

Annual Report 2013/14

Contents

[Chairman's Introduction](#) ▶

[Chief Executive's Report](#) ▶

[Projects](#) ▶

[Evaluation](#) ▶

[Reporting](#) ▶

[Teaching & Learning Toolkit](#) ▶

[Working in Partnership](#) ▶

[Finance](#) ▶

[Media](#) ▶

[About Us](#) ▶

“Children’s early years is a crucial new area for the EEF, but one that is wholly aligned with our core objective of breaking the link between family income and educational achievement.”

Sir Peter Lampl

Chairman’s Introduction



I am delighted to introduce this third annual report of the Education Endowment Foundation. The EEF was set up in 2011 by the Sutton Trust, as lead charity in partnership with Impetus Trust, with a £125 million founding grant from the Department for Education. As we move into our fourth year, I am very pleased to be able to update you on some of the progress we have made in the past 12 months.

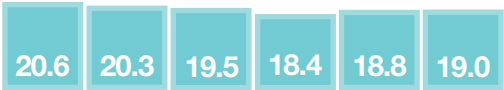
The problem we are tackling – how to improve the attainment of pupils from low-income backgrounds – is huge. More than 1.4 million children across England are eligible for free school meals because they come from low-income households. They all deserve the chance to fulfil their potential and make the most of their talents. But that isn’t the case right now. All too often their ambitions – to be doctors or academics, financiers or journalists, lawyers or engineers – will fail to be realised because they don’t get the results they need to succeed. That’s a personal tragedy for them, but it’s a national tragedy for the rest of us. We simply cannot afford to squander their skills.

The attainment gap between children from rich and poor backgrounds in this country is stark. There is a 19-month gap at the start of school between the most and least advantaged children. This gap only widens as children get older. Pupils who do not reach the minimum expected level in English and Mathematics aged 11 rarely catch up by the time they reach 16. And without at least five good GCSEs most will struggle to achieve their goals, either for further study or in the world of work. This is the trajectory we must change.

THE ATTAINMENT GAP

(between children eligible for free school meals and all other children %)

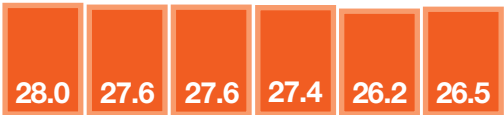
At Age 5



At Age 11



At Age 16



2007-08 2008-09 2009-10 2010-11 2011-12 2012-13

Source: Social mobility indicators, The Deputy Prime Minister’s Office (as at 1 July 2014)

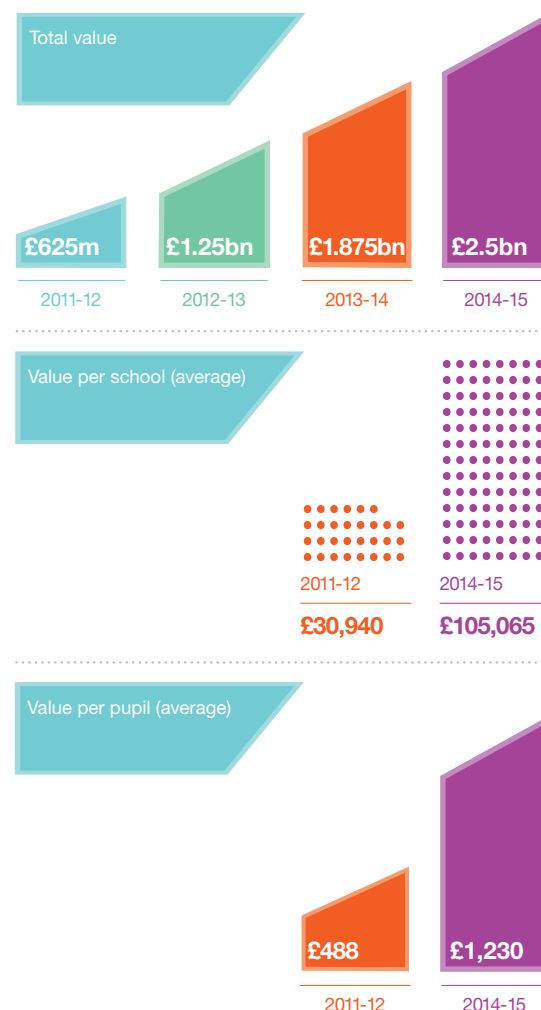
Chairman's Introduction ▼		
1	2	3
Chief Executive's Report ▶		
Projects ▶		
Evaluation ▶		
Reporting ▶		
Teaching & Learning Toolkit ▶		
Working in Partnership ▶		
Finance ▶		
Media ▶		
About Us ▶		

The EEF's approach is firmly rooted in the evidence of what works in teaching and learning, something which has long been a passion of mine. In 2010, when the Coalition Government announced it would invest up to £2.5 billion a year in the Pupil Premium (money given to schools to support disadvantaged children) we were concerned that this money should be spent by schools in ways that would be most likely to raise the attainment of the poorest pupils and so narrow the gap.

That's why the Sutton Trust commissioned academics at Durham University to synthesise educational research from the UK and overseas and present the evidence of 'what works' for disadvantaged pupils in a way that would be accessible to practitioners – taking research out of the lecture theatre and into the classroom.

An immediate hit with schools when first published in 2011, the Teaching and Learning Toolkit, a freely available online resource continually updated by the EEF, continues to grow in its scope and popularity. A recent poll showed that 45% of senior leaders – heads, assistant heads and deputies – now say they use the Toolkit, including more than half of those in secondary schools.

PUPIL PREMIUM



Last year, the work of the EEF and The Sutton Trust to promote better use of evidence was recognised by the Government through our designation as the What Works Centre of Excellence for improving education outcomes for school-aged children.

This year, I can report that the Government has invited the EEF to extend its remit to the early years, a move welcomed by the Board of Trustees. This means the EEF will, from autumn 2014, set out to fund robust, independent evaluations of projects working with 3-4 year-olds, helping to develop a secure understanding of what really works – and in particular for the 350,000 of these children eligible for free school meals.

This is a crucial new area for the EEF, but one that is wholly aligned with its core objective of breaking the link between family income and educational achievement. From April 2015, the Government proposes providing nurseries, schools, and other providers with a new Early Years Pupil Premium worth up to an additional £300 a year for each eligible child. Its impact will, of course, depend on how well it is spent. The Sutton Trust has produced early years' research and piloted interventions to close the gap in school readiness for those children. Unless we start early, it will be too late.

Chairman's Introduction

The EEF's early years work will sit alongside its trials of evidence-based projects designed to boost the attainment of 5-16 year-olds. Since the EEF's launch we have awarded £47m to 87 projects working with some 550,000 pupils in 4,100 schools. You can read about some of this year's activity in this report, including ground-breaking initiatives in areas as diverse as neuroscience, non-cognitive skills, and how we can put evidence into action within schools.

But the EEF's work does not end with the decision to award a grant to test the benefits of a new idea: that is when it begins. First, we report, in full and in public, the results of the independent evaluations of EEF-funded projects. All the findings will be incorporated into the Teaching and Learning Toolkit, adding to our collective knowledge of what works. And if something doesn't work that will be reported just the same. In a world of limited resources, spending money on approaches that do nothing to benefit students harms their education.

Those ideas which are shown to be both effective and cost-effective, the EEF will – working with colleagues across the education sector – aim to scale up to many more beneficiaries. Finding out what works in trials in a few schools is a good start. The real challenge, though, will be in supporting the effective use of evidence across 24,000 schools around the country, ensuring those 1.4 million children eligible for free school meals are able to fulfil their potential. I look forward to continuing to update you on our progress.



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

[Chairman's Introduction](#) ▼[1](#) [2](#) [3](#)[Chief Executive's Report](#) ▶[Projects](#) ▶[Evaluation](#) ▶[Reporting](#) ▶[Teaching & Learning Toolkit](#) ▶[Working in Partnership](#) ▶[Finance](#) ▶[Media](#) ▶[About Us](#) ▶

Chief Executive's Report

“The attainment gap dividing low-income pupils from their better-off classmates is the biggest issue facing our schools today. It will require collective action to tackle it.”

Dr Kevan Collins



The EEF has completed its first three years' activity: funding projects, commissioning evaluations, and building the evidence of what works in breaking the link between family income and educational achievement.

Since it was set up in 2011, the Board of Trustees has approved £47m funding to trial 87 evidence-based initiatives involving some 4,100 schools and 550,000 pupils. This is a huge undertaking only made possible thanks to a true spirit of enquiry among those who share our determination to improve attainment and narrow the gap separating low-income pupils from other children and young people.

This past year saw a further milestone reached, as we published our first independent evaluation results of 10 of these projects (see pages 24-25 for details). It feels an appropriate moment, as we enter our fourth year, to highlight four key points which drive our work here at the EEF:

1. Teaching quality is fundamental to raising attainment and narrowing the gap

The evidence is clear that improving the quality of teaching in those schools (rather than, for example, simply increasing the quantity of schooling by extending the school day) is likely to be the best way to improve attainment outcomes. Research by the Sutton Trust has found that the effects of high-quality teaching are especially important for economically disadvantaged children, who often do not have access to the same educational resources as their better-off peers.

This is why so much of the EEF's work focuses on improving the quality of teaching in schools. A significant amount of our grant-making is dedicated to bettering our understanding of how approaches such as 'feedback' and 'peer tutoring' can be implemented successfully within classrooms, or how the 235,000 Teaching Assistants employed by schools can be most effectively trained and supported.

The Sutton Trust-EEF Teaching and Learning Toolkit is designed to support schools to improve the quality of classroom teaching (see pages 28-29). It's been greatly encouraging to see its use increase sharply. In 2012, a poll of senior leaders – heads, assistant heads and deputies – found that 11 per cent used the newly-launched Toolkit. By 2014, the proportion had spiked to 45 per cent, rising to 54 per cent among secondary leaders. This shows the appetite among the teaching profession to be able to access the high-quality information they need to inform their spending decisions, including how to make best use of their schools' Pupil Premium funding.

2. Effective interventions will still be needed to help pupils catch up and keep up

High-quality teaching is fundamental: after all, pupils spend up to 25 hours each week in lessons so we need to make the most of what happens in that time. However, targeted interventions at key points can help pupils who fall behind to catch up with their peers, or act as preventative measures supporting students at risk of doing so. Evidence should be used to help schools identify the most effective interventions, to ensure catch-up cash is spent effectively, and to identify the best ways to engage parents effectively.

An important area the EEF has focused on is the one-in-seven children who will begin secondary school as a struggling reader. The educational prospects of children in this group are bleak. If these pupils perform in line with previous pupils like them, just one-in-10 will go on to achieve five or more good GCSEs, including English and Maths. The chances of children from low-income families within this group catching up are worse still.

