £125m grant from the Department for Education. The 19 grants awarded in the EEF's first year were listed in last year's annual report.

Round 3 grants (announced November 2012)

1. Music Instruction and Academic Attainment (see pages 6-7)

2. Developing Healthy Minds in Teenagers

What we want to find out: Can lessons intended to improve pupils' wellbeing also help them do better in school? This grant will test the impact of 14 evidence-based life-skills programmes on academic attainment.
Delivered by: How to Thrive and London School of Economics. To be evaluated by the National Institute of Economic and Social Research.
EEF funding: £687,000 over 4 years.
Reach: 4,500 pupils in 30 secondary schools in London and the South-East.

3. Project-Based Learning



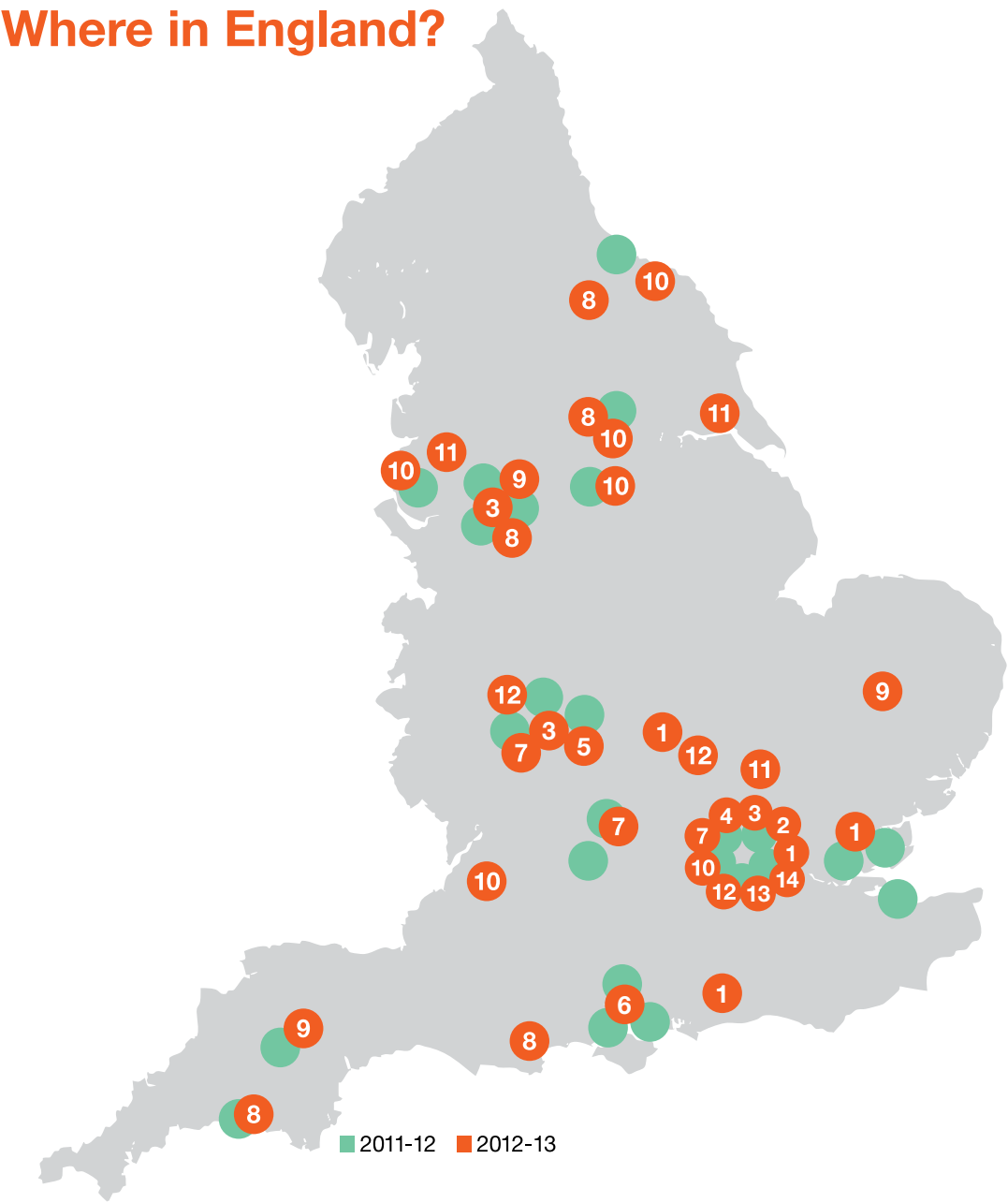
What we want to find out: Can teaching in which all lessons and activities revolve around a single, complex enquiry boost pupils' attainment? This grant will test the impact of integrating different subjects and tying learning to real-world problems to ensure children think about and use every fact they learn in school.
Delivered by: Innovation Unit. To be evaluated by Durham University and the University of York.
EEF funding: £900,000 over 3 years.
Reach: c.3,000 pupils in 24 secondary schools in the Midlands, North West and South East of England.

