



Annual Report

//2017



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Education
Endowment
Foundation





I am delighted to introduce this sixth annual report of the Education Endowment Foundation, covering the progress we have made in the past 12 months (September 2016 to August 2017).

When the EEF was launched in July 2011, I wrote that 'we know far too little about what works in raising the achievements of the poorest student - and we are particularly lacklustre at getting those messages to hard-pressed teachers and school leaders where the information will make a difference'.

We have come a long way since then.

For a start, we have the Teaching and Learning Toolkit, our *Which*-style guide to the 'best bets' for improving young people's attainment. Originally commissioned by the Sutton Trust, and now continually developed by the EEF with Durham University, it provides teachers with easy access to high-quality research – over 11,500 reports are helpfully summarised.

Teachers have a real appetite for evidence when presented in a way that respects both their time and their professional judgment. More than half of senior leaders are using it to inform their own decision-making, according to the latest survey.

The Toolkit sits alongside a range of other practical tools to help teachers and senior leaders developed to help improve outcomes for their students, especially the disadvantaged. In particular, the EEF's guidance reports provide clear and actionable recommendations for teachers on a range of high-priority issues. Three have been published to date – on Making Best Use of Teaching Assistants and improving literacy for primary-age pupils at Key Stages 1 and 2 – and we aim to publish a further seven in the coming year.

Since 2011, the EEF has committed over £89 million to support 145 high-potential programmes. More than 9,400 schools, as well as early years and post-16 settings, have so far become involved – and an astonishing 970,000 children and young people.

We support these programmes to test their impact. Quite simply, we want to know whether their outcomes match their intentions. We do this by funding high-quality, independent evaluations. Indeed, we understand the EEF funds more randomised controlled trials in education than any other organisation globally: well over 120 so far. In fact, the EEF's trials account for more than 10 per cent of all known trials in education around the world.

There is a reason we place such emphasis on high-quality evaluations. We know lots of things can make a difference at a local level – but we want to find the approaches and programmes that could make a real difference nationally. And we want to know that they can do so cost-effectively.

The good news is that we have made an excellent start in identifying a range of programmes delivering promising impact across literacy and numeracy, as well as in science. When first trialled, these 'Promising Projects' have been found to boost young people's attainment by an additional three months, on average. And they particularly benefit those eligible for free school meals, who make on average four months' progress.

Crucially, by making such a significant difference, these programmes begin to chip away at that stubborn gap between the results of children from poorer homes and their better off peers – which is the EEF's primary purpose.

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So, what have we learned from the EEF's work to date? I would highlight three important lessons:

First, there is real appetite among teachers and senior leaders for evidence presented crisply and cleanly, stripped of academic jargon, to inform their decision-making.

Secondly, robust and independent evaluation of high-potential programmes is not only possible, but essential. Time and money is too scarce to stick with programmes which do not make a real difference.

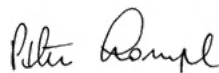
Thirdly, we know enough to start making that difference. This means our real challenge is scaling the evidence we have for the maximum benefit of our young people.

That is why the EEF will be committing more of its resources in the coming years to supporting teachers and senior leaders in putting evidence to good use, giving their students the best start in life, preparing them for the world of work and further study.

We have done a lot. There is a lot left to do.

Finally, let me thank all of you who have helped us in the past year: those who have delivered EEF-funded projects; or volunteered to take part in our trials; or evaluated them; or partnered with us in co-funding them; or helped to communicate our evidence to teachers. My thanks to you all.

With your continuing support, and challenge, I believe we can live up to the EEF's mission: to ensure children and young people from all backgrounds can make the most of their talents.



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



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The Education Endowment Foundation (EEF) is a 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 promising but untested programmes and approaches. We then support schools, nurseries and colleges across the country in using evidence to achieve the maximum possible benefit for young people.

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

GENERATING EVIDENCE of what works to improve teaching and learning

We aim to achieve this in three ways:

1. Supporting teachers with high-quality evidence and practical tools to inform their practice

The first step in raising the attainment of children and young people, particularly the most disadvantaged, is to decide what to focus on. Two practical EEF tools help teachers and senior leaders in this task:

- at the institution level, our [Families of Schools](#) database enables users to compare the results of their school to other, similar, schools, giving them a fairer indication of their relative performance; and
- at the individual level, our guide to [Assessing and Monitoring Pupil Performance](#), launched this year, outlines the principles of good assessment to ensure that the evidence put to use in schools has the best possible chance of targeting the right pupils at the right time.

The second step is to decide what needs to be done differently: and we believe that evidence of what has worked in the past is the best place to start in looking to the future.

Now used by over half of all senior leaders, our [Teaching and Learning Toolkit](#) (and its [Early Years](#) companion) provides every teacher in the country with ready access to high-quality research.

It is designed to be interpreted and translated into practical action by teachers, so professional judgement and a true understanding of context is crucial.

2. Making grants to test the impact of high-potential projects and build understanding of 'what works'

The next step is to work out how to implement the change. But how can headteachers and senior leaders be confident the particular programme or approach chosen will improve outcomes? The EEF's grant-funding is designed to test the impact of a range of programmes and approaches, offering those with encouraging initial evidence the opportunity to put their idea to a fair but rigorous test. In the past year, we have committed over £12 million to trial [18 projects](#), all of which have the potential to boost student learning, particularly for those facing disadvantage.

More than £89 million has so far been invested by the EEF in supporting 145 projects. Collectively, these have involved well over a third of all schools in England – 9,400 schools, as well as early years / post-16 settings – and reached some 970,000 children and young people, 35 per cent of them eligible for free school meals.

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

Every single one of the projects we fund is independently evaluated. All the results are reported in full and in public – whether the result is positive, negative or neutral – so that teachers and senior leaders can have confidence in the findings we present and make use of them as they plan their own activity.

This year, we've published the results of [a further 16 studies](#), all of which have contributed valuable new insights into our understanding of 'what works'. They include Magic Breakfast, a free, universal, before-school breakfast club, which is the first of our large-scale effectiveness trials to have demonstrated positive benefit for young people's attainment.



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To date, we have published 76 reports, and re-granted to 17 (22%) projects as a result of the promising findings of those initial trials. The evidence generated from these trials means teachers today are in a much better position to judge what is likely to work in their setting than they were even a few years ago.

However, we continue to recommend teachers conduct their own evaluations of new programmes and approaches to check if they are having a positive impact in their own context. Our [DIY Evaluation Guide](#) supports teachers to conduct their own evaluations of new programmes and approaches to monitor if they are having a positive impact in their own context.

USING EVIDENCE

to achieve the maximum possible benefit for young people

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.

We aim to achieve this in a number of ways, including:

1. Providing clear and actionable guidance for teachers

Teachers and senior leaders are inundated with information about different programmes and training courses to help boost their students' outcomes. There are thousands of studies, too, most of which are presented in academic papers and journals. It can be difficult to know where to start.

The practical and evidence-based steps in our [guidance reports](#) are based on the best research available. They're designed to help practitioners navigate the wealth of information out there and give all learners – particularly those from the poorest backgrounds – the skills they need to succeed.

In 2015, we published Making Best Use of Teaching Assistants, still one of our most popular online resources. This year, we mailed two reports, Improving Literacy in Key Stages 1 and 2, to all primary schools. A further seven are scheduled for the coming year addressing high-priority issues for teachers.

2. Offering practical support to bring evidence to life

Ready access to easily digestible academic research is a start. But we know that applying these findings to the classroom remains a real challenge. No-one is better-placed to support schools in doing this than teachers themselves. That is why this year we launched our [Research Schools Network](#) in collaboration with the Institute for Effective Education.

Now 22-strong, including 11 schools in the government-designated Opportunity Areas, it's intended this Network will become leaders in bridging between education research and everyday classroom practice, using their expertise to support more than 2,000 schools across the country.

3. Scaling up evidence-based programmes

As we build the evidence of a programme or approach's impact, we want to make sure that those with evidence of promise can reach more children and young people. The EEF's grant-funding for [Promising Projects](#) allows us to grow them further, while testing that there is a

sustainable and successful model which will work at scale. So far, we have committed £10.7 million to support the continuing evaluation of these high potential projects as they expand. They will involve some 1,900 schools and early years settings and reach 108,000 children and young people.

In addition, we are engaged 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. As with all work we fund, these will be independently evaluated so we can assess the potential of such campaigns.

Finally

The EEF's mission continues to be urgent. The attainment gap in this country remains stark and stubborn, and though we might wish it otherwise there is no single, 'silver bullet' solution.

More and better use of evidence within the teaching profession is crucial in ensuring we secure more reliability in our system, so that children and young people are well-served, no matter where they live and no matter what their background. If we can get this right, there is a great prize on offer: a consistent, well-led and empowered teaching profession providing better outcomes for all learners.



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 promising, evidence-based 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.

Since 2011, the EEF has committed more than £89m to fund 145 projects reaching some 970,000 children and young people.

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

[Sign up for EEF trials](#)

Some 9,400 schools, as well as early years / post-16 settings, 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 more than 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 a high-potential project, 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, the publication of evaluation reports of EEF-funded projects, and other resources.

[Support Us](#)

The EEF aims to work in partnership with funders who share our commitment to offering the best possible educational opportunities to children and young people from disadvantaged backgrounds. Since 2011, more than £25 million 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](#).

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-  By liking [Facebook.com/EducEndowFoundn](#)
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GENERATING EVIDENCE



Support teachers to use evidence to inform their practice

Fund trials of high-potential projects to test their impact

Publish independent, rigorous evaluations to build our understanding

USING EVIDENCE



Clear and actionable guidance for teachers

Practical support to bring evidence to life

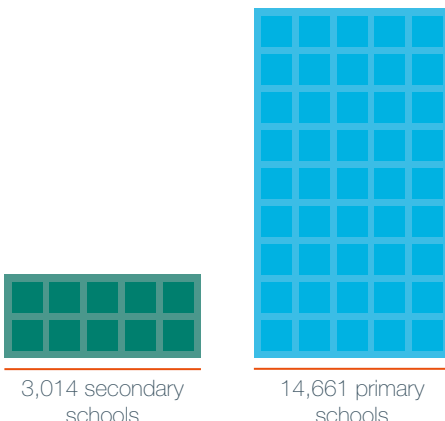
Scale-up evidence-based programmes

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.

Schools included in the Families of Schools database



What is the value of more data for teachers and governors?

The Families of Schools database is designed to home in on the essential questions that school leaders and governors may have about the performance of their disadvantaged pupils, such as:

- how do we compare with schools that are like us, not simply those in our local authority?
- how well do other schools, with a similar proportion of disadvantaged pupils, perform at GCSE for A* and A grades?

The issues that arise from examining the data are designed to provide senior leaders with meaningful comparisons against which to benchmark their progress and to help governors ask focused questions on the attainment of the most disadvantaged pupils.

Keeping up with changes to accountability measures

In 2016, the ability to make meaningful comparisons between schools over time became more complicated with the introduction of scaled scores at Key Stage 2 and Progress 8 at Key Stage 4.

With our data partners, FFT, we have calculated how these new accountability measures would look based on previous years' data. This ensures that the Families of Schools database continues to average each school's performance over several years in order to present a more complete understanding, smoothing the 'blips' of individual years.

