

Applying for EEF funding

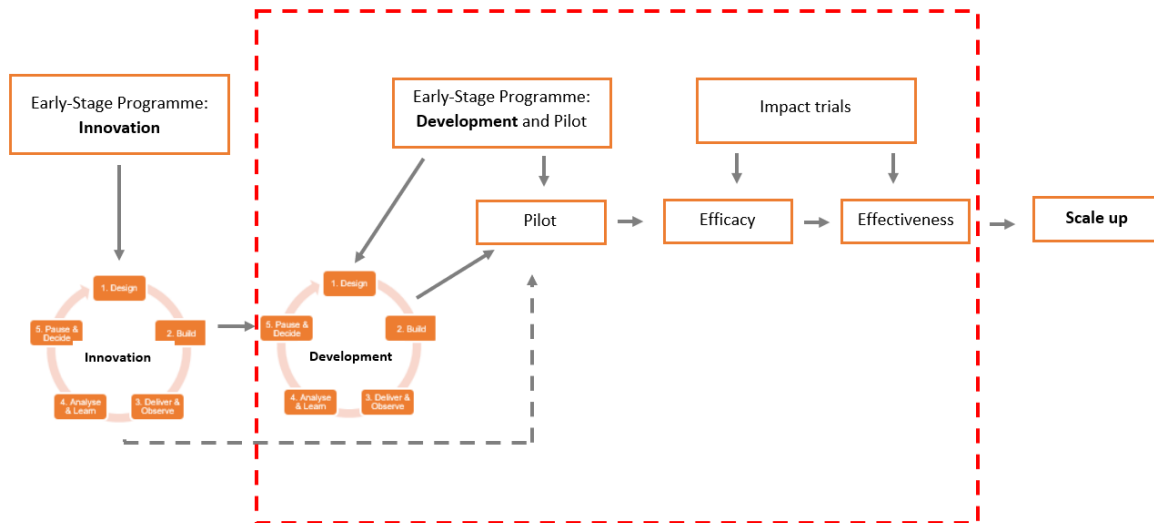
Post-16: guidance notes to support you in completing the initial application form for our February 2023 grant-funding round

Round open: Tuesday 14th February 2023

Closing date: 11am Monday 3rd April 2023

What is the purpose of EEF grant-funding?

The EEF's grant-funding tests the impact of high-potential programmes and approaches aiming to raise the attainment of 2-19year olds from socio-economically disadvantaged backgrounds. These guidance notes are for organisations considering putting in an application for the **Post-16 strand** of the EEF's work. This strand encompasses four different approaches, which are described below: Development, Pilot, Efficacy and Effectiveness.



Development Projects

Applications that are suitable for the Development route will require support to further develop or codify their programme. This route is suitable for programmes that have likely already been delivered in whole or in part in a small number of settings with some feedback or informal reflections, or existing programmes that could be adapted from another age group or type of setting. Applications selected for the Development route will follow a structured process to design, package and deliver programmes in 8-12 participating colleges. This is outlined below:

Stage	Objectives
1 – Design	<ul style="list-style-type: none"> • Developing a Theory of Change for your programme • Developing a plan to gather feedback on whether programme can be delivered as intended
2 – Build	<ul style="list-style-type: none"> • Developing and refining your programme materials and resources • Developing feedback tools to test feasibility and acceptability
3 – Deliver & Observe	<ul style="list-style-type: none"> • Delivering and gathering feedback on your programme in 8-12 settings
4 – Analyse	<ul style="list-style-type: none"> • Analysing feedback from settings • Writing a concise reflection on findings for EEF
5 - Reflect	<ul style="list-style-type: none"> • Having a reflective discussion with EEF to explore the feedback on your programme and potential readiness for pilot

For development projects there is a fixed grant of £22,000 available to contribute towards the costs of engaging with the development process, the delivery of the programme to settings, and collection of formative feedback.

