



Annual Report 2015/16



I am delighted to introduce this fifth annual report of the Education Endowment Foundation, covering the progress we have made in the past 12 months (September 2015 to August 2016).

The past five years of the EEF have been incredibly rewarding. Working with colleagues across the education sector and beyond, we have achieved much more than I imagined possible when we set up the organisation in 2011, backed by a £125 million grant from the Department for Education.

That was also the year The Sutton Trust, the foundation I established in 1997 to promote social mobility, published the first edition of what has become known as the Teaching and Learning Toolkit.

This Toolkit, now developed by the EEF with Durham University, has become a 'go to' reference work for schools across the country, used by more than half of all school leaders to inform their decisions.

It also helps inform the decisions of our board of trustees, which I chair. For instance, one of the more

controversial entries in the first edition of the Toolkit was on teaching assistants: based on previous research, it reported that the typical use of teaching assistants in classrooms was not having a positive impact on attainment, and indeed, that it was too often negative for pupils from poorer backgrounds.

However, we know teaching assistants are a valued and valuable resource. There are 350,000 employed in schools across the country at an annual public cost of some £5 billion, more than we as a nation spend on roads or housing. So the EEF has set about building the evidence of how teaching assistants can be more effectively deployed by schools to improve educational standards. A number of the trials we have funded have shown the difference teaching assistants can make if they are properly trained and supported to deliver structured programmes.

We have updated the Toolkit to reflect these findings, published a guidance report mailed to every school in the country, and committed £5 million to a campaign to promote the effective use of the evidence on the best use of teaching assistants in areas of Yorkshire with a high attainment gap.

This example highlights an important new strategic direction for the EEF. In our first five years, much of our effort and resources have been focused on synthesising evidence for the benefit of teachers and generating new evidence by funding trials of interesting new programmes the impact of which has not yet been robustly tested.

We are now at the stage when we feel it is right to devote more of the EEF's time and money to supporting teachers and other practitioners in using evidence to achieve real impact across the country. We will do this by scaling up what we have found works and by developing models to support its implementation in schools.

In addition to our work on teaching assistants, for example, we have this year committed to a £10 million campaign (co-funded with Northern Rock Foundation) to improve the literacy of primary-age children in the North East. We are also re-granting to those EEF-funded programmes – our 'Promising Projects' – which delivered encouraging initial findings, increasing their reach across the country. Where we have good evidence, we know we have an imperative to support teachers to implement the findings in their own contexts.

The EEF will, though, continue to advance the frontiers of research when it can show us what works in improving academic standards, developing essential life skills, and preparing young people for the world of work and further study.

This year we took the decision to extend the EEF's remit to include post-16 education to address the problem that just over half of students eligible for free school meals had not achieved the expected level in English and maths by 19, according to the latest official figures. That's one-in-two young people from low-income households who are automatically denied access to secure and well-paid careers (including apprenticeships) as well as further study. This isn't just a personal tragedy for the individual; it's a waste of talent on a national scale and a huge barrier to improving social mobility.

The EEF is harnessing all our resources to support teachers in schools, nurseries and colleges to tackle the attainment gap. Giving disadvantaged young people the best start in life is a vital national endeavour that is important not only for social justice, but also for our future economic success.

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

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The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can make the most of their talents.

We aim to raise the attainment of 3-18 year-olds, particularly those facing disadvantage; develop their essential life skills; and prepare young people for the world of work and further study.

We do this by generating evidence of what works to improve teaching and learning, funding rigorous trials of high-potential programmes and approaches. We then support schools, nurseries and colleges across the country to put this evidence to good use so that it has the maximum possible benefit for young people.

Each section of this report highlights how the EEF supports all those working to break the link between family income and educational achievement.

Supporting teachers to use high-quality research and data to inform their practice and boost student attainment

Our **Teaching and Learning Toolkit** provides every teacher in the country with ready access to high-quality research. It succinctly summarises international evidence (on topics such as feedback, parental involvement, and reducing class sizes) in terms of their average impact on learning, the strength of the evidence supporting them, and their cost. What is unique about the Teaching and Learning Toolkit and its **Early Years** companion is that they are ‘live’ resources; extended and updated on a regular basis as new research from around the world, as well as findings from EEF-funded programmes, are published.

Other resources the EEF provides free to teachers include:

- Our **Families of Schools database**, which aims to help schools share their successes, learn from colleagues, and build capacity in the system. It enables primary and secondary schools to understand the size and nature of their attainment gap in relation to other, similar schools, and provides a wealth of new information so they can collaborate with the best-performing institutions most like them.
- Our **DIY Evaluation Guide** provides guidance for teachers on how to conduct small-scale evaluations to help them decide if a new approach they are testing out is having the impact for which they hoped.
- Our **major evidence reports**, which brings together in one place what research to date can tell us on a range of key issues, in order to support professional practice. This past year alone, the EEF has published four major reports examining, for example, what we know about the most effective marking strategies for teachers to

use. These reports highlight what’s worked, as well as what hasn’t, and help identify priority areas for us to generate new and better evidence for the future.

Supporting leaders in schools, nurseries and colleges to make better decisions by providing access to independent, actionable and relevant evidence is essential if we are going to fulfil the promise of a system where local leadership is encouraged to take responsibility and greater ownership.

Making grants to test the impact of high-potential projects and generate new evidence of ‘what works’

More than £75m has so far been invested by the EEF in supporting 127 programmes. Collectively, these have involved close to one-third of all schools – 7,500 schools and nurseries in England– and reached over 750,000 children and young people. Only through collaboration across the sector, and working with the leading experts and practitioners in each field, are we able to identify, test robustly, and scale-up the successful innovations going on in schools across the country.

Our focus continues to be on what research shows works in improving academic standards, developing essential life skills, and preparing young people for the world of work and further study. The Board of Trustees has this year taken the decision to extend our remit to include post-16 education, following which we launched a new £5 million funding partnership with J.P. Morgan, aimed at helping those young people yet to achieve good qualifications in GCSE English and mathematics. As a result, the EEF is now actively testing the impact of programmes which seek to improve the prospects of children and young people at all stages of compulsory education, from three to 18 years old.



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Publishing independent, rigorous evaluations to build our understanding of how to improve teaching and learning

The EEF is funding more randomised controlled trials (RCTs) in education than any other organisation globally. In just five years, the EEF has more than doubled the amount of available evidence from trials in education in this country, and has commissioned more than 10 per cent of all known trials in education around the world. The EEF's approach to evaluation has been instrumental in raising the bar in terms of the quality of education research in the UK, proving that large-scale, robust, quantitative trials of programmes in schools, nurseries and colleges are possible.

We publish, openly and in full, the independent evaluation reports of all EEF-funded programmes, no matter what the outcomes, so that teachers can have confidence in the findings we present. To date, we have published 60 reports, and re-granted to 14 programmes as a result of the promising findings of those initial trials.

These new, expanded trials, representing a total commitment of £11 million, are expected to involve more than 1,750 schools and reach over 95,000 pupils in the next couple of years. This is core to the EEF's approach: as we build the evidence of a programme's impact, we help scale up its delivery, especially in the most disadvantaged areas.

Scaling up promising approaches and programmes to achieve positive, lasting impact across the country

Generating evidence of what works is valuable but not sufficient. We also need to make sure teachers and other practitioners are able to act on it, and that it benefits particularly the most disadvantaged children and young people. A key part of the EEF's strategy for the next five years is to devote more of its time and resources to addressing this challenge, identifying the most cost-effective ways to scale evidence for impact. This includes:

- expanding EEF-funded programmes which have demonstrated promising findings when first trialled in order to increase their reach across England. The EEF has already committed £11 million to scale up these Promising Projects in over 1,750 schools in the next couple of years;
- engaging in two major campaigns to promote the effective use of evidence, focusing on: (1) primary-age literacy in the North East in a major £10 million initiative co-funded with Northern Rock Foundation; and (2) better use by schools of teaching assistants in up to 1,000 schools in Yorkshire;
- launching our new Research Schools Network, in partnership with the Institute of Effective Education at the University of York, funding 10 schools which will become a focal-point for evidence-based practice in their region;
- promoting excellence funds, financially incentivising schools to adopt Promising Projects to create an enduring legacy of evidence-based practice - such as the EEF's £600,000 partnership with Suffolk County Council on its 'Raising the Bar' programme; and

- continually informing policy and practice, in particular through the publication of EEF guidance reports on high-priority issues sent out to all schools, providing teachers with practical and evidence-based recommendations for everyday use.

Five years on, our mission is still urgent. The attainment gap in this country remains stark. There is no single, 'silver bullet' solution.

But we do know that high-quality teaching is crucial in improving educational outcomes, and that this is especially true for those from disadvantaged backgrounds. More and better use of evidence by leaders within schools, nurseries and colleges is crucial in ensuring we secure more reliability in our system, so that students are well-served no matter where they live and no matter what their background.

There is a great prize on offer: a consistent, well-led and empowered teaching profession providing better outcomes for all our children and young people.



Sir Kevan Collins
Chief Executive, Education Endowment Foundation



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Apply for EEF funding

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

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

To date, the EEF has committed more than £75m to fund 127 projects reaching over 750,000 children and young people.

 If you’re thinking of applying please do read our [guidance notes](#) (PDF) and [Funding FAQs](#) first. You might also find it useful to have a look at some of the [projects](#) we have already funded.

Volunteer for EEF-funded trials

More than 7,500 schools and nurseries have so far become involved in an EEF-funded trial of projects aiming to boost the attainment of disadvantaged children and young people - that’s almost 1-in-3 schools across England.

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

Not only will your setting benefit from the opportunity to trial an innovative idea rooted in promising evidence, but you will also be contributing to important research which will help colleagues across the education sector.





Sign up for EEF News Alerts

The EEF’s monthly emails update thousands of subscribers with all our news, including our latest grants and the publication of evaluation reports of EEF-funded projects. [Sign up here](#).

Support Us

 The EEF aims to work in partnership with funders who share our commitment to offering the best possible educational opportunities to children from disadvantaged backgrounds. Since 2011, more than £20m has been gifted and pledged by a range of organisations to help extend the reach of work the EEF is funding. If you are interested in partnering with the EEF, please do [get in touch](#).

Follow the EEF...

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**Supporting teachers to use high-quality research and data
to inform their practice and boost student attainment**



A practical online tool from the EEF which supports schools to dig deep into their data and understand their attainment gaps, as well as collaborating with and learning from other, similar schools.

The EEF's Families of Schools database groups similar schools together 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, allowing teachers, school-leaders and governors to understand the size and nature of their attainment gap in relation to other similar institutions. The database provides a wealth of information to help schools learn from the best performing institution in each family.

