




Annual Report 2014/15



Education
Endowment
Foundation




I am delighted to introduce this fourth annual report of the Education Endowment Foundation and to update you on some of the progress we have made in the past 12 months (August 2014 to July 2015).

 The problem we are tackling is the glaring attainment gap in this country. This means that, if you are one of our 1.9 million disadvantaged children and young people, you are much less likely to achieve as well academically as your classmates.

There is a 19-month gap at the start of school between the most and least advantaged 5 year-old children. Troublingly, this gap only widens as children continue through school, despite the best intentions of schools and teachers. Pupils eligible for free school meals are only just over half as likely to achieve the 'basics' at GCSE. Without this passport into further study or the world of work, most will struggle to fulfil their potential and achieve their ambitions.

There is no single 'silver bullet' solution to the attainment gap. But we do know that high-quality teaching and learning is crucial in improving the educational outcomes of children and young people, and that this is especially true for disadvantaged pupils.


 It is, therefore, extremely welcome to see that the Teaching and Learning Toolkit, initially published by the Sutton Trust and now hosted and developed by the EEF, is being used by more than half of school leaders to inform their decisions, according to separate surveys this year by the National Audit Office and NFER.

 Similarly, we hope the Early Years Toolkit, launched in January 2015, will support early years professionals and providers to adopt an evidence-informed approach. Together with the EEF's new Families of Schools database, these resources are freely available to help school-leaders explore the evidence of 'what works', and what is likely to be most cost-effective in improving the results of their disadvantaged children and young people.

 Our grant-making to increase and secure our understanding of how to raise attainment continues apace. The EEF has so far committed £57m to fund trials of 101 programmes involving 4,900 schools and reaching some 620,000 pupils. This year we also launched three new themed funding rounds with partners, enabling us to focus on particular programmes targeting Character and Education, English as an Additional Language (EAL), and Financial education.

 Most excitingly, we are regularly publishing the independent evaluation reports of these funded trials – 44 so far, with many more to come. Positive, negative or neutral, we will ensure these findings are made available

in full and used to update our Toolkits. It is pleasing to note that evaluations of seven programmes, so far, have provided enough evidence of promise that we have awarded further grants for larger trials.

 Some of these programmes will be scaled up in our Teaching Assistants campaign in Yorkshire, our biggest effort yet to ensure that we are directing the best-evidence programmes to those parts of the country with high proportions of disadvantaged pupils and large attainment gaps.

I would like to take this opportunity to thank all those who support the work of the EEF: our grantees, the schools which take part in our trials, our independent evaluators, and our funding partners. I would also like to pay tribute to the EEF's executive team and to my colleagues on the Board of Trustees – in particular to David Hall, who continues to chair our Grants Committee and has also chaired the Board's meetings for part of this year.

It has been a year of much activity and achievement. But we are all aware that there is a great deal still to do. Giving all our young people the best start in life is a vital national endeavour that will pay dividends in providing a more skilled workforce and a stronger social fabric for the future.

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





Schools in every part of the country are leading the way and tackling the attainment gap head-on, improving results for their most disadvantaged pupils. But one of the biggest challenges we face is inconsistency: the variation between similar schools, serving all types of communities, is wide.

It's essential that we strive for a system which is reliable: where every child, of any background, can fulfil their potential and make the most of their talents.

Moving from 'bright spots' to a system that delivers for all will be determined in a large part by the way we deal with autonomy, the extension of which has been one of the biggest changes in England since the 1980s. A head-teacher in an English school today has a large degree of freedom over what is taught, how it is taught and how resources are allocated.

Understanding autonomy matters because it is a double-edged sword. It can drive innovation and enable schools to respond to the precise needs of its students and their families. It is understandably popular with school leaders, parents and policy-makers alike. But the dividing line between an autonomous school and an isolated one can be fine. Innovation only works at a system level if there is a mechanism to capture and share the knowledge that is generated.

At the EEF, we believe that the key to unlocking autonomy's potential is evidence. If school leaders are able to use evidence to inform school improvement then autonomy can help achieve the goal of consistent excellence. Without evidence, the potential benefits of a school-led system may be lost.

"The dividing line between an autonomous school and an isolated one can be fine. ... At the EEF, we believe that the key to unlocking autonomy's potential is evidence."

The importance of evidence is greater today than ever before. In the last parliament, school funding was protected from wider public spending cuts. The future is undoubtedly going to get tougher and schools will no longer be able to put off difficult decisions. Without evidence, determining where to spend finite resources will be even more challenging.

EVIDENCE IN PRACTICE

But what does using evidence mean in practice? First, we should recognise that autonomy does not require every school to start with a blank sheet of paper. To create a successful school-led system we must support schools to spread the net wide and to access high-quality information about what others have tried in the past and what is going on today in other parts of the country.

When the EEF launched four years ago, few would have predicted there would be such an appetite within the system for evidence: both producing and consuming it. As testament to this, we now work with 4,900 schools – one in five across England – to trial and evaluate cost-effective methods for raising the attainment of the most disadvantaged pupils. Our Teaching and Learning Toolkit is now used by two-thirds of all school leaders. But there are still too many schools in which the knowledge gained through the efforts of their peers is not used effectively. This is troubling, especially for schools with persistent attainment gaps.

The second step towards consistency, once a potentially effective approach or programme has been identified, is self-evaluation. Improving the status quo is difficult, and no approach will work in every classroom, which is why it is worth investing time and energy checking whether a new idea does create genuine improvement. In addition to assessing an approach's impact on learning quantitatively, it's also important to try and work out the "why" and "how" questions that can be overlooked.



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The final and most difficult step towards consistent excellence is making change stick. A school-led system requires courage and heads need both the nerve to try something new and the confidence to resist the pressure to tinker with what is already working well. When an innovation appears to succeed it is a moment for celebration. But it is only when it is evaluated, embedded and reliably repeated that it truly makes a difference.

Sir Kevan gave evidence to the Public Accounts Committee in July 2015, as part of its inquiry into funding for disadvantaged pupils. During the session MPs praised the role of the EEF in providing evidence to schools for their Pupil Premium spending as a “good investment” and commended Sir Kevan’s contribution to the inquiry.



**Public Accounts Comm**
@CommonsPAC



.@richardbaconmp says it's been a pleasure listening to @EducEndowFoundn Sir Kevan's evidence, why hadn't we found him before? #pupilpremium

IMPACT ON A LARGER SCALE

Finding effective ways to achieve impact on a larger scale is one of the obstacles we face in the drive to raise standards. While there is no one-size-fits-all solution, we do need better systems in place for sharing and collaborating.

The EEF’s new Families of Schools database also aims to encourage schools to share their successes widely. Launched in March 2015, this online tool allows schools for the first time to understand the size and nature of their attainment gap in relation to other similar institutions and to learn from the best-performing schools in their family.