Pilot Projects

Applications selected for a pilot study will require minimal development work. The programme should be ready to be tested for trial feasibility through a pilot. The programme, or most elements of the programme, will have been delivered in around 11-20 settings, and will have some supporting research data indicating that the programme has promise. This could include findings from qualitative data, such as case studies, or quantitative attainment data, usually without a comparison group. Successful applicants will be paired with an independent evaluator who will design the pilot study.

Prior to appointment, shortlisted applicants will be asked to attend a developmental Theory of Change Workshop. If the programme looks like a good fit for a pilot evaluation, they will proceed to final sign-off from our Grants Committee. At this stage, successful developers will be expected to refine their budget, working with the EEF to accommodate the needs of the programme evaluation, and this will include the relative contribution (and/or incentives) from settings.

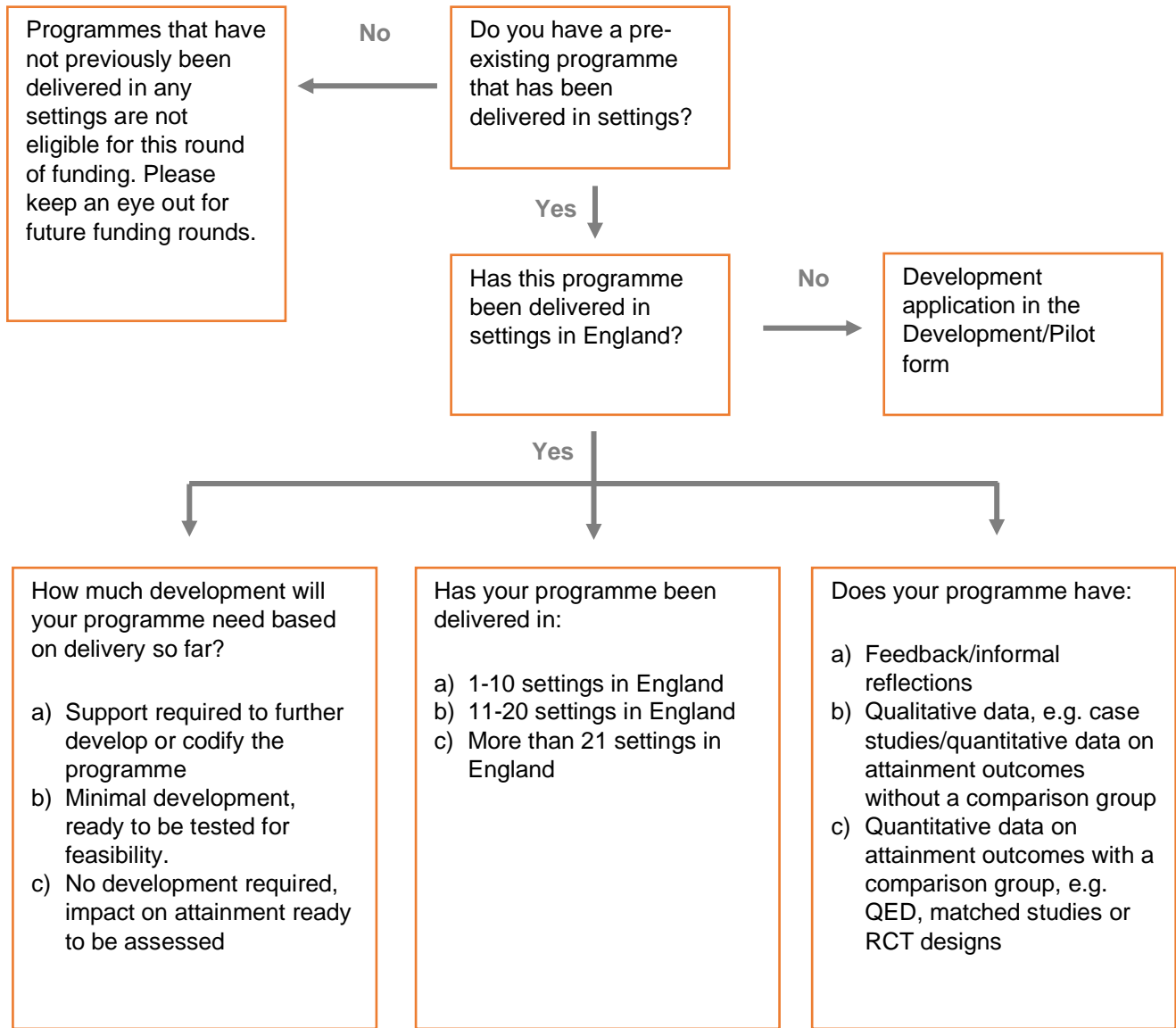
Efficacy and effectiveness trials

The funding we offer for these trials is intended to achieve two outputs:

- A well-delivered programme, run in a large number of colleges, that has the potential to improve the academic attainment of disadvantaged 2-19 year-olds.
- A rigorous evaluation of the programme, which usually includes an estimate of its impact on attainment and other outcomes. Often, where appropriate, these are randomised controlled trials, where the learners taking part in the programme are compared to their peers who continue to receive usual practice in their college. In all EEF evaluations we also fund an implementation and process evaluation, which helps explain why an intervention has (or has not) been successful, what factors have contributed to this result, and what lessons we can learn about educational practice and research. The evaluation will be designed and conducted by an independent evaluation team, but our grantees share responsibility for ensuring that the evaluation is as robust as possible.

We aim to fund a mix of different types of programmes, so if your idea is very similar to something we have already supported, do contact us before applying, or ensure you address this clearly in your application.