The EEF has funded trials of 24 evidence-based projects aiming to improve the situation thanks to an additional £10 million funding from the Department for Education, received in 2012. We published the independent evaluation reports of eight of these projects this year, and have issued an interim evidence brief, 'Reading at the Transition', to help guide teachers and school leaders. One trial in particular stands out: a writing project developed and managed by a group of schools in Calderdale which increased pupils' progress by an extra nine months of schooling on average (see page 26 for details). By supporting further evaluation of this project on a larger scale we will see if this positive impact can be sustained in different areas with other types of pupils. If it is, then we will be looking to scale its reach.

The attainment gap grows during school years...

A 5 year-old with high ability from a deprived background will be overtaken at school by a child with average ability from a wealthy background by the time they're 16.

... But there are schools making a real difference for low-income pupils

In 428 secondary schools - some 1-in-7 schools - the average GCSE performance of pupils eligible for free school meals exceeded the national average for all pupils in 2012.

Chief Executive's Report

3. Evidence is just the start – putting it to work is the key

We know that simply making evidence available, though useful, will not be sufficient. Crucial to the impact and durability of the EEF's work will be ensuring our findings can be put to good use by the 24,000 schools around the country. Mobilising that knowledge within England's increasingly autonomous, school-led education system will be a major challenge, especially as the gap between the educational research community and schools remains too wide and research can take decades to make an impact in the classroom.

That is why this year we have committed to five ground-breaking trials involving over 8,000 schools to investigate the best ways of getting teachers to engage with research and improve pupils' attainment. The strategies range from face-to-face instruction, access to websites and Twitter chats, posting information booklets to schools, professional development sessions, and research conferences aimed at teachers (see pages 20-22 for details).

We know that the best performing education systems embrace research and act on its findings. The results of these trials will bring us closer to building a system that can cost-effectively keep teachers informed about research and help them achieve the best possible outcomes for students.

The EEF's three key levers of change:
Teaching



Supporting the improvement of teaching is crucial to raising attainment. Grants 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.

Targeted Support



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

Families and Communities



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

4. Tackling the attainment gap requires collective action

In all areas of the EEF's activity, partnership working is core. We work closely with our grantees and with the independent evaluators to design robust, 'real world' trials. And we work closely with other funders who share our mission of breaking the link between family income and educational achievement.

This year, for example, we partnered with the Wellcome Trust on a £6 million fund for collaborations between educators and neuroscientists to develop and evaluate the effectiveness of neuroscience-based educational interventions (see pages 12-13 for details). And we will be looking to partner with others as we extend our remit to include work with 3-4 year-olds, helping improve the accessibility of high-quality evidence available to providers in early years.

The attainment gap dividing low-income pupils from their better-off classmates is the biggest issue facing our schools today. It will require collective action to tackle it. However, I am in absolutely no doubt that, together, we can make a difference, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents.

Dr Kevan Collins
Chief Executive
Education Endowment Foundation

Chairman's Introduction ▶

Chief Executive's Report ▼

123

Projects ▶

Evaluation ▶

Reporting ▶

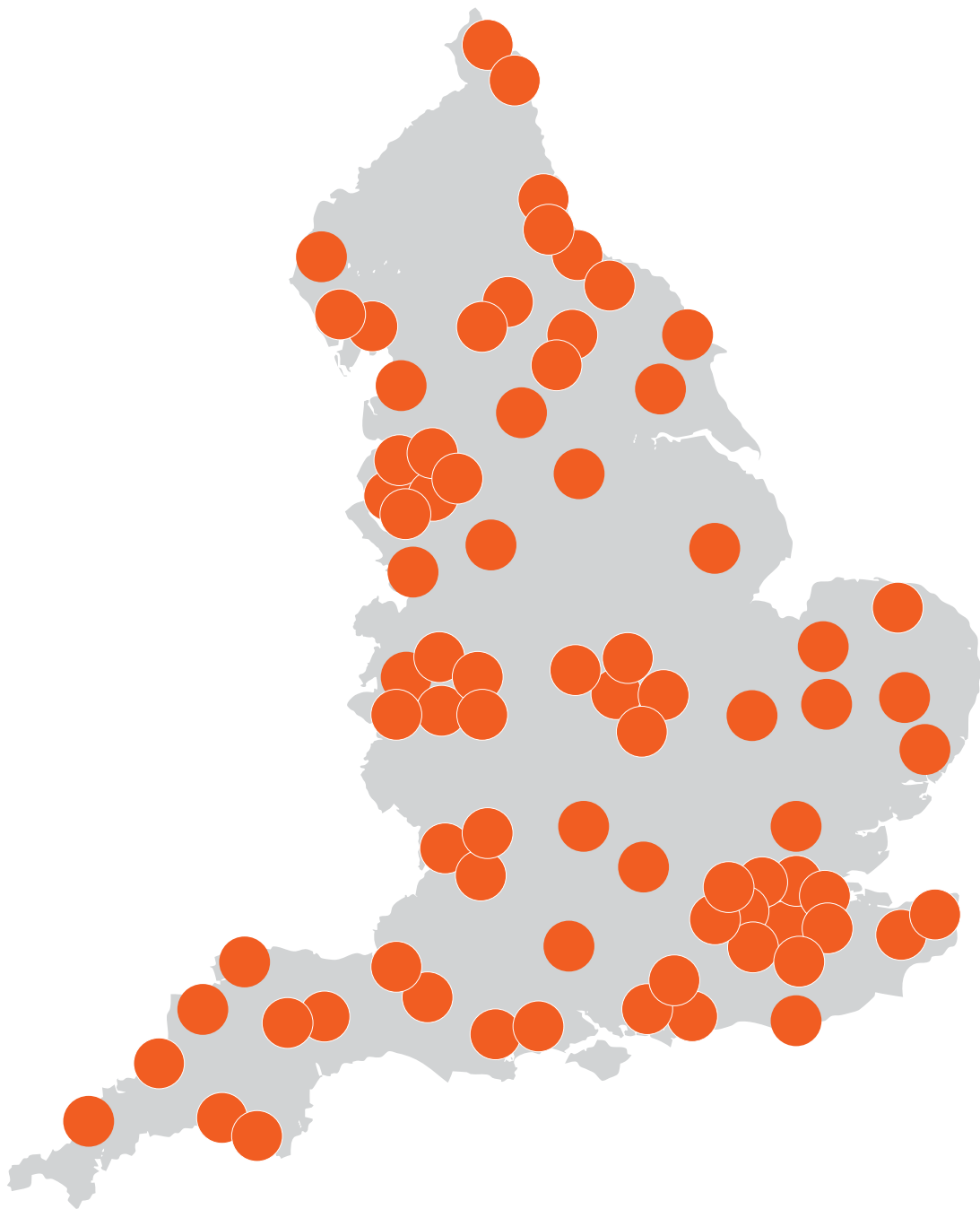
Teaching & Learning Toolkit ▶

Working in Partnership ▶

Finance ▶

Media ▶

About Us ▶



Projects



EEF GRANTS TO DATE

87

number of
projects

550,000

number
of children
reached

4,100

number
of schools
involved

£47m

total
funding
committed

Chairman's Introduction ▶

Chief Executive's Report ▶

Projects ▼

1 2 3 4 5 6
7 8 9 10 11 12
13 14 15 16 ◀ ▶

Evaluation ▶

Reporting ▶

Teaching & Learning Toolkit ▶

Working in Partnership ▶

Finance ▶

Media ▶

About Us ▶

How can we use technology to enhance learning?

What’s the programme?

‘ReflectED’ will test a school-led approach of using technology to teach children ‘meta-cognition’ – ‘learning to learn’ skills which are concerned with pupils’ ability to think about their learning explicitly – enabling them to assess their progress, set and monitor goals, and identify strengths and challenges in their learning.

Where will the project take place?

24 primary schools in London, Hertfordshire, Sheffield and Gloucestershire.



Who will benefit?

c.1,200 pupils, mostly 9-10 year-olds (Year 5, primary).

How does it work?

Rosendale Primary School in Lambeth has been developing an approach to teaching meta-cognition using Evernote on iPads. Children record learning through photographs, written records and audio recordings, which are then ‘tagged’ by subject or by their responses to the topic in digital portfolios. Pupils are then encouraged to review and reflect on these records over time. Teachers can also look across these ‘tags’ to get an overview of the areas that pupils are either enjoying or struggling with, and identify specific pupil needs. For example, a pupil and a teacher could explore which topics were tagged under “maths” and “difficult” to see which ones they struggled with, and examine which strategies seemed to help them with this.

Who’s running it?

The project will be run by Rosendale Primary School, Lambeth, which received outstanding Ofsted reports in 2008 and again in 2013. The school’s head-teacher, Kate Atkins, will provide overall leadership for the project, with the day-to-day running managed by her senior leadership team and teachers at Rosendale experienced in the classroom delivery of ReflectED. Rosendale will be supported by Lambeth CLC, a not-for-profit education technology consultancy, and the National Education Trust. The University of Manchester will independently evaluate it.

Why are we funding it?

Teaching that encourages meta-cognition is particularly effective at improving attainment of lower achieving pupils. The Teaching and Learning Toolkit estimates that it can boost pupils’ progress by an additional eight months over the course of a single school year. However, it is acknowledged as a difficult skill to teach. Rosendale’s view is that this approach narrows the gap by improving the way disadvantaged pupils think about their own learning – that it provides them with the conversations and reflections about learning that their peers have ‘around the dinner table’ as a matter of routine.

Chairman's Introduction

▶

Chief Executive's Report

▶

Projects

▼

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

◀

▶

Evaluation

▶

Reporting

▶

Teaching & Learning Toolkit

▶

Working in Partnership

▶

Finance

▶

Media

▶

About Us

▶



Projects



How much will it cost?

The EEF is investing £253,000 over 2 years, the equivalent of £105 per pupil a year, as part of the Digital Technology funding round on which we are partnering with Nominet Trust. 'Reflected' is being co-funded with the KPMG Foundation.

What will we learn?

Many schools are purchasing iPads and other tablet devices. What marked out Rosendale's 'ReflectED' project was the clear plan for how they could be used effectively to enhance pupils' learning through a well-evidenced approach like meta-cognition. Though there is some initial investment cost, the cost of delivery per pupil is low. If the findings of the independent evaluation are positive, it will provide a clear method and set of practices for deploying such technology in schools which the EEF could look to scale up.

[Chairman's Introduction ▶](#)[Chief Executive's Report ▶](#)[Projects ▼](#)

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	◀	▶

[Evaluation ▶](#)[Reporting ▶](#)[Teaching & Learning Toolkit ▶](#)[Working in Partnership ▶](#)[Finance ▶](#)[Media ▶](#)[About Us ▶](#)

What’s the best practice in grouping pupils by attainment?

What’s the programme?

‘Best practice in grouping students’ will test the most effective ways to group students by attainment while avoiding the pitfalls of poor practice which disadvantage lower achieving children. The programme will also pilot an approach to mixed ability teaching.

