

EEF ANNUAL REPORT SEPTEMBER 2023–AUGUST 2024



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1. About the EEF and our mission

We believe that how well you do at school shouldn't be determined by your family's income. That's why we work to transform education outcomes for the children and young people who need it most. By the time a child born into a low-income family starts school, they are already less likely to meet expected levels of language, communication, and physical development. These attainment gaps then widen throughout primary and secondary school.

These damaging gaps influence vital education and employment outcomes later in life. This doesn't need to be the case. Giving every child – whatever their socio-economic background or where they go to school – access to great teaching is one of the most powerful levers we have to change this.

We believe the best way to improve teaching and learning is to make sure that the education sector has trustworthy and actionable information about how to boost outcomes. This is why we're evidence obsessives.

- We summarise it.**
 We look at the whole global evidence base to find out what we already know and present it in an actionable way.
- We build it.**
 We fund the development, evaluation, and scale-up of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds.
- We put it to use.**
 We help the education sector to use evidence in ways that really make a difference.



2. Our people

Trustees (as at 31 August 2024)

Christine Gilbert

Naomi Eisenstadt

Peter Gershon

Lucy Heller

Kevan Collins

Hanneke Smits

Sonia Thompson

Sarah Breeden

Graham Elton

Zoe Lewis

EEF Team (as at 31 August 2024)

Executive Team

Christine Gilbert, Executive Chair

Prof. Becky Francis CBE, Chief Executive CEO (on secondment to the Department for Education)

Emily Yeomans, co-Chief Executive Officer

Chris Paterson, co-Chief Executive Officer

Anne-Laure Bedouet, Chief Operations Officer

Programmes

Igraine Rhodes, Head of Programmes

Amy Clark, Accelerator Fund Lead

Kath Davies, 16-19 Lead

Aoife Duff, Senior Programme Manager

Eloise Rahman, Senior Data & Reporting Manager

Katie Luxton, Senior Programme Manager

Jamila Boughelaf, Senior Programme Manager

Amy Ellis-Thompson, Senior Programme Manager

Daniella Duncalf, Programme Manager

Thomas Mackay, Programme Manager

Eleanore Widger, Programme Manager

Toby Whittaker, Programme Manager

Vipin Yadav, Programme Manager

Beverley Jennings, Programme Manager

Nikhil McGeoch, Data Officer

Pamela Shaw, Programmes Recruitment and Engagement Manager

Ellen Ritson, Programmes Recruitment and Engagement Officer

Evaluation

Katharina Keck, Head of Evaluation

Celeste Cheung, Methodological Innovation Lead

Guillermo Romero, Senior Evaluation Manager – International

Lauren Spinner, Senior Evaluation Manager

Rachael Morris, Senior Evaluation Manager

Ignacia Valenzuela, Senior Evaluation Manager

Maria Rodrigues, Senior Evaluation Manager

Jack Mollart-Solity, Senior Evaluation Manager

Faizaan Sami, Evaluation Manager

Maria Pomoni, Evaluation Manager

Marta Moratti, Evaluation Manager

Charlotte Norton, Evaluation Manager

Belen Parada Zuleta, Evaluation Manager (Data Archive)

Daniela Alvarado, Evaluation Manager

Flavy Sen Sharma, Evaluation Manager

Phoebe Fisher, Evaluation Manager

Karishma Gohil, Evaluation Support Officer

Content and Engagement

Alex Quigley, Head of Content & Engagement

Richard Brink, Data & Engagement Manager

Grace Coker, Content & Engagement Specialist – Mathematics

Chloe Butlin, Content Specialist – Literacy

Rachael Emmett, Senior Evaluation & Monitoring Manager

Kirsten Mould, Senior Content & Engagement Manager

Harry Madgwick Lawton, Senior Content & Engagement Manager

Julian Grenier, Senior Content and Engagement Manager

Lauren Grocott, Content & Engagement Specialist – Early Years

Rosie Good, Content Development Officer

Felicia Tennant, Audience Engagement and Research Officer

Sinead McMahon, Content Specialist – Early Years

Rachael Cattrall, Content Specialist – Cognitive Science

Freya Morrissey, Content Specialist – Learning Behaviours

Evidence mobilisation

Stuart Mathers, Head of Evidence Mobilisation
Sarah Tillotson, Early Years Lead
Lorwyn Randall, National Delivery Manager (System Support)
Lizzie Swaffield, National Delivery Manager
Jo Goodman, Regional Delivery Lead – West Midlands & Central
Matt George, Regional Delivery Project Manager
Kate Burls, Senior Early Years Policy and System Support Manager
Becca Phillips, Early Stage Programme Development Lead
Hannah Breeze, Early Stage Programme Development Lead
Anna Kirk, Regional Delivery Lead – North West
Sandra Creixell, Early Years and Stronger Practice Hubs Project Manager
Kate Horton, Regional Delivery Lead – North & Yorkshire
Vanessa Hopkinson, Regional Delivery Lead – North & Yorkshire
Sarah Mullins, Regional Delivery Lead – London & South East

Scout Barker, Regional Delivery Officer
Rida Zafar, Early-Stage Programme Development Officer
Siobhan Keddle, Regional Delivery Lead – East Midlands & East Charlotte Orpin-Wright, Regional Delivery Lead – South West and South Coast
Sarah Dobie, Early Stage Programme Development Lead
Zuleika Frost, Regional Delivery Administrator
Sara Vanatta, Early Years Lead
Phoebe Rudgard, National Delivery Manager (Partnerships)
Brittany Drygas, Early-Stage Programme Development Lead

Policy

Nick Worsley, Head of Policy
Laurence Vincent, Senior Policy Manager
Natalie Ohene, Senior Policy Manager
Eleanor Regan, Policy Officer
Katie Sperring, Policy Officer

Evidence synthesis

IJonathan Kay, Head of Evidence Synthesis
Amy Faux, Senior International Manager
Kat Pearce, Research Manager
Mohammad Zaman, Senior Evidence Synthesis Manager
Yuria Kubo, Research Officer
Isabel Kempner, Research Manager
Hannah Shackleton, Research Manager
Daniel Phillips, Research Manager
Rosanna Lea, Research Manager
Ellis Turton, International Officer
Rupal Patel, Research Manager
Anushka Srivastav, Research Officer

Communications

Hilary Cornwell, Head of Communications
Adil Morrison, Senior Digital Product Manager
Dawn Baxter, Digital Communications Officer
Grace Stokes, Media & Communications Manager

Finance & Operations

Iain Nartey, Finance Administrator,
Wura Dawodu, Finance Manager,
Marianne Barlow, Human Resources Manager,
Sarah Barnes, Philanthropy and Partnerships Manager,
Kirti Patel, Office Manager
Jasmine Dewberry, Office Administrator
Ryan So, Human Resources Administrator
Sandra Piscopo, Human Resources Administrator

3. Summarising evidence

Our evidence synthesis work reviews the best available evidence on teaching and learning and presents it in an accessible way.

The Teaching and Learning and Early Years Toolkits

This year we've undertaken extensive development work to update the evidence database that underpins the Toolkits. Between September 2023 and August 2024, we reviewed over 15,000 studies for inclusion and of those, 1,200 were added to the database.

We've also started a methodological review to inform our decisions around criteria for studies to be included in the evidence database. The findings from this review will feed into our next public updates to the Teaching and Learning Toolkit and help make sure that it's based on the most robust and relevant evidence.

In total, the teaching and learning toolkit has had 921,930 and 382,701 users in 23/24. 57% of senior leaders and 66% of headteachers say they have recommended the toolkit to colleagues.

Internal synthesis

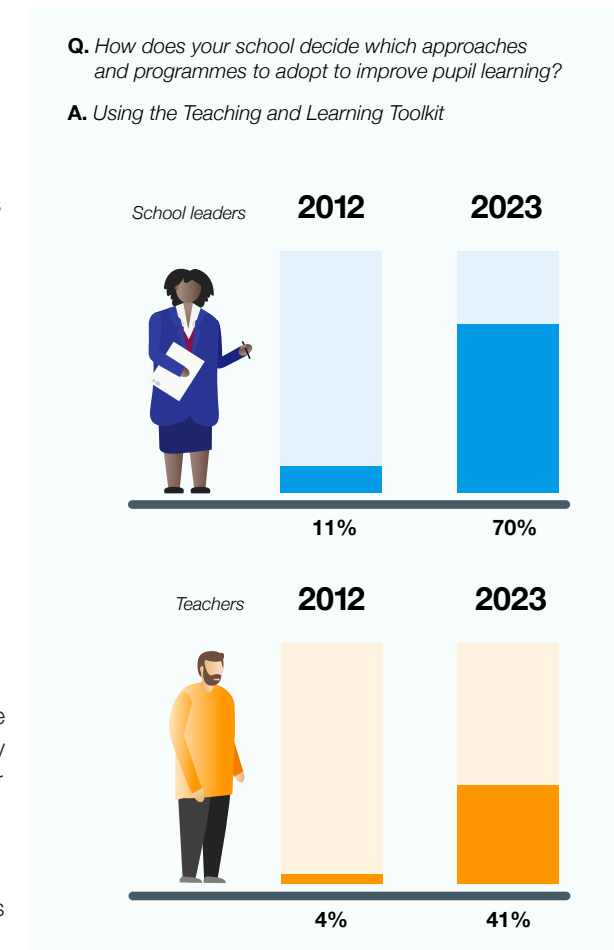
This year the synthesis team has worked on two internal reviews:

- A review of the evidence on teaching assistants to support the guidance report update. It also helped us answer research questions on the practice and deployment of teaching assistants and the most effective ways to do so.
- A scoping phase for the planned update to the metacognition guidance report. The aim is to make sure the report is underpinned by robust evidence. The synthesis team has worked across the organisation to generate research questions and create a data extraction coding frame. The team are in the process of coding 289 studies from the metacognition strand of the Teaching and Learning Toolkit. This will help inform the updates to the recommendations in the guidance report.