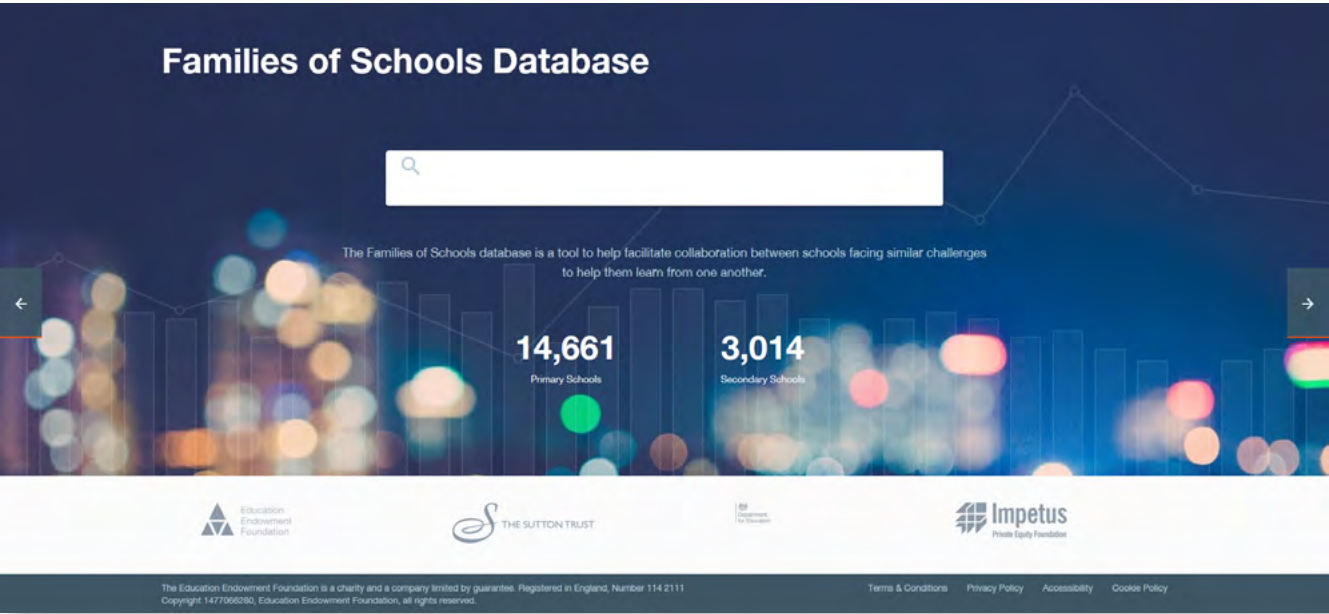
The secondary school database, launched in 2015, is now accessed by more than 4,000 users each month. This year, we added over 14,600 primary schools so they have access to the same level of analysis, challenge and support that has been available to secondary schools.

Creating the primary version has been a more complex task than was the case for secondaries: there are fewer pupils in each school, yet there are more schools. For small schools the low numbers of pupils means we cannot show all the data for the sub-groups. We attempt to get round this by averaging data over five years. Of course, we run the risk of not picking up recent trends in results, but those schools we piloted it with told us the trade-off was worth it in order to identify similar schools and benchmark performance.

All of the secondary school information has been refreshed with the latest available data and you'll notice a number of coloured flags atop many of the school bars. These identify schools in our partner networks: Teaching Leaders, Future Leaders, Challenge Partners and London Gold Club.

The Families of Schools is intended to encourage collaboration between schools so that they can challenge and support one another to improve – something that is undoubtedly strengthened by identifying schools from within existing networks and building these relationships.

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



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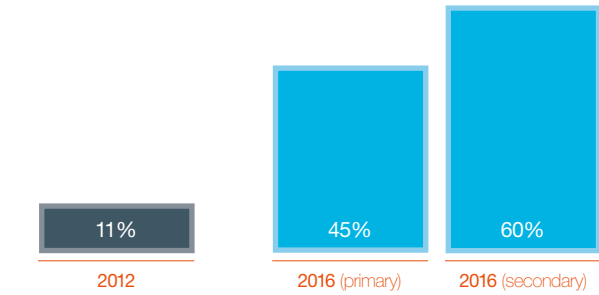
The Sutton Trust - EEF Teaching and Learning Toolkit is five years' old. Launched in 2011 to support schools in deciding how best to spend their Pupil Premium funding to improve the attainment of disadvantaged pupils, it is now used by more than half of all senior leaders in schools to inform their decision-making. Here, its co-authors, *Dr Lee Elliot Major*, chief executive of the Sutton Trust and EEF trustee, and *Professor Steve Higgins*, professor of education at Durham University, look back on half a decade of the Toolkit.

It was unveiled exactly five years ago today. Nine months in gestation, costing only £14,000 to produce, the Pupil Premium Toolkit started life as a 20-page report published by the Sutton Trust.

There had been summaries of education research before. But what made our Toolkit different was its accessible 'Which guide' format, designed specifically with busy head-teachers in mind. 'Best bets' for improving children's attainment were presented in the language teachers would immediately understand: the extra months of learning that different approaches might lead to during an academic year.

Its myth-busting messages immediately caused a stir: teaching assistants on average added little to pupil achievement; reducing class sizes had surprisingly limited impact; selecting by ability harmed the progress of the poorest pupils; different learning styles had no evidential basis whatsoever.

Q. How does your school decide which approaches and programmes to adopt to improve pupil learning?
A. Using the Teaching and Learning Toolkit



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

Yet the guidance chimed with what good teachers already knew from their practice. The things that really mattered were all down to the classroom interaction between teacher and pupil: providing and receiving effective feedback; 'metacognitive' strategies making learning goals explicit; providing one-to-one (or indeed two-to-one or three-to-one) tuition for children falling behind their peers.

We wouldn't have imagined in our wildest dreams how successful and widely read the Toolkit has become. Adopted by the Education Endowment Foundation (EEF), it became the Teaching and Learning Toolkit and has been further nurtured and developed into the 34-strand interactive website you see today. Hardly a day goes by when one of us doesn't bump into a teacher who cites it.

It was lauded in Whitehall when the 'What Works' centres were established (although strictly we would prefer the less snappy title 'what has worked'). Durham University has been praised for the impact this research project has had. It has even inspired a version in Australia, and an Early Years version has also been produced. Other countries are queuing up.

There is little doubt that the Toolkit has helped to create a more evidence-led culture in the classroom. Teachers ask questions about research now in a way they simply didn't five years ago. An ongoing challenge for the EEF is to develop the next evidence-led practical steps that take teachers from the general messages outlined in the Toolkit to the specific actions needed to improve the learning of their most disadvantaged pupils.

But the Toolkit came at the perfect time and has shown that if you make evidence accessible, teachers will use it. It will always be an ever-changing, uncompleted piece of work, evolving with the latest education evidence. And that's how we always envisioned it. The Toolkit has grown up and now has a life of its own.



The current Teaching & Learning Toolkit



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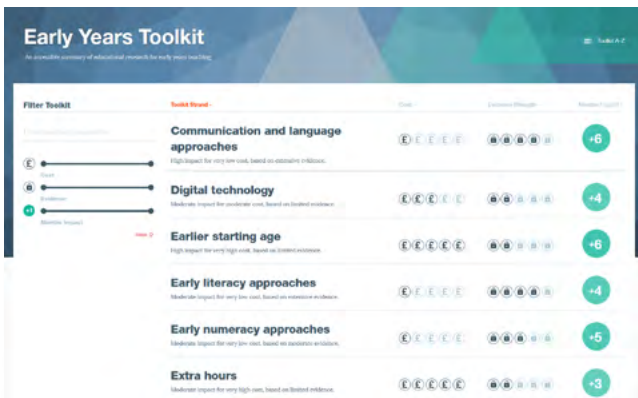
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Early Years Toolkit

A companion to the Teaching and Learning Toolkit, the Early Years Toolkit is also designed as an accessible summary of educational research. It 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 the average impact on learning, the strength of the supporting evidence and the cost. It is a live resource that will be updated on a regular basis as new summaries are completed and as findings from EEF-funded projects and other high-quality research become available.

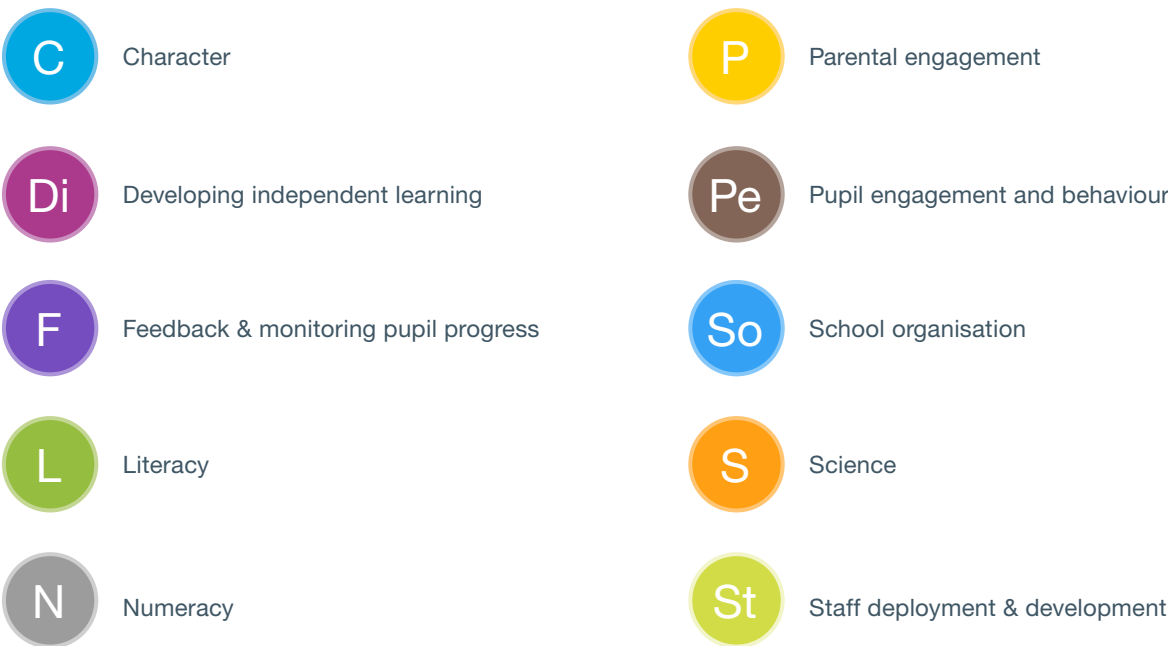


The current Early Years Toolkit

Introducing 'School Themes'

Launched in summer 2016, the 'School Themes' section of the EEF website focuses on 10 high priority issues for schools, pulling together evidence from our Teaching and Learning Toolkit and published evaluation reports, along with other EEF resources, such as videos and literature reviews. Taken together, they provide a rich picture of the developing evidence base on how to improve the attainment of children and young people. Our aim is to make the growing range of the EEF's evidence-based assets easily and quickly navigable for teachers.