Where will the project take place?

130 secondary schools (locations to be confirmed).

Who will benefit?

c.7,800 pupils, mostly 11-13 year-olds (Years 7 and 8, secondary).



7,800 pupils
across
130 schools

Who’s running it?

The project will be run by a team of academics from King’s College London with expertise in social justice and education, including Professor Becky Francis and Professor Louise Archer. They have experience in delivering large-scale research projects, and also understand how to work with schools and support teachers in adopting new practices. The National Foundation for Educational Research will independently evaluate it.

How does it work?

This grant will test the hypothesis that the practice of grouping pupils by prior attainment (commonly known as ‘setting’) does not in itself have a negative effect. Instead it is the poor practices associated with it that result in the negative outcomes observed of lower achieving students falling further behind. These poor practices include mis-allocation of pupils, low expectations among both teachers and pupils, less demanding curricula being taught, fixed positioning in low groups, and assigning the lowest achieving groups to the weakest teachers.

To counter these poor practices, the main trial will train schools in a best practice approach focusing on teaching within English and Maths. This will include changes to school organisation, such as randomly assigning teachers to sets to ensure that teacher quality does not relate to set level, and also assigning pupils to sets based on independent measures to ensure that allocation is not influenced by teacher perception. Sets will be broader to allow pupils with a greater diversity of prior attainment to mix and also allow greater fluidity between sets based on twice-yearly re-testing. The teachers involved will attend four days of professional development, spread over two years, which will challenge ‘fixed ability’ assumptions that teachers may have, encourage high expectations of lower achieving pupils, and provide strategies for ensuring all sets have access to a rich curriculum.

In addition to this main trial, there will also be a pilot study to develop an effective approach to introducing mixed ability teaching to secondary schools in a way that enables lower-achieving pupils to catch up while still stretching the high-achieving.

Chairman's Introduction

▶

Chief Executive's Report

▶

Projects

▼

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

◀

▶

Evaluation

▶

Reporting

▶

Teaching & Learning Toolkit

▶

Working in Partnership

▶

Finance

▶

Media

▶

About Us

▶



Projects



Why are we funding it?

There is extensive evidence that certain groups of children (those from low-income groups and some minority ethnic groups) are over-represented in the lowest sets, and that such allocation does not always match actual ability. Those in low sets are also likely to receive a poorer quality of teaching, and cover less of the curriculum – this is a particular issue when pupils reach GCSE level, with those in lower sets excluded from achieving higher grades and following certain routes.

How much will it cost?

The EEF is investing £1,184,349 over 3 years, the equivalent of £51 per pupil a year.

What will we learn?

A large majority of English secondary schools currently employ setting which means the results from this project may be widely applicable, with the potential to have an extensive impact on the attainment of children from low-income backgrounds.

[Chairman's Introduction ▶](#)[Chief Executive's Report ▶](#)[Projects ▼](#)

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	◀	▶

[Evaluation ▶](#)[Reporting ▶](#)[Teaching & Learning Toolkit ▶](#)[Working in Partnership ▶](#)[Finance ▶](#)[Media ▶](#)[About Us ▶](#)

Education and Neuroscience – using insight from neuroscience to improve education

In January 2014, the EEF, in partnership with the Wellcome Trust, launched a £6 million collaboration to develop and evaluate educational approaches and interventions grounded in neuroscience. We will announce in October 2014 which projects have been successful in their funding applications. Here, EEF grants manager Emily Yeomans reports on what it is hoped will be gained from this ground-breaking initiative...

Why education and neuroscience?

Anything that has an impact on learning will, ultimately, have a brain basis. The idea that our understanding about how the brain works could impact upon educational practice is, therefore, a realistic one. This view has been gaining traction and the demand for neuroscience-informed education comes from both directions, with neuroscientists emphasising the potential of their work to improve education and educators being keen to learn what neuroscience has to offer.

This enthusiasm does, however, mean that the topic needs to be approached with care to ensure that neuroscience ideas are not adopted at too early a stage or before they have been properly adapted and evaluated for classroom use. It also means that interventions branded with a ‘neuro tag’ (which may or may not actually be linked to neuroscience) are likely to propagate within education and be welcomed by schools and teachers – raising the importance of both dispelling myths and accurately disseminating high-quality evidence.

This, then, is an area of education that requires individuals from different disciplines – neuroscientists, cognitive psychologists, educational researchers, and teachers – to work together, ensuring that the neuroscience is properly interpreted and applied through educational interventions and approaches that are meaningful and feasible to implement. These interventions and approaches should then be tested rigorously to assess their educational impact.

Education and neuroscience is, therefore, an area that the EEF and Wellcome Trust can usefully contribute to by facilitating interdisciplinary working and the generation of robust evidence.

“The joint Wellcome Trust and EEF funding round has led to some exciting and potentially very significant ideas for applying the findings of neuroscience within the classroom. The projects we fund will all be rigorously evaluated so we can find out which neuroscience-based approaches can benefit teachers and pupils and, importantly, which do not.”

Hilary Leivers , Wellcome Trust

What is the current state of the field?

The joint ‘Education and Neuroscience’ funding round was launched as a result of a programme of work carried out by the EEF and Wellcome Trust in 2012-13. This included a comprehensive review, undertaken by Dr Paul Howard-Jones of the University of Bristol, of current educational interventions and approaches that are, or claim to be, based on findings from neuroscience.

This review highlighted several ideas from neuroscience that have started to inform educational practices, or have confirmed the brain-level impacts of existing educational approaches. For example, recent neuroscience research raises questions about the implementation of an approach known as ‘Spaced Learning’ – that it is better to split the time spent learning something into several short bursts rather than learning it in one large block – such as, ‘What is the length of time that should be left between different learning sessions?’ and ‘What type of activity should be done inbetween?’

Chairman's Introduction

▶

Chief Executive's Report

▶

Projects

▼

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

◀

▶

Evaluation

▶

Reporting

▶

Teaching & Learning Toolkit

▶

Working in Partnership

▶

Finance

▶

Media

▶

About Us

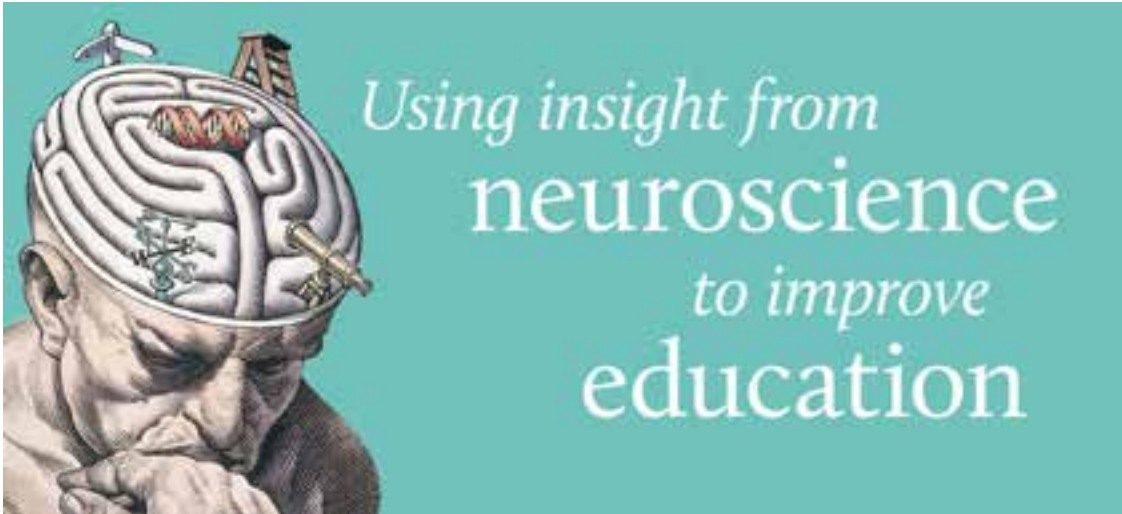
▶



To prepare the ground for the ‘Education and Neuroscience’ funding round, the Wellcome Trust carried out a survey of teachers and parents to establish which educational interventions they use (or have come across) that they think are based upon neuroscience. This survey highlighted that many practitioners are excited by the idea that neuroscience could influence education, with eight out of 10 teachers who responded to the survey saying they would collaborate with neuroscientists doing research in education. In addition, 91 per cent of teachers indicated that they had used their knowledge of neuroscience to inform at least one aspect of teaching and learning.

This interest is to be welcomed. However, this survey also indicated that many teachers use unproven techniques. These included some that may not have a sound neuroscientific basis for their claims, such as ‘Learning Styles’ (the idea that the learning of students can be optimised by identifying the format that they would prefer information to be presented in – visual, auditory or kinaesthetic) and ‘Left/Right Brain Distinction’ (the prevalent myth that people may use one hemisphere more than the other, with those that use the right side of their brains being more creative and those who use the left side most being more analytical).

The Wellcome Trust also commissioned a series of expert opinions from neuroscientists, exploring the potential of their area of research expertise to yield testable and fruitful education interventions. These looked at areas including attention and motivation and brain development during adolescence. Together with the academic review and teacher survey, this work showed the potential for neuroscience to inform education by enhancing current practice and in some cases providing fresh ideas and insights



Projects

What are we hoping to achieve?

The EEF and Wellcome Trust funding initiative intends to generate evidence about the impact of existing neuro-informed educational interventions, as well as funding some more exploratory projects to develop and pilot new approaches based on neuroscientific findings. We aim through this work to start building the research expertise at the interface between neuroscience and education, helping teachers and school-leaders make informed choices about different approaches – and, ultimately, to identify approaches that raise the educational attainment of all young people as well as narrowing the attainment gap that exists between students eligible for free school means and their peers.



Chairman's Introduction

▶

Chief Executive's Report

▶

Projects

▼

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

◀

▶

Evaluation

▶

Reporting

▶

Teaching & Learning Toolkit

▶

Working in Partnership

▶

Finance

▶

Media

▶

About Us

▶

Full list of EEF grants, 2013-14

Here are the 26 grants approved by the Board of Trustees, July 2013 to July 2014. In total, the EEF has awarded 87 grants since it was founded in 2011; earlier grants have been covered in previous years' annual reports.

Round 5 grants (announced November 2013)

1. Parenting Academy



What we want to find out: Can a parenting academy – which will aim to equip parents with the skills to support their children's learning in numeracy, literacy and science – improve parental engagement as well as the outcomes of pupils from disadvantaged backgrounds? This grant will test the impact of work which builds on a high profile project in Chicago Heights, the emerging findings from which suggest that the children of parents who attended the academy did better at school than those children who had a free all-day pre-school place.

Delivered by: Chicago University. To be evaluated by the National Centre for Social Research (NatCen).

EEF funding: £991,400 over 2 years. This project is co-funded with KPMG Foundation.

Reach: c.3,000 pupils in 65 primary schools.