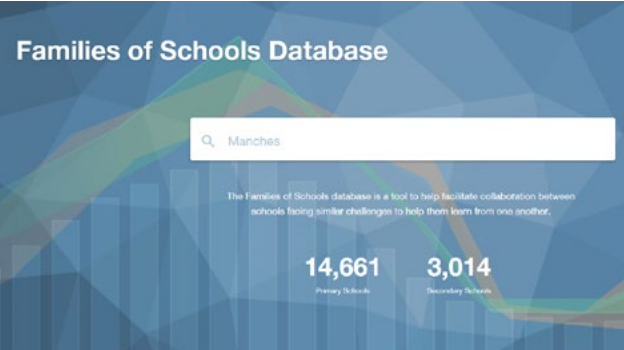
New version launch

This updated version of the Families of Schools database will be launched in late 2017. New features include linking schools to more specific evidence resources based on their individual data. Interactive maps, case studies and geographical comparisons are also being added to ensure that the questions arising from the data are the starting point for school improvement.

Some of the school information includes a coloured flag atop many of the bars in the charts. These identify schools in the Ambition School Leadership network – a national network of 1,000 schools with high proportions of disadvantaged pupils and with a particular focus on school improvement using evidence-based strategies.

The Families of Schools database 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](#).



Families of Schools Database



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Assessment – particularly teacher assessment – is one of the great unclaimed prizes of learning.

EEF resources – including our Teaching and Learning Toolkit and its Early Years companion, our [guidance reports](#), and the growing number of [independent evaluations](#) of the projects we fund – place a heavy emphasis on the value of identifying pupils in need of additional support.

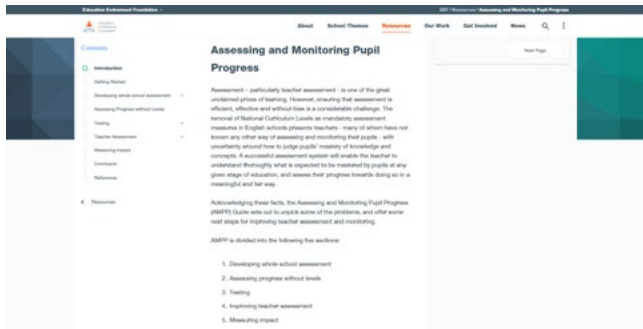
This requires good diagnostic assessment, and the effective monitoring of pupil progress. However, ensuring that assessment is efficient, effective and without bias is a considerable challenge.

The removal of National Curriculum Levels as mandatory assessment measures in English schools presents teachers - many of whom have not known any other way of assessing and monitoring their pupils - with uncertainty around how to judge pupils' mastery of knowledge and concepts. A successful assessment system will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage of education, and assess their progress towards doing so in a meaningful and fair way.

That is why the EEF, in partnership with Evidence Based Education, launched a new tool for teachers in December 2016: our Assessing and Monitoring Pupil Progress (AMPP) Guide.

The AMPP Guide outlines the principles of good assessment to ensure that the evidence put to use in schools has the best possible chance of targeting the right pupils at the right time. It sets out to unpick some of the problems, and offers some next steps towards a renewed use of assessment as a tool for pedagogy and a revision of what great assessment can offer to teachers, leaders and pupils.

We hope it will be used by schools to inform a well-led and clearly-defined approach to assessment, which itself sits within a well-led and clearly-defined vision of teaching and learning. The AMPP can be found [here](#).



Our AMPP Guide

“Teachers and leaders know they need to assess better and, indeed, they want to; a more effective and efficient approach has potential benefits for all involved (from teacher workload to student feedback). They also know that they often lack the expertise and the time to address the issue well, and that they don't simply want to reinvent a broken wheel.”

“I hope that the AMPP guide will be an anchor to these teachers' and leaders' discussions, and a support as they begin to assess better.”

Dr Stuart Kime, Director of Evidence-based Education. Read his blog for the EEF Measuring up, introducing the AMPP Guide [here](#).



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Our Teaching and Learning Toolkit is used by more than half of all senior leaders in schools to inform their decision-making. Here, Steve Higgins, its lead author and Professor of Education at Durham University, explains how it can best be used by teachers to improve learning...

“ There is a wealth of evidence about the impact of a wide range of approaches to improving outcomes for children and young people in the education research literature. More than anyone could read in a lifetime. This presents a challenge in terms of finding the research that is relevant to improving practice in your school.

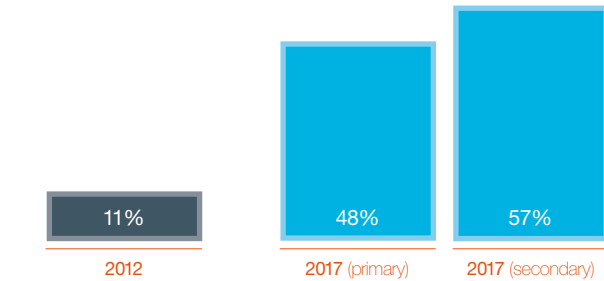
The Sutton Trust-EEF Teaching and Learning Toolkit (and its Early Years companion) is designed to support decision making in schools and early years settings by making this research more accessible and providing summaries of the relative impact of different approaches.

Focusing on impact means concentrating on research designs which compare effects between groups of learners, some who do and some who do not receive an intervention or approach. This type of research is the best for demonstrating that an approach has actually made a difference to pupil outcomes.

Even so, the Toolkit can only tell us what has worked, rather than what *will* work. The approaches with positive impacts have been successful, on average, in other contexts, with other pupils, in other schools. This is where professional judgement becomes important.

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 1,361 teachers as part of their Teachers Voice Omnibus survey, conducted for the Sutton Trust. Figures quoted are of senior leaders.

You are uniquely placed to identify the areas of professional practice or student performance which you think need development in your school. The Toolkit can then help you to identify approaches which might help address them: it provides some “best bests” from the research evidence in terms of what is likely to succeed and what may not be so helpful.

The Toolkit aims to help you reflect on what it is that the learners will do differently as a result of the change that will improve their learning - will they work for longer, harder, more efficiently or more effectively? You also need to decide what you will stop doing. How will you create the space to give the new approach a chance to succeed? What will it replace?

It is not as though there is lots of free time to do more in school. We also need to use research to identify the things which are less effective and stop doing them.”

Toolkit updates 2017:

In February 2017, we published the latest update to the [Teaching and Learning Toolkit](#), incorporating new evidence on 10 educational topics, including [class size](#), [performance pay](#) and [outdoor adventure learning](#).

The Teaching and Learning Toolkit (like its [Early Years](#) companion) is a live resource. The evidence on which educational approaches are effective (or not) in increasing students' attainment is constantly growing, and so each strand is updated every 12 to 24 months to ensure that the Toolkit reflects the latest findings from EEF trials and other rigorous research.

The benefits of updating the Toolkit regularly become more apparent over time, as trends emerge. For example, a number of EEF-funded projects have evaluated the impact of deploying [Teaching Assistants](#) to deliver targeted programs, rather than as general classroom support. The inclusion of the evidence from these studies in the Toolkit increased the estimate of the impact that Teaching Assistants can have – from 0 months (in 2011) to +1 month additional progress (in 2015) – and it is likely to increase again once more new studies are included in the next update.

* Adapted from a blog-post, Research for Schools, written by Prof. Higgins for the Research Schools Network. You can read the full version [here](#).

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The Toolkits in numbers

51%

the proportion of senior leaders in schools who use our Toolkit to improve students' learning

11,600

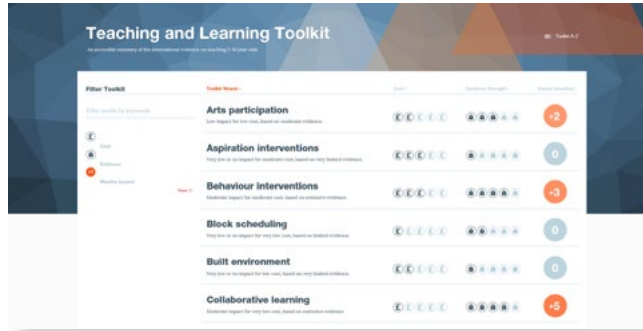
the number of individual studies summarised in the Teaching and Learning Toolkit and its Early Years companion

46

the number of topics included in our two Toolkits

173,000

number of online visitors to the Toolkits in the past year



The current Teaching & Learning Toolkit

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 EEF has provided a major service by creating a toolkit that summarises evidence of impact from experimental data internationally. The toolkit provides a very ‘high level’ summary. It provides a way into more detailed research of individual studies. The toolkit is only a starting point to ask questions about effectiveness.

The toolkit could be used inappropriately in a ‘cookbook’ fashion but that is not its purpose. Even consumer guides for buying things as technical as a car do not tell you which specific car to buy. Car buying guides help to draw attention to potential positive and negative features of different models that consumers can consider in deciding which type of car might suit them best. Education is, of course, vastly more complex, but the same basic logic applies.

Without the Toolkit, we might just assume that certain approaches to education are effective or not effective, rather than using data to explore the issues in more detail.”

Professor David Gough,
UCL Institute of Education, quoted in the TES
(March 2017)

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'School Themes'

The ['School Themes'](#) section of the EEF website focuses on 10 high priority issues for schools. Each theme provides greater depth to the evidence on common school challenges by linking together evidence in the Toolkit with key messages emerging from EEF-funded projects, and other resources.

These School Themes were developed in collaboration with teachers and school leaders in response to demand for evidence around specific school challenges. Taken together, they provide a rich picture of the developing evidence base on how to improve the attainment and wider outcomes of children and young people. They will be updated as new evidence becomes available.

 Behaviour	 Mathematics
 Character / Essential Life Skills	 Organising your school
 Developing effective learners	 Parental engagement
 Feedback & monitoring pupil progress	 Science
 Literacy	 Staff deployment & development



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First published in 2013, our DIY Evaluation Guide was re-launched last year as an interactive, online resource for teachers, introducing the key principles of educational evaluation and providing guidance on how to conduct small-scale evaluations in schools, as well as early years and post-16 settings.

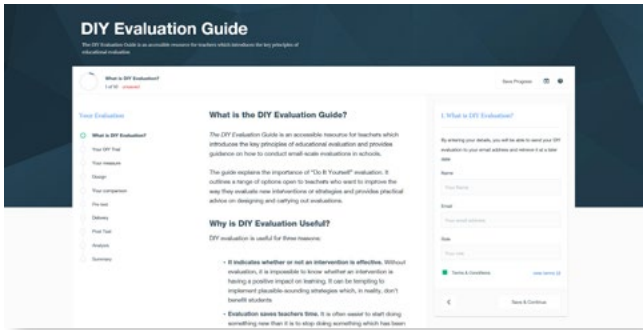
Almost 800 users have signed in to it since then, with 340 teachers and senior leaders using it to investigate research questions of current interest, such as:

- What impact does a programme of confident Year 5 readers reading one-on-one to a struggling Year 3 reader have?
- What impact does a new constructive feedback programme have on year 7 maths progress?
- What impact does attendance at intervention classes have for year 9 students?
- What impact does individual mentoring have on Year 10 business studies students?
- What is the impact of allowing Post 16 students to redraft their opinion articles based purely on peers' critiques/peer assessment?

There are two ways to use our DIY Evaluation Guide:

1. You can simply read the different pages, using the information to help you inform your understanding of evaluation.
2. Or you can use the box on the right of the page to conduct your own evaluation, by entering your details and keeping track of your progress.