“It is only when an innovation is evaluated, embedded and reliably repeated that it truly makes a difference.”

To make a difference in the classroom, the details matter. To understand and implement something new requires time, professional development and, often, money. But we know that without paying attention to the details the effects seen in the early stages of an innovation are rarely replicated.

To make a difference across the country, it is crucial that we mobilise the knowledge we’re building so that it gets into the hands of school leaders. This is why our Teaching Assistants campaign, launched this year, is such an important step for the EEF. By investing £5 million in Yorkshire, we will equip schools not only with high-quality evidence, but also the means to act on it: a network of trusted local advocate-partners able to bring that evidence to life, and ready access to tried-and-tested programmes and approaches which have previously been shown to boost pupils’ attainment. In this way, we aim to scale-up ‘what works’ in a sustainable way, prioritising those areas with significant numbers of disadvantaged children and young people.

The history of education is strewn with plausible sounding ideas that turned out to be red herrings, or that worked wonders for a term before falling by the wayside. But putting in effort to evaluate and embed change is worth the effort. There is a great prize on offer: a consistent and school-led system providing better outcomes for our children.



Sir Kevan Collins
Chief Executive, Education Endowment Foundation



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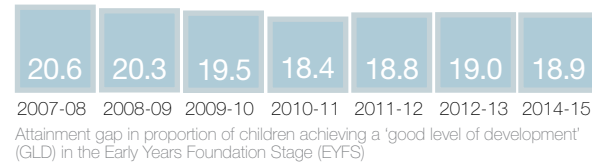
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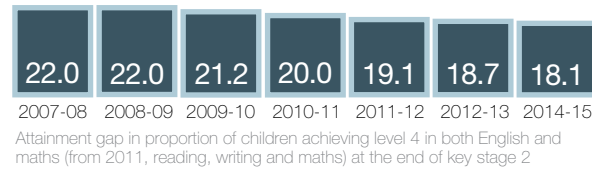
THE ATTAINMENT GAP

This measures the gap in educational attainment between children and young people eligible for free school meals and their classmates.

At Age 5 (%)



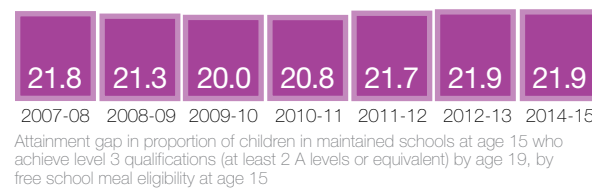
At Age 11 (%)



At Age 16 (%)



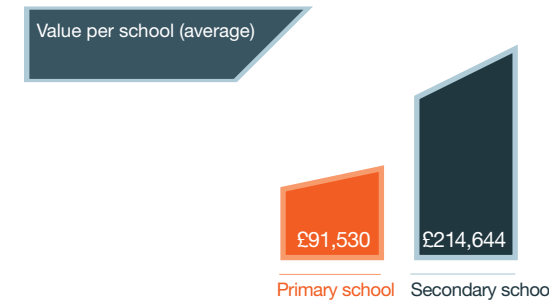
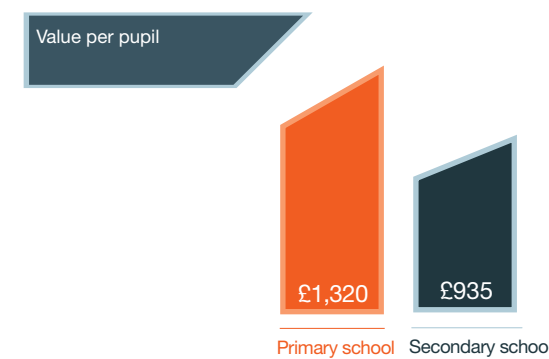
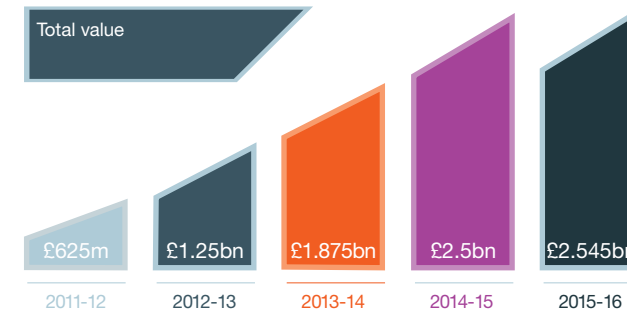
At Age 19 (%)



Source: Social mobility indicators, Gov.uk (as at 25 March 2015)

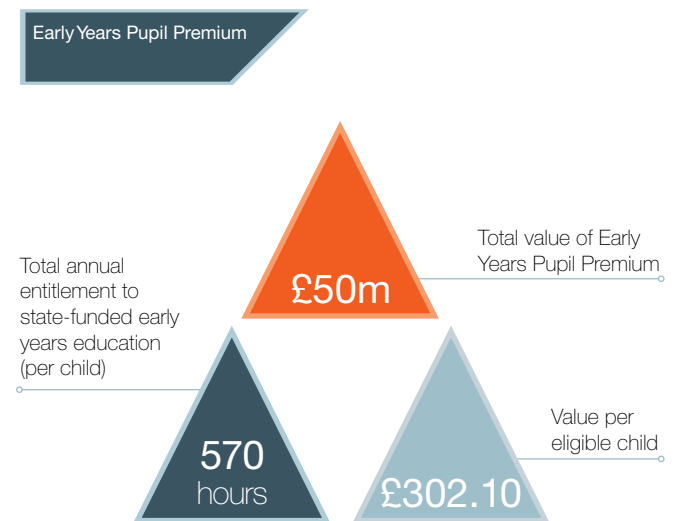
PUPIL PREMIUM

In 2011, the Government introduced the Pupil Premium, additional funding for schools to help them raise the attainment of disadvantaged pupils.



EARLY YEARS PUPIL PREMIUM

In April 2015, the Government introduced the Early Years Pupil Premium, additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds.



A practical online tool from the EEF to help raise attainment and narrow the gap.

Such is the scale of the challenge in closing the attainment gap, it can appear unattainable at times. But there are schools that are successfully narrowing the gap year on year – indeed, some have eliminated it. How do we capture what those schools have done to harness and share their expertise?

The EEF's Families of Schools database is a critical first step in helping school-leaders to identify the most effective schools at closing the attainment gap. A free, online tool launched in January 2015, this database enables secondary schools to compare themselves with other schools similar to them and see how they are doing on key attainment measures.

- How does your school's performance at Key Stage 4 (GCSEs) compare with other similar schools'?
- What is the size of their attainment gap, and is it larger or smaller than others'?
- How are these figures projected to change over the next five years?

The Families of Schools database can tell schools the answers to these questions (and many more).