4. Improving Pupils' Talking and Listening Skills



What we want to find out: Will helping teachers embed good classroom talk in their everyday practice improve pupils' oracy? This grant tests the impact of interventions that schools can use to boost pupils' talking and listening abilities, based around a whole-class approach called dialogic talk supplemented with extra tuition in particular skills (eg, communication lessons, voice coaching).

Where in England?



Projects

EEF GRANTS TO DATE (2011-13)

56 number of projects	300,000 number of children reached
£28.7m total funding committed	1,800 number of schools involved

Full list of EEF-funded projects, 2012-13

(continued)

Delivered by: School21 and Cambridge University. To be evaluated by Sheffield Hallam University.
EEF funding: £382,000 over 3 years.
Reach: c.1,000 pupils in 4 primary/secondary schools in London (Newham).

5. Success For All (see pages 8-9)

6. Talk for Writing



What we want to find out: Can deeper knowledge and understanding of the structure of written language develop pupils’ own independent writing? This grant will pilot a programme to improve writing skills in primary schools.
Delivered by: Primary Writing Project. To be evaluated by the Institute of Education, University of London.
EEF funding: £121,000 over 2 years.
Reach: c.1,400 pupils in 6 primary schools in Portsmouth.

Round 4 grants (announced March 2013)

7. Improving Numeracy and Literacy



What we want to find out: Are the two evidence-based approaches being trialled effective at increasing children’s attainment in numeracy and literacy? The numeracy programme aims to develop children’s mathematical reasoning abilities, whilst the literacy programme focuses on morphemes and the use of these to aid spelling and reading comprehension.
Delivered by: University of Oxford. To be evaluated by NFER.
EEF funding: £517,225 over 2 years.
Reach: c.3,600 pupils in 60 primary schools in Oxford, the South East and Midlands.

8. Let’s Think Secondary Science



What we want to find out: Can a programme which aims to challenge pupils’ thinking and encourage group learning improve their attainment not only in science, but also in Maths and English?

This grant will test the impact of Let’s Think Secondary Science, a programme of lessons, materials and training designed to promote higher order thinking.
Delivered by: Let’s Think Forum. To be evaluated by Institute for Effective Education at York University.
EEF funding: £639,485 over 4 years.
Reach: c.3,000 pupils in c.50 secondary schools in North Yorkshire, Plymouth, Manchester, Leeds and Poole.

9. Lesson Study



What we want to find out: Can peer observation and collaboration improve teacher practice and pupil progress? This grant will test Lesson Study, which involves teachers working in small groups to plan lessons that address a shared teaching and learning goal, focusing especially on lower attaining schools and disadvantaged pupils.
Delivered by: Edge Hill University. To be evaluated by the London School of Economics.
EEF funding: £543,425 over 3 years.
Reach: c.5,000 pupils in 80 primary schools in the North-West, East and South-West of England.