The themes were developed in collaboration with schools in response to demand from teachers and school-leaders for an overview of the existing and emerging evidence related to specific school challenges. Each section is not an exhaustive list of all EEF material, but rather draws together the most relevant for ease of reference. They will be updated as new EEF-published findings and other evidence becomes available.



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- What do we know about which are the most effective marking strategies for teachers to use?
- What are the most promising types of careers education to improve pupils' success at school and beyond?
- How best can we improve outcomes for 16-18 year olds who fail to achieve the expected C grade or better in GCSE English and mathematics?
- What do we know about the relationship between arts education and student attainment?

These are four of the questions the EEF has tackled this past year through the publication of major evidence reports: literature reviews commissioned from researchers with extensive experience in these fields.



They aren't the first such reviews we've undertaken. The EEF has also published literature reviews focusing on the [impact of digital technology on learning](#) (2012), [non-cognitive skills](#) (2013), [education and neuroscience](#) (2014), and two linked studies ([here](#) and [here](#)) on pupils with English as an Additional Language (2015).

What is it we're hoping to learn from these reviews? If you look at the tender specifications we've issued, some phrases are common to them all. We aim to find out, on the basis of robust, causal evidence, both nationally and internationally:

- which interventions and approaches have demonstrated evidence of impact on young people's outcomes;
- what these outcomes are;
- the quality of this evidence – how good and consistent it is, and where is further research needed; and
- what does it suggest are the key features of effective practice?

And while the reviews explore the impact on attainment and related measures for all pupils, they always highlight any evidence that is particularly relevant for pupils from disadvantaged backgrounds.

We think of them as evidence-sifting exercises: as well as providing a useful overview for the sector, they highlight the most promising approaches and programmes which we might want to fund, in particular if we are looking to explore a particular theme in depth.

Evidence on Marking



The typical teacher spends nine hours marking pupils' work each week, but there is little evidence to show which strategies will have a positive effect on their pupils' progress and which will not, according to [A Marked Improvement?](#), published by the EEF.



Marking was found to be the single biggest contributor to teachers' unsustainable workload in the Department for Education's 2014 Workload Challenge. Over half the 44,000 respondents said the reform of marking policies was the highest priority for decreasing their workloads. More recently, the 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers.

In this report, researchers at the University of Oxford reviewed existing research to find out how teachers can use their time more effectively to improve their pupils' learning. They found a significant disparity between the enormous amount of effort teachers invest in marking and the research available to tell them which marking approaches are the most effective.

As part of the publication of this review, the EEF announced it is ear-marking £2m to fund new trials which will lead to practical and useful knowledge for teachers in such a critical area of teaching practice.



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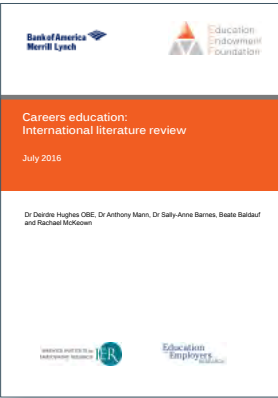
Careers Education

Good-quality careers education can make a real difference to academic, social and economic outcomes, according to [this new review](#) of international evidence published by the EEF and supported by Bank of America Merrill Lynch.

Drawing on nearly 100 different studies, the researchers found that teenagers who have a good understanding of what they need to do to achieve their career ambitions and who combined part-time work with full-time study do a lot better economically later in life than their peers. However, they found that teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.

They also identified a number of characteristics of good careers education, including giving students the chance to network with professionals in different jobs and allowing them to explore the different careers paths and options open to them.

To fill the gaps in the evidence identified by this report, the EEF aims to work with key partners, including the Careers & Enterprise Company, to fund a number of trials of evidence-based careers education programmes in the coming year.

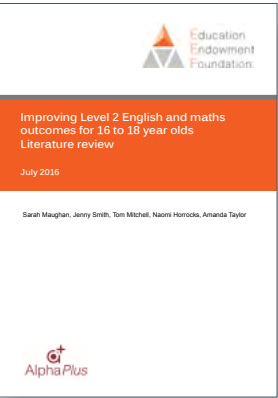


Improving English and maths outcomes for 16 to 18 year olds

In July 2016, the EEF and J.P. Morgan launched a £5 million fund to improve outcomes for students who do not achieve the expected GCSE grades in English and maths. To inform this funding round and the expansion of the EEF's work into post-16 education, we commissioned a literature review of recent, high-quality evidence, [published here](#).

Since 2014 it has been compulsory for teenagers who don't get a C or above in English and maths to carry on studying these subjects after Year 11. Eighteen year-olds without these grades have been shown to be at increased risk of social and economic exclusion and their chances of progressing further in their studies and finding a good quality job are significantly reduced. The latest figures from the Department for Education show that, by age 19, some 168,800 students (30%) had still not achieved a good standard of recognised qualifications in English and mathematics, including a majority of students eligible for free school meals.

This review identified some promising areas of interest, but overall found the evidence base of effective interventions to be limited. It is hoped the new trials the EEF and J.P. Morgan are co-funding will help build our understanding of what works in this area.



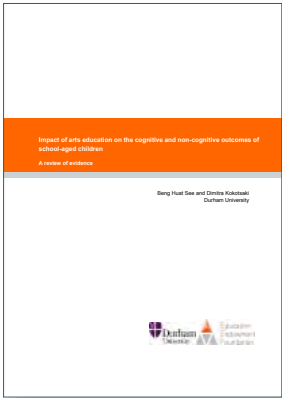
Arts education and attainment

The EEF commissioned an [in-depth review](#) with a very specific brief: 'to identify the most promising ways in which learning through the arts can support disadvantaged young people to achieve key educational outcomes'.

It examined over 200 pieces of existing academic research, covering a broad range of subjects including the traditional fine arts as well as modern dance and movement, hip hop, poetry and creative writing. The report identifies a number of strategies for which there is some evidence of positive impact on attainment, such as learning a musical instrument.

However, our understanding of how the skills we develop through arts activities can be transferred to other areas of learning is not straightforward. It's undoubtedly the case that, as the report notes, integrating arts in the school curriculum introduces fun into lessons, and that, in turn, leads to students experiencing greater enjoyment. What is a lot less clear is if or how that enjoyment necessarily results in better learning.

The report concludes that, though there are promising leads, at the moment there just isn't enough robust evidence to be able to demonstrate a causal link between arts education and academic attainment.



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First published in 2013, our *DIY Evaluation Guide* is now an interactive, online resource for teachers which introduces the key principles of educational evaluation and provides guidance on how to conduct small-scale evaluations in schools.

Why is DIY evaluation useful?

DIY evaluation is useful for three reasons:

- **It indicates whether or not a programme or approach is effective** - without evaluation, it is impossible to know whether an intervention is having a positive impact on learning. It can be tempting to implement plausible-sounding strategies which, in reality, don't benefit learners;
- **Evaluation saves teachers time** - it is often easier to start doing something new than it is to stop doing something which has been running for a number of years. The evaluation strategies in the guide show how data can be used to obtain an estimate of the impact of a particular intervention. Teachers can then put their time and effort into the most effective things and avoid pursuing approaches that do not work;
- **Evaluation guides future action** - by investing a little time in carefully recording what is being done and by measuring its outcome, it is easier to identify improvements for the future.

How should the DIY Evaluation Guide be used?

It is important to make a distinction between DIY evaluation (which can be undertaken by teachers and take place in a single school or class) and large-scale evaluation (such as the randomised controlled trials the EEF funds), which will usually take place across significant numbers of schools and are led by full-time researchers. Both forms of evaluation are useful, but they serve different purposes.



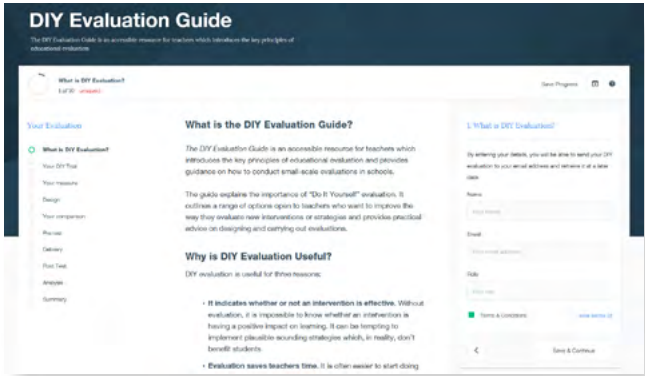
Large-scale evaluations provide the most robust estimate of a project's average impact. This kind of evidence can inform teachers' decision-making by highlighting the usual experience of others and by picking out the common features which appear to lead to the greatest impact. The *Teaching and Learning Toolkit* and its *Early Years* companion report the average impacts of approaches across thousands of studies.

However, this average effect will not always match its impact in an individual school, nursery or college. An approach may be more effective in some contexts than in others. DIY evaluation is helpful, therefore, in determining whether or not an intervention is having the hoped-for impact in your setting.

A useful comparison might be made with health. In the health-care sector, large-scale trials are used to determine whether or not drugs should be licensed and to provide doctors with the information they require to make prescriptions. Then, the doctor (and patient) will determine whether or not the treatment is having the desired effect; if it isn't, they will adjust the treatment or try another approach.



You can access the DIY Evaluation Guide [here](#).