How it works: it puts schools into 'families' of 50 based on factors including prior attainment, percentage of pupils eligible for free school meals, and the number of children with English as an additional language. The attainment of pupils on a range of measures can then be compared with similar schools.

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

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

Taken together this approach provides a structure for schools to be challenged by the performance of similar schools and supported by them to improve. The challenge for a school lies in improving its results to the level of the 'family average', and other benchmarks on the way to closing the national attainment gap. For the highest performing schools, their expertise may be needed to support other schools in their family to improve their results.

How we intend schools to use it: it allows schools to understand the size and nature of their attainment gap in relation to other similar institutions and provides a wealth of new information to help schools – their senior leadership teams and governing bodies – learn from the best performing institution in each family. It has received some 17,800 unique page views since its January launch.

Primary schools will be added to the Families of Schools database in Spring 2016, along with additional tools to help teachers and school leaders apply evidence in context.



Search online for your school now on the EEF's Families of Schools database here <https://educationendowmentfoundation.org.uk/toolkit/families-of-schools/>



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Which school in the country is most like yours?

Find out now with our **free, online tool**. Dig deep into your data. Collaborate with and learn from other schools similar to yours.

Search for **EEF Families of Schools** or go to **educationendowmentfoundation.org.uk/FOS**

Advertisement for the Families of Schools database which appeared in the TES magazine, June 2015



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Free online guidance for early years professionals on how to use their resources to improve the learning of disadvantaged children.

This September, a new group of three year-olds started at nursery school. Excited, apprehensive... and that's just their parents. But behind the beaming smiles (and occasional, fleeting tears) there is a blunt reality: an attainment gap between those children from low-income families and their classmates has already opened up.

Research has shown that differences in children's cognitive development linked to parental background can be seen as early as 22 months. By their fifth birthday many of the highest early achievers from low-income backgrounds have been overtaken by lower achieving children from better-off backgrounds.

That's the bad news.

"We think evidence can help early years professionals with the important decisions they make every day, but know that it is often locked away in journals, or written in inaccessible jargon. We hope that the Early Years Toolkit helps bridge the divide between research and practice and leads to more effective early years provision for all children."

Steve Higgins, Professor of Education at Durham University and co-author of the Early Years Toolkit.

The good news is this: there is nothing inevitable about this trajectory. Children from low-income families are just as capable of learning well at nursery as their friends from better-off backgrounds.

And the better news is that there is now additional money for early years providers to help them close the gap. In April 2015, the Government extended the Pupil Premium to allocate an additional £300 for every 3-4 year-old eligible for free school meals. That money could make a difference – if it is spent wisely.

Alongside the EEF's efforts to create new evidence for early years practitioners (see next page), we are making currently available research more accessible through our Early Years Toolkit.


The Early Years Toolkit provides guidance for early years professionals on how to use their resources to improve the learning of disadvantaged children. It currently covers 12 topics, each summarised in terms of their average impact on learning, the strength of the evidence supporting them, and their cost. The evidence it contains is intended as a supplement to, rather than a substitute for, professional judgement; it provides no guaranteed solutions or quick fixes.

Launched in March 2015, it has already been viewed 25,000 times. The Toolkit is a live resource that will be extended and updated on a regular basis as new summaries are completed and as findings from EEF-funded projects and other high-quality research become available.

Check out the EEF's Early Years Toolkit here <https://educationendowmentfoundation.org.uk/toolkit/early-years/>

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North East Primary Literacy Campaign

EARLY YEARS TOPIC	COST	EVIDENCE	IMPACT
Communication and language approaches	£		+6 months
Digital technology	£ £ £		+4 months
Earlier starting age	£ £ £ £ £		+6 months
Early literacy approaches	£		+4 months
Early numeracy approaches	£		+5 months
Extra hours	£ £ £ £ £		+3 months

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Since 2014, the EEF has been open to applications for projects which aim to boost the learning of 3-4 year olds.

You have £300 – what can you get for a 3-year old? An elaborate chest of toys? A set of books and games? Perhaps lower on the child's wish-list: how about support for the parents or extra training for nursery staff to help with speech and language development?

The introduction of the Early Years Pupil Premium – an extra £300 for disadvantaged 3 and 4 year olds from April 2015 – is extremely welcome. It will provide new opportunities and, crucially, bring new attention to the question of how early years providers can best support disadvantaged children.

There is good evidence that quality early years support makes a difference for disadvantaged children – this argument has largely been won. However, understanding what quality looks like and how to create it is much more difficult.

The EEF's new Early Years Toolkit (see previous page) highlights the kinds of approaches which the evidence suggests is most effective – for example:

- the importance of early literacy and numeracy development;
- the home learning environment and parental engagement;
- professional development, qualifications and leadership in early years settings; and
- children's self-regulation skills.

But when it comes to pinning down examples of programmes or training that lead to changes in these areas, approaches with solid evidence, delivered consistently across diverse settings, are harder to identify.

In November 2014, the EEF opened its first funding round open also to early years applications (alongside applications focused on 5-16 year-olds), with the aim of working with the sector to build the evidence for 'what works'.

As with all our funding rounds, it was a competitive process, with priority being given to bids with the strongest evidence that they are likely to be effective. For applicants who are not successful, there will be future funding rounds (usually two each year). And we hope early years providers will wish to get involved by signing up to take part in trials of EEF-funded projects.

There are of course challenges to building evidence particular to the early years: how to measure impact in a sensitive and meaningful way; how to run trials among diverse settings; and how to develop approaches that are genuinely scalable. But there seems to be a real appetite to address these challenges, and strengthen our collective understanding of how best to support young children from low-income backgrounds to fulfil their potential.

The first EEF-funded projects focused on the early years are to be announced in autumn 2015.

To find out more about applying for an EEF grant, click here <https://educationendowmentfoundation.org.uk/apply-for-funding/>



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This *Which*-style guide summarising the world's education evidence about different approaches, offering teachers 'best bets' of what has worked most effectively to boost the attainment of disadvantaged pupils, is now used by 64% of school-leaders.

'It's not what you spend, it's the way that you spend it... that's what gets results'. This was one of the central messages that underpinned the first toolkit for schools in 2011. And it remains just as relevant today, with the new Government committing to maintain the annual £2.5 billion Pupil Premium budget aimed at improving the attainment of disadvantaged pupils.

Today the Sutton Trust-EEF Teaching and Learning Toolkit is an interactive website distilling more than 11,000 individual research reports into an easily accessible 34 approaches. Each summary includes headline estimates of the approach's average impact on attainment, the strength of the research on the approach, and the approximate £ per pupil cost.

"Teachers might now be categorised in three groups: evidence-seekers, compliance chasers and the disengaged. The challenge is to cater to all of them while recognising that, like any tool, our resource will be most useful when in the hands of professionals. ... Most importantly, the real measure of success must be whether the Toolkit has helped to improve the attainment of our most disadvantaged children. This of course is the driving mission for the work of the EEF."