10. Chess in Primary Schools



What we want to find out: Does teaching pupils to play chess boost their attainment in mathematics? This grant will test the impact of a 30-week curriculum which teaches children how to play chess, before developing thinking skills through the use of chess problems.
Delivered by: Chess in Schools and Communities. To be evaluated by the Institute of Education, University of London.
EEF funding: £689,150 over 2 years.
Reach: c.1,500 pupils in 100 primary schools in London, Liverpool, Sheffield, Middlesbrough, Leeds and Bristol.

11. Talk of the Town



What we want to find out: Can this integrated approach to addressing the high level of poor spoken language skills, especially in areas of social deprivation, boost pupils’ language and literacy attainment? This grant will test the impact of a coalition of nearly 47 voluntary and community organisations with expertise in identifying and improving outcomes for children with speech, language and communication needs.

Delivered by: The Communication Trust. To be evaluated by Queen’s University, Belfast.
EEF funding: £967,780 over 2 years.
Reach: c.2,000 pupils in 64 primary schools in Wigan, Hull and Stevenage.

12. Word and World Reading Programme



What we want to find out: Can a knowledge-rich reading approach to teaching tackle the vocabulary gap between disadvantaged and more affluent children? This grant will pilot an approach inspired by ED Hirsch’s core knowledge movement in the USA and adapted for the English classroom. Classroom teachers will be provided with resources, as well as subject specific and pedagogical training to teach History, Geography and Art.
Delivered by: Curriculum Centre. To be evaluated by the University of Durham.
EEF funding: £147,848 over 2 years.
Reach: c.900 pupils in 16 primary schools in London, West Midlands and Northamptonshire.

13. Think Forward



What we want to find out: Is long-term coaching for pupils at risk of dropping out of education an effective way to prevent young people becoming NEET? This grant will test the impact of Think Forward, a programme which provides highly trained coaches to work with 14 year-olds as they progress through to their GCSEs and post-16 choices, include developing their numeracy, literacy and other life skills.
Delivered by: Think Forward (Impetus-Private Equity Foundation). To be evaluated by Sheffield Hallam University, working with Essex University.
EEF funding: £254,624 over 2 years.
Reach: c.80 pupils in two secondary schools in London.

14. Engage in Education (see pages 10-11)

Evaluating Projects

Rigorous evaluation is essential to the mission of the Education Endowment Foundation. It ensures that we can accurately identify the impact of our projects and provide schools with the information they need to improve outcomes for their pupils. Every project funded by the EEF is independently evaluated by a team from of our panel of 15 evaluators (see opposite). Each evaluation has two parts. An impact evaluation, using a robust design such as a randomised controlled trial, is used to identify to difference the project makes on student progress. Alongside this evaluation, a process evaluation is undertaken to understand the key components of successful implementation and inform how it could be scaled-up should the approach be particularly successful.

Of the 56 projects currently being funded by the EEF, 49 are being evaluated using randomised controlled trials. Where this is not possible, quasi-experimental designs or matched control groups are used to ensure that we always have a robust estimate of the approach's impact. The results from all of our evaluations will be integrated into the summary of evidence in the Sutton Trust-EEF Teaching and Learning Toolkit.

Building Evidence In Education

Alongside our project evaluations, the EEF is committed to building capacity in England to conduct future evaluations. The EEF hosted a two-day conference for its panel members in July 2013 which provided training and a forum to share expertise and discuss the challenges and solutions in designing and delivering EEF evaluations. The EEF has developed resources to share good practice, including a framework for process evaluation, guidance on schools recruitment, and a database of attainment tests, all of which are available to download from our website.

The EEF is also funding a project linking the rich data generated by our randomised controlled trials with the longitudinal data in the Department for Education's national pupil database (NPD) and then make this available through the UK Data Service. We hope that this will provide a lasting legacy for the education research and policy community and continue to increase our understanding of how to improve children's outcomes for years to come.