In addition to the reviews underpinning guidance report updates, the team has been analysing the characteristics (or "components") of the programmes that the EEF has funded, in order to understand which parts (or "core components") of these programmes seem to be leading to higher impacts. Over the last year, the internal team have developed a taxonomy of around 80 components. Each EEF study will be tagged with these components, and then the team will synthesise the data to see which components are associated with higher outcomes.

We also published two guidance reports: Improving Primary Science (November 2023) and A School's Guide to Implementation (April 2024). Between April and August 2024, the guidance report on implementation has been downloaded more than 46,000 times and has been viewed over 155,000 times.

Figure 1: Use of the Teaching and Learning Toolkit is increasing



3. Summarising evidence

Evidence reviews

- We've commissioned or published evidence and practice reviews to inform our research funding in the following areas:
- Teacher recruitment and retention review:
 - [Mixed methods review of flexible working approaches](#)
 - [Rapid evidence assessment on how school leadership, culture and climate support teacher retention](#)
 - [A practice review on the strategies used to manage teacher workload](#)
 - [A practice review on teacher retention and recruitment in schools in socio-disadvantaged areas](#)
- [A systematic review of approaches to teaching primary science](#)
- [A practice review to understand current practice and research priorities in teaching writing](#)
- An evidence review and [practice review](#) for teaching maths in secondary schools. The evidence review will be published in early 2025.
- [A rapid evidence assessment on free school breakfast provision](#)
- [A review of evidence of implementation in education](#)
- [A mixed-methods review to understand quality characteristics of EdTech interventions and implementation for disadvantaged pupils](#)

You can find all the EEF's evidence reviews published to date [here](#).

4. Building evidence

Our evidence generation work focuses on the development, evaluation, and scale-up of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds.

Traditionally, we've funded four types of project:

- **Pilots**, run in 10-30 settings and designed to explore how feasible a programme or approach is..
- **Efficacy trials**, run in around 70-150 settings and designed to test whether a programme can work under ideal circumstances.
- **Effectiveness trials**, run across a large number of settings, usually 150-350, and designed to test a scalable model of a programme under everyday conditions.
- **Scale-up**, when a programme has been shown to work when rigorously trialled and has the capacity to expand to across a bigger area delivering to a large number of settings.

To build the number of high-quality programmes available to settings, particularly those in areas that have the best potential to support attainment for disadvantaged children and young people, we've also continued to support the earlier **stages of programme development**.

This includes:

- **Innovation projects**, where we use a structured process to support initial programme design, delivery to a small number of settings, and collection of feedback to support future iterations.
- **Development projects**, where we support programme developers to adapt and/or package existing programmes, deliver these in eight to 12 settings and collect feedback on feasibility and acceptability.

But we know there are research questions that can't be easily answered through funding programmes. This year, we commissioned a range of school choices and teacher choices trials. School choices aim to answer questions about the effectiveness of different school-level approaches and decisions, whereas teacher choices explore common questions teachers ask about their practice, testing the everyday choices teachers make when planning their lessons and supporting their students.

4. Building evidence

Active projects

This table sets out the number of 'active' projects, which includes those that are setting up, recruiting schools, in delivery, or are in the analysis phase.

	Early Years	Primary	Secondary	Post-16	Cross-phase	Total
Innovation	3	11	3	-	-	17
Development	27	7	1	1	-	36
Pilot	7	5	3	2	1	18
Efficacy	13	10	14	3	1	41
Effectiveness	3	12	1	1	-	17
Scale-up	2	4	2	-	1	9
Teacher choices	1	1	2	-	-	4
School choices	-	1	4	-	2	7
Other	1	4	3	1	1	10
Total	57	55	33	8	6	159

4. Building evidence

New funding rounds

This year, we opened two funding rounds:

In **Autumn 2023**, we ran a funding round that consolidated our Spring 2023 themes in 16-19 GCSE resits and EdTech. We had sufficient 16-19 programmes for the two rounds given capacity in the 16-19 sector to engage, and the limited response for the EdTech round had led us to pursue other avenues to generate research in this area. We also opened a teacher choices round focused on teacher recruitment and retention.

Our **Spring 2024** round introduced new themes: writing in Key Stages 1 to 4 and secondary mathematics. Alongside programmes, we directly funded a teacher choices project exploring the use of ChatGPT in lesson preparation as an extension to the EdTech theme.

	Applications received	Applications shortlisted	Projects funded
Autumn 2023 –school choices	23	13	5
Spring 2024 – programmes	33	15	9

We also opened applications for innovation and development projects through our early-stage programme work.

We received 33 applications in total, shortlisted 17 projects and funded 15.

4. Building evidence

New funded projects

This year, the following projects received approval for funding

Project	Delivery team	Evaluation Type	Description	Phase	Reach	Delivery cost to EEF	Co-funding (where relevant)
1:1 Tutoring for GCSE English and Maths Resit Students	The Tutor Trust	Pilot	One-to-one hybrid tutoring for GCSE resit learners in maths and English.	Post-16	20 settings	£138,988.00	
Early Number with Numicon	Oxford University Press	Pilot	Early Number with Numicon is a 14-week programme designed to support childminders and practitioners in the private, voluntary, and independent early years settings to deliver better early math sessions to 3–4 year old children.	Early Years	30 settings	£81,778.00	
Thinking Mathematically	Blackpool Research School	Pilot	Thinking Mathematically is an evidence-informed programme that trains teachers to support Year 7 pupils to confidently tackle unfamiliar mathematical problems.	Secondary	35 settings	£52,650.00	
Talking Time	University of Oxford	Efficacy	A universal small-group intervention and professional development programme targeting the oral language skills of children aged between 3 to 5 years of age.	Early Years	130 settings	£274,775.00	Co-funded by Stronger Practice Hubs and delivery team and/or other partners
Emotion Coaching	Norland College	Efficacy	An efficacy trial of a four-step relational approach aimed at developing PSED, including self-regulation, in children.	Early Years	160 settings	£324,088.00	Co-funded by Stronger Practice Hubs
KS2 Reading Fluency Project	HFL Education	Efficacy	Targeted programme to improve reading fluency at KS2.	Primary	180 settings	£227,975	Accelerator Fund
Maths Whizz Intelligent Tutoring	Whizz Education	Efficacy	An online intelligent tutoring programme that aims to improve maths outcomes	Primary	64 settings	£245,360.00	Contributions from delivery team and setting
Reading Plus	Reading Solutions UK	Efficacy	An adaptive online reading development programme aiming to improve pupils' fluency, comprehension, and vocabulary	Primary	126 settings	£200,775.00	Contributions from delivery team and setting

4. Building evidence

Project	Delivery team	Evaluation Type	Description	Phase	Reach	Delivery cost to EEF	Co-funding (where relevant)
NELI Preschool	Oxed and Assessment Ltd	Effectiveness	A language enrichment programme with additional targeted intervention for children in early years settings.	Early Years	318 settings	£593,149.00	Co-funded by Stronger Practice Hubs and delivery team and/or other partners
PSQM (regrant)	Primary Science Quality Mark	Effectiveness	A one-year professional learning programme aiming to improve the skill, quality and confidence of science subject leadership to improve science teaching and science outcomes for pupils	Primary	342 settings	£768,606.00	
Mastering Mathematics	University of Nottingham	Effectiveness	Professional development for post-16 GCSE maths teachers which aims to improve GCSE maths outcomes for students in Further Education (FE) college settings. Approaches are underpinned by five key principles developed by the FE sector, which reflect the needs of students in the sector	16-19	160 settings	£630,575.00	
Mathematical Reasoning (regrant)	University of Oxford	Effectiveness	Whole class programme to improve mathematical attainment by developing pupils' understanding of the logical principles underlying mathematics	Primary	240 settings	£599,736.00	
Focus4TAPS (regrant)	Bath Spa University	Effectiveness	Focus4TAPS aims to improve science attainment for pupils in primary schools, by improving teaching approaches and assessment in science.	Primary	300 settings	£392,492.00	Contributions from setting
Maths Champions (23/24 scale up)	NDNA	Scale-up	Scale-up of a professional development programme which builds the knowledge of nursery practitioners to support children's early mathematical development.	Early Years	405 settings	£539,429.00	Accelerator Fund
Embedding Formative Assessment (23/24 scale up)	SSAT (The Schools Network)	Scale-up	Scale-up of a professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies across a school	Secondary	150 settings	£900,158.00	Accelerator Fund
Mathematics Mastery (23/24 scale up)	Ark Curriculum Plus	Scale-up	A whole-school approach with professional development, a curriculum, and lesson plans and resources, that aims to deepen pupils' conceptual understanding of key mathematical concepts.	Primary	100 settings	£1,001,280.00	Accelerator Fund
Abra	National Literacy Trust	Scale-up	A 20-week reading support programme that aims to develop pupils' literacy skills through decoding, fluency and comprehension activities built around a series of age-appropriate texts.	Primary	200 settings	£411,931.00	Contributions from setting
Maths Champions (24/25 scale up)	NDNA	Scale-up	Scale-up of a professional development programme which builds the knowledge of nursery practitioners to support children's early mathematical development.	Early Years	800 settings	£791,635.00	Accelerator Fund