2. Powerful Learning Conversations



What we want to find out: Can an approach to feedback that draws on sports coaching and physical education – eg, that it is rapid, immediate and reciprocal, and that celebrates marginal gains – be applied to other subjects? This grant will test the impact of developing and piloting a professional development programme for English and Maths teachers aimed at improving feedback practices.

Delivered by: Youth Sport Trust. To be evaluated by the National Institute of Economic and Social Research (NIESR).

EEF funding: £206,515 over 2 years.

Reach: c.20,000 pupils in 40 secondary schools.



EEF GRANTS 2013/14

26

number of projects

Chairman's Introduction	▶
Chief Executive's Report	▶
Projects	▼
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
◀	▶
Evaluation	▶
Reporting	▶
Teaching & Learning Toolkit	▶
Working in Partnership	▶
Finance	▶
Media	▶
About Us	▶

3. Teacher Observation



What we want to find out:

Can observation of classroom teachers delivering lessons, and having their teaching be observed, help to improve teacher effectiveness? This grant will test the impact of a project which, when trialled in Cincinnati, showed that students performed better in the year that their teachers were undergoing the structured observation and even better in subsequent years.

Delivered by: University of Bristol. To be evaluated by the National Foundation for Educational Research (nfer).

EEF funding: £1,180,000 over 4 years.

Reach: c.18,000 pupils in 120 secondary schools.



4. Physically Active Lessons



What we want to find out:

Can introducing an additional 90 minutes per week of physical activity into primary school lessons help to compound learning – eg, through activities such as skipping while reciting times tables, or playing ‘freeze tag’ where you must answer a question correctly to be unfrozen – with positive effects on health and attainment measures? This grant will test the feasibility of applying this approach within UK classrooms.

Delivered by: University of Bristol. To be evaluated by Queen’s University Belfast.

EEF funding: £21,400. This project is co-funded with Nike inc. as part of the ‘Designed to Move’ initiative.

Reach: c.450 pupils in 6 primary schools.



5. Foreign Language Learning



What we want to find out:

Can a structured foreign language learning approach – giving pupils the opportunity to revisit fundamental aspects of English literacy, and in which teachers are shown how to broaden children’s English vocabulary through the acquisition of new words in the foreign language and discovering their root and therefore their relationship to English – also improve literacy development in English? This grant will test the wider benefits of foreign language learning.

Delivered by: CfBT. To be evaluated by the Institute of Education, University of London, University of London.

EEF funding: £200,000 over 1 year.

Reach: c.3,600 pupils in 40 primary schools.



264,000

number
of children
reached

2,000

number
of schools
involved

£14.8m

total
funding
committed

Chairman’s Introduction ▶

Chief Executive’s Report ▶

Projects ▼

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	◀	▶

Evaluation ▶

Reporting ▶

Teaching & Learning Toolkit ▶

Working in Partnership ▶

Finance ▶

Media ▶

About Us ▶

Full list of EEF grants, 2013-14

(continued)

Digital Technology funding round (announced November 2013)

Co-funded with 

The EEF, in partnership with Nominet Trust, invited applications focusing on the use of digital technology in raising the attainment of disadvantaged children.

1. Flipped Learning



What we want to find out: Does ‘flipped’ learning – where pupils undertake some of their learning outside of the classroom (eg, watching videos the night before that explain a new concept) – generate a positive impact on attainment by freeing up teachers’ time to focus on more useful classroom activities, such as providing formative feedback and giving more personalised support to pupils who are struggling? This grant will test its impact in a project led by Shireland Collegiate which has been using technology and flipped learning in its classrooms for several years.

Delivered by: Shireland Collegiate Academy. To be evaluated by Institute of Effective Education, University of York (impact evaluation) and by University of York’s Education Department (process evaluation).

EEF funding: £890,080 over 3 years.

Reach: c.1,141 pupils in 24 primary schools.



2. ReflectED Metacognition (See pages 8-9)

3. Online Reading Support



What we want to find out: Can an online reading programme, designed to support struggling young readers, help children learn to spell and increase other literacy outcomes?



This grant will test the impact of a free, internet-based reading programme with a promising evidence base from international trials which uses animated characters and stories to engage pupils aged 4–6.

Delivered by: Coventry University. To be evaluated by the London School of Economics.

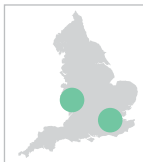
EEF funding: £643,467 over 2 years.

Reach: c.2,700 pupils in 60 primary schools.

4. Making Teaching and Learning Visible



What we want to find out: Can a ‘real time speech to text’ product which generates an end-of-class transcript and provides feedback on communication patterns (eg, clarity, number of questions) – allowing teachers



to review exactly what was said in the lesson – motivate them to reflect on and develop their teaching skills? This grant will test and develop the product in an English context to establish its feasibility and impact on teaching practice and pupils’ attainment.

Delivered by: Melbourne University, Ai Media, and Nesta. To be evaluated by the National Centre for Social Research (NatCen). University of London.

EEF funding: £366,030 over 3 years.

Reach: c.720 pupils in 8 schools.

5. Texting Parents



What we want to find out: Can text message prompts sent by schools to parents – with information such as what their child has been studying that day, or forthcoming test dates – help those parents engage better with their child’s learning? This grant will test whether these messages improve parental engagement and outcomes for pupils from low-income backgrounds.

Delivered by: Bristol University and Harvard University. To be evaluated by Queen’s University, Belfast.

EEF funding: £532,620 over 2 years.

Reach: c.5,100 pupils in 34 secondary schools.



Chairman's Introduction

▶

Chief Executive's Report

▶

Projects

▼

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

◀

▶

Evaluation

▶

Reporting

▶

Teaching & Learning Toolkit

▶

Working in Partnership

▶

Finance

▶

Media

▶

About Us

▶

6. Affordable Maths Tuition



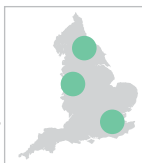
What we want to find out:

Is it feasible offering schools the opportunity to book specialist one-to-one Maths tutoring, delivered over the internet by full-time tutors in a centre in India who are fluent English speakers – and does it lead to improved results for pupils needing additional support? This grant will test the impact of this low-cost, flexible approach which may, if found to be effective, have particular benefits for schools in rural or coastal areas.

Delivered by: NESTA and Third Space Learning. To be evaluated by the York Trials Unit, University of York.

EEF funding: £196,499 over 3 years.

Reach: c.584 pupils in 73 primary schools.

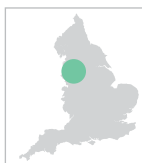


7. Learner Response System



What we want to find out:

Can hand-held devices that allow students in the classroom to answer questions electronically help teachers to adjust their approach and feedback within the lesson, and target support at struggling pupils? This grant will test the impact of a 'learner response system' allowing teachers to see which elements of a topic pupils understand or find



challenging (eg, how long they are taking with each question, how many attempts they need) on outcomes in literacy and numeracy.

Delivered by: Edge Hill University. To be evaluated by the Institute of Education, University of London.

EEF funding: £1,013,991 over 3 years.

Reach: c.9,600 pupils in 100 primary schools. by Queen's University Belfast.

EEF funding: £21,400.

Reach: c.450 pupils in 6 primary schools.

Research Use in Schools funding round (announced January 2014)

The EEF, with funding from the Department for Education and supported by the London Schools Excellence Fund, invited applications to test the best ways to help schools use evidence to improve teaching.

Five grants were awarded. See pages 20-22 for details.

Projects

[Chairman's Introduction ▶](#)[Chief Executive's Report ▶](#)[Projects ▼](#)

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	◀	▶

[Evaluation ▶](#)[Reporting ▶](#)[Teaching & Learning Toolkit ▶](#)[Working in Partnership ▶](#)[Finance ▶](#)[Media ▶](#)[About Us ▶](#)

Full list of EEF grants, 2013-14

(continued)

Youth Social Action funding round (announced January 2014)

Co-funded with  Cabinet Office

The EEF, in partnership with the Cabinet Office, is investigating the link between youth social action, educational attainment and wider outcomes such as motivation, confidence and team-working, believed to be important to young people's employability.

1. Youth Social Action: Primary Trial



What we want to find out: Can extra-curricular activities for pupils – including projects in the local community, such as supporting the elderly, and educational activities such as visits to museums and universities – not only create a range of benefits for young people, but also improve their engagement and attainment at school? This grant will test these outcomes for pupils in Years 5 and 6.



Delivered by: Children's University. To be evaluated by Durham University.
EEF funding: £559,862 over 3 years.
Reach: c.1,600 pupils in 80 primary schools.

2. Youth Social Action: Secondary Trial



What we want to find out: Can extra-curricular activities for pupils – including volunteering projects in the local community, learning new skills such as First Aid, and outdoor adventure learning – not only create a range of benefits for young people, but also improve their engagement and attainment at school? This grant will test these outcomes for pupils in Year 9.



Delivered by: Youth United Foundation. To be evaluated by Durham University.
EEF funding: £676,142 over 2 years. This project is being co-funded with the Pears Foundation and The Stone Family Foundation.
Reach: c.1,600 pupils in 80 secondary schools.

Round 6 (announced May 2014)

1. School Breakfast Programme



What we want to find out: Does offering free breakfast to pupils at school increase attendance, help them to concentrate during the school day, and boost their academic progress? This grant will be the first UK trial to measure the benefits of free breakfasts; positive results may encourage more schools to offer free breakfasts.



Delivered by: Magic Breakfast. To be evaluated by the Institute for Fiscal Studies.

EEF funding: £425,967 over 3 years.

Reach: c.18,000 pupils in 100 primary schools.

2. Inclusive Behavioural Programme



What we want to find out: Can a whole-school approach to improving pupil behaviour and reducing bullying produce positive benefits on a wide range of health and academic



outcomes? This grant will test the impact of 'Inclusive' and the findings will offer valuable information for teachers and schools wanting more advice about improving pupil behaviour.
Delivered by: Institute of Education, University of London and University College London. To be evaluated by Manchester University.
EEF funding: £306,650. This project is being co-funded with the National Institute for Health Research.
Reach: c.7,600 pupils in 40 secondary schools.

Chairman's Introduction ▶

Chief Executive's Report ▶

Projects ▼

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	◀	▶

Evaluation ▶

Reporting ▶

Teaching & Learning Toolkit ▶

Working in Partnership ▶

Finance ▶

Media ▶

About Us ▶

3. Scratch Programming



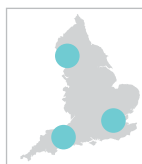
What we want to find out:

Can high-quality teaching in computer programming – in this case by using a free online programming environment, ‘Scratch’ – improve pupils’ problem solving, logical thinking, planning, and understanding of cause and effect? This grant will test the impact of computer programming on attainment in other areas, particularly Maths.

Delivered by: Institute of Education, University of London. To be evaluated by Sheffield Hallam University.

EEF funding: £607,266 over 3 years.