Promoting In-School Evaluation

The EEF is also keen to build evaluation capacity in schools. This year we worked with Durham University to develop our DIY Evaluation Guide, a resource which provides practical advice for teachers on designing and carrying out small-scale evaluations in their own school. This will enable teachers and schools to test whether things work in their own context and become more discerning consumers of evidence. The Guide is available freely online and can be accessed from the Evaluation section of the EEF website.

Example

'Chess in Schools' evaluated by the Institute of Education

Chess in Schools is an established programme that uses accredited chess coaches to teach chess for one hour a week during normal class time. The programme is being independently evaluated by the Institute of Education using a randomised controlled trial. Of the 100 schools initially recruited into the evaluation half will be randomly selected to receive Chess in Schools during the evaluation and half will receive it two years later. Through this design it is possible to obtain a robust estimate of the impact of chess on academic attainment.

The EEF panel of evaluators

- The Centre for Economic Performance at the London School of Economics
- The Centre for Education and Inclusion Research, Sheffield Hallam University
- The Centre for Effective Education, Queen's University Belfast
- The Centre for Evaluation and Monitoring, Durham University
- The Centre for Market and Public Organisation, University of Bristol
- The Institute for Economic and Social Research, University of Essex
- The Institute of Education
- The Institute for Effective Education at the University of York
- The Institute for Fiscal Studies
- NatCen Social Research
- The National Foundation for Educational Research
- The National Institute of Economic and Social Research
- The School of Education, University of Manchester
- UCL London - University of Oxford (consortium)
- The York Trials Unit



The Teaching and Learning Toolkit is an accessible summary of educational research developed by the EEF in collaboration with the Sutton Trust and a team of academics at Durham University led by Professor Steve Higgins.

The Toolkit provides guidance for head-teachers and teachers on how to use their resources to improve the attainment of disadvantaged pupils. It currently covers 33 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them, and how much it would cost to implement them. This knowledge helps ensure that the decisions schools make can be as informed as possible.

In addition, the Toolkit provides a baseline for the EEF’s grant-making, indicating where additional research will be most useful and which areas have most promise. As evaluations of our grants are completed these will also be incorporated into the Toolkit, making it a live resource summarising the current state of knowledge in education and informing future research.

In January 2013, we re-launched the Toolkit on the EEF website. The expanded guide now summarises over 8,000 research studies from the UK and around the world, and includes video highlights, as well as links to providers of training and programmes in each area.

“We’re at the start of the long journey to enable teachers to act on research evidence, but to get such widespread take-up during a period of increasing autonomy for state schools in England is an incredible achievement.”

Dr Lee Elliot Major, Toolkit Co-Author and Chair of the EEF Evaluation Advisory Group

In July 2013, the Department for Education published a study showing that over half of secondary schools (52%) and a third of primaries (33%) had used the Toolkit. This finding was echoed by an earlier survey by the National Foundation for Educational Research which showed that, across all schools, 36% of senior leaders had read the Toolkit.