The decision tree below provides guidance on which of the funding streams your intervention might best sit within:



If you've answered **mostly As**, use the Development and Pilot application form - it might be that your programme is more suitable for Development.

If you've answered **mostly Bs**, use the Development/Pilot application form - it might be that your programme is more suitable for a Pilot.

If you've answered **mostly Cs**, use the Efficacy and Effectiveness application form.

Post-16 overview

The attainment gap grows as learners progress through the education system, meaning that it is at its widest when learners reach the post-16 stage. Failing to achieve a standard pass in GCSE Maths or English has significant impacts on learners' lives:

- Learners with 5 or more GCSEs, including English and Maths, as their highest qualification are estimated to earn £100,000 more in their lifetime than those with below level 2 or no qualifications.
- Learners who narrowly missed a C in GCSE English were 9% less likely to enrol on a higher level qualification than those who achieved a C.

This stage of education is therefore a 'last chance' to try to minimise the attainment gap before most young people leave the education system. Robust research and evidence dissemination in a sector with a need for further evidence of 'what works' could be highly impactful.

PRIORITY AREAS

This funding stream focuses on **GCSE Maths and English resit classes** in sixth form and further education colleges. As the focus for this theme is already relatively narrow, the suggested areas of interest below are an indicative guide, rather than an exhaustive list:

- Tutoring interventions for this age group, and in particular any that are specifically targeted at learners taking resit exams;
- Interventions that could improve attendance in resit classes;
- Interventions that could support resit learners with a holistic approach to GCSE resits, for example improving motivation or confidence as a path to increasing academic engagement and attainment;
- CPD interventions for Maths and English, including any curriculum-focused approaches;
- Interventions that are designed to support vocational and technical practitioners to include English and Maths content in their classes, to supplement resit classes; and
- Interventions that support learners with the transition from school to further education.

WHAT TYPE OF PROPOSALS ARE WE LOOKING FOR?