The DIY Evaluation Guide



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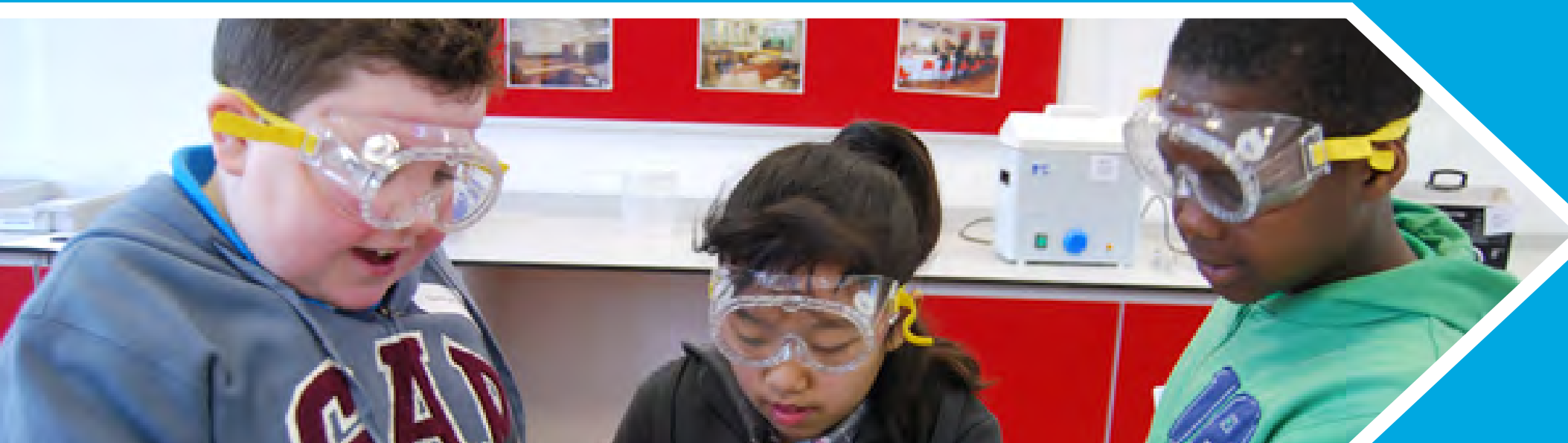
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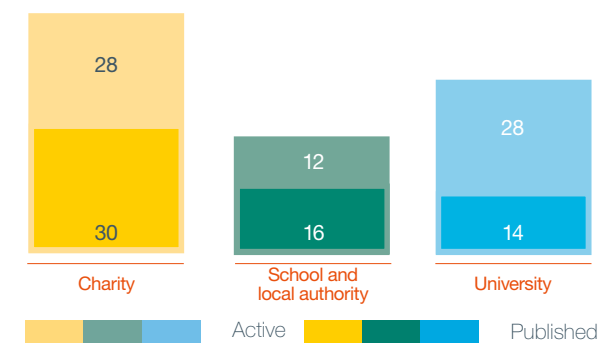
Making grants to test the impact of high-potential
projects and generate new evidence of 'what works'



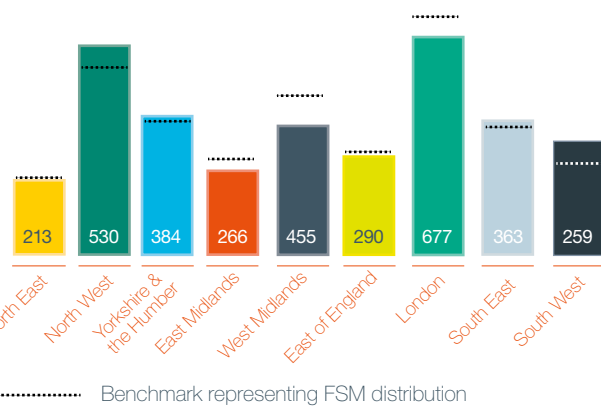
In our first five years, more than £75m has so far been invested by the EEF in supporting 127 programmes. Collectively, these have involved close to one-third of all schools – 7,500 schools and nurseries in England – and reached over 750,000 children and young people.



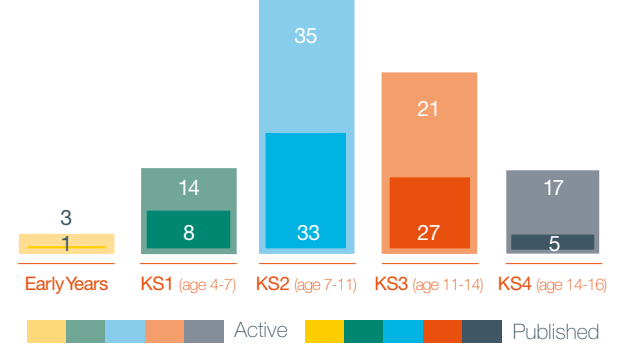
Who is delivering EEF funded projects:



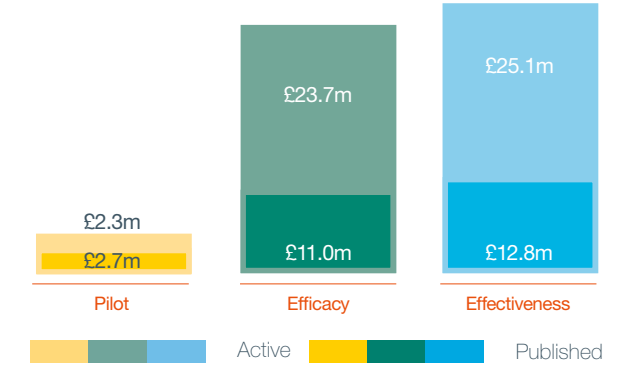
The EEF funds work across England, with our regional spread of schools broadly reflecting the distribution of disadvantaged children and young people:



The EEF funds projects for all ages, 3-18. A significant amount of our early work focused on the transition of pupils from primary to secondary school:



The EEF is increasing the number of effectiveness trials as we expand our Promising Projects:



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In 2015-16, the EEF has committed over £18 million to testing the impact of 26 projects. Collectively, these will involve some 2,940 schools and nurseries and reach more than 125,000 children and young people – an average cost of c.£146 per student.

The pipeline of EEF-funded projects

The EEF’s grant-funding generates new evidence to secure our understanding of what’s most likely to be effective in improving outcomes, especially for the most disadvantaged students. As confidence increases in a project’s impact, so we scale up its delivery, whether in schools, nurseries or colleges. The EEF is committed to supporting projects at all stages of this pipeline.

	HIGH-POTENTIAL PROJECTS YET TO BE EVALUATED		PROMISING PROJECTS LOOKING TO SCALE-UP	
	<p>These projects will already be being delivered and will have some initial data which indicates they are effective at improving learners’ attainment; BUT will not yet have been independently and rigorously evaluated to demonstrate a causal relationship between the project and those improvements.</p> <p>The EEF’s grant-funding gives them the opportunity to put their idea to a fair test.</p>		<p>These programmes will have already been independently and rigorously evaluated and demonstrated effectiveness at raising attainment; BUT need now to establish that they can be delivered at scale in a way which maintains impact and is cost-effective.</p> <p>The EEF’s grant-funding gives them the opportunity to expand the impact of their project.</p>	
Type of EEF-funded trial	<div><div>Pilot studies:</div><div></div><ul style="list-style-type: none">conducted in a small number of schools (e.g., three or more), where a programme is at an early or exploratory stage of development.evaluated through qualitative 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.</div>	<div><div>Efficacy trials:</div><div></div><ul style="list-style-type: none">aim to see whether a programme can work under ideal or developer-led conditions in a larger number of schools (e.g., 10 or more).are evaluated quantitatively to assess impact on pupils’ attainment, with an implementation and process evaluation helping to understand the elements of effective practice.</div>	<div><div>Effectiveness trials:</div><div></div><ul style="list-style-type: none">aim to test whether a programme can work at scale in a large number of schools (e.g., 40 or more), where the developers are no longer the only deliverers.are evaluated quantitatively to assess impact on pupils’ attainment, with an implementation and process evaluation identifying the challenges and solutions to roll-out. The cost of the intervention at scale will also be calculated.</div>	<div><div>Scale-up:</div><div></div><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 larger area delivering to a larger number of schools.Though we will continue to evaluate its impact, this is now a lighter touch process.</div>



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Key to understanding the EEF's projects - funded this year and those that have been independently evaluated – in the following pages:

School themes

The 'School Themes' section of our website focuses on 10 high priority issues for schools, pulling together evidence from our Teaching & Learning Toolkit and published evaluation reports, along with other EEF resources, such as videos and literature reviews.

C	Character	P	Parental engagement
Di	Developing independent learning	Pe	Pupil engagement & behaviour
F	Feedback & monitoring pupil progress	So	School organisation
L	Literacy	S	Science
N	Numeracy	St	Staff deployment & development

Evidence strength ('padlock rating')



All independent evaluation reports published by the EEF are given a rating from 0 to 5 'padlocks' (with 5 being the highest) so that teachers can understand how much weight to place on the robustness of the headline findings. This rating system is published on the 'Evaluation' section of the [EEF website](#).

Cost rating (£)



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

- £ **Very low:** less than £80 per pupil per year.
- £ £ **Low:** up to about £200 per pupil per year.
- £ £ £ **Moderate:** up to about £700 per pupil per year.
- £ £ £ £ **High:** up to £1,200 per pupil per year.
- £ £ £ £ £ **Very high:** over £1,200 per pupil per year.

Additional attainment progress (in months)

+2 months

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, taking average student progress over a year as a benchmark.



PROJECTS LIST 2015-16

New EEF-funded projects							
 RETAIN	A year-long CPD course for teachers in their first three years after qualification which aims to improve the teaching of disadvantaged children	Delivered by: The Cornwall College Group	Reach: 12 primary schools, 360 pupils	Evaluated by: Sheffield Hallam University	Total funding: £455,504 (2015-17)	<div>L</div> <div>St</div>	
 Improving Working Memory	A small group intervention delivered by Teaching Assistants to improve working memory in maths	Delivered by: University of Oxford	Reach: 100 primary schools, 1,500 pupils	Evaluated by: National Institute of Economic and Social Research (NIESR) and Behavioural Insights Team (BIT)	Total funding: £856,237 (2015-18)	<div>N</div> <div>St</div>	
 Maths Champions	A programme training senior staff within nurseries to develop children's early numeracy	Delivered by: National Day Nurseries Association and University of Oxford	Reach: 120 nurseries, 1,200 children	Evaluated by: University of York	Total funding: £745,227 (2015-18)	<div>N</div> <div>St</div>	
 Using Research Tools to Improve Language in the Early Years	Professional development and mentoring for early years practitioners to improve quality, using self-assessment tools called the Environment Rating Scales	Delivered by: University of Oxford, University College London and A+ Education	Reach: 120 nurseries, 2,000 children	Evaluated by: BIT and NIESR	Total funding: £1,197,000 (2016-20)	<div>L</div> <div>St</div>	
 1stClass@Number	An intensive 10-week numeracy intervention delivered by Teaching Assistants	Delivered by: Edge Hill University	Reach: 120 primary schools, 480 pupils	Evaluated by: University of Oxford	Total funding: £568,250 (2015-18)	<div>Di</div> <div>St</div>	
 Achievement for All	A whole-school improvement programme, focused on improving leadership, teaching and engagement with parents	Delivered by: Achievement for All	Reach: 140 primary schools, 9,600 pupils	Evaluated by: University of Manchester	Total funding: £1,150,045 (2016-20)	<div>P</div> <div>St</div>	



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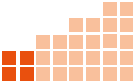