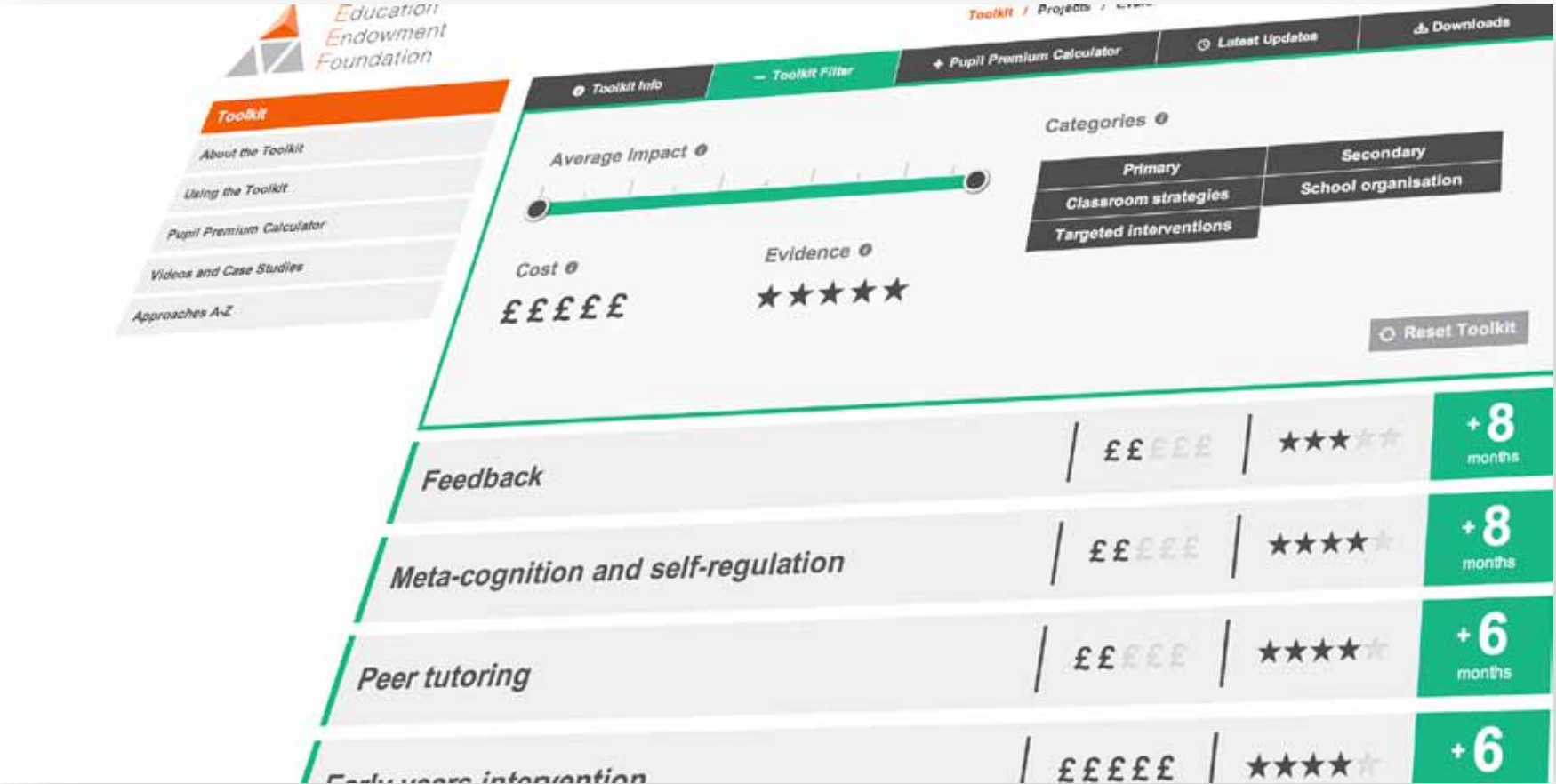
In particular, the Toolkit has been used to support decisions about the Pupil Premium. This is worth £900 per pupil eligible for free school meals (broadly, those from households with an annual income below £16,000). In 2012-13 the average school in England received over £57,000 Pupil Premium funding, rising to £82,000 this academic year, 2013-14.

We know that the relationship between increasing spending on education and improving outcomes in attainment is not a straightforward one.

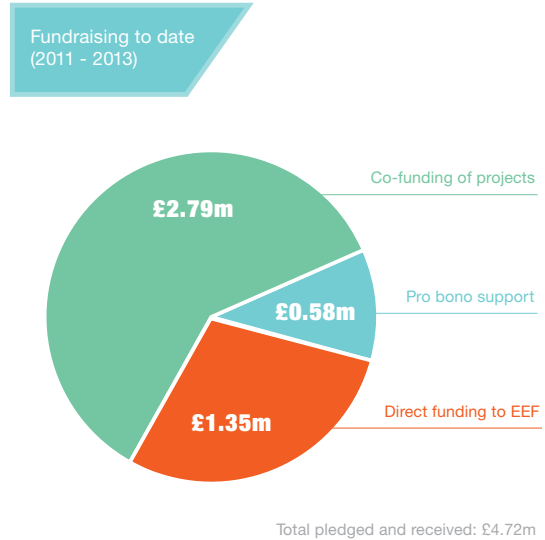
Nationally, spending per pupil rose by 85 per cent in real terms between 1997 and 2011 without any significant increase in the UK’s position in the international league tables. Some early evidence on the Pupil Premium also suggests that there is cause for concern about its impact so far. But by providing heads with access to high-quality information, we are trying to help change this.