Dr Lee Elliot Major, EEF Trustee, and Professor Steve Higgins, Durham University – co-authors of the Teaching and Learning Toolkit, reflecting on its impact

The Toolkit attracts over 20,000 hits each month and is used by 64% of school leaders to inform their decision-making, according to a survey by the National Audit Office. It was praised by the House of Commons' Education Select Committee in its September 2014 report on Underachievement in Education by White Working Class Children: 'We see the EEF Toolkit as a positive development which will help schools to make informed decisions about how to make best use of pupil premium funding.'

Its success has gone international. In February 2015, an adapted version was launched for the use of principals and school-leaders in Australia, designed to enable and support a culture of evidence-informed practice in schools.

The Toolkit is a live resource that is updated on a regular basis as findings from EEF-funded projects and other high-quality research become available. Within the past year, for example, we have added a new topic (Reading comprehension strategies), updated entries for 10 topics, and produced five new Toolkit Talks videos.

Check out the Sutton Trust-EEF Teaching and Learning Toolkit here <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

The screenshot shows a tweet from the Education Endowment Foundation (@EducEndowFoundn). The tweet text reads: "Some 64% of school leaders now use the Teaching and Learning Toolkit to inform decisions" followed by the URL educationendowmentfoundation.org.uk/toolkit/. Below the text is a laptop displaying the Toolkit's website interface. A blue banner is overlaid on the laptop screen with the text: "Some 64% of school leaders now use the Teaching and Learning Toolkit to inform decisions about Pupil Premium funding" – National Audit Office report, 30 June 2015. The tweet interface shows 11 retweets and 8 favorites, and it is dated 11:47 AM - 30 Jun 2015.

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In 2014-15, the EEF invested £10.2 million in 14 projects involving 1,081 schools, reaching 102,595 pupils - an average cost of c.£99 per pupil.

The pipeline of EEF projects:

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

PROMISING BUT UNTESTED PROGRAMMES		WELL-EVIDENCED PROGRAMMES LOOKING TO SCALE-UP	
These programmes will already be being delivered and will have some initial data which indicates they are effective at improving pupils’ attainment; BUT will not yet have been independently evaluated to demonstrate a causal relationship between the programme and those improvements.		These programmes will have already been independently evaluated and demonstrated effectiveness at raising attainment; BUT need now to establish that they can be delivered in more schools in a way which maintains impact and is cost-effective.	
The EEF’s grant-funding gives them the opportunity to put their idea to a fair test.		The EEF’s grant-funding gives them the opportunity to expand the impact of their programme.	
Type of EEF-funded trial	Pilot studies: 	Efficacy trials: 	Scale-up: 
	<ul style="list-style-type: none">Conducted in a small number of schools (eg, three or more), where a programme is at an early or exploratory stage of development.Evaluated through formative research to develop and refine the approach and test its feasibility in schools. Initial, indicative data will be collected to assess its potential to raise attainment.	<ul style="list-style-type: none">Aim to see whether a programme can work under ideal or developer-led conditions in a number of schools (eg, usually 20+).Are evaluated quantitatively to assess impact on pupils’ attainment, with an implementation and process evaluation helping to understand the elements of effective practice. The cost of the intervention will be calculated.	<ul style="list-style-type: none">is when a programme which has been shown to work when rigorously trialled, and has the capacity to deliver at scale, is expanded to work across a wider area in a larger number of schools.Though we will continue to evaluate its impact, this is now a lighter touch process.

Key to understanding the EEF’s projects - newly-funded and those that have been evaluated - in the following pages

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.










The EEF’s ‘padlock ratings’

All evaluation reports 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](#).















Attainment progress

Average impact is estimated in terms of the additional months’ progress you might expect pupils to make as a result of an approach being used in school, taking average pupil progress over a year as a benchmark.

New EEF-funded projects (announced April 2015)						
 Evidence for the Frontline	Developing and piloting an evidence brokerage service for schools.	Delivered by: Sandringham School, Hertfordshire; Institute for Effective Education, University of York; and Coalition for Evidence-Based Education	Reach: 31 schools, 15,500 pupils	Evaluated by: National Foundation for Educational Research (NFER)	Total funding: £239,803 (2015-16)	
 Video observation and coaching	Piloting an approach to using video observation and coaching in teacher development.	Delivered by: Whole Education and Iris Connect	Reach: 15 schools, 5,800 pupils	Evaluated by: University of Birmingham	Total funding: £275,452	
 Maths Counts	One-to-one support to improve skills and confidence in maths.	Delivered by: Mead Community Primary School, Wiltshire	Reach: 40 schools, 400 pupils	Evaluated by: Centre for Evaluation and Monitoring, Durham University	Total funding: £409,774 (2015-17)	
 Using Self-Regulation to Improve Writing	Testing the impact of a programme previously trialled in an EEF efficacy trial, with positive results.	Delivered by: Calderdale Excellence Partnership with Leeds local authority and CfBT Education Trust	Reach: 80 schools, 7,200 pupils	Evaluated by: Institute for Effective Education at the University of York and Centre for Evaluation and Monitoring, Durham University	Total funding: £916,800 (2015-17)	
 Increasing Competence and Confidence in Algebra and Multiplicative Structures (ICCAMS)	Testing a programme to increase mathematical competence and confidence at Key Stage 3.	Delivered by: University of Nottingham and Durham University	Reach: 100 schools, 6,000 pupils	Evaluated by: School of Education, University of Manchester	Total funding: £1,045,611 (2015-18)	
 Embedding Formative Assessment	A project to test a professional development pack, which enables schools to embed formative assessment practices.	Delivered by: SSAT (The Schools Network)	Reach: 120 schools, 9,000 pupils	Evaluated by: National Institute of Economic and Social Research (NIESR)	Total funding: £653,100 (2015-17)	
 Families and Schools Together (FAST)	Testing a parental engagement programme that has a strong international reputation.	Delivered by: Save the Children	Reach: 150 schools, 6,480 pupils	Evaluated by: National Foundation for Educational Research (NFER)	Total funding: £874,734 (2015-17)	
 Switch-on – Effectiveness Trial	An intensive, daily one-to-one, 10-week literacy intervention	Delivered by: Nottinghamshire County Council	Reach: 190 schools, 1,700 pupils	Evaluated by: NatCen Social Research	Total funding: £870,270	