4. Building evidence

Project	Delivery team	Evaluation Type	Description	Phase	Reach	Delivery cost to EEF	Co-funding (where relevant)
Embedding Formative Assessment (24/25 scale up)	SSAT (The Schools Network)	Scale-up	Scale-up of a professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies across a school.	Secondary	200 settings	£1,090,952.00	Accelerator Fund and setting contribution
Mathematics Mastery (24/25 scale up)	Ark Curriculum Plus	Scale-up	A whole-school approach with professional development, a curriculum, and lesson plans and resources, that aims to deepen pupils' conceptual understanding of key mathematical concepts.	Primary	100 settings	£1,025,020.00	Accelerator Fund and setting contribution
Scale up overarching evaluation	N/a	Scale-up	Evaluation of three scale-up programmes delivering between 2023 – 2025 aiming to obtain insights and learnings on effective approaches to scale education interventions.	Cross phase	N/A	£521,911	
Attendance Officers	N/a	School choices	A school choices project exploring the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance.	Secondary	920 settings	N/a	Co-funded by Youth Endowment Fund
School Choices Internal Alternative Provision	N/a	School choices Effectiveness trial	This study is a 'School Choices' project. School leaders make choices about school-wide practices and approaches that are intended to produce positive outcomes for pupils, such as how to organise the school day or communicate with families.	Secondary	920 settings	N/a	Co-funded by Youth Endowment Fund
One Step Ahead	N/a	Teacher choices	The project aims to test the impact on student learning of pre-teaching for KS1 maths when compared with business as usual.	Primary	95 settings	N/a	
Discrete Choice Experiment	N/a	School choices	Education Intelligence (Teacher Tapp) propose using a Discrete Choice Experiment (DCE) to uncover actionable strategies that disadvantaged schools, which face the greatest challenges in teacher recruitment, can employ to attract applicants.	Cross phase	8,000 teachers	N/a	
Off-site PPA (Scoping Phase)	N/a	School choices	An evaluation to explore whether a school policy enabling teachers to complete Planning, Preparation and Assessment (PPA) time offsite can improve teacher retention and related outcomes in primary schools.	Primary	300 settings	N/a	

4. Building evidence

Project	Delivery team	Evaluation Type	Description	Phase	Reach	Delivery cost to EEF	Co-funding (where relevant)
9 Day Working Fortnight (Scoping Phase)	N/a	School choices	The aim of this evaluation is to explore whether moving to a nine-day working fortnight for teachers improves their recruitment and retention. Moving to a nine-day working fortnight involves changing teachers' contractual working hours to give them one extra day off per fortnight.	Cross phase	40 settings	N/a	
Teacher Choices in Early Language	N/a	Teacher choices	The project aims to test the impact on children's expressive vocabulary when early years educators vary how they plan timetabled storybook reading.	Early Years	79 settings	N/a	
ChatGPT in lesson preparation	N/a	Teacher choices	The project aims to test the impact on teacher workload when teachers follow an instructional guide to using Generative AI (GenAI), specifically ChatGPT, for Year 8 science teaching.	Secondary	58 settings	N/a	Co-funded by Hg Foundation
16-19 Disadvantaged Mapping	N/a	Secondary research	To effectively target the EEF's 16-19 work at socioeconomically disadvantaged young people, the EEF commissioned a data mapping exercise based on key information from the ILR and NPD.	16-19	N/a	N/a	
Impact of School Closures in KS1 2023-2026	N/a	Otheer	Assessing the impact of COVID-19 school closures at KS1 on later pupil outcomes (KS1 and KS2)	Primary	80-100 settings	N/a	

4. Building evidence

Completed projects

All well-conducted evaluations generate new evidence, increasing our knowledge and understanding of ‘what works’. This year we’ve published 17 evaluation reports of EEF-funded projects.

The findings from all of our evaluations, together with other high-quality evidence from around the world, will be incorporated into our Teaching and Learning Toolkit and its Early Years companion. They also inform the EEF’s guidance reports, offering teachers clear and actionable evidence for everyday use.

All evaluation reports can be found on our website: eef.li/projects

Project	Description	Delivery team	Evaluator	Type of evaluation	Impact	Padlock rating	Cost rating	Reach (schools / pupils)	Notes
Nuffield Early Language Intervention (NELI) Scale-Up	The Nuffield Early Language Intervention (NELI) is designed to improve the language skills of reception pupils (aged four to five) and involves scripted individual and small group language teaching sessions delivered by school staff, usually teaching assistants (TAs). The 20-week intervention consists of two 15-minute individual sessions and three 30-minute small group sessions each week, delivered to the three to six pupils with the weakest language skills.	OxEd and Assessment Ltd	National Foundation for Educational Research (NFER)	Scale-up	4 months, 7 months (FSM)	3	n/a	356 schools / 10,759 pupils	

4. Building evidence

Project	Description	Delivery team	Evaluator	Type of evaluation	Impact	Padlock rating	Cost rating	Reach (schools / pupils)	Notes
Flexible Phonics	The Flexible Phonics intervention aims to train reception teachers and teaching assistants to deliver new strategies designed to optimise and complement their existing phonics teaching to improve children's word reading. Flexible Phonics approaches include teaching children to add another step after they have blended phonemes to recognise whether they have successfully identified a word, and the second strategy 'direct mapping' involves children reading texts that include examples of the Grapheme Phoneme Correspondences (GPCs) that they have learned.	University College London (UCL)	Institute of Employment Studies (IES)	Efficacy	-1 months 0 months (FSM)	3	1	123 schools / 3,166 pupils	
Headsprout	Headsprout Early Reading® in Special Schools (HERiSS) programme is a computer-based, targeted reading intervention for pupils in special schools in England (targeted at those pupils between 5-11 years). The intervention aimed to improve early reading through 100 online episodes, which targeted phonemic awareness, phonics and reading fluency. The intervention is based on Headsprout Early Reading® (HER®), a programme originally developed in the United States by Headsprout® for children aged four to seven years in mainstream schools	Bangor University	University of Warwick	Efficacy	0 months, 1 months (FSM)	1	1	55 schools / 382 pupils	The programme struggled to be delivered as intended due to various pressures such as staff turnover, pupil absence and workload which were exacerbated by the Covid-19 pandemic which led to the intervention being delayed from September 2020-September 2021.
Reception Jigsaw	Reception Jigsaw is a professional development training package that aims to improve mathematics teaching quality and outcomes in reception classes. It involved five twilight sessions and five coaching visits over an academic year, with gap tasks to complete between sessions.	White Rose Maths	NFER	Efficacy	1 month, 0 months (FSM)	4	1	138 schools, 2,689 pupils	

4. Building evidence

Project	Description	Delivery team	Evaluator	Type of evaluation	Impact	Padlock rating	Cost rating	Reach (schools / pupils)	Notes
Teacher Choices (A Winning Start) (First Run)	A Winning Start (first run) was the first classroom-based Teacher Choices pilot trial which aimed to ascertain the feasibility of running such trials in schools and to provide recommendations for future projects. The pilot compared two approaches to starting science lessons: retrieval quizzes and discussions.	n/a	NFER	Pilot	n/a	n/a	n/a	981 pupils / 13 schools	The Covid-19 pandemic had a significant impact on this trial, preventing the full trial implementation and collection of complete data. Based on the formative findings from the trial, a second trial was designed and implemented.
Teacher Choices (A Winning Start) (Second Run)	A Winning Start (second run) was designed to explore the crossover trial method and how the choices can be tested using teacher-developed tests. This pilot compared two approaches to starting science lessons: quizzes and discussions.	n/a	NFER	Pilot	n/a	n/a	n/a	1,074 pupils / 15 schools	
Teacher Choices – The Story Time Trial	The Story Time trial was the second classroom based Teacher Choices trial. The aims of this pilot were to explore the feasibility of using a randomised controlled design to assess the effectiveness of everyday decisions teachers make, as well as the feasibility of manipulating Teacher Choices themselves.	n/a	NFER	Pilot	n/a	n/a	n/a	7,783 pupils / 91 schools	The trial was delayed twice due to the Covid-19 pandemic.