Either way, [this is where you start](#).



The DIY Evaluation Guide



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GENERATING EVIDENCE



Support teachers to use evidence to inform their practice

Fund trials of high-potential projects to test their impact

Publish independent, rigorous evaluations to build our understanding

USING EVIDENCE



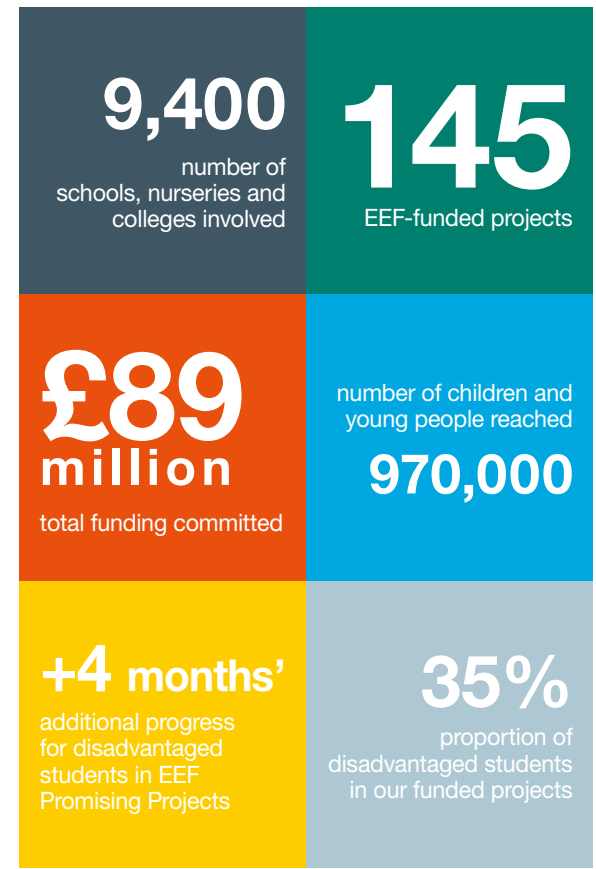
Clear and actionable guidance for teachers

Practical support to bring evidence to life

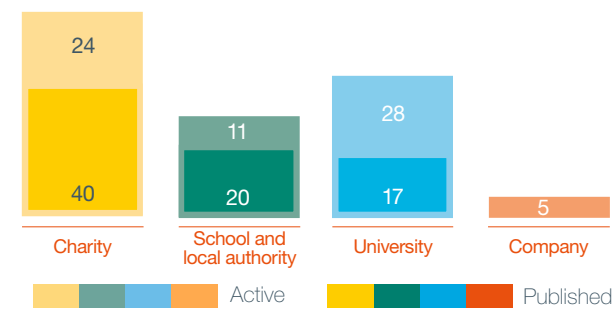
Scale-up evidence-based programmes



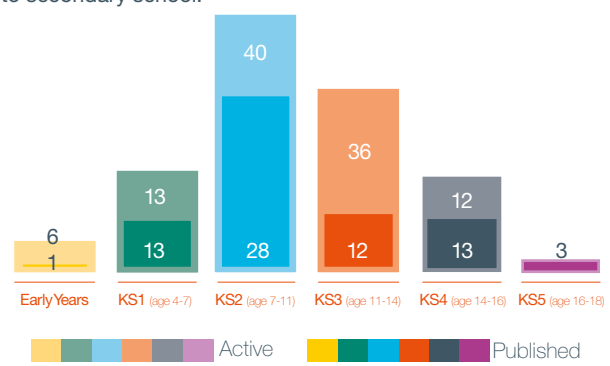
EEF-funded work since 2011



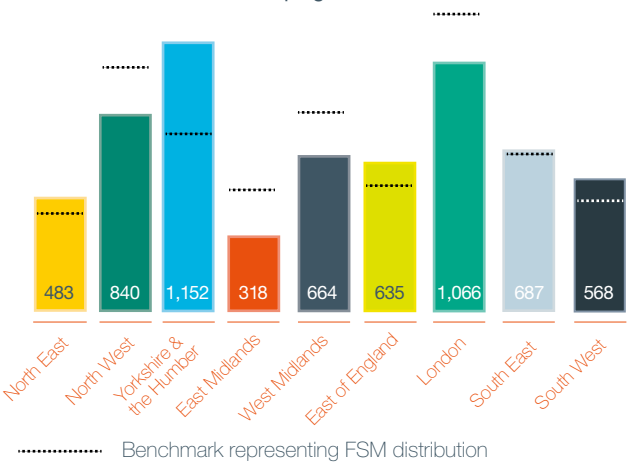
Who is delivering EEF funded projects:



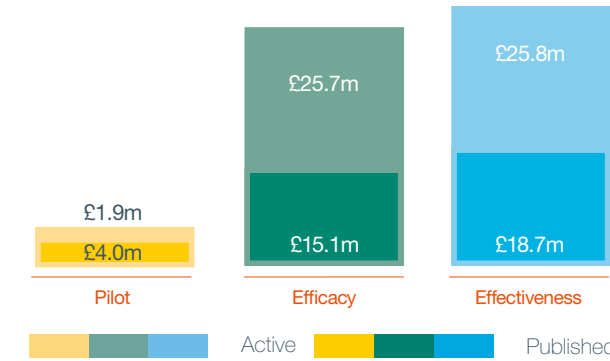
The EEF funds projects for all ages, 3-18. A significant amount of our early work focused on the transition of pupils from primary to secondary school:



The EEF funds work across England. Our current regional spread broadly reflects the distribution of disadvantage, though with a greater focus in those areas of the north of England where we have current campaigns:



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





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In 2016-17, the EEF committed £12,442,619 to testing the impact of 18 projects. Collectively, these will involve some 2,410 schools, as well as early years and post-16 settings, and reach more than 270,000 children and young people – an average cost of c.£46 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 attainment, especially for the most disadvantaged pupils. 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	
	These projects will have some initial evidence which indicates they have potential to improve learners' attainment; BUT will not yet have been independently and rigorously evaluated to demonstrate a causal relationship between the project and those improvements. The EEF's grant-funding gives them the opportunity to put their idea to a fair test.		These programmes will have already been independently and rigorously evaluated and demonstrated positive impact on learners' outcomes; BUT need now to establish that they can be delivered at scale in a way which maintains impact and is cost-effective. The EEF's grant-funding gives them the opportunity to continue testing the impact of their project as it expands.	
Type of EEF trial	<div>Pilot studies: </div> <ul style="list-style-type: none">conducted in a small number of schools, or early years / post-16 settings (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, nurseries or colleges. Initial, indicative data will be collected to assess its potential to raise attainment.	<div>Efficacy trials: </div> <ul style="list-style-type: none">test whether an intervention can work under developer-led conditions in a number of schools, or early years / post-16 settings, usually 50+.A quantitative impact evaluation is used to assess the impact of the intervention on student outcomes, including attainment. An implementation and process evaluation is used to identify the challenges for delivery. An indicative cost of the intervention is also calculated.	<div>Effectiveness trials: </div> <ul style="list-style-type: none">test a scalable model of an intervention under everyday conditions (where the developer cannot be closely involved in delivery because of the scale) in a large number of schools, or early years / post-16 settings, usually 100+ across at least three different geographical regions.A quantitative impact evaluation is used to assess the impact of the intervention on student outcomes, including attainment. An implementation and process evaluation is used to identify the challenges for delivery at this scale. The cost of the intervention at this scale is also calculated.	<div>Scale-up: </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 bigger area delivering to a large number of schools, or early years / post-16 settings.Though we will continue to evaluate its impact, this is now a lighter touch process.





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

School themes

The [‘School Themes’](#) section of our website pulls together evidence from the Teaching and Learning Toolkit and EEF-funded projects which have been independently evaluated, focusing on 10 high priority issues for schools. They provide greater depth to the evidence on common school challenges by linking together evidence in the Toolkit with key messages emerging from EEF-funded projects, and other resources, such as videos and literature reviews.

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.

B	Behaviour	L	Literacy	S	Science
C	Character / Essential Life Skills	M	Mathematics	St	Staff deployment & development
De	Developing effective learners	Os	Organising your school		
F	Feedback & monitoring pupil progress	P	Parental engagement		

Evidence strength (‘padlock rating’)



The EEF presents a ‘padlock’ security rating for every trial that it funds. This indicates how confident we are that any additional progress experienced by the children and young people receiving the intervention was caused by the intervention and not due to any other factors.

- 🔒🔒🔒🔒🔒 – very high confidence
- 🔒🔒🔒🔒🔓 – high confidence
- 🔒🔒🔒🔓🔓 – moderate confidence
- 🔒🔒🔓🔓🔓 – moderate-to-low confidence
- 🔒🔓🔓🔓🔓 – low confidence
- 🔓🔓🔓🔓🔓 – very low confidence

This rating system is explained on the ‘Evaluation’ section of the EEF website [here](#).

Cost rating (£)



Cost ratings are based on the approximate cost per pupil 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)



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.





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New EEF-funded projects							
Digital Feedback in Primary Maths	A school-developed approach to improving teachers' diagnosis and feedback skills when teaching maths in primary schools.	Delivered by: St Margaret's Primary School, Lincolnshire, and Kyra Teaching School	Reach: 60 primary schools; 3,000 pupils	Evaluated by: RAND	Delivery grant: £175,141 (2016-19)	F De M	
CREST Silver Award: Enquiry based science	A science enrichment activity aiming to give students an understanding of 'real world' science and to build transferable skills for further education and future employment.	Delivered by: British Science Association	Reach: 200 secondary schools; 2,000 pupils	Evaluated by: NatGen	Delivery grant: £283,536 (2016-19)	De S	
Maximising the impact of Teaching Assistants (TAs)	Training and support for heads, teachers and teaching assistants on how to most effectively use TAs in the classroom.	Delivered by: UCL Institute of Education	Reach: 100 primary schools; 40,000 pupils	Evaluated by: RAND	Delivery grant: £545,638 (2016-20)	L St	
Reciprocal Reading	A structured approach to teaching strategies that students can use to improve their reading comprehension.	Delivered by: FFT Literacy	Reach: 100 primary schools; 5,800 pupils	Evaluated by: Queen's University Belfast	Delivery grant: £191,400 (2017-18)	De L St	
PEEP Learning Together	Improving parenting skills and the quality of the home learning environment in the early years.	Delivered by: Peeples	Reach: 150 early years settings; 1,500 children	Evaluated by: Queen's University Belfast	Delivery grant: £689,059 (2017-18)	L P	
Schools Partnership Programme	Whole-school improvement programme using self-review, peer review and school-to-school support.	Delivered by: Education Development Trust	Reach: 300 primary schools; 110,000 pupils	Evaluated by: UCL Institute of Education	Delivery grant: £721,533 (2017-21)	St	
FLASH Marking	A school-developed approach in which teachers give skills-based feedback rather than grades in Key Stage 4 English.	Delivered by: Meols Cop High School, Southport	Reach: 100 secondary schools; 12,500 pupils	Evaluated by: Durham University	Delivery grant: £355,300 (2017-21)	F De L	