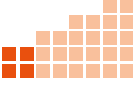






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New EEF-funded projects: 'Character and Education' themed round (co-funded with Department for Education)							
 Positive Action	A school-wide programme designed to develop positive attitudes and behaviour, peer relationships and engagement in learning	Delivered by: Lady Joanna Thornhill Primary School, Ashford, Kent	Reach: 15 primary schools, 600 pupils	Evaluated by: Queen's University Belfast	Total funding: £226,884 (2015-17)	<div>C</div> <div>L</div>	
 Voice 21	An oracy framework that helps students develop their speaking and listening skills	Delivered by: The 21 Trust	Reach: 12 secondary schools, c.1,800 pupils	Evaluated by: AlphaPlus	Total funding: £271,340 (2016-17)	<div>C</div> <div>L</div> <div>St</div>	
 Zippy's Friends	A teacher-led, story-based programme designed to improve primary school children's coping skills	Delivered by: Partnership for Children	Reach: 70 primary schools, 3,150 pupils	Evaluated by: Queen's University Belfast	Total funding: £327,859 (2016-17)	<div>C</div>	
 FRIENDS	A 10-week programme based on cognitive behavioural principles that aims to reduce anxiety	Delivered by: Project Salus	Reach: 77 primary schools, 3,300 pupils	Evaluated by: University of Manchester	Total funding: £642,370 (2015-17)	<div>C</div>	
 Writing about Values	Using writing exercises designed to improve outcomes for under-performing groups of 14-16 year-olds	Delivered by: University of Sussex	Reach: 30 secondary schools, 12,139 pupils	Evaluated by: Durham University	Total funding: £451,706 (2016-19)	<div>C</div>	



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New EEF-funded projects: 'English as an Addition Language (EAL)' themed round (co-funded with the Bell Foundation and Unbound Philanthropy)							
 EAL in the mainstream classroom	Developing and testing EAL training for classroom teachers at GCSE	Delivered by: Challenge Partners	Reach: 100 secondary schools, 15,000 pupils	Evaluated by: University of York	Total funding: £793,000 (2016-20)	<div>L</div> <div>St</div>	
 Integrating English	Training mainstream teachers in improving their language pedagogy through a training course called 'LILAC' and ongoing support	Delivered by: Enfield London Borough Council	Reach: 100 primary schools, 4,500 pupils	Evaluated by: Sheffield Hallam University	Total funding: £539,465 (2016-19)	<div>L</div> <div>St</div>	
 Family Skills	A family learning programme designed to improve literacy skills, targeted at EAL children in Reception	Delivered by: Learning Unlimited	Reach: 140 schools, 2,100 pupils	Evaluated by: NatCen	Total funding: £962,788 (2016-19)	<div>L</div> <div>P</div>	
New EEF-funded projects: 'Financial Education' themed round (co-funded with Money Advice Service)							
 Maths in Context	A programme training maths teachers to use real-world contexts, especially examples related to personal finance	Delivered by: Young Enterprise	Reach: 130 secondary schools, 9,750 pupils	Evaluated by: University of Nottingham	Total funding: £573,000 (2016-20)	<div>N</div> <div>St</div>	
Re-grants for EEF-funded projects which have delivered promising findings							
 Visible Classroom	Providing teachers with word-for-word transcripts and personalised analysis, specifically focusing on their "teacher talk" and classroom practice	Delivered by: University of Melbourne	Reach: 140 primary schools, 6,300 pupils	Evaluated by: Behavioural Insights Team (BIT)	Total funding: £559,890 (2015-19)	<div>St</div>	
 Changing Mindsets	Teacher-led sessions aiming to encourage pupils to adopt a 'growth mindset'	Delivered by: University of Portsmouth	Reach: 100 primary schools, c.4,000 pupils	Evaluated by: National Institute of Economic and Social Research (NIESR) and BIT	Total funding: £387,620 (2015-18) <i>Co-funded with Department for Education as part of the 'Character and Education' themed round</i>	<div>C</div>	



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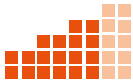










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 Catch Up Numeracy	One-to-one tailored support delivered by teaching assistants for Key Stage 2 pupils struggling with numeracy	Delivered by: Catch Up	Reach: 150 primary schools, 1,800 pupils	Evaluated by: University of Nottingham	Total funding: £818,843 (2015-18)	<div>N</div> <div>St</div>	
 Mathematical Reasoning	A whole class programme to teach the logical principles that form the basis of mathematical reasoning	Delivered by: University of Oxford and the National Centre for Excellence in the Teaching of Mathematics (NCETM)	Reach: 120 schools, 7,200 pupils	Evaluated by: NIESR	Total funding: £534,613 (2016-18) <i>Co-funded with the Worshipful Company of Actuaries</i>	<div>N</div> <div>St</div>	
 Affordable Primary Tuition	Affordable one-to-one and small group tuition in maths and English	Delivered by: Tutor Trust	Reach: 100 secondary schools, 1,200 pupils	Evaluated by: University of York	Total funding: £384,547 (2016-18)	<div>So</div> <div>N</div>	
 Accelerated Reader	A web-based programme that encourages reading for pleasure and foster the habit of independent reading among pupils	Delivered by: National Foundation for Educational Research (NFER) and Renaissance Learning	Reach: 200 primary schools, 13,200 pupils	Evaluated by: RAND and University of Cambridge	Total funding: £1,068,064 (2016-18)	<div>L</div> <div>Pe</div>	
 Catch Up Literacy	A structured one-to-one literacy intervention for pupils aged 6 to 14 struggling to learn to read	Delivered by: Catch Up	Reach: 170 primary schools, 2,720 pupils	Evaluated by: National Foundation for Educational Research (NFER)	Total funding: £708,547 (2016-18)	<div>L</div> <div>St</div>	
 Grammar for Writing	A programme that helps pupils to understand how linguistic structures convey meaning, rather than teaching grammatical rules in the abstract.	Delivered by: University of Exeter	Reach: 150 primary schools, 6,750 pupils	Evaluated by: University of York	Total funding: £372,163 (2016-18)	<div>L</div> <div>St</div>	



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 Read, Write, Inc. Phonics and Fresh Start	A structured and systematic phonics programme focused on early readers that teaches pupils to read and write	Delivered by: Queen's University Belfast and Ruth Miskin Training	Reach: 120 primary schools, 6,640 pupils	Evaluated by: American Institutes for Research (AIR)	Total funding: £1,178,300 (2016-18)	<div>L</div> <div>St</div>	
 Thinking, Doing, Talking Science	A programme that aims to make science lessons in primary schools more practical, creative and challenging	Delivered by: The Oxford Trust	Reach: 205 schools, 9,111 pupils	Evaluated by: AIR	Total funding: £1,150,045 (2016-18)	<div>Di</div> <div>S</div> <div>St</div>	
 Philosophy for Children	A programme aiming to develop children's social skills and cognitive ability through group dialogues focused on philosophical questions	Delivered by: SAPERE	Reach: 200 primary schools, 9,000 pupils	Evaluated by: NFER	Total funding: £1,554,000 (2016-22)	<div>C</div> <div>L</div> <div>Di</div>	

New funding rounds announced, 2016:

1. Improving outcomes for disadvantaged 16-18 year-old students (co-funded with J.P. Morgan)

This is a call for proposals as part of a £5 million, three-year funding programme that will support work in colleges, sixth form centres, schools and other providers across England. Building on the literature review undertaken for the EEF into the existing evidence about what works for improving outcomes, this funding round with J.P. Morgan aims to add to the evidence base by funding and evaluating promising interventions, programmes and approaches designed to raise the attainment and employment prospects of 16-18 year-olds who have not yet achieved a C grade or above at GCSE English and/or maths. This funding round is open 5 July to 3 October 2016. The successful grantees will be announced in Spring 2017.

2. General funding round

Our latest call for to fund the development and evaluation of cost-effective and scalable projects that seek to improve the educational attainment of children and young people from disadvantaged backgrounds. We are particularly interested in evidence-based ideas that focus on the following issues:

- **Interventions aimed at improving literacy outcomes in primary school children, which could be tested in primary schools in the North East.** Find out more about our North East Primary Literacy Campaign [here](#).
- **Secondary school subject teaching.** We are keen to encourage more applications about improving subject-specific teaching and attainment in secondary schools.
- **Interventions that aim to improve how teachers mark pupils' work.** Following the publication of our review of the evidence about marking, *A Marked Improvement?*, we invite proposals focused on improving the quality and impact of written marking.

However, we remain interested in promising ideas outside of these areas.

This funding round is open 16 June to 9 December 2016. The successful grantees will be announced in Summer 2017.

 You can see all projects funded by the EEF to date here: <https://educationendowmentfoundation.org.uk/our-work/projects/>



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Publishing independent, rigorous evaluations to build our
understanding of how to improve teaching and learning




PROJECT EVALUATION REPORTS, 2015-16










The EEF reports in full the results of all independent evaluations of EEF-funded projects. In 2015-16, 14 evaluation reports were published, bringing the total published to date to 60.

The summary findings for each are listed below, including the strength of evidence ‘padlock rating’ generated by the trial (ie, how confident we can be in its findings), along with the estimated cost rating, and the additional months’ progress attributable to the project (ie, the impact on students’ attainment).

 Executive summaries are available on the EEF website, as are the full evaluation reports: <https://educationendowmentfoundation.org.uk/our-work/projects/reports/>

All well-conducted trials generate new evidence, increasing our knowledge and understanding of ‘what works’. The results below, together with other high-quality evidence from around the world, will be added to our Teaching and Learning Toolkit and its Early Years companion. They will also inform the EEF’s guidance reports, offering teachers clear and actionable evidence for everyday use.

 Trials which demonstrate promise will be considered by the EEF for further funding to give them the opportunity to scale up the impact of their project. See ‘[Expanding promising projects](#)’ to find out more.

PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR	TYPE OF TRIAL	EVIDENCE STRENGTH	COST RATING (£)	EST. ADDITIONAL MONTHS’ ATTAINMENT PROGRESS	SCHOOL THEME
 Affordable Maths Tuition	A one-to-one tutoring programme where pupils receive online maths tuition from trained overseas maths graduates	Delivered by: NESTA Evaluated by: York Trials Unit, University of York			£ £ £ £ £	-1 month	<div>N</div> <div>So</div>
 Chess in Primary Schools	A whole-school approach to teaching primary school children how to play chess	Delivered by: Chess in Primary Schools Evaluated by: Institute of Education			£ £ £ £ £	0 months	<div>N</div> <div>Pe</div>
 Let’s Think Secondary Science	Aims to develop students’ scientific reasoning by teaching them scientific principles such as categorisation, probability, and experimentation	Delivered by: Let’s Think Forum Evaluated by: York Trials Unit, University of York			£ £ £ £ £	-1 month	<div>Di</div> <div>S</div>



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 Nuffield Early Language Intervention	An approach to improve the spoken language ability of children during the transition from nursery to primary school	Delivered by: University College London and ICAN Evaluated by: Institute for Fiscal Studies		         	£ £ £ £ £ £ £ £ £ £	+2 months (20 week intervention) +4 months (30 week intervention)	  
 Parenting Academy	A programme which equips parents with the skills to support their children to learn	Delivered by: Chicago University Evaluated by: NatCen		         	£ £ £ £ £ £ £ £ £ £	0 months (maths) 0 months (Reading)	 
 REACH	A phonics and comprehension programme for readers in Year 7	Delivered by: University College London Evaluated by: Institute for Fiscal Studies		         	£ £ £ £ £ £ £ £ £ £	+4 months (reading intervention) +6 months (reading intervention with language comprehension)	 
 SHINE on Manchester	A Saturday school educational programme designed to increase the reading and maths attainment	Delivered by: SHINE Trust Evaluated by: Durham University		              	£ £ £ £ £ £ £ £ £ £ £ £ £ £ £	+1 month (Year 1) -2 months (Year 2) +2 months (Year 3)	 
 Supporting Parents on Kids' Education in Schools (SPOKES)	A 10-week intervention giving parents skills they need to help young children learn to read	Delivered by: Plymouth Parent Partnership Evaluated by: Institute for Effective Education, University of York		              	£ £ £ £ £ £ £ £ £ £ £ £ £ £ £	+1 month (letter identification) +1 month (word identification) +1 month (phonetic awareness)	 



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 Talk of the Town	A school-wide approach to improving speech, language and communication support	Delivered by: The Communications Trust Evaluated by: Queen's University Belfast			£ £ £ £ £	-1 month	
 Texting Parents	Using text message prompts to improve parental engagement and pupil attainment	Delivered by: University of Bristol and Harvard University Evaluated by: Queen's University Belfast			£ £ £ £ £ £ £ £ £ £	+1 month (English) +1 month (Maths)	
 Youth Social Action (Secondary Trial)	Programme set up by uniformed youth organisations to improve pupils' academic attainment, self-confidence and teamwork	Delivered by: Youth United Foundation Evaluated by: Durham University			£ £ £ £ £ £ £ £ £ £	-1 month (English) -1 month (Maths)	
We published independent evaluations of the following EEF-funded pilot projects:							
 Powerful Learning Conservations	A programme to improve the feedback teachers give by training them to apply techniques used in sports coaching	Delivered by: Youth Sports Trust Evaluated by: NIESR		n/a	n/a	Evidence of promise: Mixed Feasibility: Mixed Trial ready: No	
 Research Champions	Developing teaching expertise and practice by promoting the use of educational research in decision-making and teacher practice	Delivered by: Ashford Teaching Alliance Evaluated by: NatCen		n/a	n/a	Evidence of promise: No Feasibility: Mixed Trial ready: No	
 Research into Practice	Supporting teachers to use evidence-based teaching and learning strategies to improve pupil progress	Delivered by: Rochdale Inspirational Professional Learning Community Network Evaluated by: NatCen		n/a	n/a	Evidence of promise: Yes Feasibility: Yes Trial ready: No	



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**Scaling up promising approaches and programmes to
achieve positive, lasting impact across the country**

















EXPANDING PROMISING PROJECTS

What happens next when an EEF-funded project receives a positive report from its independent evaluator, indicating that it's effective in raising the attainment of disadvantaged children and young people?

Our approach is to build confidence in a programme's impact, ensuring it's ready to be expanded to schools, nurseries and colleges around the country while, crucially, maintaining its effectiveness. The EEF's grant-funding for what we term 'promising projects' – those which have demonstrated evidence of promise when first trialled – allows us to scale them up, particularly in areas of the country with high numbers of disadvantaged students, while testing that there is a sustainable and successful model which works at scale.

To date, the EEF has identified nine programmes – listed below – which we have previously tested, which we believe have promise, and to which we have re-granted in order to test the programme's impact at a larger scale.

The EEF's list of 'promising projects' (as at August 2016*):

PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR, RE-GRANTED TRIAL	FIRST TRIAL: EVIDENCE STRENGTH	FIRST TRIAL: COST RATING (£)	FIRST TRIAL: EST. ADDITIONAL MONTHS' ATTAINMENT PROGRESS	RE-GRANT: TYPE OF TRIAL	SCHOOL THEME
 Using Self-Regulation to Improve Writing	A programme which aims to improve pupils' writing by promoting self-regulation.	Delivered by: Calderdale Excellence Partnership Independent evaluator: Durham University and The York Trials Unit, University of York		£ £ £ £ £	+9 months		<div>F</div> <div>Di</div> <div>L</div>
 Switch-on Reading	An intensive 10-week literacy intervention.	Delivered by: Nottinghamshire County Council Independent evaluator: NatCen		£ £ £ £ £	+3 months		<div>L</div> <div>St</div>
 Grammar for Writing	A literacy intervention that aims to improve writing skills	Delivered by: University of Exeter Independent evaluator: Institute for Effective Education, University of York		£ £ £ £ £	+3 months		<div>L</div> <div>St</div>
 Accelerated Reader	A web-based programme that encourages children to read for pleasure	Delivered by: NFER and Renaissance Learning Independent evaluator: RAND and the University of Cambridge		£ £ £ £ £	+3 months		<div>L</div> <div>Pe</div>
 Thinking, Doing, Talking Science	A new approach to teaching science in primary schools	Delivered by: The Oxford Trust Independent evaluator: American Institutes for Research		£ £ £ £ £	+3 months		<div>Di</div> <div>S</div> <div>St</div>



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PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR, RE-GRANTED TRIAL	FIRST TRIAL: EVIDENCE STRENGTH	FIRST TRIAL: COST RATING (£)	FIRST TRIAL: EST. ADDITIONAL MONTHS' ATTAINMENT PROGRESS	RE-GRANT: TYPE OF TRIAL	SCHOOL THEME
 Catch Up Numeracy	A one to one numeracy intervention delivered by teaching assistants	Delivered by: Catch Up Independent evaluator: University of Nottingham		£ £ £ £ £	+3 months		 
 Improving Numeracy and Literacy in Key Stage 1	Aiming to improve the numeracy and literacy abilities of pupils in Year 2	Delivered by: University of Oxford and NCETM Independent evaluator: NIESR		£ £ £ £ £	+3 months (in Maths and Reasoning)		  
 Philosophy for Children	A programme that aims to develop children's social skills and cognitive ability	Delivered by: SAPERE Independent evaluator: NFER		£ £ £ £ £	+2 months		 
 Catch Up Literacy	A literacy intervention delivered by trained teaching assistants	Delivered by: Catch Up Independent evaluator: NFER		£ £ £ £ £	+2 months		 

All nine programmes feature in associated EEF scale-up endeavours:

- Those delivered by teaching assistants are being utilised as part of the EEF's campaign to promote better support and deployment of TAs within schools in Yorkshire;
- Those which focus on literacy are being rolled-out as part of the EEF's primary literacy campaign in the North East (co-funded with Northern Rock Foundation);
- All nine programmes were offered to local schools as part of the EEF's partnership with Suffolk County Council's Raising the Bar programme;
- And the findings of all the independent evaluations of these EEF-funded promising projects will help inform the resources we make available to teachers: not only the Teaching and Learning Toolkit and its Early Years companion, but also the guidance reports we will issue to schools, nurseries and colleges with clear and actionable evidence for everyday use.

* This list will be updated online as new 'promising projects' are identified from the EEF's work and the results of follow-up trials are known. This is not an exhaustive list of the most effective programmes operating in the UK: by definition it contains only details of those that the EEF has tested. Nonetheless, we believe it – alongside the results of other EEF-funded projects and the Teaching and Learning Toolkit and its Early Years companion – may be useful for schools and others in deciding which types of programmes to invest in.



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The EEF's campaigns are directing resources and expertise to some of the most urgent and challenging issues in schools. Our campaigns are a concerted programme of activity to inform teachers and school leaders about the best available evidence on key issues and to provide them with the support they need to implement it in their community.

We do this in a carefully tiered approach combining:

1. **Practical guidance:** The EEF produces guidance reports summarising the existing evidence on high-priority issues and provides practical ways for schools and others to act on it.
2. **Local advocacy:** The EEF recruits and works with advocate partners – local organisations with the expertise, trust and reputation to engage and work with schools – to provide hands-on support and training to schools that will 'bring to life' the EEF's evidence.
3. **Grant-making to fund promising projects:** The EEF re-grants to its 'promising projects' - alongside EEF-funded trials of other high-potential programmes - to work with schools in areas facing particular challenges so that they can benefit from access to evidence-based interventions.

The EEF is currently funding two campaigns:

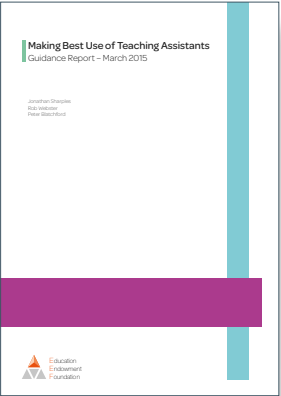
Making Best Use of Teaching Assistants

The EEF is working to support schools unlock the potential of their teaching assistants. 380,000 teaching assistants are employed across the country, at an annual cost of some £5 billion; but previous research has shown that, in many schools, they are not being deployed in ways that improve pupil outcomes.



However, recent research (including a number of EEF-funded projects) demonstrates that when TAs are well-trained within structured settings with high-quality support, they can make a positive impact. The best available evidence on TAs was presented in a report, *Making Best Use of Teaching Assistants*, published by the EEF in 2015; see [page 32](#) for further information.

This work is informing a £5 million EEF investment, focused on primary schools in West and South Yorkshire, a region where the attainment gap between rich and poor pupils is large and there are a significant number of schools with a high proportion of disadvantaged pupils.



In its first year, in addition to the published guidance report:

Local advocacy: the EEF has begun working with local advocate-partners in south and west Yorkshire to provide support and training to up to 1,000 primary schools to 'bring the evidence to life'. The advocate-partners are:

- Teamworks Teaching School Alliance
- Outwood Institute of Education
- Every Child Counts, Edgehill University
- Sheffield City Council & Learning Unlimited Teaching School Alliance
- Doncaster Council
- Leeds City Council
- Yorkshire Anglican Teaching School Alliance

Grant-making to fund promising projects: the EEF has awarded four grants to promising projects involving teaching assistants (Catch Up Numeracy; Switch-on; 1st Class@Number; and Working Memory) which have recruited schools in Yorkshire.