Reach: c.5,400 pupils in 100 primary schools.



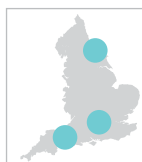
4. Best Practice in Grouping Students (See pages 10-11)

5. Improving Talk for Teaching and Learning



What we want to find out:

Can an approach known as ‘dialogic teaching’ – which emphasises that improvement of classroom talk requires attention to the speaking skills of the teacher as well as to



children’s developing oral capacities – improve pupils’ spoken language and individual thinking skills, as a means to improving their attainment? This grant will test the impact of training teachers to improve the quality of classroom talk through extended interactions between teachers and pupils, and more class-level discussions.

Delivered by: Cambridge Primary Review Trust and University of York. To be evaluated by the National Centre for Social Research (NatCen).

EEF funding: £400,708 over 2 years.

Reach: c.2,400 pupils in 60 primary schools.

6. Good Behaviour Game



What we want to find out: Can an intervention which aims to improve behaviour in primary schools – through intensive teacher training in how to implement the “game”, which is then introduced in classrooms and supported by weekly teacher-led class meetings – also boost attainment? This grant will test the impact of a programme called the Good Behaviour Game, which rewards positive group, as opposed to individual, behaviour.

Delivered by: Mentor UK. To be evaluated by the Manchester Institute of Education, University of Manchester.

EEF funding: £820,000 over 3 years.

Reach: c.3,000 pupils in 50 primary schools.



7. Boarding for ‘in need’ children



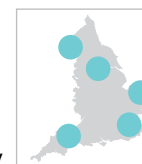
What we want to find out:

Does boarding in state and independent boarding schools for children assessed as ‘in need’ by social services – children disproportionately drawn from low-income families and who experience even poorer educational outcomes than looked after children – lead to greater stability and improved academic progress? This grant will test the impact of boarding provision; if found to have a positive effect, it is hoped that Local Authorities could use this as a placement option for some children.

Delivered by: Buttle UK. To be evaluated by the York Trials Unit, University of York.

EEF funding: £206,250. This project is being co-funded with local authorities, boarding schools, the Department for Education, and other educational trusts.

Reach: c.150 pupils.



Projects

What works in helping schools use evidence?

Funded by  Department for Education
SUPPORTED BY  MAYOR OF LONDON



Millions of pounds are spent each year in the UK researching teaching and learning, and investigating how to improve outcomes for young people. However, current evidence suggests that the impact of this evidence-base on practice is often limited, and almost always inconsistent.

In January 2014, the EEF invited applications as part of a dedicated ‘Research Use in Schools’ round funded by the Department for Education and supported by the London Schools Excellence Fund. In June, we announced the five successful projects that will investigate the best ways of increasing teachers’ awareness, understanding and use of research in order to improve pupils’ attainment.

The five projects being funded by the EEF are:

1. Research Champions

What we want to find out:

Can ‘Research Champions’ working across a group of schools effectively engage teachers in research, increasing awareness, understanding and its use? The Research Champion is a teacher who will work on the project part-time so that they can continue to teach. They will organise termly symposia and twilight sessions that explore how research can be used to improve teachers’ practice, and act as a research broker for staff and senior leaders to ensure that decisions are informed by evidence.

Delivered by: Ashford Teaching Alliance. To be evaluated by NatCen Social Research.

EEF funding: £54,792.

Reach: c.3,000 pupils in 2 primary and 4 secondary schools.



2. Research into Practice – Evidence-informed CPD in Rochdale

What we want to find out:

Can a ‘Teacher Leader’ focused on evidence-based approaches and interventions improve schools’ use of research in the classroom?

This project will fund a Continuing Professional Development (CPD) Teacher Leader to support a network of primary schools in Rochdale to use relevant research to improve their teaching. The Teacher Leader will run half-termly training sessions that focus on applying research to real classroom issues, and work with subject leaders across the schools to help them to use research-based approaches in their particular contexts.

Delivered by: Heybrook Primary School. To be evaluated by NatCen Social Research.

EEF funding: £52,840.

Reach: c.4,800 pupils in 11 primary schools. secondary schools.



3. The RISE Project: Evidence-informed school improvement

What we want to find out:

Can a research-informed school improvement model – ‘Research leads Improving Students’ Education’ (RISE) – make a significant difference to classroom practice and pupils’ attainment? Each



Chairman’s Introduction	▶
Chief Executive’s Report	▶
Projects	▼
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
◀	▶
Evaluation	▶
Reporting	▶
Teaching & Learning Toolkit	▶
Working in Partnership	▶
Finance	▶
Media	▶
About Us	▶



Projects



school in the programme will appoint a ‘research lead’ who will be supported by the team from Huntington School to implement the improvement programme in their school connecting external evidence and in-school evaluation. The Centre for Evaluation and Monitoring (CEM) at Durham University will help Huntington to develop and deliver these workshops.

Delivered by: Huntington School. To be evaluated by the Institute of Education, University of London.

EEF funding: £270,000 over 3 years.

Reach: c.19,000 pupils in 40 secondary schools.

4. Research Learning Communities

What we want to find out:

Can research learning communities – which bring together senior leaders and ‘opinion leaders’ (eg, a teacher who is well-connected within and outside the school) – promote and embed research use in their schools and improve pupil attainment? The Institute of Education will help identify the most suitable participants from the schools, provide facilitators for the research learning communities, and provide research content to be used within the communities



Delivered by: Institute of Education, University of London. To be evaluated by the University of Bristol

EEF funding: £237,000 over 2 years.

Reach: c.8,000 pupils in 110 primary schools.

Chairman's Introduction ▶

Chief Executive's Report ▶

Projects ▼

1 2 3 4 5 6
7 8 9 10 11 12
13 14 15 16 ◀ ▶

Evaluation ▶

Reporting ▶

Teaching & Learning Toolkit ▶

Working in Partnership ▶

Finance ▶

Media ▶

About Us ▶

5. ‘The Literacy Octopus’: Communicating and Engaging with Research

What we want to find out:

What are the most effective ways of communicating research findings to schools and engaging them in its use? For this ambitious, multi-arm Randomised Controlled Trial each of the four delivery partners has developed two interventions of different intensity:



- one ‘passive’ intervention that communicates research in a way that is cheap and scalable;
- one ‘active’ intervention that requires more involvement from schools but may be more effective at changing teacher behaviour and ultimately improving attainment.

Each programme has a slightly different theory of change. Some outline evidence-based teaching methods directly; some aim to influence school-level decisions about how to allocate funding; others encourage more peer-to-peer discussion about research findings. The activities will be aimed at teachers in primary schools at Key Stage 2 (pupils aged 7-11), with a focus on improving literacy teaching.

Delivered by: Four grantees listed below. To be evaluated by the National Foundation for Educational Research.

EEF funding: £630,000 over 4 years.

Reach: c.8,000 schools (‘passive’ trial); c.780 schools (‘active’ trial).

Institute for Effective Education (IEE) at University of York will distribute its magazine, ‘Better: Evidence-based Education’, and fortnightly emails, ‘Best Evidence in Brief’, which explain research findings and identify effective interventions. The IEE recently launched a new website, Evidence 4 Impact, which provides a searchable database of evidence-based education programmes. Schools in the ‘active’ arm will also be invited to an ‘evidence fair’ that gives schools an opportunity to discover more about interventions that can help primary school pupils with their literacy.

Campaign for Learning, in partnership with Train Visual, will give schools free access to the Teaching How2s website, which provides a large number of visual guides to evidence-based teaching techniques. Schools in the ‘active’ arm of the trial will also receive additional and ongoing support on the most effective ways to use the How2s as part of their school improvement and teacher training plans.

Centre for Evaluation and Monitoring (CEM) at Durham University will send schools a booklet on research-based strategies for teaching literacy in Key Stage 2. In the ‘active’ arm of the trial, some schools will benefit from additional support, which will vary in intensity and include a mixture of ‘twilight’ CPD sessions, observation, and pupil diagnostics.

NatCen and ResearchEd will run a conference for teachers in primary schools exploring relevant research about literacy education. Alongside the invitation to the conference, in the ‘active’ arm of the trial some teachers will be invited to become part of an online community offering support and activities to help them to use research findings in their own schools.

“A good teacher can have a transformative effect on a child’s life. This Coalition Government wants to help the teaching profession to use the latest evidence and research in the classroom. That is why we have already invested £135 million in the Education Endowment Foundation, and are working with teaching schools to test new ways of getting research to improve outcomes for pupils.”

David Laws MP, Minister of State for Schools

Projects

[Chairman’s Introduction ▶](#)[Chief Executive’s Report ▶](#)[Projects ▼](#)

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	◀	▶

[Evaluation ▶](#)[Reporting ▶](#)[Teaching & Learning Toolkit ▶](#)[Working in Partnership ▶](#)[Finance ▶](#)[Media ▶](#)[About Us ▶](#)

Evaluation: building evidence in education

Rigorous, independent evaluation is essential to the mission of the Education Endowment Foundation. It ensures that we can accurately identify the impact of EEF-funded projects and provide schools with the reliable information they need to improve outcomes for their pupils.

Every project funded by the EEF is independently evaluated by a team appointed from our panel of 15 evaluators (see box). Most evaluations have two parts:

- An impact evaluation, using a robust design such as a Randomised Controlled Trial (RCT), is used to estimate the difference the project makes on pupils' progress by creating equivalent groups, one of which receives the intervention and the other of which continues with business as usual.
- Alongside this, a process evaluation is undertaken to understand the components of successful implementation to inform how it could be scaled-up if the approach is found to be successful in raising attainment.

In addition, the EEF funds a small number of early stage developmental pilots using qualitative and quantitative methods to test the feasibility of an approach before trialling it at a larger scale.

Of the 87 projects funded by the EEF to date, 72 are being evaluated using RCTs. Where this is not possible, we use 'quasi-experimental designs' or 'matched control groups' – in which the outcomes

of intervention participants are compared to the outcomes of students from similar backgrounds – to ensure that we always have a robust estimate of the approach's impact. The results from all of our evaluations are integrated into the summary of evidence in our Teaching and Learning Toolkit (see pages 28-29).

Building capacity in evaluation

We are committed to building capacity to conduct future evaluations in schools. The EEF hosted its second conference for members of our Panel of Evaluators in June 2014. This provided training as well as a forum to share expertise and discuss the challenges and solutions in designing and delivering high-quality evaluations. The EEF has developed resources to share good practice, including a framework for process evaluation as well as analysis and reporting, and guidance on recruiting schools to participate in trials – all of which are available to download from our website.

The EEF is also funding a project linking the rich data generated by our evaluations with the longitudinal data in the Department for Education's national pupil database (NPD) and then making 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.