Funded Projects, 2016-17 continued

Continued from previous page

Easy Peasy	A smartphone app which encourages positive habits of play and interaction at home by sending tailored prompts, encouragement, and reminders to parents of pre-school aged children.	Delivered by: EasyPeasy	Reach: 120 early years settings; 8,840 children	Evaluated by: Durham University	Delivery grant: £359,824 (2017-19)		
onebillion	A maths app in which pupils learn through a "virtual teacher", monitored by teaching assistants.	Delivered by: University of Nottingham	Reach: 150 primary schools; 6,750 pupils	Evaluated by: University of Oxford	Delivery grant: £227,000 (2017-19)		
New EEF-funded projects: 'Improving outcomes for disadvantaged 16-18 year-old students' (co-funded with J.P. Morgan)							
Texting Students and Study Supporters	Improving attendance and attainment of students at further education colleges by sending text messages to students and 'study supporters'.	Delivered by: Behavioural Insights Team	Reach: 30 further education colleges; 3,750 students	Evaluated by: NatGen	Delivery grant: £205,608 (2017-19)		
Embedding contextualisation in English and mathematics GCSE teaching	Supporting teachers to link English and mathematics lessons for post-16 learners to real-life contexts.	Delivered by: Association of Employment and Learning Providers	Reach: 100 post-16 settings; 1,800 students	Evaluated by: London School of Economics (LSE)	Delivery grant: £606,350 (2017-20)		
Maths-for-Life	Supporting teachers to use more problem-solving and discussion activities in their mathematics classes.	Delivered by: University of Nottingham	Reach: 100 post-16 settings; 8,000 students	Evaluated by: Behavioural Insights Team	Delivery grant: £641,115 (2017-20)		



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New EEF-funded projects: 'Careers Education' (co-funded with the Careers & Enterprise Company and Bank of America Merrill Lynch)							
Generation STEM Work Experience	Helping pupils to find STEM-related work experience, and support them to get the most out of the experience.	Delivered by: CSW Group	Reach: 130 secondary schools; 1,950 pupils	Evaluated by: National Foundation for Educational Research (NFER)	Delivery grant: £495,000 (2017-20)	M S	
Community Apprentice	Facilitating young people to generate their own ideas for tackling social problems, which they then implement.	Delivered by: Envision	Reach: 30 secondary schools; 780 pupils	Evaluated by: Behavioural Insights Team	Delivery grant: £267,000 (2017-19)	L M	
Re-grants for EEF-funded projects which have delivered promising findings							
Philosophy for Children (re-grant)	Developing children's reasoning, social skills, and overall academic performance through group discussions of interesting philosophical issues.	Delivered by: SAPERE	Reach: 200 primary schools; 9,000 pupils	Evaluated by: NFER	Delivery grant: £1,214,000 (2016-20)	C De L	
ReflectED (re-grant)	A whole-school approach to developing pupils' meta-cognition which teach in which pupils are taught strategies to monitor and manage their own learning using digital technology.	Delivered by: Rosendale Primary School, West Dulwich	Reach: 140 primary schools; 44,100 pupils	Evaluated by: York Trials Unit	Delivery grant: £697,092 (2017-20)	De	
Nuffield Early Language Intervention (re-grant)	Training teaching assistants to improve the spoken language skills of young children through small-group and individual teaching.	Delivered by: University of Oxford	Reach: 200 primary schools; 800 pupils	Evaluated by: Queen's University Belfast	Delivery grant: £415,376 (2017-19)	L	
Abracadabra (ABRA) (re-grant)	A small group literacy intervention delivered by teaching assistants focused on developing phonics, reading fluency and reading comprehension.	Delivered by: Coventry University and Nottingham Trent University	Reach: 200 primary schools; 9,000 pupils	Evaluated by: York Trials Unit	Delivery grant: £534,256 (2017-19)	L St	



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New funding rounds announced, 2017:

1. General grant-funding round

Our latest call for proposals to test the impact of high-potential projects aiming to raise the attainment of children and young people aged 3 to 18, particularly those from disadvantaged backgrounds. We are particularly interested in evidence-based ideas that focus on the following issues:

- **Maths at Key Stages 2/3:** We are interested in approaches to improving maths teaching for pupils aged 7-14, as well as approaches helping them to make a successful transition from primary to secondary school.
- **Behaviour interventions:** We are interested in approaches for improving behaviour at all key stages. We will consider targeted, class-level, or whole-school approaches, and are particularly interested in programmes that have evidence of improving behavioural and academic outcomes, or are widely used by schools. We also remain interested in projects that aim to develop character and essential life skills, such as self-control, social skills, motivation, and resilience.
- **Leadership programmes:** We are interested in programmes that develop leaders within schools, particularly programmes that develop senior leaders and also raise attainment.

However, we remain interested in promising ideas outside of these areas – including, for example, proposals focused on improving the quality and impact of written marking.

This funding round is open 24 July to 11 December 2017. The successful grantees will be announced in Summer 2018.

2. Early Years

The Nuffield Foundation issued a call for proposals in May 2017 focused on early years interventions that seek to improve outcomes for disadvantaged children. The call is part of a new strategic partnership with the EEF that will deliver an end-to-end approach to building evidence in early years interventions, from development and early evaluation, through to large randomised controlled trials (RCTs) and scale-up of successful approaches.

This grant-funding round closed on 4 September. Full details are available on the Nuffield Foundation's website [here](#).

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



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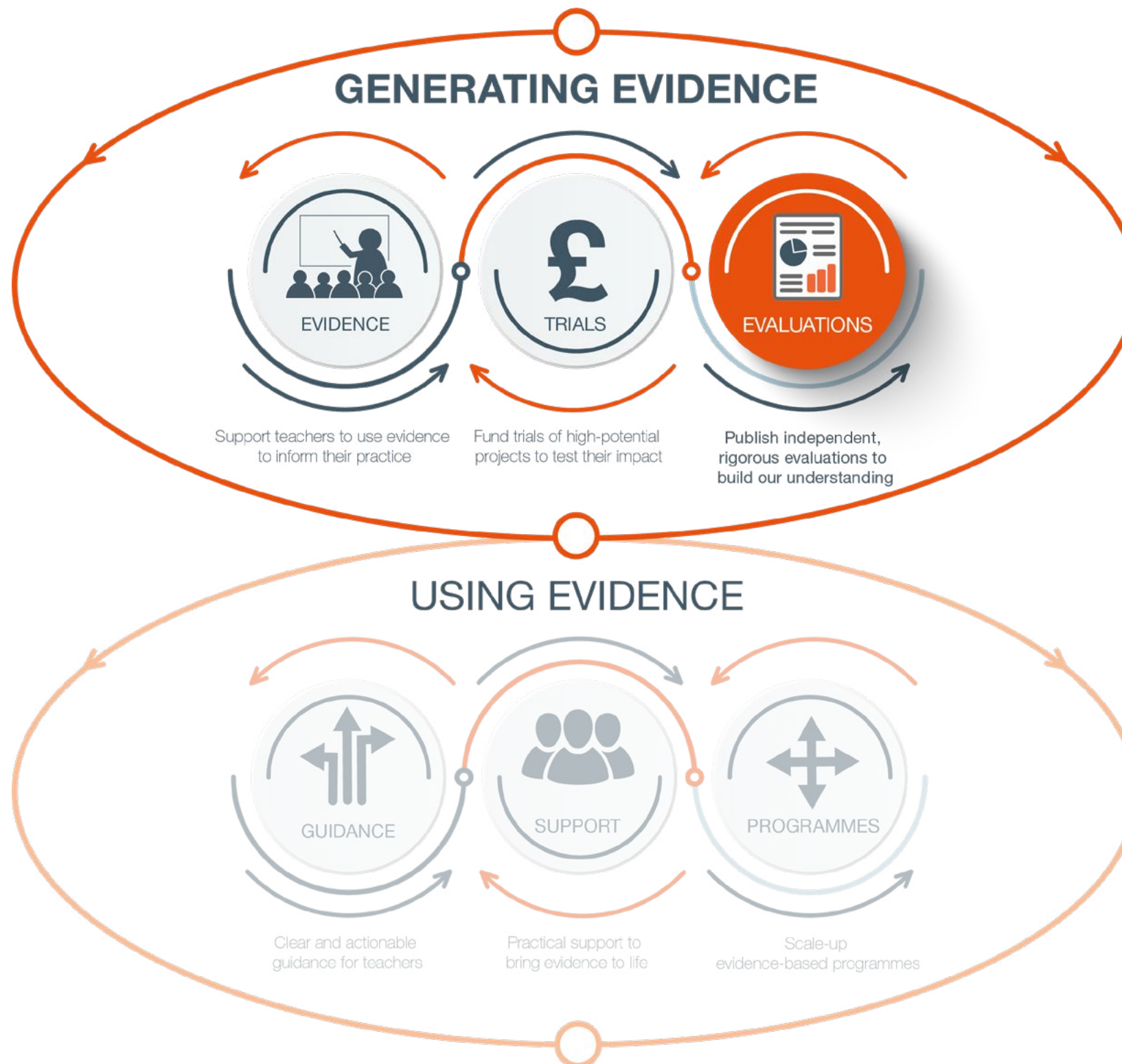
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The EEF reports in full the results of all independent evaluations of EEF-funded projects. In 2016-17, 16 evaluation reports were published, bringing the total published to date to 76.

The summary findings for each are listed below, including the 'padlock' security rating of the trial (ie, how confident we can be in its findings), along with the estimated cost rating, and the months' progress attributable to the project (ie, the impact on student 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 companion, the Early Years Toolkit.

They 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 continue testing the impact of their project as its reach is expanded. See '[Expanding promising projects](#)' to find out more.

PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR	TYPE OF TRIAL	'PADLOCK' SECURITY RATING	COST RATING (£)	ADDITIONAL MONTHS' PROGRESS	SCHOOL THEME
Abracadabra (ABRA)	An online early literacy programme comprising phonic fluency and comprehension activities, delivered by teaching assistants in small groups.	Delivered by: Coventry University Evaluated by: London School of Economics (LSE)				online non-online	
Achieve Together	A whole-school approach to attracting, retaining, and developing excellent teachers and middle / senior leaders in disadvantaged areas.	Delivered by: Teach First, Teaching Leaders and Future Leaders Evaluated by: Institute for Fiscal Studies (IFS)					
Challenge the Gap	A school-to-school improvement programme aiming to break the link between disadvantage and attainment through collaboration and the sharing of best practice between schools.	Delivered by: Challenge Partners Evaluated by: University of Manchester				KS2 KS4	



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PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR	TYPE OF TRIAL	'PADLOCK' SECURITY RATING	COST RATING (£)	ADDITIONAL MONTHS' PROGRESS	SCHOOL THEME
Dialogic Teaching	Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain (rather than merely respond) in order to develop higher order thinking and articulation.	Delivered by: Cambridge Primary Review Trust and University of York Evaluated by: Sheffield Hallam University		 	 	+2 English +1 Maths +2 Science	
Foreign Language Learning	A programme aiming to improve English language attainment through a detailed curriculum of weekly French classes with linked activity in English lessons.	Delivered by: Education Development Trust (formerly CfBT) Evaluated by: UCL Institute of Education				0 English	
Magic Breakfast	A free, universal, before-school breakfast club aiming to improve attainment outcomes by increasing the number of children who eat a healthy breakfast.	Delivered by: Magic Breakfast Evaluated by: Institute for Fiscal Studies (IFS) and the National Children's Bureau (NCB)		 	 	+2 KS1 Maths +2 KS1 reading +2 KS1 writing +2 KS2 reading +1 KS2 Maths	
Project Based Learning	An approach aiming to provide pupils with independent and group learning skills, as well as practical literacy skills.	Delivered by: The Innovation Unit Evaluated by: Durham University and the York Trials Unit				-2	
ReflectED	A whole-school approach to developing children's meta-cognitive skills – their ability to think about and manage their own learning – using digital technology.	Delivered by: Rosendale Primary School, West Dulwich Evaluated by: University of Manchester		 	 	+4 Maths -2 Reading	



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PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR	TYPE OF TRIAL	'PADLOCK' SECURITY RATING	COST RATING (£)	ADDITIONAL MONTHS' PROGRESS	SCHOOL THEME
Success for All	A whole-school approach to improving literacy in primary schools with a training and support package for teachers and school leaders.	Delivered by: Success for All UK Foundation Evaluated by: Queen's University		 	 	 Literacy, end of reception Literacy, end of Year 1	
Switch-on Reading	An intensive, one-to-one, daily, 10-week literacy intervention aiming to help struggling readers.	Delivered by: Nottinghamshire County Council Evaluated by: Durham University					
Teacher Effectiveness Enhancement Programme (TEEP)	A whole-school teacher training programme to help teachers in challenging schools become more effective.	Delivered by: Schools, Students and Teachers Network (SSAT) Evaluated by: Institute for Effective Education (IEE)		 	 	 Maths English	



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We published independent evaluations of the following EEF-funded pilot projects:

You can read our blog, 'Why does the EEF fund pilot projects?', [here](#).

PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR	TYPE OF TRIAL	'PADLOCK' SECURITY RATING	COST RATING (£)	ADDITIONAL MONTHS' PROGRESS	SCHOOL THEME
Achieve Together (Bournemouth)	A whole-school approach to attracting, retaining, and developing excellent teachers and middle / senior leaders in disadvantaged areas, while supporting specifically area-based community-wide change.	Delivered by: Teach First, Teaching Leaders and Future Leaders Evaluated by: Institute for Fiscal Studies (IFS)		n/a	n/a	Evidence of promise: No Feasibility: No Trial ready: No	 
Evidence for the Frontline	An online brokerage service designed to provide teachers and school leaders with timely access to relevant evidence on supporting young people's learning.	Delivered by: Sandringham School, Hertfordshire, and the Institute for Effective Education (IEE) Evaluated by: National Foundation for Educational Research (NFER)		n/a	n/a	Evidence of promise: Yes Feasibility: Yes as a pilot, mixed going forward Trial ready: No	 
IRIS Connect	Using video observation and coaching in teacher development to improve primary school teachers' use of dialogue and feedback.	Delivered by: Whole Education and IRIS Connect Evaluated by: University of Birmingham		n/a	n/a	Evidence of promise: Moderate Feasibility: Moderate Trial ready: Yes	 
Spaced Learning	A teaching approach in which content is intensively taught multiple times, with breaks in between.	Delivered by: Hallam Teaching School Alliance Evaluated by: Queen's University Belfast		n/a	n/a	Evidence of promise: Yes Feasibility: Yes Trial ready: Yes	 
ThinkForward	One-to-one coaching for at-risk 14-16 year old as they progress through Key Stage 4, with the aim of supporting them to make a successful transition into adulthood.	Delivered by: Private Equity Foundation Evaluated by: Sheffield Hallam University and the University of Essex		n/a	n/a	Evidence of promise: No / unclear Feasibility: Yes Trial ready: Not yet	



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'SPECTRUM': new database to help build evidence on 'essential skills'

There is growing evidence that children's social and emotional skills – their ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations – are associated with success at school, as well as positive outcomes in adulthood.

However, despite a growing interest in these skills, much less is known about what can be done to develop them. To help build this evidence, the EEF has so far funded over a dozen trials with a focus on social and emotional skills, including under the related concept of '[character](#)' with the Department for Education.

Alongside the EEF's core focus on academic attainment, this is likely to be an area of our work that grows in future,

“‘Essential skills’ that prepare young people for success in adult life is an area of our work that is likely to grow in the future

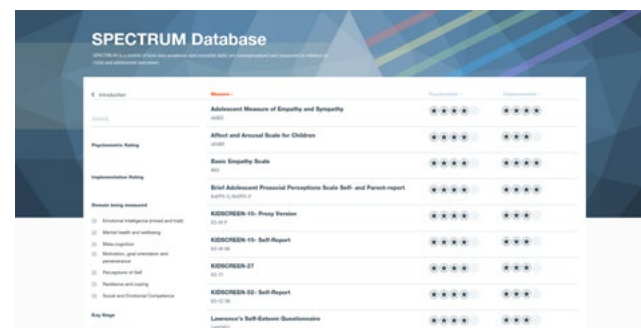
including approaches that support students to manage their own learning, and a wider set of 'essential skills' that prepare young people for success in adult life.

We aim to evaluate the impact of high-potential programmes and school-wide approaches on both academic attainment and wider outcomes, and understand which factors support successful implementation in schools and early years / post-16 settings.

The big challenge

However, one of the challenges in this field is the considerable debate about how to define and measure various aspects of social and emotional development, as demonstrated by the confusing and contested terminology, and overwhelming number of measures available.

To help address this, the EEF commissioned from the University of Manchester a systematic review of concepts and measures in this area, building on the EEF's [initial literature review](#) completed by the UCL Institute of Education in 2013.



SPECTRUM Database		
Name	Age Range	Star Rating
Adolescent Measure of Empathy and Sympathy (AMES)	11-18	★★★★
Affect and Anxious Scale for Children (AASC)	7-11	★★★★
Basic Empathy Scale (BES)	11-18	★★★★
Brief Adolescent Perceptions Scale Self- and Parent-report (BAPS-16/17)	11-17	★★★★
KIDSCREEN-10: Proxy Version	11-17	★★★★
KIDSCREEN-10: Self-Report	11-17	★★★★
KIDSCREEN-27	11-17	★★★★
KIDSCREEN-52: Self-Report	11-17	★★★★
Lawrence's Self-Esteem Questionnaire (LSEQ)	11-17	★★★★

SPECTRUM Database

What 'SPECTRUM' is

The review team's umbrella term for this work was 'SPECTRUM': Social, Psychological, Emotional, Concepts of self, and Resilience: Understanding and Measurement.

The database and other resources – [available here](#) – have been developed primarily to support the EEF's panel of independent evaluators in making decisions on how to measure non-attainment outcomes in EEF trials, and to encourage a more consistent approach across trials.

We also hope that they will be valuable to schools and other organisations seeking to understand changes in children's social and emotional development.

These resources include:

- an [online database](#) of measures – assessing the quality of measures in 7 domains;
- a [guidance document](#) for selecting, using and interpreting measures;
- a [conceptual mapping](#) exercise to explain how the domains were selected.

This is the first version of the SPECTRUM database. If you have any feedback on the resources, please get in touch with info@eefoundation.org.uk



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GENERATING EVIDENCE



Support teachers to use evidence to inform their practice

Fund trials of high-potential projects to test their impact

Publish independent, rigorous evaluations to build our understanding

USING EVIDENCE



Clear and actionable guidance for teachers

Practical support to bring evidence to life

Scale-up evidence-based programmes

EEF guidance reports summarise the best available evidence on key aspects of teaching, providing teachers and senior leaders with practical recommendations for everyday use. They are based on rigorous reviews of existing research and produced in collaboration with practitioners.

Making Best Use of Teaching Assistants

We published our first guidance report – [Making Best Use of Teaching Assistants](#) – in 2015. It continues to be one of the most-used areas of our website.

In 2017, we partnered with the TES to produce an online course for senior leaders in schools taking them through this guidance. Using a combination of text, video, curated links and downloadable documents, it aims to provide a clear understanding of what the guidance advocates, and how to make change happen in schools.

Improving Literacy in Key Stages 1 and 2

Our next two guidance reports – [Improving Literacy in Key Stage 1](#) and [Improving Literacy in Key Stage 2](#) – examined how to improve literacy in primary schools, designed to support schools develop an effective literacy strategy for teaching five to 11 year-olds. The recommendations are relevant to all pupils, but particularly to those struggling with their literacy.

One of the key recommendation in Improving Literacy in KS2, for example, focuses on primary school pupils' writing skills, including spelling, handwriting and typing. According to the evidence, these need to become automatic so that pupils can concentrate on the content of their writing. But while the key to becoming a fluent writer is regular and extensive practice, teachers must make sure that children remain engaged and motivated in improving their writing.

Both reports were mailed to every primary school in England in April 2017, along with posters summarising the recommendations.

The recommendations from both reports are central to the EEF's North East Primary Literacy Campaign, a five-year project and a £10 million investment in the region, co-funded with Northern Rock Foundation. You can read more about this Campaign [here](#).

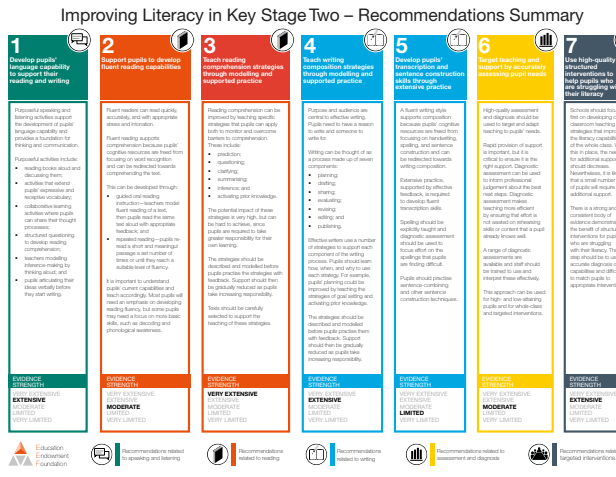
Future guidance reports

The EEF aims to produce guidance reports covering all major areas of teaching. The following are scheduled to be published in the coming year:

- Improving Mathematics in Key Stages 2 and 3 (autumn 2017)
- Preparing for Literacy (early 2018)
- A School's Guide to Implementation (early 2018)
- Metacognition and self-regulation (spring 2018)
- Digital Technology (2018)
- Improving Literacy in Secondary Schools (2018)
- Science (2018)

In addition, the EEF has commissioned three evidence reports – literature reviews authored by researchers with extensive experience in their fields – to be published in 2017-18:

- Early literacy and language
 - Science (in partnership with the Royal Society)
 - Business engagement with schools
- You can read all our evidence reports [here](#).



Recommendations Summary poster

“We think the best way to break the link between family income and educational attainment is through 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. Teachers are inundated with information about programmes and training courses, all of which make claims about impact. How can anyone know which findings are the most secure, reliable, and relevant to their school and pupils?

“That is why we’ve put together these two guidance reports. They offer practical and evidence-based recommendations that are relevant to all pupils and particularly to those struggling with their literacy. They focus on key areas where there is evidence that schools can use in order to make a significant difference to pupils’ learning.”