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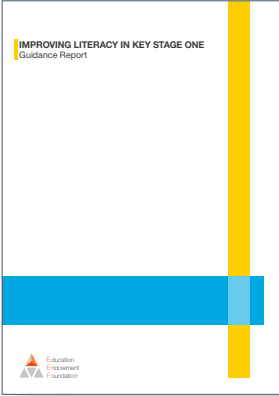


North East Primary Literacy Campaign

(co-funded with Northern Rock Foundation)

In November 2015, the EEF announced a new £10 million North East Primary Literacy Campaign, co-funded with Northern Rock Foundation. This five-year campaign aims to reach all 880 primary schools in the region in order to raise the attainment of children from disadvantaged backgrounds.

To support pupils struggling with literacy, primary schools should be able to base their decisions on accessible, accurate information about what has succeeded when tried (as well as what hasn't worked). This is especially important in deciding how most effectively to spend money targeted at children from disadvantaged backgrounds, such as the Pupil Premium, which totalled more than £87 million for North East primary schools in 2015-16.



The North East Literacy Campaign combines the three key elements of EEF campaigns:

- 1. Direct support for programmes:** new grants to put evidence-based ideas to work in schools with high numbers of disadvantaged pupils. Five effectiveness trials of literacy-focused 'Promising Projects' are taking place in the North East reaching some 245 primary schools.
- 2. Place-based advocacy:** engaging local partners in supporting schools to improve literacy attainment. Five advocate-partners have been recruited, and are expected to support around 300 primary schools from September 2016:
 - Transforming Tees
 - Durham Education Development Service
 - Northumberland County Council
 - Redcar and Cleveland Council
 - FFT Literacy
- 3. New resources for school improvement:** 'what works' support for all primary schools in the North East, including our new guidance report on *Improving Literacy in Key Stage One* ; see [page 32](#) for further information.

Our Aims

There are two overall goals for the North East Primary Literacy Campaign's legacy. It should:

1. help to create a reliable, self-improving primary school system in the North East which, by providing high-quality literacy teaching as the expected standard, ensures the maximum possible number of pupils are able to read and write well; and
2. ensure that those children who continue to need additional literacy support to catch up and keep up have access to a range of tried-and-tested programmes in their communities which address their specific needs and which can be self-sufficient beyond the Campaign's funding.

Ultimately, this Campaign aims to be the catalyst for achieving a system change which will endure beyond our funding.



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Research Schools will build networks between large numbers of schools in their region and support them to make better use of evidence to inform their teaching and learning.

The EEF and the Institute of Effective Education (IEE) at the University of York have committed £2.5 million to fund 10 research schools. The first five Research Schools, appointed in summer 2016 following a competitive application process, are:

1. Aspirer Teaching School Alliance, based at Ash Grove Academy, Macclesfield
2. Huntington School, York
3. Kingsbridge Community College, Devon
4. Kyra Teaching School Alliance, based at Mount Street Academy, Lincoln
5. Shireland Collegiate Academy, Sandwell



“There is increasing demand from the profession for evidence-based programmes and practices to help teachers ensure the success of their pupils. It is heartening to see the strong leadership that these first five Research Schools are bringing to this endeavour.”

Professor Bette Chambers, Director of the Institute for Effective Education

“Schools are now leading the system. Being one of the first five Research Schools is a fantastic opportunity that allows us to build on our extensive networks so that we can support other schools in embedding a research-based approach to improving pupil outcomes.”

Roger Pope, Executive Principal of Kingsbridge Community College

There is a growing body of evidence-based resources and tools available to help inform school leaders and teachers on improving pupil results and spending their budgets more effectively. However, it can be difficult to get research into schools in ways that really make a difference in the classroom.

The new Research Schools are all recognised as leaders in bridging between education research and everyday classroom practice. They'll use their expertise to support up to 1,000 schools by:

- encouraging schools in their network to make use of evidence-based programmes and practices through regular communication and events;
- providing training and professional development for senior leaders and teachers on how to improve classroom practice based on the best available evidence; and
- supporting schools to develop innovative ways of improving teaching and learning and providing them with the expertise to evaluate their impact.

The EEF and IEE will appoint a further five Research Schools in 2016-17 to ensure that more schools have the opportunity to be supported by the expertise within these networks.

Visit the Research Schools Network website:
www.researchschool.org.uk



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The EEF aims to support more disciplined innovation in schools, with excellence funds financially incentivising schools to adopt the most promising projects to create a lasting legacy of evidence-based practice.

This year, in partnership with Suffolk County Council's Raising the Bar programme, the EEF launched a £600,000 excellence fund to use for projects that have been evaluated by the EEF and have achieved promising results in raising educational attainment elsewhere in the country.

Suffolk schools were invited to bid for money to implement programmes from among these promising projects, for which they could obtain 50% of funding towards the costs. The schools responded positively to the opportunity and over 120 – more than one-third of the county's schools – have been offered funding to train a total of more than 600 school staff in a range of approaches and programmes covering mathematics, reading and writing, and science.



“I am delighted to receive £2,137.50 funding from the Challenge Fund towards implementing the Philosophy 4 Children Programme.

“I have been passionate about Philosophy for Children for a number of years. More recently, I have read the EEF research that evidences the impact it has on children’s educational, personal and social development, particularly for disadvantaged pupils, so I was thrilled to hear that Suffolk County Council, through the Raising the Bar Programme were working with the EEF to jointly fund this programme for interested schools.

“This funding provides 50% of the costs of the first year of the programme, helping us to launch it across the school through 2 days of training for our 25 teachers and ongoing support throughout the year from our P4C trainer, benefitting all 675 pupils at Britannia Primary School, from Nursery through to Year 6.”

Tracy McKenzie, Headteacher at Britannia Primary School in Ipswich

“We are delighted to have been given the opportunity to participate in IPEEL and Accelerated Reader as part of the Challenge fund and to receive £1,085 and £998 respectively. Elveden Academy will be participating in the IPEEL project whilst Forest Academy will embark on Accelerated Reader. We will be using the funding to really drive improvement in Literacy across both schools. 126 students and our whole teaching team will benefit as a result. We are really excited to see the results.”

Lorna Rourke and April Grimes, Joint Headteachers of Forest and Elveden Academy

“The goal of our Raising the Bar programme is to ensure every child in Suffolk can reach their full potential. Real progress is being made to achieve this and by working with the Education Endowment Foundation we have capitalised on its experience of effective approaches to provide an easy route of access to some of the best educational programmes available.”

Cllr Gordon Jones, County Council Cabinet Member for Education & Skills



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Alongside the EEF’s intensive scale-up efforts – expanding EEF-funded promising projects, Campaigns, Research Schools, excellence funds – we also believe it is important to make space for lighter touch work to ensure the evidence generated by our trials can be used effectively within the education system.

Literacy guidance to support primary schools

Better use of evidence – looking at what has (and has not) worked in the past – can put us in a much better place to judge what is likely to work in the future. But it can be difficult to know where to start. There are thousands of studies of primary literacy teaching out there, most of which are presented in academic papers and journals. How can anyone know which findings are the most robust, reliable, and relevant to their school and pupils?

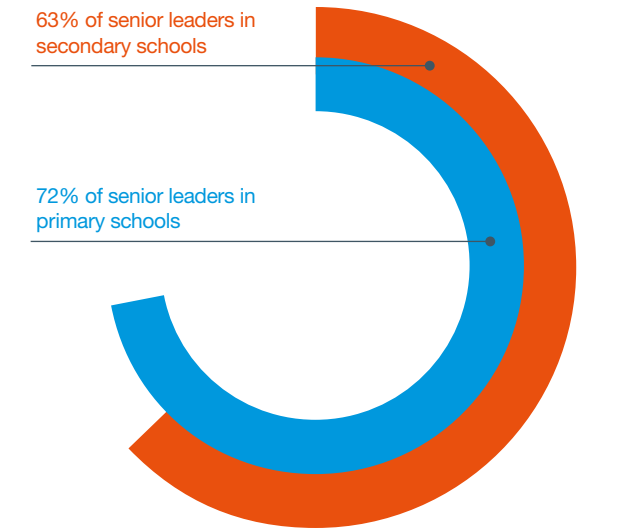
This is why we’ve produced a concise, new guidance report, *Improving Literacy in Key Stage One*. It offers eight practical evidence-based recommendations regarding literacy provision for all pupils and catch-up support for those who are struggling with their literacy. To construct the recommendations we selected and reviewed the best available international research, sifting through individual findings to arrive at broad principles for teaching and learning literacy.

The recommendations are central to our *North East Primary Literacy Campaign*, a five-year project and £10m investment in the region, co-funded with Northern Rock Foundation. It is the first of three guidance reports that the EEF will publish during the campaign and which will be made available to all schools in England.

Effective training of teaching assistants

The publication by the EEF in 2015 of *Making Best Use of Teaching Assistants*, summarising the latest research on the effective training of teaching assistants, was the first of what we intend to be a series of guidance reports made freely available to schools, colleges and nurseries. We mailed it to every single primary and secondary school in the country. Encouragingly, there seems to be a real appetite among teachers for this kind of report, providing clear and actionable evidence for everyday use, as you can see from the graph below:

Q. The EEF’s guidance report, *Making Best Use of Teaching Assistants*, was published earlier this year [2015]. To what extent are you aware of the report?



Source: Teacher Voice Omnibus Survey, November 2015

There is, of course, a difference between being aware of a report and reading it, let alone taking on board its recommendations. While it’s positive to see so many senior leaders alert to the evidence we published, the same survey also found that only 19% of primary senior leaders and 11% of secondary senior leaders had both read the report and *also* acted on its recommendations. This shows the gap between generating evidence and ensuring it is then effectively used. It is why the EEF will continue to invest in intensive scale-up efforts to support schools to act on evidence.

Nonetheless, that 1-in-6 school leaders overall have responded pro-actively to the publication of this guidance report demonstrates that it can be a cost-effective way of supporting teachers to make use of evidence.

The full range of EEF resources supporting to schools to effectively deploy teaching assistants can be found [here](#).

Future plans

The EEF plans to release further practitioner-facing guidance reports, focusing particularly on our *10 school themes*, to help improve the attainment of children and young people, especially those from disadvantaged backgrounds. Each guidance report will contain clear, actionable and practical recommendations, alongside supporting material to help implement these in schools.



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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. 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 [‘Working in Partnership’](#) for details.

Grant awards approved

The EEF total grant expenditure amounted to £17.2 million in the financial year. The EEF approved direct grant awards of £14 million to 29 projects in the year, while evaluation and research funding amounted to £3.2 million in the year.

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;
- maximise potential spending power while remaining consistent with a low-risk investment policy.
- The EEF’s current investment objectives are:

The Board of 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

The portfolio’s value at year end of £119.2 million compared to £126.9 million in the previous year. The decrease in value is primarily driven by withdrawals of £7.1 million made during the year to pay out grants and evaluation as well as operating expenses. Net income received after management costs was £2.6 million and a revaluation loss was recorded of £3.5 million.