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New EEF-funded projects in Education and Neuroscience Co-funded with wellcome trust (announced October 2014)						
 Spaced Learning	Testing the impact of a teaching approach where content is intensively taught multiple times with breaks in between.	Delivered by: Hallam Teaching School Alliance	Reach: 18 schools, 2,100 pupils	Evaluated by: Centre for Effective Education, Queen's University Belfast	Total funding: £453,555 (2015-16)	
 Engaging the Brain's Reward System	Testing the impact of game-based rewards in secondary school science classes.	Delivered by: University of Bristol	Reach: 81 schools, 1,215 pupils	Evaluated by: Institute of Effective Education, University of York	Total funding: £831,489 (2014-17)	
 Fit to Study	Testing the impact of a programme to increase the amount of moderate to vigorous physical activity in PE lessons.	Delivered by: University of Oxford	Reach: 70 schools, 6,000 pupils	Evaluated by: NatCen Social Research	Total funding: : £887,205 (2015-17)	
 GraphoGame Rime	Testing the impact of a computer programme designed to improve pupils' literacy through teaching phonics via "rhyme analogy".	Delivered by: University of Cambridge	Reach: 10 schools, 400 pupils	Evaluated by: National Foundation for Educational Research (NFER)	Total funding: £471,860 (2015-17)	
 Teensleep	Testing the impact on pupil attainment of later school start times and a sleep education programme.	Delivered by: University of Oxford	Reach: 106 schools, 31,800 pupils	Evaluated by: York Trials Unit, University of York	Total funding: £1,099,647 (2014-18)	
 Learning Counterintuitive Concepts	Testing the impact of a project to develop and test software that improves pupils' ability to "inhibit" irrelevant prior knowledge when learning new concepts.	Delivered by: Learning Counterintuitive Concepts	Reach: 100 schools, 9,000 pupils	Evaluated by: National Foundation for Educational Research (NFER)	Total funding: £1,138,443 (2015-17)	

New funding rounds announced, 2014-15:

1. Character and Education (co-funded with the Department for Education)

This round, launched in December 2014, will fund and evaluate a series of projects that aim to develop a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as motivation, grit, resilience, self-control, self-confidence, social and emotional skills, and communication skills. The successful projects will be announced in Autumn 2015.

2. EAL and attainment (co-funded with the Bell Foundation and Unbound Philanthropy)

This round, launched in May 2015, will fund and evaluate strategies to boost attainment for pupils who speak English as an additional language (EAL), building on two ground-breaking reports we published in January showing that there is a massive variation in the results achieved by EAL pupils. This round (and the earlier research) have been funded in partnership with the Bell Foundation and Unbound Philanthropy. The successful projects will be announced in Spring 2016.

3. Financial education in schools (co-funded with the Money Advice Service)

This round, launched in August 2015, will fund and evaluate ways to raise pupils' attainment through financial education, aiming to find out which skills or attitudes are most important to developing financial literacy and how far it is possible to increase them through learning strategies and what works in doing this. This round is being funded in partnership with the Money Advice Service. The successful projects will be announced in Spring 2016.



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The EEF published 34 independent evaluation reports of its grant-funded projects during the year.







































































All EEF-funded projects aim to improve knowledge and extend the evidence-base on what's most likely to work in raising the attainment of disadvantaged pupils in schools.

To achieve this, all projects we fund must first demonstrate 'evidence of promise'. We then put each to the fair test of a trial in schools rigorously evaluated by independent experts in educational research. These evaluations are funded by the EEF.


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 those programmes and approaches which are most likely to benefit pupils.



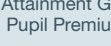

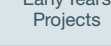
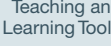


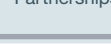
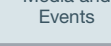
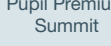

Executive summaries are available on our website, as are the full evaluation reports. All the findings are incorporated into our Teaching and Learning Toolkit, strengthening the security of the evidence it presents and its estimates of the relative effectiveness of different approaches.

Please see page 9 for 'Key to understanding the EEF's projects'.

PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR	TYPE OF TRIAL	EVIDENCE STRENGTH	EST. ADDITIONAL MONTHS' ATTAINMENT PROGRESS	LEVER OF CHANGE
 Act, Sing, Play	Testing the link between music instruction and academic attainment.	Delivered by: Creative Futures UK Evaluated by: NatCen Social Research		         	0 months (Maths) 0 months (Literacy)	  
 Affordable Individual and Small Group Tuition: Primary	Low-cost tuition delivered by trained university students and graduates.	Delivered by: The Tutor Trust Evaluated by: National Foundation for Educational Research (NFER)		         	-1 month -1 month	  
 Affordable Individual and Small Group Tuition: Secondary	Low-cost tuition delivered by trained university students and graduates.	Delivered by: The Tutor Trust Evaluated by: National Foundation for Educational Research (NFER)		         	+1 month (Maths) -2 months (English)	  
 Changing Mindsets	An intervention which aims to improve attainment by developing a growth mindset in pupils.	Delivered by: University of Portsmouth Evaluated by: National Institute of Economic and Social Research (NIESR)		                   	+2 months (pupil workshops, Maths) +2 months (pupil workshops, English) 0 months (teacher training, Maths) -2 months (teacher training, English) 0 months (Writing)	  

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PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR	TYPE OF TRIAL	EVIDENCE STRENGTH	EST. ADDITIONAL MONTHS' ATTAINMENT PROGRESS	LEVER OF CHANGE
 Hampshire Hundreds	Developing and implementing effective teaching strategies in Hampshire.	Delivered by: Hampshire County Council Evaluated by: London School of Economics (LSE)		    	+1 month (disadvantaged pupils) -1 month (other pupils)	  
 Improving Numeracy and Literacy in Key Stage 1	A joint project testing two interventions: 'Mathematics and Reasoning' and 'Literacy and Morphemes.'	Delivered by: University of Oxford Evaluated by: National Foundation for Educational Research (NFER)		         	+3 months (Maths and Reasoning) -1 month (Literacy and Morphemes)	  
 Increasing Pupil Motivation	A programme which aims to increase pupil effort in Key Stage 4.	Delivered by: University of Bristol Evaluated by: Institute of Fiscal Studies (IFS)		                   	+1 month (financial incentives, Maths) 0 months (financial incentives, English) +1 month (event incentives, Maths) +1 month (event incentives, English)	  
 LIT Programme	A programme which aims to improve the reading comprehension of struggling Year 7 pupils.	Delivered by: The Learning Trust Evaluated by: Institute of Fiscal Studies (IFS)		    	+1 month	  
 Mathematics Mastery	An approach to teaching mathematics developed in Singapore.	Delivered by: ARK Evaluated by: Institute of Education		              	+1 month (overall) +2 months (primary) +1 month (secondary)	  
 Mind the Gap	A project which aims to give parents the skills to effectively support their child's learning.	Delivered by: Campaign for Learning Evaluated by: National Institute of Economic and Social Research (NIESR)		    	-2 months	  