Sir Kevan Collins, EEF Chief Executive, in his introduction to the Improving Literacy guidance reports



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GENERATING EVIDENCE



Support teachers to use evidence to inform their practice

Fund trials of high-potential projects to test their impact

Publish independent, rigorous evaluations to build our understanding

USING EVIDENCE



Clear and actionable guidance for teachers

Practical support to bring evidence to life

Scale-up evidence-based programmes

The Research Schools Network, launched in October 2016, is a collaboration between the EEF and the Institute for Effective Education (IEE) to fund a network of schools which will support the use of evidence to improve teaching practice.

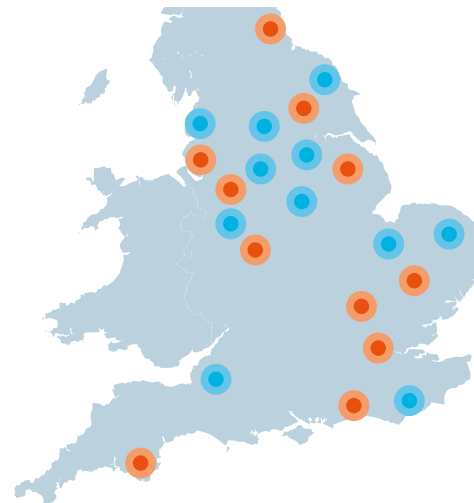
Research Schools will become a focal-point for evidence-based practice in their region, building affiliations with large numbers of schools, and supporting the use of evidence at scale.

The Research Schools will become leaders in bridging between education research and everyday classroom practice. They'll use their expertise to support 2,000+ schools through:

- **Communication** - Encouraging schools in their network to make use of evidence-based programmes and practices through regular communication and events.
- **Training & Modelling**- Providing training and professional development for senior leaders and teachers on how to improve classroom practice based on the best available evidence.
- **Innovation** - Supporting schools to develop innovative ways of improving teaching and learning and providing them with the expertise to evaluate their impact.

There are currently 22 Research Schools, eleven of them supporting schools in the Opportunity Areas (government-designated social mobility 'coldspots'). All have been appointed following a competitive application process. They are:

- Aspirer Teaching School Alliance, based at [Ash Grove Academy](#), Macclesfield
- [Durrington High School](#), Worthing, West Sussex
- [Huntington School](#), York
- [Kingsbridge Community College](#), Devon
- Kyra Teaching School Alliance, based at [Mount Street Academy](#), Lincoln
- [Meols Cop High School](#), Southport
- [Rosendale Primary School](#), West Dulwich, London
- [Samuel Ward Academy Trust](#), Haverhill, Suffolk
- [Sandringham School](#), St Albans, Hertfordshire
- [Shireland Collegiate Academy](#), Sandwell
- [The Academy at Shotton Hall](#), Peterlee, County Durham



Research Schools supporting the Opportunity Areas*:

- Hastings Research School at [Ark Blacklands Primary Academy](#)
- Stoke-on-Trent Research School by [The Keele and North Staffordshire Alliance](#)
- Norwich Research School at [Notre Dame High School](#)
- Oldham Research School by [The Greetland Academy](#)
- Blackpool Research School at [St Mary's Catholic Academy](#)
- Doncaster Research School by [Partners in Learning](#)
- North Yorkshire Coast Research School by [Esk Valley Alliance](#)
- Derby Research School at [Wyndham Primary](#)
- West Somerset Research School at [The Blue School, Wells](#)
- Bradford Research School at [Dixons Academies](#)
- East Cambridgeshire and Fenlands Research School at [Littleport Community Primary School](#)

More information on our Research Schools Network can be found at: www.researchschool.org.uk



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* The EEF and the IEE have not appointed a Research School in Ipswich, the twelfth Opportunity Area. We re-opened applications in autumn 2017 with the aim of appointing early in 2018.





Evidence Champion for the Opportunity Areas

In July 2017, the EEF’s Chief Executive Sir Kevan Collins was appointed by the Secretary of State for Education, Justine Greening, as the Evidence Champion for the 12 Opportunity Areas. He will support the regions to better use evidence to improve outcomes and social mobility prospects for young people, particularly those from disadvantaged homes, and ensure intelligence is shared effectively across the twelve areas.



“We know that there are big differences in educational standards across the country. Reaching these ‘coldspots’ is one of the biggest challenges we face in our drive to improve social mobility. While evidence of ‘what works’ is one of our most useful tools to do this, we know that research on its own is not enough to make a difference in the classroom.

“Research Schools are breaking down these barriers even more, so that research doesn’t stay in the pages of academic journals but has a real impact on classroom practice. Putting teachers in the driving seat can make all the difference.”

Sir Kevan Collins

“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

“Teachers are key to making sure that young people can reach their potential, regardless of where they start in life, so helping the profession be the best it can be will help tackle social mobility. By gathering evidence on what works in the classroom and sharing the best practice with teachers we can help to level up the opportunities for every pupil. “These Research Schools will accelerate the work that is already underway in our Opportunity Areas and as our ‘Evidence Champion’, I know that Sir Kevan will look to share these learnings with teachers across the country.”

Rt Hon. Justine Greening, MP, Secretary of State for Education, announcing in July 2017 the new Research Schools in the Opportunity Areas, as well as the appointment of Sir Kevan Collins as the Government’s ‘Evidence Champion’.





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Support teachers to use evidence to inform their practice

Fund trials of high-potential projects to test their impact

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USING EVIDENCE



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Scale-up evidence-based programmes

‘Promising Projects’ are those EEF-funded projects which have, when first trialled, demonstrated a positive impact in raising the attainment of disadvantaged children and young people, according to their independent evaluation.

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.

This means we aim to move EEF-funded projects through our ‘pipeline’ of trials:

1. A project which starts as a **developmental pilot** and meets the criteria of having evidence of promise, being feasible to implement, and ready for trial, can be awarded funding for an efficacy trial, aiming to test whether it can work in the best possible conditions;
2. A project which starts as an **efficacy trial** and demonstrates promising impact on children and young people’s outcomes can be awarded funding for an effectiveness trial, aiming to test whether a scalable version of the programme can work under everyday conditions;
3. A project which starts as an **effectiveness trial** and demonstrates promising impact on children and young people’s outcomes can be awarded funding for **scale-up** to ensure it has the capacity to deliver at scale.

Projects in categories 2 and 3 can be designated ‘Promising Projects’. In the past year, the EEF has awarded further funding to four such projects, outlined opposite.

In total, the EEF has so far committed £10.7 million to support the continuing evaluation of these projects as they expand. They will involve almost 1,900 schools and early years settings and reach more than 108,000 children and young people.



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Expanding Promising Projects continued

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PROJECT	DESCRIPTION	GRANTEE AND EVALUATOR	FIRST TRIAL: EVIDENCE STRENGTH	FIRST TRIAL: COST RATING	FIRST TRIAL: EST. ADDITIONAL MONTHS' ATTAINMENT PROGRESS	RE-GRANT: TYPE OF TRIAL	SCHOOL THEME
Nuffield Early Language Intervention	An approach to improve the spoken language ability of children during the transition from nursery to primary school, delivered by teaching assistants.	Delivered by: University of Oxford Independent evaluator: Queen's University Belfast			20 week intervention 30-week intervention		
ReflectED	A whole-school approach to developing children's meta-cognitive skills – their ability to think about and manage their own learning – using digital technology.	Delivered by: Rosendale Primary School, West Dulwich Independent evaluator: York Trials Unit			Mathematics Reading		
Abracadabra (ABRA)	An online early literacy programme comprising phonic fluency and comprehension activities, delivered by teaching assistants in small groups.	Delivered by: Coventry University Independent evaluator: York Trials Unit			online format non-online format		
Magic Breakfast	A free, universal, before-school breakfast club aiming to improve attainment outcomes by increasing the number of children who eat a healthy breakfast.	Delivered by: Magic Breakfast Independent evaluator: York Trials Unit			KS1 maths KS1 reading KS1 writing KS2 reading KS2 maths		

The full list of the current 'Promising Projects' is available online [here](#).

These 'Promising Projects' also feature in associated EEF scale-up endeavours:

- Those delivered by teaching assistants are being utilised as part of **Making Best Use of Teaching Assistants Campaign** in Yorkshire;
- Those which focus on literacy are included in our **North East Primary Literacy Campaign** (co-funded with Northern Rock Foundation);
- The initial nine 'Promising Projects' were offered to local schools as part of our **excellence fund** with Suffolk County Council;
- 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 EEF's **guidance reports** we will issue to teachers with clear and actionable evidence for everyday use.



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Project Focus:

Magic Breakfast is the first project to reach the end of the EEF's [evidence generation pipeline](#), with a large-scale effectiveness trial showing that Year 2 children in schools that offered breakfast clubs made the equivalent of +2 months' additional progress in reading and writing, and +1 month's additional progress in maths, when compared to children in 'control' schools.

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Breakfast clubs 'benefit whole class'

By Alison Kershaw

School breakfast clubs can help to improve primary school pupils' results in reading, writing and maths, research suggests.

Year Two children who attend primaries offering a before-school club could make an extra two months' progress in these core subjects over a year, compared with youngsters in other schools, a study by the [Education Endowment Foundation](#) (EEF) showed.

It also found that pupils' concentration and behaviour improved. It concluded that breakfast clubs may be a chance to improve results for all children, not just those that attend, by improving their classroom environment.

And it is not just eating breakfast that helps improve results, but attending the club itself, with social and educational benefits alongside nutritional ones, the authors added.

ward way of alleviating this symptom of disadvantage.

"Many schools across the country already offer some sort of breakfast provision. That's why the findings from today's evaluation report are so encouraging.

"Not only does a good breakfast provide all young people with a nutritious start to the day, but well-run breakfast clubs have the potential to boost attainment and behaviour, too.

"The Government has committed to spending £10m a year on healthy breakfast clubs, as part of their plan to tackle childhood obesity. They, and school leaders more generally, should consider using a free, universal and before-school model to benefit attainment as well."

Data from the National Child Measurement Programme for England last year showed that at least 6,367 children were underweight when they started reception class – an increase of 16 per cent since 2012.

Brek club lifts pupils

CHILD OBESITY 3

By CARRI-ANN TAYLOR

GIVING primary pupils a healthy breakfast at school can boost their results in reading, writing and maths, says research.

Year 2s attending a before-school club could make two months' more progress in these subjects in a year, compared to kids at other schools.

Behaviour and concentration also improved and led to calmer classrooms, said the [Education Endowment Foundation](#).

Free brekkie lift for pupils

SCHOOLS that offer free breakfasts help lift progress in primary pupils' maths, reading and writing skills by two months, a study found.

In trials at 106 schools with high numbers of disadvantaged children, concentration levels and behaviour also improved.

The [Education Endowment Foundation](#), which did the study, said: "Free breakfasts [are] a relatively cheap and straightforward way of alleviating disadvantage."

They said the clubs also help fight obesity as improve school re

School breakfast clubs can help children boost results



Research

Pupils boosted by breakfast clubs

Providing free breakfast clubs for primary schools in disadvantaged areas boosted maths and literacy results even more than those who didn't attend.

improvements in writing, reading and maths for pupils in year two, who are aged six and seven. The research also found improvements in writing for pupils in year six, aged 10 and 11.

The findings were based on the results from 106 primary schools in disadvantaged regions, which offered children a choice of cereals, porridge and bagels.

Sam Bailey, head of the Forest Academy in Barnsley, said of its scheme: "Behaviour has improved dramatically and attitudes to learning are the best they have ever been."