4. Building evidence

Project	Description	Delivery team	Evaluator	Type of evaluation	Impact	Padlock rating	Cost rating	Reach (schools / pupils)	Notes
Regional Implementation Leads	The regional implementation leads pilot (RIL) aimed to develop and test an approach to supporting schools to build culture, capability, and capacity necessary to successfully implement and sustain evidence-informed school improvement and support progress towards establishing a city-wide evidence-informed ecosystem. The initial stage of the pilot involved co-construction of the RIL role, an associated competency framework, and the Developing Effective Leadership of Teaching Assistants (DELTA) programme, as well as the recruitment and training of ten RILs.	EEF, West Somerset Research School and Bristol City Council	Sheffield Hallam University	Pilot	n/a	n/a	n/a	71 schools	The Covid-19 pandemic presented challenges for programme delivery and in-school implementation.
Basic Maths Premium	Basic Maths Premium is an intervention developed by the Department for Education that provides additional funding to support student attainment in GCSE maths.	Department for Education	NatCen	Pilot	n/a	1	1	434 schools / 48,903 pupils	
English as an Additional Language (EAL) in the mainstream classroom	EAL in the mainstream classroom is a continuing professional development programme for teachers across different subject specialisms to support EAL pupils who are integrated into mainstream classrooms. The CPD programme was designed to build expertise in teachers' planning and lesson delivery for EAL pupils in whole-class contexts.	Challenge Partners, Hounslow Language Service, Lampton School	University of York, University of Dundee, and the University of Leeds	Efficacy	1 month, 1 month (FSM)	3	1	71 schools / 5,340 pupils	

4. Building evidence

Project	Description	Grantee	Evaluator	Type of evaluation	Impact	Padlock rating	Cost rating	Reach (schools / pupils)	Notes
PACT (Parents and Children Together) second trial	The Parent and Children Together programme is an early language teaching programme aiming to improve pre-school children's language development by increasing the frequency and quality of parent/carer-child interaction and communication through the programme activities.	University of Manchester	University of Durham	Efficacy	0 months, 0 months (FSM)	3	3	43 school nurseries / 372 pupils	
Embedding Formative Assessment (EFA) Scale-up	The EFA scale-up aims to improve understanding of what it takes to effectively scale-up educational interventions in the English state school system, and to provide practical and timely insights to intervention providers, policymakers and school leaders.	The Schools Network (SSAT)	The Behavioural Insights Team	Scale-up	n/a	n/a	n/a	143 schools / 140,998 pupils (estimate)	
Improving Working Memory plus Arithmetic	This programme seeks to improve working memory and arithmetic skills for pupils in Year 3. The intervention involves two types of activities: teaching assistant-led activities, and web-based games which the child plays independently.	University of Oxford	RAND Europe	Effectiveness	0 months, 0 months (FSM)	3	2	184 schools / 1,417 pupils	Schools reported a significant level of disruption as a result of the Covid-19 pandemic which led to increased staff and pupil absence.
KEEP Teaching (Keeping Every Early-career Physicist Teaching)	KEEP Teaching aimed to provide support to reduce teacher workload and address retention challenges affecting early-career teachers with a physics specialism. The trial aimed to look at whether an adapted timetable had an impact on the likelihood of a physics ECT remaining in their first school and profession.	Institute of Physics	University College London (Institute of Education)	Efficacy	0 months progress	4	1	207 schools	

4. Building evidence

Project	Description	Grantee	Evaluator	Type of evaluation	Impact	Padlock rating	Cost rating	Reach (schools / pupils)	Notes
Learning Language and Loving It	Learning Language and Loving It™ – The Hanen Program® for Early Childhood Educators (Hanen LLLI) is a training programme for Early Years (EY) practitioners to promote social, language, and literacy learning in nurseries. It is a Continuing Professional Development (CPD) programme designed to provide staff with practical strategies to enhance children’s communication and language skills through specialised ways of interacting and communicating with children during normal daily routines.	Communicate SLT CIC	National Centre for Social Research	Efficacy	1 months progress, 1 months progress (FSM)	3	<u>2</u>	138 settings / 1,830 pupils	
Reception Jigsaw (addendum)	Reception Jigsaw is a professional development training package that aims to improve mathematics teaching quality and outcomes in reception classes. It involved five twilight Continuing Professional Development (CPD) sessions and five coaching sessions, primarily aimed at reception teachers and reception teaching assistants.	White Rose Maths	NFER	Efficacy	1 months progress, 0 months progress (FSM)	4	1	138 schools / 952 pupils	This addendum report included a longitudinal follow-up that was planned from the outset, and some additional exploratory analysis on the main trial data (which was not prespecified) looking at the impact of Reception Jigsaw on the two separate mathematics scales in the Early Years Foundation Stage Profile
Maths Champions (addendum)	The Maths Champions programme builds the knowledge of nursery practitioners to support children’s early mathematical development. It is delivered to private, voluntary or independent (PVI) and school-based nursery settings, and in each setting a ‘Maths Champion’ is selected and supported to drive improvement in maths practice across the setting.	National Day Nurseries	University of York, University of Durham	Effectiveness	3 months progress, 6 months progress (Early Years Pupil Premium)	5	1	134 nurseries / 1,304 children	This addendum report was updated with more accurate estimates of the cost of the programme, and to add in results of a pre-planned longitudinal analysis using Early Years Foundation Stage Profile assessment data to assess the potential long-term impact of Maths Champions on children’s attainment.

Other published reports

In addition to our standard evaluation reports, we've also published a few papers that address methodological challenges and innovation, and exploratory research topics.

An [evaluation of Accelerator Fund activity in 2021–2022](#) aiming to strengthen the EEF's pipeline of programmes to support more schools to use evidence-based programmes and practices.

A [report tracking the impact of COVID-19 school closures at KS1](#) on later pupil outcomes (KS1 and KS2).

Other evaluation updates

We hosted an in-person conference for our evaluator panel and are planning to make this an annual event to share best practice and discuss emerging issues in education evaluation. We also hosted knowledge exchanges on newer areas of our work, including our teacher choices and early years work.

We expanded membership to our evaluator panel in the last year through an open call for expressions of interest. We are in the process of appointing 11 new organisations to our evaluator panel. We are continuing to commission some newer types of studies through open commissioning beyond the panel.

Accelerator Fund

The Department for Education's Accelerator Fund supports and encourages schools to access well-evidenced programmes, focused on literacy and numeracy, by building a pipeline of programmes with a view to scaling-up those with a strong evidence base behind them. Our work through the Accelerator Fund has made effective programmes available nationally, with a particular focus on Education Investment Areas.

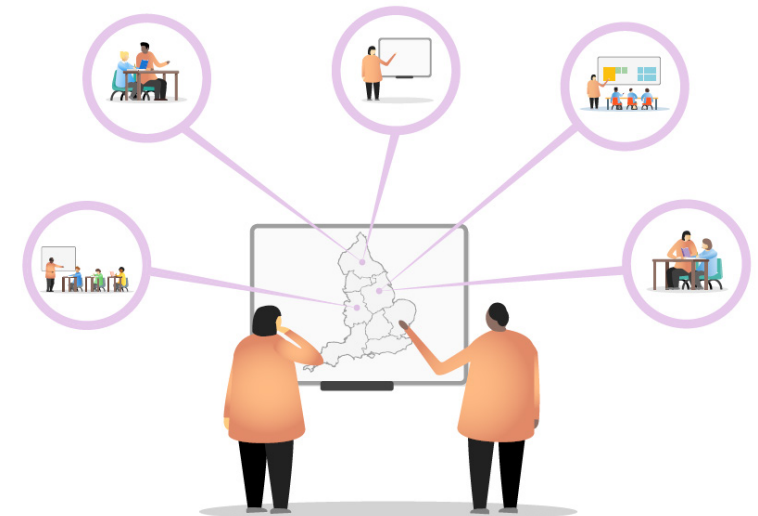
This year, there were 27 Accelerator Fund programmes delivering across a range of subject areas and key stages. These included 14 early-stage programmes, three pilots, four efficacy trials, three effectiveness trials and three scale-up projects.

This year:

- 2,079 schools and settings took part in programmes funded through the Accelerator Fund. 61% of those schools were from Education Investment Areas (EIAs).
- 48% of newly recruited schools and settings were from Education Investment Areas, with over half of all schools or early years settings that have taken part in an Accelerator Fund programme from Education Investment Areas. Around one-fifth of all schools in Education Investment Areas have signed up to an Accelerator Fund programme.

- 58% of schools or early years settings that have signed-up have a greater than average percentage of pupils eligible to receive Pupil Premium funding (compared to 43% school population average), indicating that the fund is reaching socio-economically disadvantaged pupils.