The EEF panel of evaluators

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

[Chairman's Introduction ▶](#)[Chief Executive's Report ▶](#)[Projects ▶](#)[Evaluation ▼](#)[1](#) [2](#)[Reporting ▶](#)[Teaching & Learning Toolkit ▶](#)[Working in Partnership ▶](#)[Finance ▶](#)[Media ▶](#)[About Us ▶](#)

“As it has from the start, the EEF is moving very fast, congratulations. I’ve seen few organizations move as fast in education.”

Mark Dynarski, former Director of the What Works Clearinghouse, established in 2002 as an initiative of the Institute for Education Sciences (IES) at the U.S. Department of Education.

**Example: ‘Texting Parents’,
evaluated by Queen’s
University Belfast**

‘Texting Parents’ is a project testing whether sending text messages is an effective way of encouraging parents to be engaged in their children’s learning (see page 16). The programme is being developed by the University of Bristol and independently evaluated by the Centre for Effective Education at Queen’s University, Belfast.

The evaluation has two phases: a feasibility phase to test what types of information are most likely to increase engagement, followed by a Randomised Controlled Trial of the best approach deployed in 34 schools. Schools will be ‘randomly allocated’ – an approach analogous to coin-flipping designed to avoid inadvertent selection bias – to send information to parents of children in Key Stage 3 or 4 (pupils aged 11-16). Data will be collected on pupils’ attainment and attendance, as well as measures of parents’ involvement in their children’s education.

This design will enable the evaluators to produce a robust estimate of the impact on attainment, as well as understanding how that change is moderated by parents.



**Classifying the security of
evaluation results**



Evaluations of 10 EEF-funded projects reported in 2014, and many more will continue to do so in the years to come (see pages 25-27). It is important that these reports are transparent about how confident we can be about their findings, as this can vary according to the scale, design and implementation of the trial. For this reason, the EEF has worked with our Panel of Evaluators to develop a system which classifies the security of the evaluation results. All evaluation findings are given a rating from 0 to 5 ‘padlocks’ (with 5 being the highest) so that schools can understand how much weight to place on the robustness of the headline finding. This rating system is published on the Evaluation section of the EEF website.

Evaluation



[Chairman’s Introduction ▶](#)

[Chief Executive’s Report ▶](#)

[Projects ▶](#)

[Evaluation ▼](#)

[1](#) [2](#)

[Reporting ▶](#)

[Teaching & Learning Toolkit ▶](#)

[Working in Partnership ▶](#)

[Finance ▶](#)

[Media ▶](#)

[About Us ▶](#)

Reporting the findings of EEF-funded projects

The EEF entered an exciting new phase of our work this year with the publication of the first independent evaluation reports of our funded projects. Six reports were published in February 2014, a further four in May, with a third batch of reports to be published in October. We will continue to publish evaluation reports each year.

We report the full results of all independent evaluations of EEF-funded projects, no matter whether the results are positive, negative or neutral. It is just as important that schools know what is not effective as what is effective, so they can target their limited resources on programmes and approaches that are most likely to benefit pupils and not waste them on those which aren't.

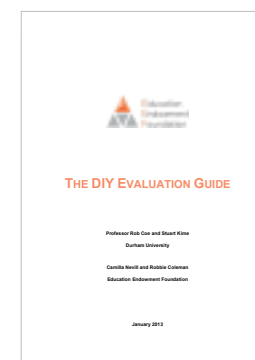
All the findings are incorporated into the Sutton Trust-EEF Teaching and Learning Toolkit, strengthening the security of the evidence it presents and its estimates of the relative effectiveness of different approaches.

Evaluation Reports published this year

GRANTEE	PROJECT	PUBLICATION DATE
Nottinghamshire County Council	Switch-on Reading	February 2014
University of Exeter	Grammar for Writing	February 2014
CUREE and AfA3As	Response to Intervention	February 2014
Anglican Schools Partnership, Bexley	Anglican Schools Partnership Effective Feedback	February 2014
Future Foundations	Future Foundations Summer School	February 2014
Catch Up	Catch Up Numeracy	February 2014
Discover Children's Story Centre	Discover Summer School	May 2014
Adamsrill Primary School	Rhythm for Reading	May 2014
Coventry University and the Reading Agency	Chatterbooks	May 2014
Calderdale Excellence Partnership	Using Self-Regulation to Improve Writing	May 2014

Promoting in-school evaluation

The EEF is also keen to build evaluation capacity in schools. Our DIY Evaluation Guide, developed with Durham University, provides practical advice for teachers on designing and carrying out small-scale evaluations in their own school. This will enable schools to test for themselves what works 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. In addition, the EEF has commissioned two school-led evaluations of projects in our Literacy Catch-up funding round ('Accelerated Reader' and 'Fresh Start') which, with support from Durham University, will be reporting in 2015.



Chairman's Introduction ▶

Chief Executive's Report ▶

Projects ▶

Evaluation ▶

Reporting ▼

1 2 3

Teaching & Learning Toolkit ▶

Working in Partnership ▶

Finance ▶

Media ▶

About Us ▶

Calderdale Excellence Partnership Using Self-Regulation to Improve Writing

All four of the reports published in May 2014 add to our understanding of effective teaching practice, but there is one that stood out for its promising results: the evaluation of the ‘Using Self-Regulation to Improve Writing’ programme delivered by the Calderdale Excellence Partnership.

About 85,000 11 year-olds left primary school in 2013 without reaching the expected level in English. If these pupils perform in line with previous pupils like them, fewer than one-fifth will go on to achieve a C-grade or above in their English GCSE. Improving the attainment of these young people is, therefore, a significant challenge for schools.

This programme was designed to help struggling writers by providing them with a memorable experience (eg, visiting the zoo, trips to local landmarks, or visits from World War II veterans) as a focus for teaching a structured approach to writing about it called ‘Self-Regulated Strategy Development’ in which pupils plan, monitor and evaluate their work.

The intervention was evaluated as a Randomised Controlled Trial conducted by Durham University and the University of York. This showed it had a large, positive impact on writing outcomes, with participating pupils making approximately nine months’ additional progress compared to similar pupils who did not participate in this programme.

This finding is particularly promising for three reasons:


- The existing evidence on meta-cognition and self-regulation, summarised in our Teaching and Learning Toolkit (see pages 28-29), suggests that meta-cognitive strategies which teach pupils to set goals and to monitor and evaluate their own learning are particularly effective. ‘Using Self-Regulation to Improve Writing’ appears to be a practical way of improving pupils’ skills in these areas.
- The cost of this programme – approximately £60 per teacher for the initial training and £50 per pupil for the memorable experiences – is small compared to the £1,300 Pupil Premium allocated to each primary school pupil eligible for free school meals in 2014/15. This evaluation suggests it could be a cost-effective approach to closing this attainment gap.

- This programme was developed and managed by a group of schools. It shows that when schools get together and engage with research this can lead to impressive results. We hope that this successful trial will prompt many more schools to apply for EEF funding or get in touch to participate in a trial.

What happens next: This evaluation was designed to test the impact of ‘Using Self-Regulation to Improve Writing’ under ideal conditions, designed and led by Calderdale Excellence Partnership within a network of 34 local schools. The EEF is now looking at funding a further, larger trial which would test the programme under realistic conditions typical of its expected use to find out if it could work in schools as effectively at scale.

Key findings

👉 The approach had a strong positive effect on the writing outcomes of low-attaining pupils at the transition from primary to secondary school among a sample of pupils in the West Yorkshire area.

- Number of pupils: 261 pupils in 23 primary and 3 secondary schools
- Estimated months’ progress: +9 months
- Evidence strength: 

[Chairman’s Introduction ▶](#)
[Chief Executive’s Report ▶](#)
[Projects ▶](#)
[Evaluation ▶](#)
[Reporting ▼](#)
[1](#)
[2](#)
[3](#)
[Teaching & Learning Toolkit ▶](#)
[Working in Partnership ▶](#)
[Finance ▶](#)
[Media ▶](#)
[About Us ▶](#)



Evidence Brief: 'Reading at the Transition'

To support struggling readers, primary and secondary schools must be able to base their decisions on accessible, accurate information about what has succeeded and what has failed in the past. We must also work together to test new approaches to build on what has been tried before. Since 2012, the EEF has funded 24 literacy catch-up projects working with over 600 schools to assess their impact on struggling readers. In June 2014, the EEF and Durham University published an 'Interim Evidence Brief: Reading at the Transition' intended to be an introduction for teachers and school leaders to the evidence about struggling readers at the transition.

'Reading at the Transition' sets out the challenge of the reading gap, introduces the catch-up projects funded by the EEF, and reviews the existing evidence base which these programmes seek to extend. It will be followed by a second report in 2015 summarising the findings from all 24 studies.

Reporting

Approach	Cost	Evidence strength	Average impact
One to one tuition Moderate impact for high cost, based on extensive evidence.	High	Strong	+5 months
Oral language approaches Low impact for low cost, based on moderate evidence.	Low	Moderate	+2 months
Phonics approaches Moderate impact for moderate cost, based on moderate evidence.	Moderate	Moderate	+3 months
Reading comprehension approaches Moderate impact for moderate cost, based on moderate evidence.	Moderate	Moderate	+4 months
Small group tuition Moderate impact for moderate cost, based on limited evidence.	Moderate	Moderate	+4 months
Summer schools Moderate impact for very high cost, based on limited evidence.	Very High	Moderate	+3 months



As this interim report makes clear, the reading gap is stubborn and wide, and there are no quick fixes. But some approaches offer greater promise than others and using evidence will increase the chances of the 11-year olds who need our help.



- Chairman's Introduction ▶
- Chief Executive's Report ▶
- Projects ▶
- Evaluation ▶
- Reporting ▼
 - 1
 - 2
 - 3
- Teaching & Learning Toolkit ▶
- Working in Partnership ▶
- Finance ▶
- Media ▶
- About Us ▶

Teaching and Learning Toolkit

“The EEF has funded more randomised controlled trials in English schools than have been completed in the preceding three decades. The Toolkit will act as a clearing-house for this knowledge, synthesising our findings with existing international evidence and presenting it to teachers so that the lessons we learn really make a difference.”

Dr Lee Elliot-Major, Trustee of the EEF, Director at The Sutton Trust, and co-author, Teaching and Learning Toolkit.



The Sutton Trust-EEF Teaching and Learning Toolkit is an online summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. Here, the EEF’s research and communications manager Robbie Coleman looks at how we hope it can help schools to make more informed decisions...