In schools that took part, year two children gained the equivalent of two months' additional progress. For year-six children, similar improvements were seen in writing, but with no significant boost in reading and maths.

Richard Adams

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Wires Home

School breakfast clubs boost pupils' results, research shows

By PRESS ASSOCIATION

PUBLISHED: 01:53, 4 November 2016 | UPDATED: 01:53, 4 November 2016



School breakfast clubs can help to boost primary school pupils' results in reading, writing and maths, according to research.

A new study suggests that Year 2 children who attend primaries offering a before-school club could make an extra two months progress in these core subjects over a year, compared to youngsters in other schools.



Half a million children in the UK start their first lesson each day too hungry to learn CREDIT: ALAMY



World Para Athletics Championships 2017

Paralympic legend David Weir speaks to Ben Cropper on passing the baton to a new generation Read more

Sponsored

Did you have breakfast this morning? Even if you didn't, I'm sure that if you are a parent you did your best to send your child off to school with a full stomach. It goes without saying.

We now want to ensure that more schools can access it. To do this, we are currently working with Impetus-PEF, one of our founding partners, to support Magic Breakfast. Together, we will help them to develop a three-year business plan and prepare for growth.

For education to become evidence-informed, therefore, the EEF has two important roles to play. The first as an evidence generator; and the second, supporting teachers to use evidence and help it reach real scale.

As more EFF-funded projects reach the end of our 'pipeline' of trials, we'll be taking an increasing role in ensuring that evidence-informed approaches and programmes are available to teachers and senior leaders across the country.



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. **Direct support for evidence-based programmes:** The EEF directs trials of high-potential projects and re-grants to its ‘Promising Projects’ 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:

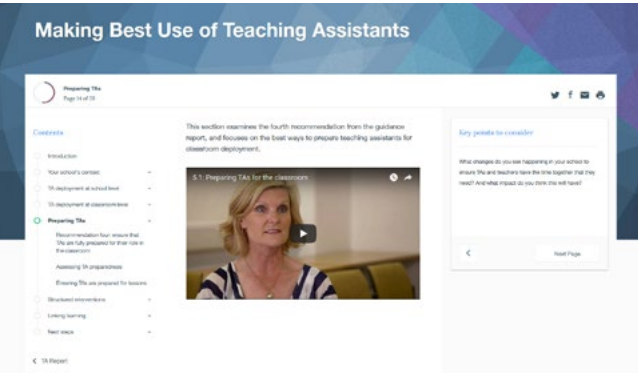
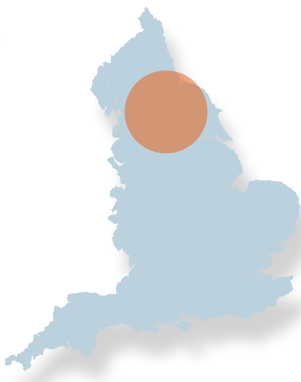
Making Best Use of Teaching Assistants

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. Indeed, for students from poorer backgrounds the impact of TAs was too often negative.

However, recent research (including a number of EEF-funded projects) demonstrates that when teaching assistants are well-trained within structured settings with high-quality support, they can make a positive impact.

This work is informing a £5 million EEF investment, focused on primary schools in Yorkshire and Lincolnshire.



- 1. **Practical guidance:** the EEF published its first guidance report, [Making Best Use of Teaching Assistants](#), in 2015. In 2016, we partnered with the TES to produce an [online course for senior leaders](#) in schools taking them through this guidance. Using a combination of text, video, curated links and downloadable documents, it aims to provide a clear understanding of what the guidance advocates, and how to make change happen in schools.
- 2. **Local advocacy:** the EEF worked with seven local advocate-partners in Yorkshire to provide support and training to up to 500 primary schools. This work completed in summer 2016. In Lincolnshire, rather than appointing local advocates, the EEF played a facilitation role, working with existing networks to deliver a programme of training for 300 schools. Our Research Schools Network, launched in October 2016, is using the guidance report to deliver training to neighbouring schools.
- 3. **Programmes support:** To date £4.9 million has been committed – most of it on grants, but also including the guidance report, advocacy, and evaluation – to reach around 900 primary schools. Most of the EEF trials funded as part of the campaign will finish delivering to schools in July 2017.

Evaluating the Campaign

Sheffield Hallam University and the Institute for Fiscal Studies (IFS) are evaluating the Campaign. A report integrating the findings from the process and impact evaluation, as well as the findings from the campaign in Lincolnshire, is due in summer 2018.



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North East Primary Literacy Campaign

In 2016, the EEF launched a five-year campaign to boost literacy levels for pupils in the North East, with a particular focus on those eligible for free school meals. The campaign aims to reach all 880 primary schools in the region.

We have committed £5 million towards this endeavour, match-funded by Northern Rock Foundation.



1. **Practical guidance:** the EEF published two major guidance reports, [Improving Literacy in Key Stage 1](#) and [Improving Literacy in Key Stage 2](#), specifically developed to support this Campaign. They were subsequently mailed to all primary schools in England in May 2017. A third and final guidance report, Preparing for Literacy, focused on the early years, will be published later in 2017.
2. **Local advocacy:** we are working with eight advocate-partners in the North East, the first five of which began in September 2016, with the other three beginning to work with schools in summer/autumn 2017.
3. **Programmes support:** Five evidence-based literacy projects began delivery in schools in September 2016, with more due to begin in the next year. To date **£3.9 million** has been committed – most of it on grants, but also including the guidance report, advocacy, and evaluation – to reach **over 400** primary schools.

Evaluating the Campaign

The National Foundation for Educational Research (NFER) will be responsible for a two-year formative developmental evaluation of the campaign (2016-18), while the University of Nottingham will take the lead on the summative impact analysis of the campaign on pupil outcomes (2016-21). Reports are due for publication in 2019 and in 2021.





Founding grant

The EEF is a registered charity established in 2011 with a founding grant from the Department for Education of £125 million. 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 £10.7 million in the financial year. The EEF approved direct grant awards of £5.8 million to 12 projects in the year, evaluation and research funding amounted to £4.3 million in the year, while scale up expenditure amounted to £0.6 million.

Investment management

The EEF's current investment objectives are to:

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

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, 2016/17

The portfolio's value at year end of £114.5 million compared to £119.2 million in the previous year. The decrease in value is primarily driven by withdrawals of £12 million made during the year to pay out grants and evaluation as well as operating expenses. Net income received after management costs was £2.2 million and a revaluation gain was recorded of £5.1 million.

The investment portfolio experienced a volatile year. Performance in the first half was positively impacted up to mid-September 2016, when markets rallied following the UK's referendum vote to leave the European Union, with all assets in the portfolio – investment grade bonds, high yield bonds and equities – performing well. In the period leading to the US elections in November 2016 and shortly afterwards, bond markets declined and US equities approached all-time highs. Markets remained broadly positive up to the end of March 2017.

The overall return on the portfolio since inception in June 2011 has been 27.8%, an annualised rate of 4.2% per annum.

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 £94.7 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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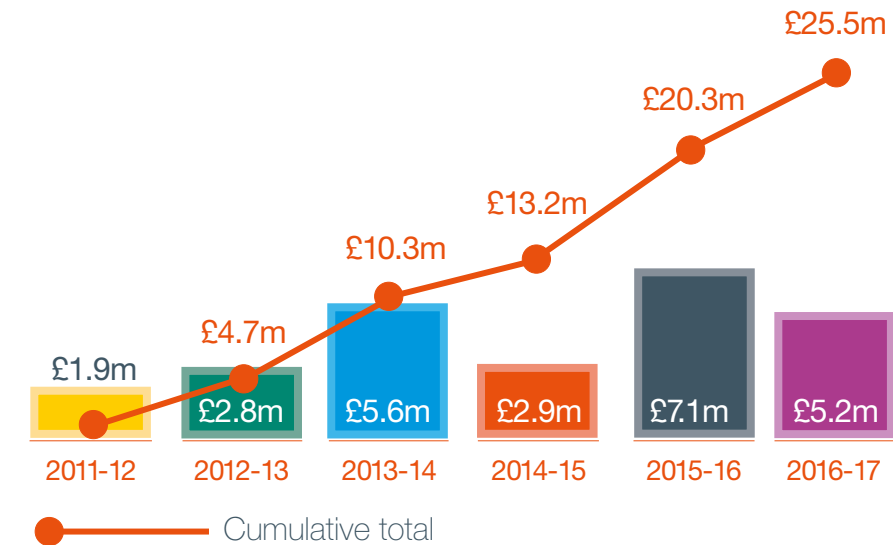


The EEF works with funding partners who share our commitment to offering the best possible educational opportunities to children and young people, in particular from disadvantaged backgrounds. Since 2011, over £25 million has been contributed by a range of organisations to help extend the reach of work 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 2016-17 from **The Sutton Trust**, as well as our legal advisers, **Macfarlanes** and **Freshfields Bruckhaus Deringer**.

To read about more of the EEF's funding partnerships, click [here](#).

Partnership income/pledges by financial year:



(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, 2016-17

October 2016: The EEF launched the [Research Schools Network](#) - building affiliations with large numbers of schools to support the use of evidence at scale - together with the Institute for Effective Education (IEE) at the University of York. 22 schools have been appointed to the Network so far.

“Evidence of what works is one of our most useful tools in the drive to improve educational standards. The launch of Research Schools is an important step by the EEF to supporting schools to make best use of it. I’m delighted that we’ve been able to partner with the Institute for Effective Education and fund the Research Schools network.”

Sir Peter Lampl, Chairman of the EEF



Continued from previous page

November 2016: The EEF partnered with the **Careers & Enterprise Company** and the **Bank of America Merrill Lynch** to test the impact of high-potential careers education programmes. Full details [here](#).

“We know that encounters with the world of work and careers support at school improve earnings and employment prospects for young people. This research will help us understand which type of encounters and support, in particular, have the greatest impact. Based on that insight we can use our investment fund to rapidly scale what works across England. We are delighted to be working with the EEF and Bank of America Merrill Lynch on a project which will provide concrete and needed help to young people across the country.”

Claudia Harris, Chief Executive of the Careers & Enterprise Company

“At Bank of America Merrill Lynch, we recognise the importance of rigorous evaluation in developing the most effective approach to careers education, so we are very proud to work with the EEF and the Careers & Enterprise Company. Through our partnership, we will trial, support and develop ‘best in class’ solutions that will help equip young people with the skills and knowledge they need to successfully transition from education into meaningful employment.”

Alex Wilmot-Sitwell, President (EMEA) at Bank of America Merrill Lynch

November 2016: Together with the **Royal Society of Arts (RSA)**, and with the support of the **Arts Council England** and the **Paul Hamlyn Foundation**, the EEF is investigating the impact of cultural learning on disadvantaged children's attainment and wider outcomes. Find out more [here](#).

“The RSA believes in both the intrinsic value of arts and cultural engagement in education and in its potential to reduce barriers to children's learning and engagement. The current decline in provision of cultural learning and arts education opportunities in schools concerns us deeply and we know that a stronger evidence base for their impact are crucial to sustaining their presence and to improving practice. We're excited to work with EEF, whose reputation for rigorous and robust research underpins the credibility of this project.”

Matthew Taylor, Chief Executive of the RSA

May 2017: The EEF is partnering with the **Nuffield Foundation** to help build evidence in the Early Years. Further information [here](#).