In March 2013, the Toolkit was cited by the UK Government’s Cabinet Office when launching the ‘What Works Network’ as an example of the type of accessible research summaries which should be available within social policy. The Sutton Trust and EEF have joined the network, which will promote and support evidence based policy making in areas of worth over £200 billion in public spending, alongside other centres such as the National Institute of Clinical Excellence.

Further recognition of the Toolkit’s evidence-informed approach arrived in July 2013 when the Institute for Government awarded the EEF and Sutton Trust its ‘Inspiration for Government’ award, which honours “excellent examples of inspirational thinking and practice”.



The EEF aims to work in partnership with funding partners who share our commitment to offering the best possible educational opportunities to children from disadvantaged backgrounds. Since 2011, some £4.7m has been pledged by a range of organisations to help extend the reach of work the EEF is funding. Here are three examples:



EEF partnership with J.P. Morgan

Achieve Together aims to develop teaching and leadership within schools to help raise the attainment of the most deprived children. Three independent charities – Teach First, Teaching Leaders and Future Leaders – will pilot practical ways of working together to attract, retain and develop good teachers, middle leaders and heads to raise standards in schools for disadvantaged pupils.

The EEF has committed £1.8m with J.P. Morgan funding the full £1.1m costs of the initiative in Bournemouth, where the firm has around 4,000 employees and a strong track record of investment in the area.



“We are delighted to partner with the EEF to unlock the talents and aspirations of children and young people from all backgrounds to ensure they have a fair chance to get ahead.

Not only is this the right thing to do, but it is an imperative, to ensure that our professions and the wider community benefits from the wealth of diverse talent that exists amongst the young people in this country.”

Carol Lake, J.P. Morgan

EEF partnership with Nominet Trust

The EEF and Nominet Trust are partnering together in a funding round focusing on innovative, evidence-based ways to use digital technology to help raise the attainment of children from disadvantaged backgrounds.



“We hope that this EEF/ Nominet Trust fund will provide evidence into effective uses of digital technology that can be shared to support teachers and schools further. It’s great to be

working with EEF’s rigorous approach to evaluation to address a significant gap in understanding the wide-scale benefits of the use of technology in education.”

Dan Sutch, Nominet Trust

As the EEF’s Chairman Sir Peter Lampl commented: “Hundreds of millions of pounds are spent every year on computers in schools and the accompanying software. Yet we know relatively little about its real impact. I’m delighted that Nominet Trust are working with the EEF so we can learn more about using technology to improve teaching and learning.”

The funding round was open from December 2012 to April 2013. Decisions about which applications have been successful will be announced in autumn 2013.

EEF partnership with Wellcome Trust

The EEF and Wellcome Trust are collaborating on a programme of work looking at the potential for neuroscience to impact on educational practices. This programme of work includes:

- A review of current educational interventions and approaches that are, or claim to be, based on findings from neuroscience;
- A review of neuroscience research to identify ideas that are ready to be translated into the classroom;
- A survey of teachers, parents and students to find out what practice is already happening that is believed to be based on neuroscience findings.

The results of this work will be published in autumn 2013. It is hoped this will aid the responsible transfer of neuroscience findings into education and enable teachers to access the best available evidence about neuroscience and education, dispelling myths and helping them make informed choices about the best approaches to implement.