Applications will be judged against the following criteria:

- How the programme fits with the EEF's current portfolio (within the set research themes)
- That the programme is sufficiently distinct from existing practice implemented in education settings
- That the programme has been delivered in more than one setting
- The experience of the delivery team and the capacity of that team to deliver the project
- That the programme is well-developed (i.e., codified).
- That the programme is feasible to deliver, and that the feasibility of delivery has been demonstrated in at least one setting
- The evidence informing the programme, including if there is evidence supporting the principles and approach, and how you expect it to lead to behaviour change

For pilots, efficacy and effectiveness trials applicants will need to be willing and able to be independently evaluated. We expect you to be willing to adapt your delivery plan and budget to accommodate the evaluation. Please note, applicants do **not** need to include an evaluation design or detailed delivery design in the programme plan or budget. The EEF will appoint an independent evaluator, and work with successful applicants to design an appropriate evaluation plan.

How to apply

To submit an application, please complete the relevant online form:

- [Development and Pilot projects](#)
- Efficacy and Effectiveness trials

Guidance on each form can be found in the sections below.

Timeline for Development projects

Funding round opens	Tuesday 14 th February
Deadline for applications	11am Monday 3rd April
Final decision confirmed	June 2023
Finalise programme design, theory of change and feedback plan workshops	September 2023 – December 2023
Develop programme materials and tools for gathering feedback; Estimated time for recruitment of colleges to take part in the programme – project dependent (this is usually the grantees' responsibility)	January 2024 – March 2024
Programme starts in colleges – project dependent	April 2024

Timeline for pilot studies and efficacy/effectiveness trials

Funding round opens	Tuesday 14 th February
Deadline for applications	11am Monday 3rd April
Design evaluation, finalise programme, theory of change workshop, interview and budget (working with EEF and independent evaluator)	April 2023 – December 2023
Final EEF Grants Committee decision	January 2024
Estimated time for recruitment of colleges to take part in the Evaluation – project dependent (this is the grantees' responsibility, and could run to a faster timeline if appropriate)	February 2024 – June 2024
Evaluation starts in colleges – project dependent	September 2024

Pilot/development application form guidance notes

To submit an application, please complete the online form: <https://www.tfaforms.com/5044456>

Wherever the guidance refers to colleges this can be read as referring to a range of settings, including early years settings and post-16 institutions. Where the guidance refers to 'parents' this can be read as including other carers.

Applications can be saved on the system while drafting. You may find it easier to draft first in another program, like Microsoft Word, paying attention to the word count for each question. If copying into the form, please format using the form's tools.

The following notes explain each question from the initial application form. Each section relates to a section on the form. If you have any questions, please contact the EEF on applications@eefoundation.org.uk.

Eligibility Screening

1. Where will your proposed programme take place?

Please note that the EEF can only fund programmes that will work for the benefit of learners and settings in England. We are, however, very open to innovative ideas from overseas that are applicable to the English education system.

2. Is your application from a legally constituted organisation?

We accept applications from legally constituted organisations, and not from individuals. The organisation does not have to be based in England, although if you are not based in England, we would expect you to demonstrate reasonable partnerships and knowledge to support you to work with English colleges.

3. Would this grant be used to pay for any costs already incurred?

Our grant funding is restricted to cover activities supporting your proposed programme and cannot be used to cover costs that have already been incurred. For pilot programmes, the grant typically starts after the programme has been given final approval by the EEF Grants Committee (any travel expenses incurred before this can be expensed). For Development projects, the grant will typically start once the due diligence processes have been completed and the grant agreement has been signed.

4. What types of costs or activities would the grant be used for?

We are not a source of funding for ongoing delivery of existing commitments. If successful, you will be required to work with new settings that you have not previously worked with, and to collaborate with an independent evaluation team who will work with you to design a robust evaluation if your programme is chosen to be a pilot. Funding should support the direct costs of delivering the programme and evaluation. In the case of Development projects, funding should support the direct costs of engaging in the structured process and delivering the programme in 8-12 settings. Funding is not available to cover: property or capital items; student fees, scholarships or bursaries; loan or debt repayment. We do not fund university overheads as these can be reclaimed. Website development and seminar attendance are also out of scope, except for where they are part of a wider proposal with the broad aim stated above.