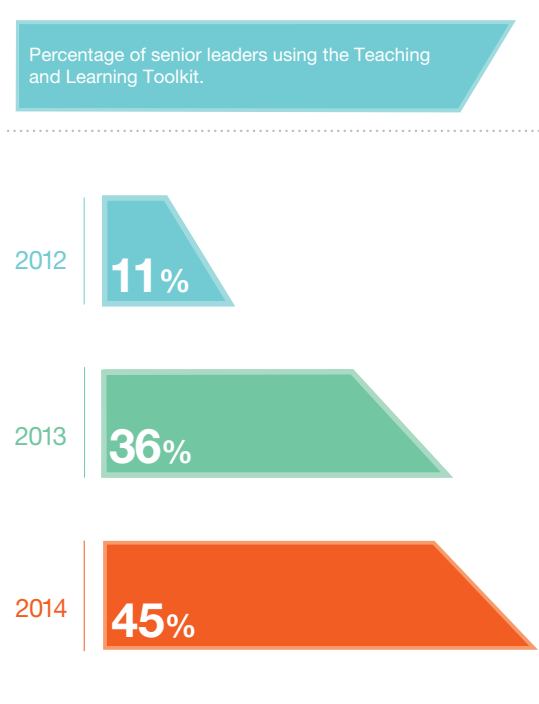
English schools are among the most autonomous in the world, according to data collected by the OECD, an international economic organisation of 34 countries. Among the 64 education systems assessed as part of the its most recent PISA survey, school leaders in England were found to have a higher level of responsibility for spending decisions than every system except Netherlands, the Czech Republic and Macau.

Is this a good thing? Well, it depends. From its global perspective, the OECD suggests (perhaps unsurprisingly) that the relationship between autonomy and performance is “complex” and affected in turn by the interaction between autonomy, accountability frameworks and student feedback. But one simple way to explore the likely impact of autonomy is to ask another question: How do schools make decisions?

Our starting hypothesis at the EEF is that schools with access to high-quality information will find it easier to make good decisions than those which do not. Without good information, it is likely that teachers and school leaders will find it much harder to identify the most promising ideas or navigate the blizzard of mailshot marketing.

This is the problem that the Teaching and Learning Toolkit, developed by the EEF in collaboration with the Sutton Trust and Durham University, tries to help solve. The Toolkit provides an accessible overview of how successfully schools around the world have used a wide range of classroom strategies, organisational approaches and targeted interventions to improve attainment. In particular, we hope that the Toolkit will be useful to schools considering how to spend the Pupil Premium, which provides schools with extra resources to spend on pupils from low-income families.

In 2014-15 the Pupil Premium is worth £1,300 for every eligible pupil at primary school and £935 for eligible pupils at secondary. Last year, the average school in England received £82,000 from the Pupil Premium, and this has increased to over £105,000 in 2014-15. Schools are accountable for how they use this money to improve the performance of disadvantaged pupils, but have a large amount of freedom to determine how it should be spent.



Source: National Foundation for Educational Research (NFER) survey of representative sample of primary and secondary school teachers commissioned by the Sutton Trust.

Chairman’s Introduction	▶
Chief Executive’s Report	▶
Projects	▶
Evaluation	▶
Reporting	▶
Teaching & Learning Toolkit	▼
1	2
Working in Partnership	▶
Finance	▶
Media	▶
About Us	▶

The Teaching and Learning Toolkit provides a starting point for evidence-informed decision-making. There is no guaranteed formula for success, but it might be useful to know whether, on average, teachers have found it easier to increase learning by extending the school day or by introducing peer tutoring. Hiring extra teachers to reduce class sizes is an appealing idea, but is it likely to have a bigger impact on learning if class sizes are decreased uniformly, or if a small number of classes are decreased by a greater extent?

If a high-autonomy system is to thrive, it is essential that schools are not required to answer questions such as these from scratch. It is not cheating to check how others have fared in the past – in fact, the Toolkit tries to make it as easy as possible for teachers to do so.



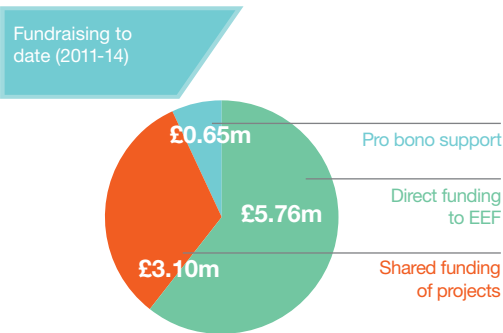
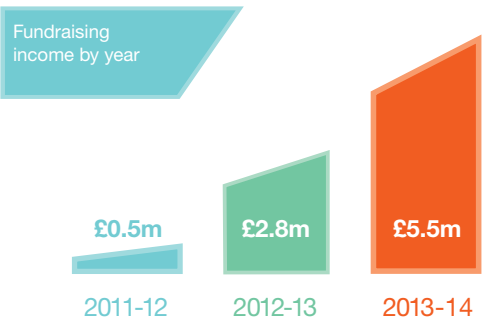
“As a primary school teacher I liked trying out new teaching strategies to find out what worked for my pupils and share my experiences with colleagues. But it was difficult to get useful information about what other people had tried. The Toolkit aims to identify good bets that help teachers build on the experiences of other teachers in England and around the world.”

Prof. Steve Higgins, Professor of Education at Durham University and lead author, Teaching and Learning Toolkit.

[Chairman's Introduction ▶](#)
[Chief Executive's Report ▶](#)
[Projects ▶](#)
[Evaluation ▶](#)
[Reporting ▶](#)
[Teaching & Learning Toolkit ▼](#)
[1](#)
[2](#)
[Working in Partnership ▶](#)
[Finance ▶](#)
[Media ▶](#)
[About Us ▶](#)

Working in Partnership

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 £9.5m has been gifted and pledged by a range of organisations to help extend the reach of work the EEF is funding.



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

Partnership on funding rounds:

In the past year, partnerships have enabled the EEF to open major funding rounds which will extend our knowledge of what works in raising the attainment of disadvantaged children:

- **Use of Digital Technology, partnering with Nominet Trust:** The EEF and Nominet Trust are jointly funding seven projects to test the impact of whether new technology – including iPads, texting parents and online preparation for lessons – can help less advantaged pupils achieve better results (see pages 16-17 for details of projects funded).
- **Using insight from neuroscience to improve education, partnering with the Wellcome Trust:** The EEF and the Wellcome Trust this year announced a £6 million fund to develop, evaluate and communicate the impact of education interventions grounded in neuroscience research to improve pupil attainment, especially that of disadvantaged pupils (see pages 12-13 for details).
- **Improving the use of research in schools, partnering with the Department for Education and London Schools Excellence Fund:** The EEF opened a new funding round in January 2014 to improve the link between research and practice in schools, testing out the most effective ways of translating research findings into changes in the classroom. The Department for Education allocated £1 million and the London Schools Excellence Fund providing a further £300,000 (see pages 20-22 for details).

Partnership on projects:

The EEF and **KPMG Foundation** are co-funding two projects:

- Rosendale Primary School’s ReflectED Meta-cognition project will test an approach to improving learning skills using digital technology (see pages 8-9 for details).
- Chicago University’s Parenting Academy will test the impact of a project which will aim to equip parents with the skills to support their children’s learning in numeracy, literacy and science.

“The KPMG Foundation is delighted to be working in partnership with EEF on two projects, Chicago’s Parenting Academy and Rosendale’s ReflectED



programme. Both these programmes represent to us the importance of rigorous evaluation where outcomes will be of primary importance. I am sure we can achieve more together than either organisation can achieve individually.”

Jo Clunie, KPMG Foundation

Chairman's Introduction	▶	
Chief Executive's Report	▶	
Projects	▶	
Evaluation	▶	
Reporting	▶	
Teaching & Learning Toolkit	▶	
Working in Partnership	▼	
1	2	3
Finance	▶	
Media	▶	
About Us	▶	

The EEF, Unbound Philanthropy and Bell Foundation joined forces in the past year to commission a review focused on helping teachers and schools identify the most effective approaches to raise the attainment of pupils with English as an Additional Language (EAL). It will be published in autumn 2014.



“It is essential that we increase the attainment of all disadvantaged children. We are delighted to be working with the Education Endowment Foundation and the

Bell Foundation, philanthropists who share our desire to scale interventions that are built on objective evidence of what works.”

Will Somerville, Unbound Philanthropy



“EAL learners typically achieve less well and this important work will help get a clearer picture of why that is and what can be done to address that, so that every child can achieve

their full potential. We are delighted to be working with EEF and Unbound Philanthropy on this project.”

Diana Sutton, Bell Foundation

Other partnerships include:

- The EEF is partnering with the **Cabinet Office** to fund two trials testing the impact of Youth Social Action activities on the engagement and attainment of pupils. One project, led by Children’s University, will focus on primary school pupils in Years 5 and 6; the other, led by the Youth United Foundation, will focus on secondary school pupils in Year 9, and is co-funded with the **Pears Foundation** and **The Stone Family Foundation**.
- We are continuing to work in partnership with the **Economic and Social Research Council (ESRC)** to explore ways to reduce the time it takes for educational research to make an impact on practice, in order to ensure that future research achieves the maximum possible impact in the quickest time.
- The EEF is co-funding the ‘Word and World Reading Programme’ – testing the impact of an approach which aims to boost children’s attainment by building ‘core knowledge’ – with the **Greater London Authority**.
- Does physical activity have an impact on academic attainment? That is the question we’re testing in a project run by the University of Bristol, ‘Physically Active Lessons’, co-funded with **Nike inc.** as part of the ‘**Designed to Move**’ initiative.

Working in Partnership

The EEF gratefully acknowledges the contributions of all its co-funding partners. We are grateful, too, for the pro bono contributions in 2013/14 from The Sutton Trust, our legal advisers, Macfarlanes and Freshfields Bruckhaus Deringer, and from Transform within our Digital Technology funding round.

School Funders’ Network




The Schools Funders’ Network is a new group of grant-makers that the EEF helped convene in 2013 with the Association of Charitable Foundations (ACF), the umbrella association of grant-makers, and which has met four times in the past year. Membership is open to grant-makers with an active interest in funding work to address educational disadvantage within state-funded schools and colleges for children and young people aged 5-18. The focus of the Network is on practical learning from its members’ grant-funded projects, identifying ‘what next?’ steps with the aim of greater collaboration between funders.

Keeping in touch

The EEF keeps in touch throughout the year with those interested in our work in order to promote a dialogue with current and potential partners. Our ‘Working with Partners’ newsletter is published quarterly, and updates readers with the most recent news from the EEF.

Working with Partners Update
Issue 7, Summer 2014
From: Sir Peter Lampl, Chairman, and
Dr Kevan Collins, Chief Executive



Dear Friend,

I am delighted to update you with a few key, recent developments at the Education Endowment Foundation. The EEF is not only committed to breaking the link between family income and educational achievement – we are also committed to working with others who share the aim of helping children who grow up in challenging circumstances to realise their aspirations. We would be delighted to hear from you if you have any feedback, or are interested in discussing how we might be able to partner to achieve our shared aims.

What works in helping schools use evidence?

Trials involving 6,000 schools to test best ways of getting teachers to engage with research and improve pupils' attainment

Four ground-breaking trials, to investigate the best ways of getting teachers to engage with research and improve pupils' attainment, have been announced by the Education Endowment Foundation (EEF). They will involve over 6,000 schools across England and cost £1.8m.