“We are very happy to be working on this important area with the Education Endowment Foundation. To enable neuroscience to have a positive impact on education

a collaborative approach is needed, supporting teachers to distinguish neuro-fact from neuro-myth and supporting neuroscientists to explore whether their findings can benefit learning. The work we have undertaken aims to look at the issue from these different perspectives and we hope that this collaboration is the first of many within the area of neuroscience and education.”

Hillary Leever, Wellcome Trust

Other partnerships include:

- A joint venture with the **Economic and Social Research Council (ESRC)** to explore ways to improve the impact of educational research on practice.
- Working with the UK Government’s **Cabinet Office** to evaluate whether youth social action – for example, volunteering in the community, taking part in Scouts or the Duke of Edinburgh Award, or mentoring a younger pupil – makes young people better citizens: better engaged in school, better equipped for work, and more involved in their local communities.
- Catch22’s ‘Engage in Education’ project, which provides support for secondary school pupils at high risk of exclusion, is also being co-funded, with the evaluation funded by the **European Commission** with support from the **Greater London Authority**.

The EEF gratefully acknowledges the contributions of all our co-funding partners. We are grateful, too, for the pro bono contributions in 2012/13 of our legal advisers, Macfarlanes and Freshfields Bruckhaus Deringer, as well as The Sutton Trust. Please contact Stephen Tall if you would like to find out more about partnering with the EEF.

The EEF's initial funding

The Education Endowment Foundation is a registered charity which was established in 2011 with a grant from the Department for Education of £125 million. In 2012 the EEF was awarded an additional £10 million from the Department for Education, to fund a dedicated Literacy Catch-up funding round which seeks to identify effective ways to support students who did not receive Level 4 in literacy by the end of primary school.

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 2012/13, the EEF received funding from the Sutton Trust of £255,000 and from Impetus Trust of £85,000 and these sums have been applied towards the support costs of the organisation.

Other funding support

Services provided by other organisations to the charity on a pro bono basis were valued at £57,452 for commercial, legal, operational and general management support. This amount is treated as both income and expenditure in the year. This includes pro bono staff time from the Sutton Trust and professional support provided by our legal advisers.

All figures shown are for the financial year ended 31st March 2013 unless otherwise indicated.

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 engaged two professional investment management firms to manage the portfolio: J.P. Morgan and Goldman Sachs. The trustees will consider other firms in addition to or as replacements for the managers on an on-going basis. 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.

Investment performance, 2012/13

The investment portfolio, which principally comprises a range of sterling fixed income securities and cash, continued to outperform expectations in the year to 31 March 2013. Investment income earned in the year was £4.9m, and market values grew by £5.7m to £141.8m. Protracted uncertainty in the euro zone during the first half of the period led to substantial volatility in risk assets, and in general this led investors to seek 'safety' in bonds. Central banks, including

the Bank of England, also continued their outright purchases of bonds as part of their ongoing program of quantitative easing. Both of these effects benefited our sterling denominated bond holdings to a significant degree.

The trustees review the investment strategy and performance of the funding pool along with projections in terms of future grant and operating expense commitments on a regular basis. The unrestricted fund reserves at the year-end was £134 million, which the trustees consider as available for grant making as well as funding required support costs and governance costs. It is judged to be sufficient to meet planned expenditure requirements.

Grant awards approved

In the financial year ending 31st March 2013 the EEF approved direct grant awards of £24.1 million to 44 projects. In accordance with our accounting policy for grant expenditure recognition, being based on project milestones achieved in the year, grant expenditure amounted to £3.9m, net of £1.5m of grant cancellations and withdrawals made in the period.

Projects and grant-making

The EEF's grant-making was covered in the trade and mainstream press. The *Evening Standard* covered the award of £150,000 to the Curriculum Centre to test the impact of teaching a knowledge-rich curriculum inspired by the work of U.S. academic E.D. Hirsch. The work of EEF grantee Chess in Schools and Communities was highlighted in a report in the *TES* and in the *International Herald Tribune* while the Mathematics Mastery project, testing the impact of an approach to teaching maths developed in Singapore, was covered in *Headteacher Update*.