5. Please confirm that your application is for one of the key research agenda themes

About your organisation

1. Organisation name

2. Organisation type

Please select from:

- Early Years Setting
- Primary school
- Secondary school
- Special school
- Further education college
- University
- Local education authority
- Charity
- For profit company
- Multi-academy trust / Teaching School Alliance
- Community Enterprise Company / Social Enterprise
- Other (please state)

3. Number of employees

4. Percentage of learners you currently work with that are disadvantaged

Please include here an indication of the demographic of learners your organisation works with – this would include, for example, learners who are eligible for Free School Meals.

5. Applicant first name

6. Applicant last name

7. Applicant contact email

8. Applicant contact phone

9. Please give the name and a brief description of any partner organisations that will contribute to this programme

Programme questions

1. Please tick the area of evidence the proposed programme is related to - further information on each theme is included above:

2. 2.1 What is the Programme Title?

3. Please describe the experience and expertise of the proposed delivery team (*max 100 words*). The programme team is central to ensuring EEF funds are well spent and that the programme has the maximum impact. We would like to know about them and their track record in this area (e.g., recruiting colleges to programmes, managing complex programmes, working with partners, working with disadvantaged learners).

4. Please describe your programme, including the specific activities that, e.g., settings, staff and learners will be expected to do, and the support you will provide (*max 400 words*).

Please ensure that within your answer to this and other questions, you have answered the following:

- **Who will benefit** from the programme (the ultimate recipients – e.g., all learners in the year or targeted groups?)
- **What?** What materials (e.g., structured activities for TAs) and practices (e.g., class teaching pedagogies) will be introduced/alterd in order to try to improve outcomes?
- **Who will deliver** the materials and practices? Will it be education professionals from within the regular education setting or external experts? How often will they use the approach (e.g., weekly sessions)?
- **How is the training delivered** (if staff training is involved)? What does this involve? Please be as specific as possible about the specific CPD strategies you will use
- **How long does the delivery of the programme last?** We are looking for programmes where learners, having undertaken the programme, demonstrate a measurable improvement in attainment (for example in a national test), so the length/intensity of the approach should reflect this
- **What is involved in supporting colleges to implement the programme successfully?** We are interested in understanding what support colleges are given to effectively implement the programme, and why the support is designed like this. How will you identify colleges that are not implementing it correctly? What additional support will they be given?

5. Please indicate below if you would prefer to be considered as a development project, or as a pilot study.

The EEF will consider all applications for both types of project before making a final decision, but we are interested in the preference of the applicants.

6. Please describe how your proposed idea aligns with the EEF’s mission and contributes to the evidence base and the mission of your own organisation (max 400 words).

The EEF is dedicated to breaking the link between family income and educational achievement. Please describe how your proposed programme could potentially be more beneficial for disadvantaged learners, and could contribute to the existing evidence base, as well as how the programme fits within the wider work of your organisation.

7. Please outline any training and implementation commitments for a setting taking part in your programme (max 100 words).

8. Please include an indicative budget for a pilot with 20 settings, broken down into the direct cost per setting and central costs for managing the project. Please refer to the guidance notes for further information about budgets for Development programmes (max 100 words).

All applicants will be required to submit an indicative budget for a pilot of 20 colleges. Once the scoring process has been completed, projects selected for the pilot route will hone their budget with the EEF team. Projects selected for the Development route will be awarded a fixed grant of £22,000 to contribute towards the costs of engaging with the development process, the delivery of the programme to settings, and collection of formative feedback.

9. Please describe how your proposed programme represents a deviation from ‘business as usual’ in settings (max 100 words).

Please detail here precisely how the approach differs from typical practice, and how you know.

10. Please outline how many settings the programme has been delivered in, to date, and how many of those were in England (max 100 words).

We are interested in how developed the programme is and what its reach has been prior to EEF involvement. How many English colleges have participated so far? Did they deliver the same version that is now being proposed? For how long has the programme been available to colleges? What is the profile of colleges that have taken part so far – we are particularly interested in programmes that have already been running in colleges serving higher than average proportions of socio-economically disadvantaged learners.