We've agreed with the Department for Education that the final year of the Accelerator Fund will focus on further scale-up and evidence generation.

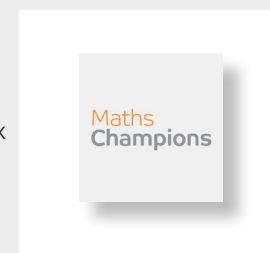


Case study: Maths Champions

Background

The Maths Champions programme builds the knowledge of educators to support children's early mathematical development. It is a one-year programme developed and delivered by the National Day Nurseries Association (NDNA) to both private, voluntary, or independent and school-based nursery settings.

We've commissioned two independent evaluations of the Maths Champions programme, both of which showed positive impacts. In the second effectiveness trial, children in nurseries allocated to receive the programme made, on average, the equivalent of three months' additional progress in maths and language attainment compared to children in control nurseries. This result has a very high security rating. Children eligible for the Early Years Pupil Premium in the intervention nurseries made, on average, the equivalent of six months' additional progress in maths attainment compared to children eligible for the Early Years Pupil Premium in control nurseries.



How it has been supported by Accelerator Fund

Through the Accelerator Fund, we've been able to make the programme available to early years settings across England. Previously, the programme hasn't been delivered outside of EEF trials, so this has opened access to this highly promising programme at no cost to settings. The funding includes some costs to support NDNA to scale their systems, recruit new early years mentors to lead the programme, and deliver the programme to hundreds of settings, targeting Education Investment Areas and settings with higher levels of disadvantage. We are also providing NDNA with capability building support – dedicated consultancy on developing their systems for scale, including increasing and training their pool of trainers and quality assurance processes - that will enable them to scale further in the final year of the Accelerator Fund, and longer term. We've funded an overarching evaluation of Accelerator Fund scale-up programmes which will look at the process of scaling the Maths Champion programme, as well as the facilitators and barriers.

In addition to work through the Accelerator Fund, we're preparing to launch 'Promising Programmes' in September 2024, a list of programmes we've tested that show secure promise for cost-effectively raising the attainment of pupils. This will support schools and settings to more easily understand which programmes we've tested have the most promise, understand how they were implemented, and find out how to access them.

5. Putting evidence to use

Our mobilisation work supports educators, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning. This year marked a change in this area of our work, as we transitioned to a new mobilisation strategy.

Direct support for schools

Our approach to practical support for schools and teachers has evolved. This year was the first of our revised approach which uses the latest evidence around knowledge mobilisation – as well as learnings from our previous work - to support the system to use evidence and tackle the socio-economic disadvantage gap.

The most intensive work is focused on brokering and supporting regional partnerships, including 20 Evidence Exploration partnerships. This is a structured approach where we work with the local system to explore local need and consider potential ways to collectively address a common goal, both to support changes in teaching practice in schools and build system capacity (see here for more information on EEF's partnerships approach).

These 20 Evidence Exploration partnerships have been supported by our regional team, through more than 80 workshops to support co-constructive dialogue and reflection. Feedback on the processes and the experience from participants has been positive. We're incorporating lessons learnt to shape the next phase of Evidence Exploration partnerships. These partnerships have also helped us identify potential areas and partners for Evidence into Action partnerships: two-year partnerships focused on sustained delivery and support. We expect to identify around 10 Evidence into Action partnerships to take forward next year.

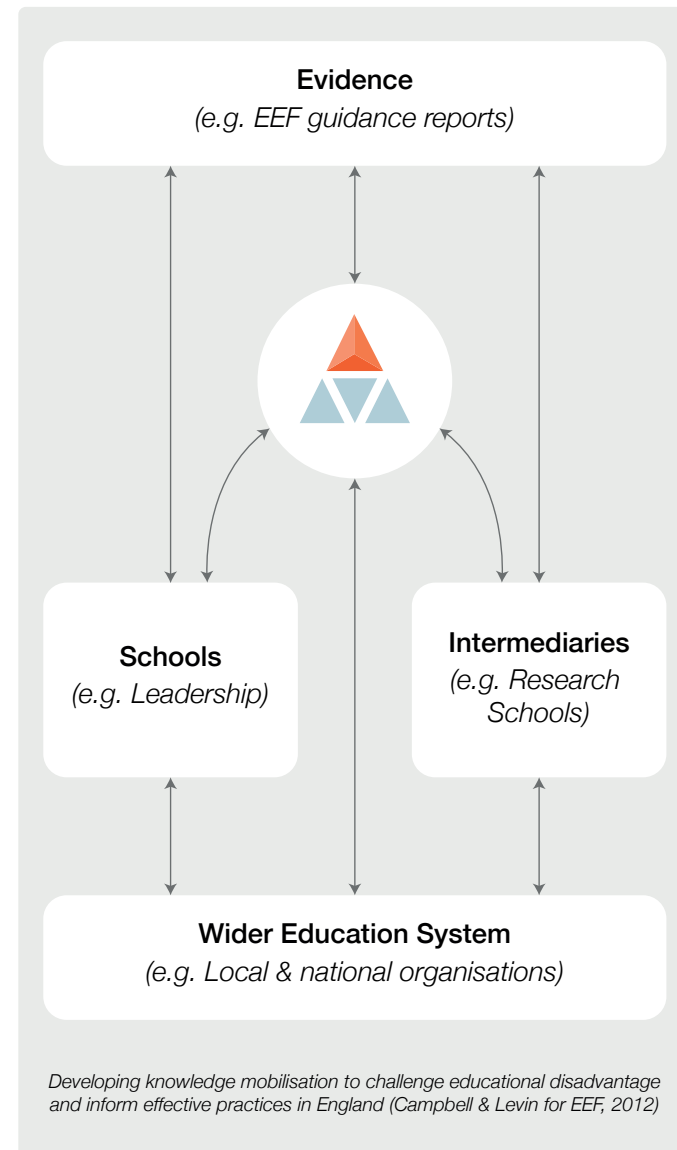
The second strand of work is focused on being more purposeful in supporting others who support schools to improve, focusing

on how they use, integrate, and exemplify evidence in their work. Through an open application process in April we identified four projects to support in this way:

- The Ogden Trust, supporting the use of evidence in their programme design.
- Birmingham Pupil and School Support service, building evidence into the universal provision in the local authority.
- The Tees Valley Trust, co-constructing resources around building evidence-literacy in trusts.
- SSAT, co-constructing content to support our guidance on implementation.

The third strand of activity is to expand and deepen the range of exemplification of evidence in practice, continuing to help bring the evidence to life in different contexts to support awareness and engagement with evidence across schools. We have supported the development of the Research Schools Network [clips from the classroom](#), as well as a more co-ordinated series of blogs and communications from the Research Schools.

Throughout this work we've been supported by our world-leading **Research Schools Network**. This is a network of 33 Research Schools spread across England, serving a range of contexts and including a maintained nursery school, a college, and a balance of primary and secondary schools.



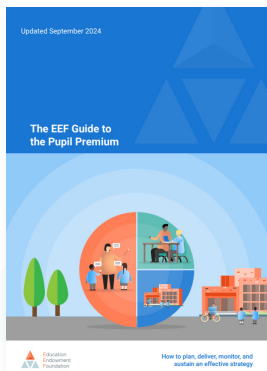
Resources and tools to support evidence use

To support the effective use of evidence, our team of Content Specialist (literacy, maths, cognitive science and early years) translate research evidence into practical and accessible resources for schools and settings.

Some highlights from this year include:

- Our updated **Pupil Premium guide** highlights a tiered approach to developing a Pupil Premium strategy and is a widely-used resource, including by the Research Schools Network.

57,135 views
17,208 direct downloads



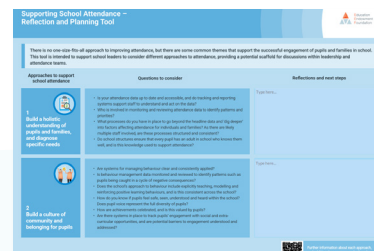
- **A concise guide to using research evidence** gives an overview of different types of education evidence, what they can be used for, and what their limitations might be. support for literacy, and to direct people to the guidance

6,647 views
2,811 direct downloads



- Our **improving school attendance** webpage was set up to support leaders consider attendance in their setting, identifying six key themes with associated content.

9,287 views



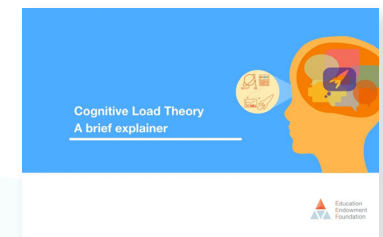
- The **disciplinary literacy tree** was developed to support middle and senior leadership conversations recognise the nuanced subject specific differences relating to reading, and considering how to contextualise strategy instruction in different subjects, ensures that reading strategies are tightly linked to the development of subject knowledge and skills.

2,586 page views



- Two short **cognitive science explainer animations** were produced to support leaders and professional development providers consider approaches alongside and linked to our evidence review.