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PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR	TYPE OF TRIAL	EVIDENCE STRENGTH	EST. ADDITIONAL MONTHS' ATTAINMENT PROGRESS	LEVER OF CHANGE
 Oracy Curriculum, Culture and Assessment Toolkit	Developing a new pedagogy and curriculum focused on oral language skills.	Delivered by: School21 and University of Cambridge Evaluated by: Sheffield Hallam University		n/a (pilot study)	Key finding: approach is feasible and appears to provide a sound foundation for the development of oracy skills.	  
 Philosophy for Children	A programme that aims to develop children's social skills and cognitive ability.	Delivered by: SAPERE Evaluated by: Centre for Evaluation and Monitoring, Durham University		              	+2 months (Maths) +2 months (Reading) 0 months (Writing)	  
 Physically Active Lessons (co-funded with Nike inc. as part of the 'Designed to Move' initiative)	Testing the impact of short bursts of physical activity on academic outcomes.	Delivered by: University of Bristol Evaluated by: Queen's University Belfast		n/a (pilot study)	Key finding: mixed evidence of feasibility. Both teachers and children reported enjoying the programme, but it created a lot of additional work for teachers and enthusiasm tended to fade towards the end of the study.	  
 Promoting Alternative Thinking Strategies	A programme which aims to improve pupils' emotional intelligence, social skills and self-control.	Delivered by: PAtHS Evaluated by: School of Education, University of Manchester		               	+1 month (Year 5, Maths) -1 month (Year 5, English) -1 month (Year 6, Maths) -2 months (Year 6, English)	  
 Shared Maths	A peer tutoring programme in which older primary school pupils tutor younger pupils in mathematics.	Delivered by: Durham University Evaluated by: NatCen Social Research		         	0 months (Year 3) +1 month (Year 5)	  
 Talk for Writing	Testing a programme which aims to improve pupils' writing skills.	Delivered by: Primary Writing Project Evaluated by: Institute of Education, University of London		n/a (pilot study)	Key finding: the programme is feasible, schools were enthusiastic about implementing it, and there is mixed evidence of promise.	  



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









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PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR	TYPE OF TRIAL	EVIDENCE STRENGTH	EST. ADDITIONAL MONTHS' ATTAINMENT PROGRESS	LEVER OF CHANGE
 Thinking, Doing, Talking Science	A new approach to teaching science in primary schools.	Delivered by: Science Oxford Evaluated by: Institute of Effective Education, University of York			+3 months	
 The Visible Classroom (co-funded with Nominet Trust)	Using transcripts of classes to promote effective teacher practices.	Delivered by: University of Melbourne Evaluated by: NatCen Social Research		n/a (pilot study)	Key finding: approach is feasible and has potential to make an impact on teacher practice that may lead to benefits in pupils' learning.	
 Tutoring with Alphie	Computer-based literacy tutoring at transition.	Delivered by: Success for All Evaluated by: Queen's University Belfast			+1 month	
 Word and World Reading Programme (co-funded with the Greater London Authority, supported by Mayor of London)	A programme which aims to boost academic attainment by building 'core knowledge'.	Delivered by: The Curriculum Centre Evaluated by: Centre for Evaluation and Monitoring, Durham University		n/a (pilot study)	Key finding: approach is feasible and was well received by majority of primary schools participating. Additional training/support materials for teachers likely to be beneficial, with the programme probably more successful for older, higher attaining students.	
Literacy catch-up for 11 year-olds						
 Accelerated Reader	A web-based programme that encourages children to read for pleasure.	Delivered by: Broadgreen High School, Thornaby Academy, Tideway School, St John's CE School. Evaluated by: Centre for Evaluation and Monitoring, Durham University			+3 months	
 Butterfly Phonics	Testing the impact of an out-of-school-hours phonics programme.	Delivered by: Real Action Evaluated by: Centre for Evaluation and Monitoring, Durham University			+5 months	

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 Catch Up Literacy	A literacy intervention delivered by trained teaching assistants.	Delivered by: Catch Up Evaluated by: National Foundation for Educational Research (NFER)		    	+2 months	  
 Fresh Start	A popular phonics programme for Year 6 and 7 pupils.	Delivered by: Harlow Education Consortium, Ercall Wood Technology College, Withernsea High School. Evaluated by: Centre for Evaluation and Monitoring, Durham University		    	+3 months	  
 Graduate Coaching Programme	Testing the impact of a one to one academic coaching programme.	Delivered by: Perry Beeches Academy Evaluated by: National Foundation for Educational Research (NFER)		    	+5 months	  
 Peer Tutoring in Secondary Schools	A paired reading programme for pupils in Years 7 and 9.	Delivered by: North Tyneside Council Evaluated by: NatCen Social Research		         	-1 month (Year 7) -1 month (Year 9)	  
 Quest	Collaborative learning in literacy at transition.	Delivered by: Success for All Evaluated by: Queen's University Belfast		    	-1 month	  
 Rapid Phonics	A phonics programme for older readers.	Delivered by: Norfolk Council Evaluated by: Centre for Evaluation and Monitoring, Durham University		    	-1 month	  
 SHINE in Secondaries	Saturday schools for struggling readers in Year 7.	Delivered by: SHINE Evaluated by: Centre for Evaluation and Monitoring, Durham University		n/a (pilot study)	Key finding: approach is feasible, with teachers and pupils reporting it to be valuable in providing an opportunity to consolidate literacy and numeracy skills.	  



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 Summer Active Reading Programme	A programme which provides reading material, events and support over the summer holidays.	Delivered by: Book Trust Evaluated by: Sheffield Hallam University and Queen's University Belfast		    	+2 months	  
 Talk for Literacy	Testing the impact of three speaking and listening interventions on literacy.	Delivered by: Greenford High School Evaluated by: National Foundation for Educational Research (NFER)		    	+3 months	  
 TextNow Transition	Testing the impact of a volunteer-led one to one reading programme.	Delivered by: Unitas Evaluated by: Sheffield Hallam University and Queen's University Belfast		    	-1 month	  
 Units of Sound	A computer-based phonics programme for Year 7 pupils who are struggling with reading.	Delivered by: Dyslexia Action Evaluated by: Institute of Effective Education, University of York		    	-1 month	  
 Vocabulary Enrichment Intervention	Testing the impact of a vocabulary intervention on reading comprehension.	Delivered by: Bolton Council Evaluated by: National Foundation for Educational Research (NFER)		    	+1 month	  



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A £5 million EEF campaign to improve the impact of Teaching Assistants with the aim of boosting the learning of up to 14,000 disadvantaged pupils in West and South Yorkshire.

One of the most challenged and debated topics in our Teaching and Learning Toolkit relates to the deployment of Teaching Assistants (TAs) in schools. The evidence is striking. Despite spending more than £4 billion a year employing 255,000 TAs in English schools, research suggests they make little difference to pupils' attainment: "low impact for high cost" is the Toolkit's summary.