11. Please describe any feedback you've collected from settings and staff that have participated in the programme, including information about how achievable implementation has been (max 100 words).

12. Please describe any potential barriers to successful delivery, including how they have been, or could be, mitigated (max 100 words).

13. If the proposed programme were to be funded by the EEF, and a positive impact were found, would your organisation be able to develop the capacity to support deliver the programme for an EEF funded impact evaluation, likely in around 50 settings? This would likely be a randomised controlled trial (max 50 words).

We are interested in how your programme might be scaled up so that it could be delivered in large numbers of colleges and settings in England. For example, does the lead organisation have the capacity and skills to grow the model? Or would it need to be partnered with a larger organisation/network?

14. If the answer to the question above is no, would you be willing for EEF to find a partner organisation to support delivery at scale? (max 50 words).

15. Please briefly outline any potential barriers you anticipate in scaling the programme to other settings (max 50 words).

16. What is the theory behind the programme and what evidence supports this? Please address both the practices involved and the impact you expect to see. If you have a theory of change or logic model, please feel free to upload it, but we don't expect you to write one for the application. Please also include information from any previous evaluations (max 300 words).

You may also describe here evidence from evaluations of very similar approaches. This evidence could be drawn from international studies. If quoting wider literature, please make clear reference to the characteristics your programme shares with the programmes referenced. More information about what the EEF considers to be good evidence can be found on the evaluation section of our website.

17. Please outline how you think the implementation of your programme leads to behaviour change in staff/setting/parents/learners as appropriate (max 150 words).

Here we want to understand *how* and *why* the programme works to raise attainment and skills of learners. What is the theory that links the programmes' activities and its intended outcomes? What are the key causal mechanisms that trigger the desired change? (an example a mentoring programme that aims to increase the attainment of learners could do so by increasing learner attendance). What changes are you expecting to see in the short term and how are these likely to influence behaviour change in the long term?

When answering this question make sure you think about and clearly outline:

- What are the key activities and core components of your programme?
- How are the different activities or components intended to change knowledge, skills, attitudes, and behaviours of either learners or practitioners in the short or medium term?
- How are these changes in knowledge, skills, attitudes and/ or behaviours expected to affect the final desired outcomes, including attainment for learners from socio-economically deprived backgrounds? As an example: If your programme involves training practitioners in an approach, how do you expect the activities you do with practitioners to translate to a change in practitioner behaviour? And how will a change in practitioner behaviour translate to a change in learners' outcomes?

Efficacy/effectiveness application form guidance notes

To submit an application, please complete the online form: <https://www.tfaforms.com/5044285>

Applications can be saved on the system while drafting. You may find it easier to draft first in another program, like Microsoft Word, paying attention to the word count for each question. If copying into the form, please format using the form's tools.

The following notes explain each question from the initial application form. Each section relates to a section on the form. If you have any questions, please contact the EEF on applications@eefoundation.org.uk.

Eligibility Screening

1 Where will your proposed programme take place?

Please note that the EEF can only fund programmes that will work for the benefit of learners and settings in England. We are, however, very open to innovative ideas from overseas that are applicable to the English education system.

2. Is your application from a legally constituted organisation?

We accept applications from legally constituted organisations, and not from individuals. The organisation does not have to be based in England, although if you are not based in England, we would expect you to demonstrate reasonable partnerships and knowledge to support you to work with English colleges.

3. Would this grant be used to pay for costs that have already been incurred?

Our grant funding is restricted to cover activities supporting your proposed programme and cannot be used to cover costs that have already been incurred. The grant typically starts after the programme has been given final approval by the EEF Grants Committee.

4. What types of costs or activities would the grant be used for?

We are not a source of funding for ongoing delivery of existing programmes. If successful, you will be required to work with new settings that you have not previously worked with, and to collaborate with an independent evaluation team who will work with you to design a robust evaluation.

We are also not able to fund significant development work of a programme. Applicants should apply with a programme that has already been developed.