Millions of pounds are spent every year in the UK researching teaching and learning, and investigating how to improve outcomes for young people. However, despite increasing interest and expenditure in education research, current evidence suggests its impact in schools is often limited.

The studies will, for the first time at this scale, analyse whether using evidence in schools has an effect on attainment. They will test different methods of engaging teachers and school leaders with research and measure their effect on students' attainment. The strategies range from face-to-face induction, access to website and 'taster' clubs, posting information booklets to schools, professional development sessions and research conferences aimed at teachers.

Kevan Collins, Chief Executive of the EEF, said: "The gap between the educational research community and schools remains too wide, although close to half of all school leaders now use the Sutton Trust EEF Toolkit, which summarises over 10,000 pieces of research, to help them improve teaching and learning, we still don't know enough about the best strategies to translate evidence into attainment.

"These trials are unique in trying to rigorously test the most effective ways to communicate research findings to schools. We know that the best performing education systems embrace research and act on its findings. The results of these trials will bring us closer to building a system that can cost effectively keep teachers informed about research and help them achieve the best possible outcomes for students."

[Read more about the Research Trials here](#)

School Funders' Network: fourth meeting to focus on innovation and to hear from current Headteacher...

Come along for a lively discussion with fellow grant makers, all with an active interest in funding work within state schools to address educational disadvantage. The School Funders' Network is jointly convened by the EEF and the Association of Charitable Foundations.

Tuesday, 1st July, from 10.30 am - 12.30 pm. Venue: nr King's Cross



Chairman's Introduction ▶

Chief Executive's Report ▶

Projects ▶

Evaluation ▶

Reporting ▶

Teaching & Learning Toolkit ▶

Working in Partnership ▼

123

Finance ▶

Media ▶

About Us ▶

All figures shown are for the financial year ended 31st March 2014 unless otherwise indicated

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 to be expended within 15 years. 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 2013, the Department for Education awarded a further £1 million to fund a Research Use in Schools round (see pages 20-22).

In addition to this, the Sutton Trust provided 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 2013/14, the EEF received funding from the Sutton Trust of £240,000 and from Impetus Trust of £80,000 and these sums have been applied towards the support costs of the organisation.

Other funding support

The EEF actively seeks to partner with other funders – whether trusts and foundations, corporates, individuals, charities or public bodies. The EEF's funding partnerships total £5.7m in this financial year.

They fall into one of three categories:

- Direct donations to the EEF – £4.3m in the year, the most significant one being £3m allocated by The Wellcome Trust to co-fund the 'Education and Neuroscience' grant-funding round (see pages 12-13).
- Services provided by other organisations to the charity on a pro bono basis were valued at £93,940 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, review of the Digital Technology grant applications by Transform and professional services provided by our legal advisers.
- Shared Funding of EEF-supported projects – £1.3m, including the sharing of costs by the EEF and the University of Melbourne trialling the project, 'Making Teaching and Learning Visible'.

This brings to £8.9m the total of partnership funding counted towards the EEF's fundraising target of £42m over the 15-year span of the Department for Education's founding grant.

Finance



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 the EEF's evolving strategy, the managers' performance and the outlook for the investment markets.

[Chairman's Introduction ▶](#)[Chief Executive's Report ▶](#)[Projects ▶](#)[Evaluation ▶](#)[Reporting ▶](#)[Teaching & Learning Toolkit ▶](#)[Working in Partnership ▶](#)[Finance ▼](#)[1 2](#)[Media ▶](#)[About Us ▶](#)

Investment performance, 2013/14

The investment portfolio, which principally comprises a range of sterling fixed income securities and cash, returned 4.1% in the year to 31 March 2014. Investment income earned in the year was £4.8 million, which offset the portfolio revaluation loss at the year-end of £4.6 million. In the first half of the period both positive UK economic data and the anticipated reduction in the amount of bonds being bought for quantitative easing led to the bond markets pricing in a tightening of monetary conditions. This caused yields to rise and prices to fall. These downward trends were partially corrected in the second half of the period with higher yielding bonds rising in value against a backdrop of increasing investor tolerance for risk. The overall return on the portfolio since inception in June 2011 has been 15.9%, an annualised rate of 5.6%.

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 £113 million, which the Trustees consider as available for grant making and funding required support costs and governance costs. It is judged to be sufficient to meet planned expenditure requirements.

Grant awards approved

The EEF total grant expenditure amounted to £9.4m in the year. The EEF approved direct grant awards of £7.7 million to 15 projects in the year, while Evaluation and research funding amounted to £2.1 million in the year. There were revisions to grants awarded in previous years reducing the total by £0.4m.

[Chairman's Introduction](#) ▶[Chief Executive's Report](#) ▶[Projects](#) ▶[Evaluation](#) ▶[Reporting](#) ▶[Teaching & Learning Toolkit](#) ▶[Working in Partnership](#) ▶[Finance](#) ▼[1](#) [2](#)[Media](#) ▶[About Us](#) ▶

EEF research and reports

This year saw the publication of the EEF's first evaluation reports (see pages 25-27). Coverage of February 2014's reports in the TES, Huffington Post, Nursery World and The Conversation focused on the most effective deployment of Teaching Assistants. In May, the second set of evaluations generated widespread coverage, with articles in the Daily Mail, Independent, Daily Telegraph, Guardian, TES and over 50 regional outlets. Chief Executive Kevan Collins was interviewed by Anne Robinson for BBC Radio Berkshire on the results from the independent evaluation of Calderdale Excellence Partnership's writing project (see page 26). The EEF's 'Reading at the Transition' interim evidence brief featured on the TES cover as their lead story and was also covered in The Independent and on The Conversation (see page 27).

New EEF-funded projects

The EEF and Nominet Trust's joint 'Digital Technology' funding round gained strong coverage in November 2013 (see pages 16-17). Projects testing the impact of texting parents and the most effective use of iPads featured in The Times, BBC News Online, the London Evening Standard, TES and 10 other publications. The Guardian, TES, Times, Telegraph and Daily Mail were among the many outlets reporting on the 'Parenting Academy' project (see page 14). The launch of the joint EEF / Wellcome Trust funding round, 'Education and Neuroscience' (see pages 12-13), also generated widespread coverage in January 2014, including a discussion on BBC Radio 4's Today Programme and articles in The Independent, BBC News Online, Daily Mail, Daily Telegraph and the TES website. In May, new projects - evaluating the impact of boarding school on children assessed as 'in need' by social services, and the effectiveness of different models of school breakfast provision (see page 19) - both gained national coverage.

EEF on the web



@EducEndowFoundn
Twitter followers



Jan '14 = 3,318



May '14 = 4,533



Today = 5,716

Chairman's Introduction ▶

Chief Executive's Report ▶

Projects ▶

Evaluation ▶

Reporting ▶

Teaching & Learning Toolkit ▶

Working in Partnership ▶

Finance ▶

Media ▼

1 2

About Us ▶

Building the EEF's reputation

Throughout the year there were numerous references to the Sutton Trust-EEF Teaching and Learning Toolkit (see pages 28-29) and other EEF research across a range of newspapers, websites and broadcasts.



These included reference to the EEF's work in a front page Sunday Times story on improving literacy and Kevan Collins being interviewed for BBC2's Newsnight, BBC Radio 4 and an Economist podcast. The EEF's social media presence continued to grow with an increase in Twitter followers and significant rise in visits to the website. We also launched an 'EEF News Alerts' service for those wanting to keep up-to-date by email.


[Chairman's Introduction ▶](#)
[Chief Executive's Report ▶](#)
[Projects ▶](#)
[Evaluation ▶](#)
[Reporting ▶](#)
[Teaching & Learning Toolkit ▶](#)
[Working in Partnership ▶](#)
[Finance ▶](#)
[Media ▼](#)
[1](#)
[2](#)
[About Us ▶](#)

About Us



Trustees

Sir Peter Lampl

Chair, Sutton Trust (Chair)

Daniela Barone Soares

Chief Executive Officer, Impetus-PEF

Dr Lee Elliot Major

Director, Sutton Trust

Louis Elson

Deputy Chairman, Impetus-PEF

David Hall

Deputy Chairman, Sutton Trust

Nat Sloane

Trustee, Impetus-PEF

James Turner

Director, Sutton Trust

Address

9th Floor, Millbank Tower
21-24 Millbank
London
SW1P 4QP

Phone: 0207 802 1676

Website

www.educationendowmentfoundation.org.uk

Twitter

@EducEndowFoundn

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

Executive Team

Dr Kevan Collins

Chief Executive

Stephen Tall

Development Director

Camilla Nevill

Evaluation Manager

Elena Rosa Brown

Evaluation Officer

Sarah Tang

(Evaluation Officer - Maternity Cover)

Eleanor Stringer

Grants Manager

Matt van Poortvliet

Grants Manager

Emily Yeomans

Grants Manager

Robbie Coleman

Research and Communications Manager

Peter Henderson

Research Officer

James Richardson

Senior Analyst

Dr Jonathan Sharples

Senior Researcher

Anne-Laure Bedouet

Finance Manager

Jonathan Kay

Administrative Assistant

Rebecca Clegg

Events and Website Officer (jointly with Sutton Trust)

Sharmini Selvarajah

Deputy Head of News (jointly with Sutton Trust)

Advisory Board

Lord (Andrew) Adonis

Honorary President, Independent Academies
Association (Chairman)

David Backinsell

Phoenix School

Professor Martin Earwicker

London South Bank 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

GK&Partners

Dr Jim O'Neill

SHINE

Ian Walsh

Boston Consulting Group

Brett Wigdortz

Teach First

Chairman's Introduction ▶

Chief Executive's Report ▶

Projects ▶

Evaluation ▶

Reporting ▶

Teaching & Learning Toolkit ▶

Working in Partnership ▶

Finance ▶

Media ▶

About Us ▼

1 2

Photo credits

Front cover:

ARK

CEM, Durham University

Success for All

Third Space Learning

Catch22

Youth Sports Trust

SHINE Trust

Children's University

Richard Noss

Campaign for Learning

Children's University

Edge Hill University

Page 9: Third Space Learning

Page 11: Students in class (library photo: Areipa.lt)

Page 17: Edge Hill University, SHINE Trust, Parenting Academy

Page 21: Richard Noss

Page 24: Edge Hill University



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



With £125m funding from the Department for Education



The EEF and Sutton Trust are, together, the government-designated What Works Centre for improving education outcomes for school-aged children.



The Education Endowment Foundation

9th Floor, Millbank Tower

21–24 Millbank

London

SW1P 4QP

www.educationendowmentfoundation.org.uk

[@EducEndowFoundn](https://twitter.com/EducEndowFoundn)



Chairman's Introduction ▶

Chief Executive's Report ▶

Projects ▶

Evaluation ▶

Reporting ▶

Teaching & Learning Toolkit ▶

Working in Partnership ▶

Finance ▶

Media ▶

About Us ▼

1 2