However, as the Toolkit goes on to note, "this average finding covers a range of impacts". There are clear examples of TAs making noticeable improvement to learning outcomes for pupils. Worryingly, though, some pupils, particularly from disadvantaged backgrounds, can perform worse in classes with TAs – particularly when support from TAs has substituted rather than supplemented teaching from classroom teachers.

Encouragingly, the EEF has funded a number of projects to date which have shown that, if deployed in structured settings with high-quality support and training, TAs can benefit learning – approximately 3-4 additional months' progress, compared to situations where TAs are deployed as usual – and that this improvement can be gained for a small additional cost.

In February 2015, therefore, the EEF launched a £5 million campaign focused on 'Improving the impact of Teaching Assistants', a programme of activity containing three components:

1. A guidance report, Making Better Use of Teaching Assistants, sent to all primary and secondary schools

This report, published by the EEF, summarises the existing research on TAs and identifies seven practical ways for school leaders and teachers to use their TA support for maximum pupil impact.

2. Advocacy support – new capacity to up to 1,000 primary schools in South and West Yorkshire to act on this evidence

The EEF has partnered with seven organisations in the region to lead the advocacy component of the campaign, 'bringing to life' the guidance report in schools in Yorkshire through a range of engagement activities, such as workshops, training sessions, coaching, and school-to-school support.

3. Grant-making – direct support to help Yorkshire's schools access evidence-based programmes being trialled by the EEF

Much of the EEF's £5 million investment will enable schools in the region to benefit from access to promising, evidence-based interventions, which train TAs to provide high-quality support for lower-attaining pupils.

The Teaching Assistants Campaign in Yorkshire represents a significant new phase of activity for the EEF, as we begin to activate the knowledge acquired from our funded projects in those areas with high numbers of disadvantaged children and where the attainment gap between rich and poor pupils is large.

You can read the EEF's guidance report, Making Better Use of Teaching Assistants here <https://educationendowmentfoundation.org.uk/toolkit/making-best-use-of-teaching-assistants>

You can find out more about our Teaching Assistants Campaign in West and South Yorkshire here <https://educationendowmentfoundation.org.uk/toolkit/ta-campaign-advocacy-tender/>

This summary of the EEF's seven recommendations is available to download as a poster https://educationendowmentfoundation.org.uk/uploads/pdf/TA_Poster_print.pdf and also as a PowerPoint presentation https://educationendowmentfoundation.org.uk/uploads/pdf/TA_slide_stack_general.pptx

RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN EVERYDAY CLASSROOM CONTEXTS				RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN DELIVERING STRUCTURED INTERVENTIONS OUT OF CLASS		RECOMMENDATIONS ON LINKING LEARNING FROM BONDING LEARNING TEACHERS AND TAs
I	II	III	IV	V	VI	VII
<p>TAs should not be used as an informal teaching resource for low-attaining pupils</p> <p>Research shows TA experience suggests which have added value to the classroom in which they are often used as informal teaching resources. However, the research suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence.</p>	<p>Use TAs to add value to what teachers do, not replace them</p> <p>Research shows TA experience suggests which have added value to the classroom in which they are often used as informal teaching resources. However, the research suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence.</p>	<p>Use TAs to help pupils develop independent learning skills and manage their own learning</p> <p>Research shows TA experience suggests which have added value to the classroom in which they are often used as informal teaching resources. However, the research suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence.</p>	<p>Ensure TAs are fully prepared for their role in the classroom</p> <p>Research shows TA experience suggests which have added value to the classroom in which they are often used as informal teaching resources. However, the research suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence.</p>	<p>Use TAs to deliver high-quality one-to-one and one-to-small group support using structured interventions</p> <p>Research on this delivery suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence.</p>	<p>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</p> <p>Research on this delivery suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence.</p>	<p>Ensure explicit connections are made between learning from classroom teaching and structured interventions</p> <p>Research on this delivery suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence. The research suggests that the use of TAs as informal teaching resources is not supported by the evidence.</p>

FOUNDING GRANT

The EEF is a registered charity established in 2011 with a grant from the Department for Education of £125 million to be expended within 15 years. Three further grants totalling £12 million have subsequently been received for particular funding rounds, including £1 million in 2014 to co-fund a round on Character and Education. In addition to investment returns on its endowment (see below), the EEF actively seeks to partner with other funders to help extend the reach of its work; please see ‘Partnerships’ (over the page) for details.

GRANT AWARDS APPROVED

The EEF total grant expenditure amounted to £12.1 million in the financial year. The EEF approved direct grant awards of £11.9 million to 24 projects in the year, while evaluation and research funding amounted to £2.2 million in the year. There were revisions to grants awarded in previous years reducing the total by £2.0 million.

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.

INVESTMENT PERFORMANCE, 2014/15

Based on the advice of its investment managers and their review of the current and expected bond market conditions, the Board of Trustees decided to amend the fund managers’ mandate to introduce an element of Equity into the portfolios. The mandates were amended to split the portfolios into a) a short term portfolio invested solely in Fixed Income and cash intended to cover the EEF’s three year commitments on a rolling basis, and b) a long-term portfolio invested in 80% Fixed Income and cash and 20% in Equities. The divestment of the old portfolio and re-investment by J.P. Morgan and Goldman Sachs took place in October 2014 and November 2014 respectively.

For the year ended 31 March 2015 the portfolio returned 6.7%. Withdrawals of £11.8 million were made during the year, and at the end of the period the current market value of the portfolio was £126.9 million. Net income received after management costs was £3.3 million and a revaluation gain was recorded of £5.4 million.

Fixed income markets performed well over the period with the back drop of low inflation and low volatility in bond markets. Expectations of the timing of interest rate rises by the Bank of England were also pushed out over the period, which meant that bond prices continued to rise.

The overall return on the portfolio since inception in June 2011 has been 23.3%, an annualised rate of 5.7% per annum.

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 £111 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.

 The EEF’s Trustees’ Report and Financial Statements can be read on the Charity Commission’s website here: <http://bit.ly/EEFaccounts2014-15>



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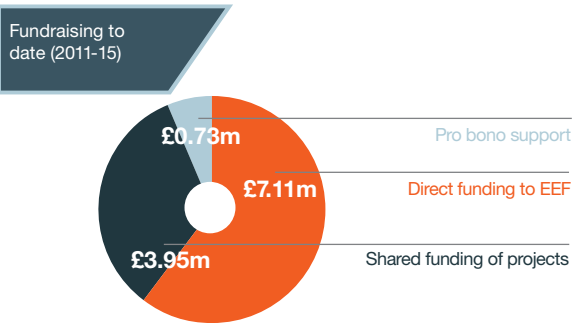
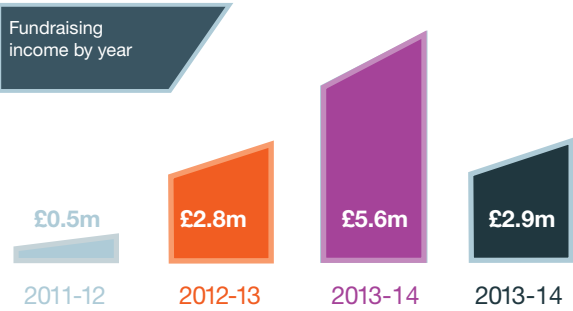
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The EEF works in partnership with funding partners who share our commitment to offering the best possible educational opportunities to children from disadvantaged backgrounds.