What Works Network

The launch of the What Works network in March 2013 was widely reported. *The Guardian*, *Daily Telegraph*, *Financial Times* and *Independent* covered the event, the latter quoting the comments of Oliver Letwin MP, who said: "The What Works network will support commissioners and decision-makers at every level of Government – from head teachers and local police chiefs, to ministers and civil servants. A decade from now, we'll wonder how we ever did without it."

Social media

The EEF has also developed a strong presence on social media in 2012/13. On *Twitter*, where the EEF has over two thousand followers, our workshops and talks at conferences attracted a significant amount of attention. In March 2013, following the launch of Ben Goldacre's report on the use of evidence in education, the Teaching and Learning Toolkit and DIY Evaluation Guide attracted a large amount of attention. Ben Goldacre tweeted: "The mighty @EducEndowFoundn have now enrolled one in every 15 schools in the UK in an RCT. Speed of change."



Funding rounds

In 2013-14 the EEF will hold two open funding rounds, inviting applications from schools, universities, charities and other not-for-profit organisations. The first of these application rounds closes on 3rd October 2013. Applications can be submitted online via the EEF website.

Alongside these open application rounds, the EEF is currently working with the UK Government’s Cabinet Office to support trials into the impact of youth social action. There is a growing belief that youth social action – for example, volunteering in the community, taking part in Scouts or the Duke of Edinburgh Award, or mentoring a younger pupil – makes young people better citizens: better engaged in school and better equipped for work. The EEF and the Cabinet Office will be jointly funding an initiative to evaluate this link rigorously, and to test the impact of such extra-curricular activities on pupils’ engagement and attainment at school.

The EEF is also collaborating with the Wellcome Trust on a programme of work to build research expertise and knowledge at the interface between neuroscience and education. Neuroscience is an exciting and fast-moving field, but to date it has not had a significant positive impact on pupils’ learning. Indeed, in several cases, misleading ‘neuromyths’, such as the existence of distinct ‘learning styles’ have grown in popularity and been hard to shift even once they have been discredited

within the scientific community. Our initial investigatory work exploring how understanding about the brain can or does affect classroom practice, including a literature review by Dr Paul Howard Jones of the University of Bristol, will be published in Autumn 2013.

Reporting and scale-up

The EEF’s first evaluation reports will be published in Autumn 2013. This will be an exciting time, as we seek to spread the findings to all schools which can benefit. Importantly, the EEF is committed to publishing the results of all our programmes, whether positive or negative. Though this will sometimes be challenging, we believe that sharing information about what didn’t work can be as useful as publicising what did. This balance will mean that schools can focus their effort and spending on the strategies which are most likely to have an impact.

Beyond simply disseminating our findings, we will seek to actively scale up the projects which are cost-effective, sustainable, and which have the biggest potential to make a difference. We recognise that the challenges of achieving scale for what works are manifold. Indeed, there are very few examples within education where evidence-based innovations have spread throughout the system successfully. However we are delighted to be working on this challenge with a number of partners, including the Department for Education and the Economic and Social Research Council (ESRC).

Evidence in action

Alongside our work disseminating and scaling findings from our own grants, we are working to support schools putting evidence into action more generally.

In June 2013 the EEF announced that it would work together with the ESRC to explore ways to improve the impact of research on practice. Two senior appointments, Dr Jonathan Sharples and James Richardson, have been made to work on the issue, starting in September 2013.

The EEF will also be working with Sutton Trust and other members of the ‘What Works Network’ to promote the use of evidence by policy-makers locally and nationally. The Network creates an opportunity for the education sector to learn from other areas such as health, where the integration of evidence and practice has a longer history.

Finally, we are working with Durham University to develop our DIY Evaluation Guide, which supports teachers seeking to conduct their own small-scale evaluations. We are piloting the guide with schools around the country as well as with the charity Teaching Leaders. You can freely access this online Guide via the Evaluation section of the EEF website.

Trustees

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Chair, Sutton Trust (Chair)

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Chief Executive, Impetus Trust

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