The investment portfolio experienced a volatile year. Performance in the first half was negatively impacted by the uncertainties around Greece and emerging markets. Fixed income and equity markets performed well in the second half of the year, with markets recovering by the end of the fourth quarter after the equity and risk asset market recovered from its worst start to a year since 2009. The high quality fixed income allocations in the portfolio outweighed the weaker performance of the other assets in the portfolio.

The overall return on the portfolio since inception in June 2011 has been 23.4%, an annualised rate of 4.5% per annum. The portfolio performance since year end has been very strong and the portfolio was valued at £122.2 million at the end of August 2016.

The portfolio risks were reviewed throughout the year, with the portfolio managers including inflation risk, credit risk, and currency risks. They were all assessed as appropriate for the EEF and its long-term objectives.

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 for 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](#).



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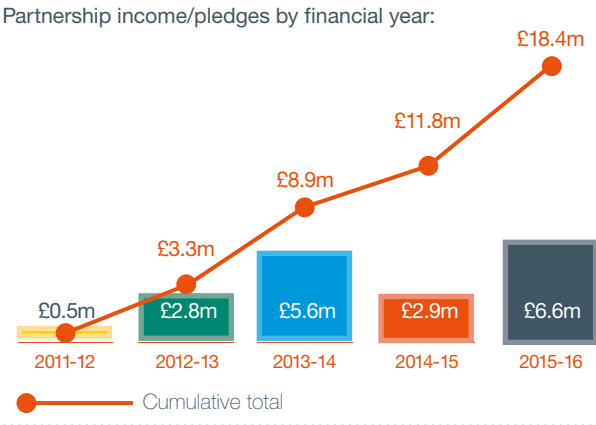
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The EEF works in partnership with funding partners who share our commitment to offering the best possible educational opportunities to children and young people, in particular from disadvantaged backgrounds. Since 2011, some £18.4m has been contributed by a range of organisations to help extend the reach of work the EEF is funding.

The EEF gratefully acknowledges the contributions of all its co-funding partners. We are grateful, too, for pro bono contributions in 2015-16 from **Boston Consulting Group** and **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/get-involved/support-us/our-funding-partners/>



(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.)

Funding partnerships, 2015-16

July 2016: The EEF joined with **J.P. Morgan** in launching a £5 million fund to improve outcomes for disadvantaged 16-18 year-olds, focused on supporting those students who have not yet achieved a C grade or above at GCSE English and maths to do so and/or to improve their Level 2 functional skills. Read the announcement [here](#).

March 2016: The EEF, supported by **Bank of America Merrill Lynch**, commissioned a literature review to investigate ways to improve outcomes for young people through careers education. Read the announcement [here](#). This was published in July [here](#).

March 2016: The EEF partnered with **Suffolk County Council** on its Raising the Bar programme to help boost the attainment of pupils across the county. Further details [here](#).

“Possessing the right skills is fundamental to young people’s ability to compete for quality jobs. We passionately believe in enabling students to achieve the right credentials for clear pathways to the employment market and mathematics and English are key in this respect. Through our new partnership with the EEF, we are delighted to combine theory and practice, as well as robust evaluation, to find the best-in-class programmes to dramatically increase the number of young people who have a smoother transition into the job market.”

Hang Ho, J.P. Morgan

“We recognise the importance of research in developing evidence-based responses to solving social and economic challenges. This is why, Bank of America Merrill Lynch is proud to have commissioned this extensive piece of research to strengthen our understanding of the effectiveness of careers education. We hope the results will be used by others to inform further research and will help increase support to those initiatives which are improving careers education.”

Anthony Harte, Bank of America Merrill Lynch

“The goal of our Raising the Bar programme is to ensure every child in Suffolk can reach their full potential. Real progress is being made to achieve this and by working with the Education Endowment Foundation we have capitalised on its experience of effective approaches to provide an easy route of access to some of the best educational programmes available.”

Cllr Gordon Jones, Suffolk County Council



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February 2016: The EEF and the **Royal Society** joined forces to commission a review to improve science results for disadvantaged pupils in primary and secondary schools across England. Read more about our collaboration [here](#).



February 2016: The EEF is co-funding the new trial of the Mathematical Reasoning project with the **Worshipful Company of Actuaries**. You can read more about this project [here](#).



January 2016: The EEF is co-funding with **KPMG Foundation** two projects: **Voice 21** and **Positive Action** (having previously co-funded two other projects with the EEF).



January 2016: The EEF is co-funding our first Early Year project, Maths Champions, with **The Stone Family Foundation** (having previously co-funded work with the EEF on youth social action). You can read more about this project [here](#).



November 2015: The EEF joined with **Northern Rock Foundation** in launching a £10 million, five-year North East Literacy Campaign focused on primary-age children in the region. You can read more about the aims of the Campaign [here](#).

“The Royal Society is excited to be working on this project - an investigation into ways to improve science results for disadvantaged pupils in primary and secondary schools across England - with the EEF. It’s a first and vital step towards to understanding how we can help give disadvantaged students the means to improve their science results and expand their horizons.”

Professor Tom McLeish, Royal Society

“The Stone Family Foundation is always looking for new ways to level the playing field a little between those born into disadvantage and their peers. Alongside our grants programme, we like also to work with sector experts—and partnering with the EEF to see what works in the trials we co-fund in youth work and in early years education has been valuable. Not only to the Foundation in its learning but hopefully too to the children and young people benefiting from the interventions now—and those in the future who should benefit from tried and tested, impactful approaches in youth work and early years education respectively.”

Dinah McKenzie (New Philanthropy Capital), adviser to the Stone Family Foundation

“The Worshipful Company of Actuaries is delighted to be sponsoring part of the large-scale national trial of the Mathematical Reasoning project. We wholeheartedly support the aim of improving the teaching of Mathematics in primary schools and believe that this promising project could significantly benefit future generations of young children and their teachers.”

Sally Bridgeland, The Worshipful Company of Actuaries

All the evidence shows that children who do not read well by age eleven have significantly less chance of achieving good GCSEs and of moving into work. We hope the North East Primary Literacy Campaign co-funded with the EEF will help to break a cycle of poor literacy amongst disadvantaged children in the North East, and improve the lives and employability of young people across our region.”

Dame Jackie Fisher, Northern Rock Foundation

“The KPMG Foundation is delighted to be working in partnership with EEF on these projects. They 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



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The EEF is committed to ensuring our work to raise the attainment of 3-18 year-olds, particularly those facing disadvantage, and to develop their essential life skills, is communicated through media and events across the year.

In 2015-16, we have:

- undertaken 12 major media events, including the publication of 14 evaluation reports in four batches, the announcements of 26 new grants, and the launch of our £10 million North East Primary Literacy Campaign (co-funded with Northern Rock Foundation);
- achieved 750 press mentions, an average of 60 a month, across broadcast, print and online media; and
- seen the number of unique users of the EEF website increase by more than 25 per cent compared with the previous year – up from 281,898 to 371,289.



Highlights include:

Five years of the EEF... To mark the EEF's first five years, the TES profiled chief executive Sir Kevan Collins in an eight-page front cover feature. The accompanying editorial noted that 'Five years on from its creation, the EEF has proven itself to be of vital importance to the education sector'.

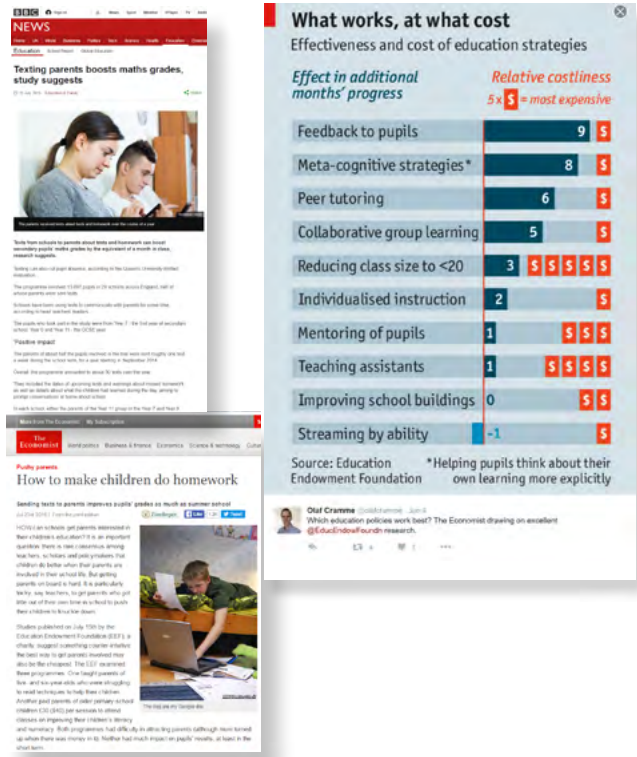
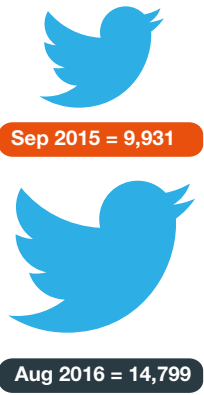
Teaching and Learning Toolkit... Evidence from our Toolkits has been increasingly cited by national media in the past year, including in The Times, Guardian, 'i' and Daily Mirror. The Economist put together an infographic summarising key strands to illustrate an article on the Pupil Premium, while the TES ran a feature on the Toolkit evidence behind one-to-one and small-group tuition.

Evaluation reports published... In July, the findings from the evaluations of three parental engagement projects led to coverage in the BBC, Economist, Guardian, TES, Quartz, New Statesman, and Daily Mirror. There was also international coverage in Der Spiegel.

Broadcast appearances... In September, Sir Kevan Collins was interviewed live on BBC Radio 4's Today programme to talk about the EEF's work to support schools better deploy their teaching assistants. Earlier in the year, the announcement of new grants led to broadcast packages on Sky and ITV News, as well as radio interviews on LBC.

Events... Our events calendar has included workshops for new EEF grantees, as well as our **annual evaluators' conference**, focusing on interpretation to support teachers make use of the results of EEF-funded trials. evaluation reports guide the EEF's grant-making.

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Chief Executive's Report

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Support teachers to use high-quality research and data

Make grants to test the impact of high-potential projects

Publish independent, rigorous evaluations

Scale up promising approaches and programmes

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Dr Lee Elliot Major
Louis Elson
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Johannes Huth
Julie Randles (appointed January 2016)
Nat Sloane CBE

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 a £125m founding grant from the Department for Education



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



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James Turner (Deputy Chief Executive)

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Emily Yeomans (Grants Manager)
Matthew van Poortvliet (Grants Manager)
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