Since 2011, some £11.8 million has been contributed 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.)

The EEF gratefully acknowledges the contributions of all its co-funding partners. We are grateful, too, for pro bono contributions in 2014-15 from [The Sutton Trust](#), as well as our legal advisers, [Macfarlanes](#) and [Freshfields Bruckhaus Deringer](#).

To read about more of the EEF's funding partnerships, click here: <https://educationendowmentfoundation.org.uk/support-us/reasons-to-partner/>

CASE STUDY 1: A NEW PARTNERSHIP

The EEF this year partnered with the [Money Advice Service](#) to launch a new fund to find ways to raise school pupils' attainment and improve their financial capability. Financial education is now part of the curriculum for secondary schools in England, but little is known about which approaches are most effective, either in terms of improving attainment or improving children's ability to manage money later in life.

By trialling and independently evaluating strategies to improve attainment through financial education, this funding round is intended to help build the evidence base of what does and doesn't work. It aims to find out which skills or attitudes are most important to developing financial literacy, how far it is possible to increase them through learning strategies, and what works in doing this.

To find out about more of the EEF partnership with Money Advice Service, click here: <https://educationendowmentfoundation.org.uk/news/new-fund-to-find-best-ways-to-improve-pupils-personal-finance-skills/>

"We are pleased to be working with the Education Endowment Foundation to deliver financial education programmes that could really make a difference to young people's lives. We know that children start to develop the financial habits and attitudes that they take into adulthood from the age of three so it is really important that the financial education delivered in schools is effective in providing young people with the knowledge, skills and experiences they need to make their financial goals a reality later in life."



Caroline Rookes, Chief Executive, Money Advice Service



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CASE STUDY 2: DEVELOPING A PARTNERSHIP

It began more than two years ago, in May 2013, with a chance conversation between the EEF’s Kevan Collins, and Will Somerville, director of UK programmes for **Unbound Philanthropy**, about pupils classified as English with an Additional Language (EAL).

Both shared a concern that the fantastic educational achievements of many EAL pupils, especially in London, was at risk of blurring a more complex picture. After all, the EAL label applies to over a million pupils, and includes both the bilingually fluent child of a French banker alongside the Somali refugee who may not speak English at all.



“We know that average attainment figures mask a huge range of outcomes for pupils who speak a language in addition to English and that certain groups have especially poor outcomes. I’m delighted that together with the Education Endowment Foundation and Unbound Philanthropy we are able to make a significant commitment to finding the best methods to improve learning for those groups most at risk of underachievement.”

Diana Sutton, Director, Bell Foundation

We wanted to get behind the averages, to go deeper and more granular, to find out which groups of EAL pupils are at greatest risk of not doing well at school. And, having identified those groups, we then wanted to find out what kinds of evidence-based approaches and interventions were available for schools to implement to help tackle the under-achievement of those pupils.

Diana Sutton, director of the **Bell Foundation**, also joined the conversation. Together, we commissioned in 2014 an academic review from a couple of distinguished academics at the University of Oxford, Professors Steve Strand and Victoria Murphy.

Their **ground-breaking reports**, published in January 2015, highlighted the significant variations in outcomes between groups of EAL pupils. But they highlighted something else, too – a serious lack of robust research of tried-and-tested approaches and interventions to improve EAL pupils’ English language and literacy.

This was disappointing. The EEF helps support schools in raising attainment by making the best international evidence readily accessible. It is difficult to do so when there are only a small number of programmes with evidence of promise, none of which have been trialled in the UK.

The reports threw down the gauntlet to all three funders – if there’s not currently enough high-quality research to guide schools to make effective choices then we need to help generate such evidence.

That is exactly what the EEF, Bell Foundation and Unbound Philanthropy committed to doing. In May 2015, we jointly pledged more than £2 million to fund trials to evaluate approaches and interventions solely focused on raising the attainment of EAL pupils from economically disadvantaged backgrounds, and in particular those groups identified by the Strand / Murphy reports as most at-risk of under-achieving at school.

The funding round was open until October 2015, and the successful grantees will be announced in Spring 2016. Together, we can then begin building a reliable evidence-base to which schools can turn when attending to the English language proficiency of their EAL pupils. What began as a chance conversation will, we hope, become a crucial milestone in improving learning outcomes for at-risk EAL pupils.

To find out more about the EEF partnership with the Bell Foundation and Unbound Philanthropy, click here: <https://educationendowmentfoundation.org.uk/news/new-2m-fund-to-find-best-ways-to-improve-outcomes-for-eal-pupils/>



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The EEF and Sutton Trust jointly hosted a summit on the future of the Pupil Premium in July 2015. This event brought together leading policy-makers, academics and the teaching profession to discuss how best to improve attainment for disadvantaged pupils, closing the gap between them and their classmates.



L - R: Sir Kevan Collins, EEF Chief Executive; Nicky Morgan MP, Secretary of State for Education; David Hall, EEF Trustee; Dr Lee Elliot Major, EEF Trustee and Sutton Trust Chief Executive



Keynote speech by the Rt Hon. Nicky Morgan MP



Panel session, 'The Pupil Premium in Practice', with Clare de Saumarez, Russell Hobby, Brian Lightman, and Dame Sharon Hollows, chaired by David Hall.



Sir Michael Wilshaw, Her Majesty's Chief Inspector of Education, Children's Services and Skills, in conversation with Sir Kevan Collins.



Keynote speech by Sir John Dunford, the government's National Pupil Premium Champion, 2013-15



Panel Session, 'Use of Evidence', with Professor Steve Higgins, Dr Tim Leunig, Dr Becky Allen, and John Tomsett, chaired by Dr Lee Elliot Major.

"I see the Education Endowment Foundation as a key partner in helping schools to spend the premium more strategically, and to put what works into practice."

Rt Hon. Nicky Morgan MP, Secretary of State for Education

Photos: Zute Lightfoot



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Nat Sloane CBE
James Turner (resigned 23 July 2015)

ADDRESS

9th Floor, Millbank Tower
21-24 Millbank
London
SW1P 4QP
Phone: 0207 802 1676

CHARITY REGISTRATION NUMBER:

1142111

WEBSITE

www.educationendowmentfoundation.org.uk

TWITTER

@EducEndowFoundn

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The EEF was established in 2011 by The Sutton Trust
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part of Impetus–The Private Equity Foundation)



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



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



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