11,400 views



As part of the new **Research Schools Network** regional strategy, developing **video and blog content** was a central part of their activity. There were 265,109 views of their blog outputs. A new Clips from the Classroom video collection, exemplifying classroom practice was launched, supported by the central EEF content team.

Understanding school and setting engagement

To make sure we meet the needs of practitioners and others working in education, we engage directly with stakeholders to understand how to promote best use of evidence and our resources in schools and learn more about our newer audiences (such as those working in the early years and 16-19 sectors).

We know from survey data that school leaders and headteachers trust EEF guidance when making decisions to improve their teaching practice, with 74% and 77% reporting this, respectively. These users also seek advice from EEF guidance over any other source when looking to 'improve the attainment of pupils from disadvantaged backgrounds (pupils in receipt of PP/FSM)', with 68% and 78% reporting so.

To better understand why and how our audiences engage with evidence and evidence-informed resources, the engagement team conducts a range of activities that fit into three core pillars of work:

- **Temperature checking: to stay abreast of common pressures, priorities, and practices to inform EEF activity.**

- **Resource refinement: to understand how EEF activity is interpreted, understood, and applied.**
- **Evidence-practice gap mapping: to map gaps between research evidence and common practice.**

To answer the questions the engagement team and broader EEF have about practice, we have assembled a community of practitioners who are willing to share their experiences with us, known as the '[EEF Exchange](#)'. The Exchange consists of over 500 early years practitioners, school leaders and teachers, and individuals working in 16-19 settings. We will grow this community throughout the coming academic year: the larger the pool of practitioners we can draw insights from, the more judicious we can be in our selection of members for different questions and projects.

Engagement projects answer a range of questions about practice. To answer these questions, we draw upon multiple research methods including surveys, structured and semi-structured interviews, focus groups, longitudinal case studies, artifact analyses, and other methods too. Findings are reported through presentations, reports, and other formats that achieve our objectives. Findings from a recent engagement project, 'Evidence in Use', informed the introduction of a new statement to the Initial Teacher Training and Early Career Framework (statement 8.9), the

5. Putting evidence to use

Evidence guardianship

Over the past five years, the Department for Education has rolled out the Early Career Framework reforms and developed a new suite of National Professional Qualifications to make sure that teachers at every stage of their career have access to a structured package of support and training.

We've continued to play a critical role in ensuring that both the Early Career Framework and National Professional Qualifications are supported by high-quality research evidence. This academic year, we have reviewed the updated Initial Teacher Training and Early Career Framework – particularly the 'Learn that' knowledge statements – to ensure that they accurately reflect the evidence sources from which they have been drawn. This included reviewing the previous framework references to identify outdated or inaccessible sources which required updating, and making sure that claims made within the new and amended 'Learn that' statements are warranted based on the strength of the evidence that sits behind them.

In addition to quality assuring the frameworks on which the qualifications are based, we've also reviewed training materials developed by the lead providers responsible for delivering the reforms. This work has focused on ensuring that materials are aligned with the evidence base. Most recently, this has included reviewing provider materials for the reformed National Profession Qualification for SENCOs.

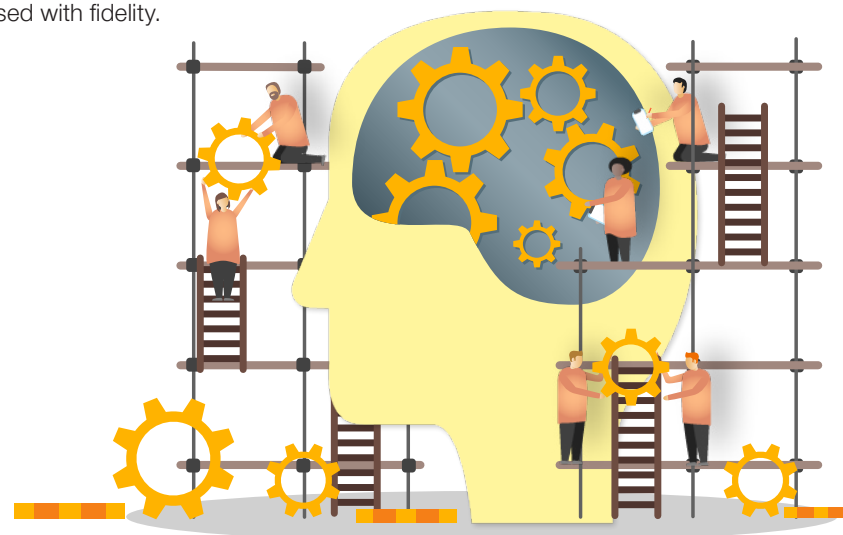
In 2023-24, 41,242 teachers began a National Professional Qualification (representing 7% of the teacher workforce), and a further 23,194 early career teachers (94.2% of all ECTs) started a provider-led Early Career Framework course, demonstrating the significant reach achieved through our work on these reforms. 17.1% of the total teacher workforce has now started an NPQ.

We'll continue to play an integral role in ensuring policy frameworks and training programmes are underpinned by high-quality research, and that this evidence is used with fidelity.

“

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5. Putting evidence to use

Early years

The first five years of a child's life are important for their future development, their academic achievement and long-term life outcomes. By the end of the first year of school there is already an achievement gap, on average, between those children who have experience of poverty and their peers. The most recent estimates by the Education Policy Institute suggest this gap was 4.6 months in 2023.

The EEF has a remit from 2-year-olds and we have been actively growing our work to support this crucial sector working beyond schools, to include private, voluntary and independent early years settings and childminders.

A significant part of our growing work has been as Evidence Partner to the Department for Education's Stronger Practice Hub programme.

We have continued to make evidence more accessible to the early years through the ongoing development of the [Early Years Evidence Store](#). The online resource provides concrete and tangible evidence-informed recommendations of approaches and practices with written and video exemplification across 0-5 years in all setting types. Themes cover the areas of learning for the Early Years Foundation Stage Profile used to make the 'Good Level of Development' judgement. Building on the Communication and Language and Personal, Social and Emotional Development themes, this year we have published new content on:

We have published content on:

- Early literacy
- Early maths
- Self-regulation and executive function
- Physical development.

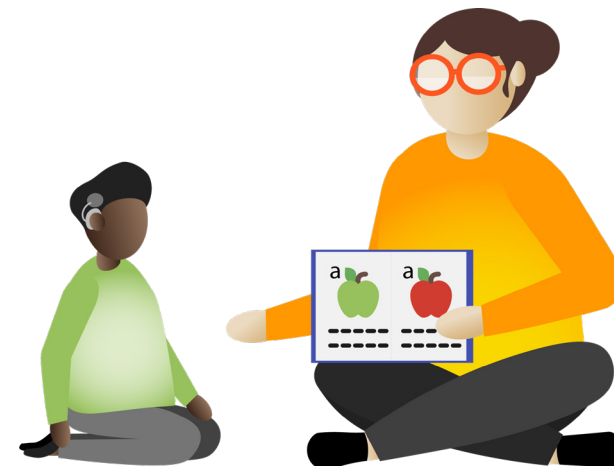
This has been increasingly a collaborative effort with input from educators and setting leaders to shape the content and help add to the exemplification included in the Early Years Evidence Store. As well as supporting the Stronger Practice Hubs in their communication and support for settings and providers, the Evidence Store is directly available to educators. We've had more than 65,000 users and over 200,000 views across the academic year and it is becoming clearer we are helping establish a common language around teaching practice in the early years.

Throughout the year, we've worked with Stronger Practice Hubs to co-fund access to evidence-informed programmes, so that throughout the two years of this work it will have included 31 development projects aiming to improve the quality of professional development and contribute to the development of an early years programmes pipeline, right through to 11 independent evaluations of more established programmes. Where these include group-based settings they include both school-based and private, voluntary and independent settings, and we've continued with our first independent evaluations involving childminders and Personal, Social and Emotional Development outcomes. As well as enabling settings to access professional development and helping build a legacy for the shared work, these represent a significant contribution to further building of the evidence base. We've provided training and support for the ongoing development of the Stronger Practice Hubs, the National Children's Bureau delivery team and the Department for Education - including through providing six interactive webinars for Stronger Practice Hubs and contribution to two in-person events.



Wider work in the early years

We've continued our work in the early years outside of our support for Stronger Practice Hubs. This has included continued development of the programme pipeline and evidence generation, and our ongoing projects now represent ~1/3 of EEF's programmes work. This is starting to bear fruit – for example publishing the evaluation report for Maths Champions. This positive effectiveness trial now means that there are two Early Years programmes (the other being Nuffield Early Language Intervention) where we are working to support towards scale - in particular through the Department for Education. In addition, we are aiming to support the system to improve the approach to programme design, delivery and evaluation, and as part of this work organised a 'lessons learnt' event for programme developers and evaluators. We hope to publish a resource summarising some of these lessons in the next year.