“The Nuffield Foundation has a strong track record in funding the development and initial evaluation of promising early years interventions. Our partnership with the EEF will enable us to capitalise on that success by creating a pipeline for early years interventions from development stage to large-scale trials. Ultimately, this will mean that more children benefit from approaches that have been proven to improve outcomes during this critical period of children's development just before they enter primary education.”

Josh Hillman, Director of Education at the Nuffield Foundation



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The EEF believes our approach to generating and using evidence to improve teaching and learning is internationally relevant. Indeed, we think more countries becoming involved in this endeavour will also support our core mission to boost attainment for disadvantaged children and young people.

The EEF has quickly established itself as a world-leading organisation in supporting teachers to put research to good use. We are funding more randomised controlled trials (RCTs) in education than any other organisation globally and have commissioned more than 10 per cent of all known trials in education around the world.

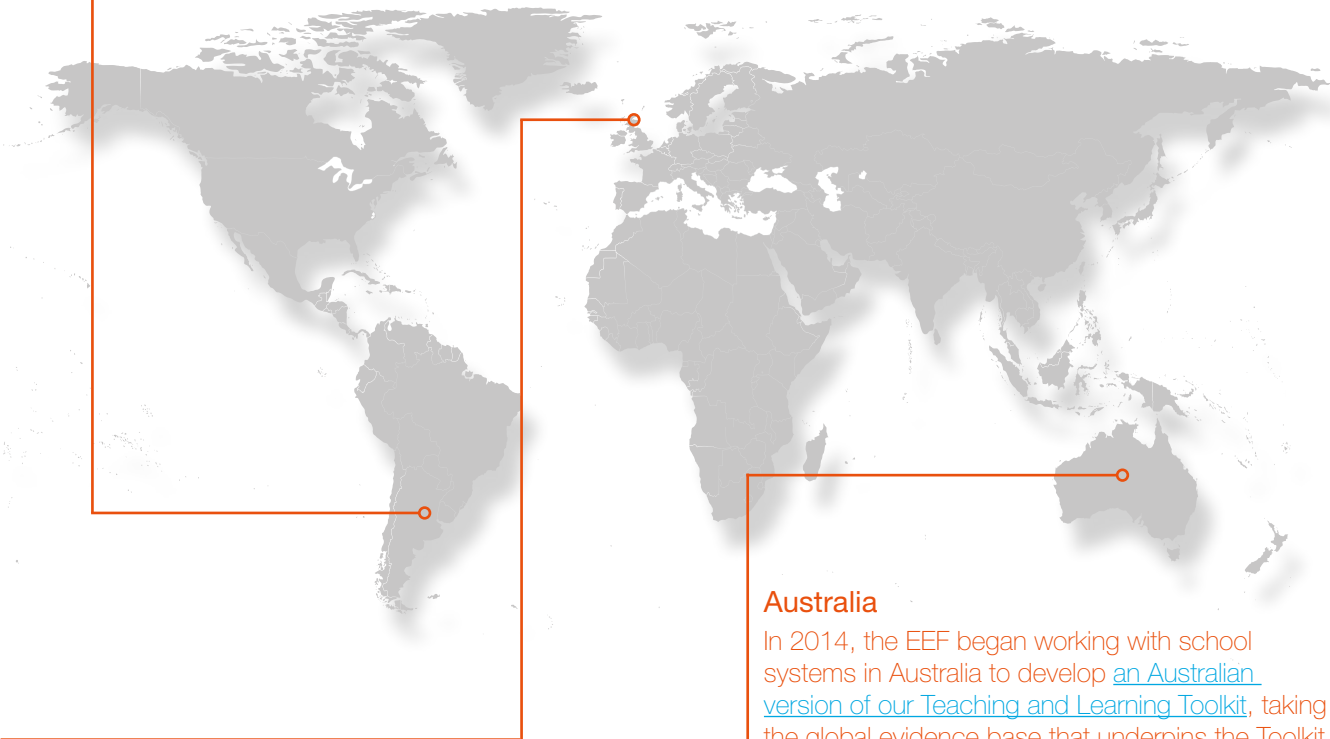
More and better evidence of high-potential approaches and programmes will feed directly into the global evidence synthesis on which our popular Teaching and Learning Toolkit (and its Early Years companion) are based. In addition, it will help us to fill gaps more quickly in the evidence base for the benefit of all teachers and students.

This work is accelerating the generation of new knowledge to strengthen our work with English schools and helping teachers across the globe to make more evidence-informed decisions in their classrooms.

We are, therefore, actively seeking opportunities to work with other countries keen to integrate evidence into their educational systems.

Latin and South America

In July 2017, the EEF entered into a new partnership in Latin and South America with SUMMA (the Laboratory of Education Research and Innovation for Latin America and the Caribbean). This partnership has seen the [translation of our Toolkit into Spanish and Portuguese](#), along with the integration of more than 250 recent local studies that help contextualise the evidence for Latin and South American teachers, and contribute to our global knowledge about the Toolkit strands. The partnership between The EEF and SUMMA is supported by the Inter-American Development Bank (IDB) and Fundación Chile (FCH).



Australia

In 2014, the EEF began working with school systems in Australia to develop [an Australian version of our Teaching and Learning Toolkit](#), taking the global evidence base that underpins the Toolkit and contextualising it with recent examples of local research to enhance its relevance for Australian teachers. This initial collaboration has since grown to encompass the conduct of large-scale trials in Australian schools, helping to build the global evidence base of effective education practices. The work in Australia is led by [Evidence for Learning](#) and Social Ventures Australia.

Scotland

The Australian work was joined in February 2017 by the work of Education Scotland, which has led to the development of a [Scottish version of the Toolkit](#) to strengthen the use of evidence underpinning the Scottish Attainment Challenge.



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This event, on 8 November 2016, marked the EEF's fifth anniversary. It was an opportunity to thank those who have been involved in our work so far, whether delivering projects, taking part in them, evaluating them, co-funding them, or helping to communicate our evidence to teachers and senior leaders.

It was also an event which looked forward, as the EEF moves into a new stage of our work: as well as **generating evidence** to improve teaching and learning, we have committed to increasing our commitment to **mobilising evidence**, identifying the most cost-effective ways to scale evidence for impact.

“Five years on from its creation, the Education Endowment Foundation has proven itself to be of vital importance to the education sector. ... it gives [teachers] a powerful research arsenal that they previously lacked.”

Editorial, TES



Panel discussion: *Evidence Use in Schools: where are we now, where do we want to be?*

With (from left to right): Professor Dame Alison Peacock (Chief Executive, Chartered College of Teaching), Dr Lee Elliot Major (Chief Executive, Sutton Trust; Trustee, EEF), Sir Mark Grundy (Executive Principal, Shireland Collegiate Academy), Kate Atkins (Headteacher, Rosendale Primary School, West Dulwich), Chaired by James Turner, Deputy Chief Executive, EEF

And it was an opportunity to hear directly from Secretary of State for Education, Justine Greening – then just three months into her job – on the Government's role in tackling the attainment gap and how this connects with the EEF and the wider education sector.

We produced an eight-page booklet to mark our fifth anniversary, available to read [here](#).



Over 150 guests joined us to mark 'The EEF at 5'

“The EEF is helping support and engage thousands of teachers to be better informed than any before about learning and that has to be good for our profession.”

Alex Quigley, Huntington Secondary School, York

“The EEF has ensured that teachers in this country have much greater access to high-quality research than ever before.”

Nick Gibb MP, Minister of State for Schools

“Around one-quarter of English schools are involved in randomised control trials funded by the charity. Schools increasingly turn to the research for guidance: two-thirds now consult the EEF's advice, up from one-third in 2012, according to a report by the National Audit Office.”

The Economist

“Through our 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



Secretary of State for Education Justine Greening's speech was followed by a Q&A session moderated by EEF Chairman, Sir Peter Lampl

“Their approach to experimental design, with rigorous power analyses before work is funded, is state-of-the-art. The work that the EEF is doing is world-leading, in terms of impact and value for money.”

Professor Dylan Wiliam



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The EEF is committed to ensuring our work is communicated through media and events across the year.

In 2016-17, we have:

- undertaken 14 major media events, including the publication of evaluation and guidance reports, the announcement of new trials, funding rounds and partnerships, and the creation of the Research Schools Network;
- achieved almost 2,000 press mentions (more than double that of 2015-16), an average of 165 a month, across broadcast, print and online media; and
- seen the number of pageviews of the EEF website double to 3.7 million from 387,000 unique users



Highlights include:

Evaluation reports published... In November 2016, the findings from the evaluation of Magic Breakfast generated widespread national media attention, including news pieces in the Daily Mirror, the Guardian, the I, the Sun and the Times. There was broadcast coverage on Sky News, ITV News, BBC Radio Five Live, Good Morning Britain and Channel 5 News.

International reach... The EEF's work has continually made the news across the globe this year with international highlights including coverage in New York Magazine, the Sydney Morning Herald, QZ.com, Polityka, Teacher and Ara magazines.

Research Schools Network... The establishment of the first Research Schools generated many profiles and news pieces in the local press. There were pieces in major regional papers like the Yorkshire Post, the Stoke Sentinel, the Express and Star and the York Press.

Broadcast appearances... In June, Kevan Collins was interviewed live on BBC Radio 4's The World at One about the evidence on class sizes. Senior Programme Manager Eleanor Stringer appeared on BBC2's Newsnight to talk about the attainment gap while the BBC World Service's 'World Hacks' ran a programme on the EEF's evidence and work on metacognition.

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.

@EducEndowFoundn
Twitter followers



Sep 2016 = 14,800



Aug 2017 = 20,600



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Trustees

Sir Peter Lampl (Chair)
Dr Lee Elliot Major
Louis Elson
David Hall CBE (Vice-Chair)
Johannes Huth
Nat Sloane CBE

In-house team

Sir Kevan Collins (Chief Executive)
James Turner (Deputy Chief Executive)

Programmes:

Eleanor Stringer (Senior Programme Manager)
Emily Yeomans (Senior Programme Manager)
Matthew van Poortvliet (Senior Programme Manager)
Thomas Martell (Programme Manager)
Peter Henderson (Programme Manager)
Igraine Rhodes (Programme Manager)

Evaluation:

Triin Edovald (Head of Evaluation – maternity cover)
Camilla Nevill (Head of Evaluation – on maternity leave)
Elena Rosa Brown (Evaluation Manager)
Dr Anneka Dawson (Evaluation Manager)

Toolkit and Reporting:

Danielle Mason (Head of Research)
Stephen Fraser (International Partnerships Manager)
Jonathan Kay (Research and Publications Manager)

Mobilisation and School Engagement:

James Richardson (Senior Analyst)
Prof. Jonathan Sharples (Senior Researcher)
Stuart Mathers (School Engagement and Dissemination Manager)

Development and Communications:

Stephen Tall (Director of Development and Communications)
Hilary Cornwell (Media and Communications Officer, jointly with Sutton Trust)
Adil Morrison (Digital Communications Officer)
Jav Ghuman (Parliamentary and Public Affairs Officer, jointly with Sutton Trust)

Finance and Administration:

Frank Helsby (Finance Director, jointly with Sutton Trust)
Anne-Laure Bedouet (Finance Manager)
Daniel Bramble (Administrative Assistant)
Amy Holland (Apprentice)

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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