5. Putting evidence to use

16-19

The socio-economic attainment gap grows as learners progress through the education system, meaning that it is at its widest when learners reach the post-16 stage. In 2023, by the end of secondary school, disadvantaged pupils were 19.2 months behind their peers, whilst persistently disadvantaged pupils (those eligible for free school meals for at least 80 per cent of their time at school) were almost two years (22.7 months) behind¹. This stage of education is therefore a ‘last chance’ to try to minimise the attainment.

In November 2023, the Department for Education announced that EEF would receive an additional £40m to expand the breadth and depth of our 16-19 work. Although the EEF began limited work in the 16-19 space in 2016, the sector represents a similar challenge to that the EEF faced when first entering the school system. While our reputation among schools is well established, many 16-19 settings have not heard of or engaged with the EEF to date. Building buy-in from the sector is therefore one of our first priorities that will need to be tackled as part of this next phase of our work.

In consultation with the sector, we have identified the following themes as initial areas of focus:

- Transition from school to college
- Professional development
- Recruitment and retention
- GCSE English and maths resits
- Attendance and engagement

Several sector advisory groups have been established to inform this work, including with academics working in the space, and we plan to establish a Youth Forum to incorporate the voices of learners. We have also commissioned a data mapping exercise to link the Pupil Premium data on the National Pupil Database to the Individualised Learner Record used by the majority of 16-19 providers. This mapping will establish the suitability of disadvantage indicators in the National Pupil Database for tracking pupils of interest into 16-19 education, by linking the Individualised Learner Record to their previous records.

¹ EPI – [Annual Report \(2024\)](#)

The mapping will:

- Identify options for defining our ‘16-19 population of interest’ and recommend a definition to use
- Map the different 16-19 technical qualifications, how they are assessed, and the suitability of available data for use as outcome measures within an impact evaluation.
- Identify a list of ‘top’ colleges, accounting for prior attainment and disadvantage, i.e. colleges that outperform others for their disadvantaged cohort
- Review the diagnostic assessments colleges use and what they then do with the information from them.

The findings from this work will help us to further target our work at specific groups of learners, types of setting and certain qualifications (e.g., technical courses, A-levels). Alongside the disadvantage mapping, we’ve commissioned a practice review of professional development, to inform a guidance report which will be published in 2025 and will be commissioning a practice review of ‘business as usual’ in the sector, to support the funding of robust trials and production of relevant resources.

We’ve also launched a funding round with a focus on attendance, transition from school to college, funding and GCSE resits. A second funding round, focused on programmes, will launch in Spring 2025.

The scoping work has also begun for a College Network, following the Research Schools Network model, which will launch in 2025. The network is likely to have an initial focus on building an understanding of the challenges facing the sector and establishing EEF as a trusted source of robust evidence.



6. Fundraising and working in partnership

The EEF seeks to partner with other funders — whether trusts and foundations, corporates, individuals, charities or public bodies — to help extend the reach of the charity’s work. To date, the EEF has successfully developed partnerships with 45 organisations, which have contributed a total of c £48.8m million in funding towards EEF-approved programmes.

The EEF’s funding partnerships totalled c.£7.2 million in this financial year and fell into one of three categories:

- Direct grants to the EEF — £4m from XTX Markets and Hg Foundation
- Pro bono donations to the EEF — valued at £1.5 million including legal advice and consultancy from Freshfields and Boston Consulting Group. See Note 3 for further detail.²
- Shared funding of EEF supported programmes – £2.2m of contributions from grantees and their partners towards the costs of EEF-funded programmes. This amount includes a large contribution of £1.7m from Ormiston Academy Group towards the Trauma Informed Short-Term Managed Intervention Centres project co-funded with Youth Endowment Fund aiming to address attendance for young people.

Case study: Improving Maths Attainment in Secondary

This year we were thrilled to partner with XTX Markets to help develop the evidence base to increase the effectiveness of maths teaching. Different approaches will be tested to find out which are most likely to directly support young people’s attainment, especially those from low-income backgrounds.

By the end of primary school, there is already a large attainment gap in maths. In 2022, just over half (56%) of Year 6 pupils from socio-economically disadvantaged backgrounds reached the expected level in maths by the end of primary schools, compared to over three-quarters (78%) of pupils from non-disadvantaged backgrounds.

Through this partnership, EEF and XTX Markets will fund independent evaluations of maths interventions that aim to improve outcomes for 11–16-year-olds in secondary schools in England.



‘Maths education has improved over the last 25 years, especially at primary level. However, addressing the large drop-off in attainment from KS2 to GCSE remains an urgent priority. XTX Markets is pleased to be supporting this new fund to generate evidence for better teaching in secondary maths, with a particular focus on supporting pupils to achieve high grades and progress to post-16 maths’.

Simon Coyle, Head of Philanthropy at XTX Markets

² We have recently agreed that we will include international income / contributions in kind within our fundraising totals going forward. However, accounts for FY23-24 have only recently been finalised, so this will be included in our annual report for 24/25 (and backdated).

7. Global collaboration

We're committed to global collaboration, learning with and from our partners to deliver evidence into the hands of teachers where it can make the biggest difference.

We believe that greater global collaboration in the synthesis, generation and mobilisation of high-quality evidence will also support our core mission to boost attainment for socio-economically disadvantaged children and young people in England.

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. It'll also help us to fill gaps more quickly in the evidence base for the benefit of all teachers and students.

Developing international partnerships to support teachers worldwide

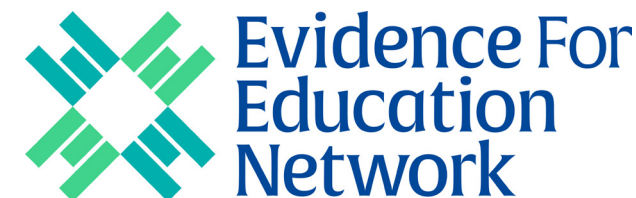
We've continued to develop international partnerships to support teachers across the globe to access and use evidence to improve education equity through the Evidence for Education Network (EEN). Over the last year, three EEN members have translated or recontextualised the Toolkit for their systems:

- **Leerpunt** – who have contextualised the [Teaching and Learning](#) and [Early Years](#) Toolkits for the Flemish system.
- **Education Review Office** – who have made the [international evidence](#) in the Toolkit available to schools in New Zealand as part of their offer to support school improvement.
- **Welsh government** – who commissioned a translation of the [Teaching and Learning](#) and [Early Years](#) Toolkits to the Welsh language to make the evidence available accessible to Welsh medium schools

This year the EEN held its first external facing conference in Santiago, Chile hosted by EEN member SUMMA the Research and Innovation Laboratory for Education for Latin America and the Caribbean. The event is an important convening for the EEN as it brings people together across different disciplines and stages of the research production to use cycle to discuss shared challenges, examples of best practice and offers opportunities to strengthen our network and wider community. The event theme was 'Evidence for Equity and Educational Transformation' and presentations discussed and exemplified how the growing evidence base on teaching and learning can support practice and policy in a move towards more equitable systems. The event drew around 300 in-person participants and has amassed over 1000 views on YouTube. The event

was supported by the BHP Foundation which supports a large proportion of our international activity and drew additional co-funding from Yidan Prize Foundation, BHP Foundation (Chile programme) and the International Development Research Centre.

With the BHP Foundation project in its seventh and final year of implementation, £4.2M has been allocated to partner evidence generation projects under the Global Trials Fund. 12 evaluation projects have been awarded in total consisting of six impact evaluations and six pilot evaluations across five partnerships and eight jurisdictions totalling £3.8M. Over the last 12 months, four evaluations reported their findings, bringing the total of published studies to seven with five projects still in the delivery or reporting phase. In addition, £0.4M has been allocated to projects which support Global South partnerships to address barriers to impact evaluations in their systems. A total of six projects have been awarded under this fund to support partners to develop resources and training programmes for evaluators and decision makers to improve awareness, engagement and understanding of impact methods and findings.



Working together to support education equity around the world

8. Finance

Founding grant

We were established in 2011 with a founding grant from the Department for Education of £125 million to be spent within 15 years. In addition to investment returns on this endowment, we actively partner with other funders to help extend the reach of our work.

In 2022, we were granted a further £137m by the Department for Education to continue our work to 2032 and beyond. In 2023, the government committed a further £40 million to allow EEF to build evidence-based practice in the 16-19 sector.

Grant funding

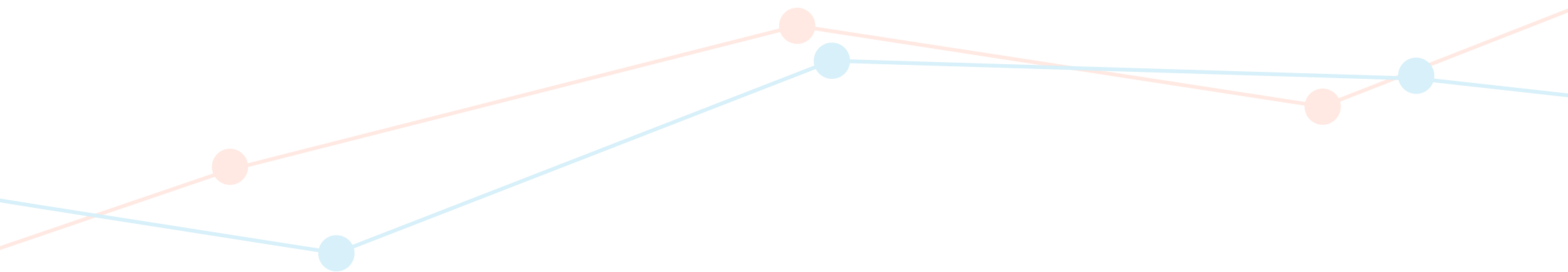
Our total grant expenditure amounted to £20.8 million in the financial year. The EEF committed £6.6m of spend through the Accelerator Fund activity. The remainder was put towards our evidence mobilisation activity, generating research through evaluations of educational programmes, as well as producing guidance synthesising the evidence for practitioners.

Financial review

In the financial year under review, income including donations and legacies, income from trading activities and from investments was **£17.6 million** (2023: **£156.1 million**). Last year's income included the re-endowment grant from the Department for Education of **£137m**. The income this year includes **£8.4m** for the Accelerator Fund from the Department for Education and a grant from XTX Markets for **£3.9m** to fund education research for Maths in Secondary schools.

Total expenditure for the year was **£30.2 million** (2023: **£30.9 million**). Total funds were **£178 million** as at 31 March 2024 (31 March 2023: **£177.6 million**), with **£171.8m** unrestricted and **£6.2m** restricted (31 March 2023: **£176.5m** and **£1.1m** respectively).

Accordingly, the Trustees consider that the current level of free reserves (general unrestricted funds less fixed assets) of **£171.3 million** forms a pool available for supporting EEF activities to 2032 — as stipulated in the terms of the re-endowment grant.

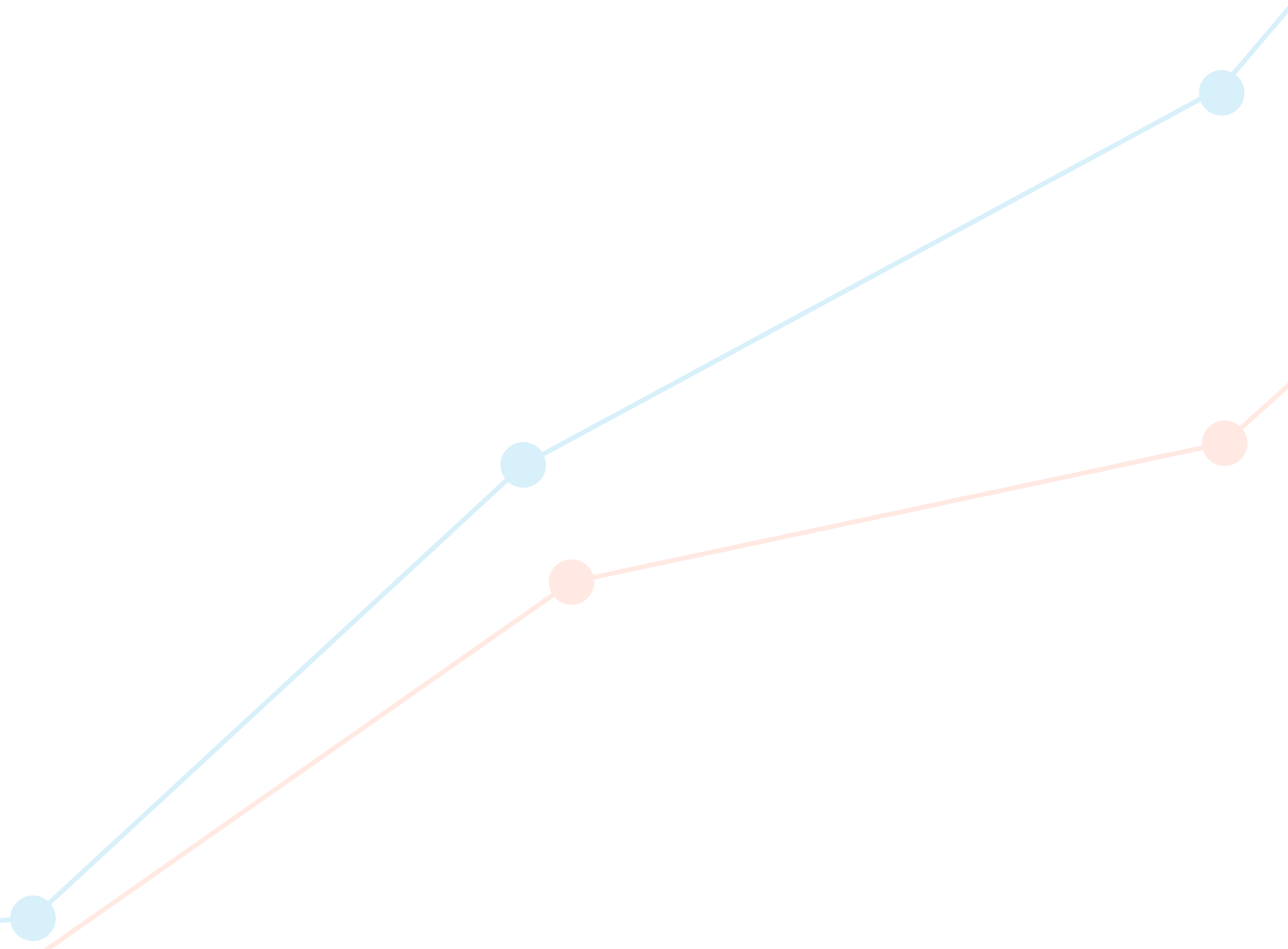


Investment management

The portfolio's value at year end was £196.3 million compared to £196.7 million in the previous year. The movement since last year is due to withdrawals of £13 million during the year to fund grants and evaluations as well as operating expenses and investment costs of £0.4 million, offset by a revaluation gain of £13 million.

The investment portfolio experienced another year of mixed performance in the year resulting however in a large revaluation gain. The portfolio performance was negative with a net revaluation loss of £1.2m in the first half of the year. However, the portfolio gained £10m in a last quarter of 2023 and a further £4.1m in the first quarter of 2024. Following a reduction in inflation globally, central banks started decreasing their interest rates and the economic outlook grew stronger, leading to a rally of most market assets. The portfolio being invested mostly in investment grade credit and diverse global equities, it profited further.

The overall return on the portfolio since inception in June 2011 has been an annualised rate of 3.9% per annum net of fees.




9. Communicating our work

Our communications activities focus on building awareness of our work and promoting our latest resources and support. We use a range of channels to reach teachers, senior leaders, and other practitioners to make sure they have access to clear, practical, and well-evidenced ways to improve teaching and learning.

Social media

 126,600 X followers (3% increase)

 39,503 Facebook followers (9% increase)

 90,416 LinkedIn page followers (30% increase)

 3,400 YouTube subscribers (40% increase)

Our audience and engagement through social media platforms continue to grow. Across Twitter, Facebook, LinkedIn, and YouTube, we have over 260,000 followers.

We produce a regular programme of bespoke content for each platform, regularly reviewing engagement data to evaluate performance. This year we have begun to focus on small paid-for social campaigns to promote new resources and opportunities for schools and early years settings to new audiences.

Website

- 1.3m users
- 5.2m unique page views
- 1.4m resource downloads

Our website continues to generate high amounts of traffic, with over 1.3m users this year. This year we've overseen a series of projects to make our website more user friendly, including launching a new website navigation, so resources are available by phase. We've also focused on improving the performance of our website on Google and are building dedicated audience hubs for different audiences. The first – our early years hub – will launch in October 2024.

Media engagement

Our work – and EEF evidence – is regularly featured in the media. This year we received over 1,200 mentions in the media (compared with 900 mentions last year), including 20 in national outlets and 35 in the TES and Schools Week.

9. Communicating our work

Direct communications with schools

We communicate directly to every school in the country through email or direct mail at least once a term. We highlight our latest resources and support available to them.

Digital channels

EEF News Alerts

Our regular digital newsletters keep **47,000 subscribers** up to date with our latest news, including guidance reports, evidence reviews, funding opportunities, and recruiting projects. Last year we launched a bespoke Early Years newsletter to promote our expanded work in this sector. This now has 6,400 subscribers.

'Evidence into Action' podcast series

Our podcast series explores key insights from the education evidence base, drawing on external experts, EEF staff, as well as practitioners working in classrooms. This year, we released six episodes with topics including attendance, supporting implementation, and using research evidence well. Together, they received over 50,000 downloads.

Blogs and news pieces

Our regular programme of EEF news and blogs continues to be popular among our audience. This year we published 125 new pieces of content, which generated 754,068 page views.



47,000 subscribers
to our regular digital
newsletters

**Six episodes and
50,000 downloads** of
our podcast

**125 pieces of new
content generating
754,068 page views**



Education Endowment Foundation
5th Floor, Millbank Tower
21–24 Millbank
London
SW1P 4QP

www.educationendowmentfoundation.org.uk

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