We cover:

- Programme delivery
- Staff costs
- Resources to deliver the programme
- Travel and venue hire
- Administration and printing costs

We don't cover:

- Property or capital items
- Student fees
- Scholarships or bursaries
- Loan or debt repayment

- University overheads (as these can be reclaimed)

And, in some cases we would cover the following, but this is not guaranteed and would be determined with shortlisted applicants in the development period of this funding process:

- Programme development work
- Website development
- Producing publications
- Seminar attendance

5. Please confirm that your application is for one of the following key research agenda themes:

About your organisation

1.1 Name of organisation

1.2 Organisation type

Please select from:

6. Early Years Setting
7. Primary school
8. Secondary school
9. Special school
10. Further education college
11. University
12. Local education authority
13. Charity
14. For profit company
15. Multi-academy trust / Teaching School Alliance
16. Community Enterprise Company / Social Enterprise
17. Other (please state)

1.3 Applicant title

1.4 Applicant first name

1.5 Applicant last name

1.6 Applicant contact email

1.7 Applicant contact phone

1.8 Applicant job title

1.9 a) Please describe briefly the experience and expertise of the proposed delivery team (100 words).

The programme team is central to ensuring EEF funds are well spent and that the programme has the maximum impact. We would like to know about them and their track record in this area (e.g. recruiting colleges to programmes, managing complex programmes, working with partners, working with disadvantaged learners).

1.9 b) Please give the name and a brief description of any partner organisations that will contribute to this programme (max 100 words)

Please indicate what role the partner organisation(s) will play in the proposed programme.

Programme questions

2. Which theme does your grant cover? Please select which of the following main themes your project falls under:

2.1 Programme title (max 15 words)

Please give your programme a title. Simple, descriptive titles (e.g., “Peer-tutoring in the North-East” or “Mentoring programme for Year 7s”) are welcome. If you are applying with a named programme, please include the name in the title.

2.2 Please state the main research question that you expect the evaluation of your programme to answer (50 words)

For example, ‘Does training in how to support learners’ self-regulation during number activities improve maths outcomes?’

2.3 Which sub-theme(s) does your research question fit within (see application guidance) or are you proposing a different area?

2.4 Which key stage/s are you targeting?

18. Please select the main key stage focus of your programme:

- Early Years, KS1, KS2, KS3, KS4, KS5/16-18

Please note:

2.5 Is your programme: whole setting / whole class / targeted programme?

Please give an indication of whether the programme is aimed at **whole setting change** (e.g. training all teaching staff); **whole class** (e.g. training practitioners to improve their classroom practice); or a **targeted programme** (e.g. additional small group support for struggling learners).

2.6 Who will deliver the programme? Please select who will be directly responsible for improving outcomes for learners. For example, if a practitioner receives coaching to improve their practice, please select “practitioner”, not “external trainer”.

- Please select from: Practitioners/Learning Support Assistants/External trainers/Other
- Please select who will be directly responsible for improving outcomes for learners. For example, if a practitioner receives coaching to improve their practice, please select “practitioner”, not “external trainer”

If ‘Other’ please let us know who?

2.7 Please describe your programme focusing on the specific activities that settings, practitioners, and learners will be expected to do, and the support and/or training that you will provide to practitioners/settings to ensure effective implementation (max. 600 words).

- Begin with a two-sentence, clear-language description of the programme.

- Please give a clear, simple description of what your programme will do. What would it look like from the point of view of a participating setting?
- Please ensure that within your answer to this and other questions, you have answered the following:
 - **Who will benefit** from the programme (the ultimate recipients – e.g. all learners in the year or targeted groups?)
 - **What?** What materials (e.g. structured activities for TAs) and practices (e.g. class teaching pedagogies) will be introduced/altered in order to try to improve outcomes?
 - **Who will deliver** the materials and practices? Will it be education professionals from within the regular education setting or external experts? How often will they use the approach (e.g. weekly sessions)?
 - **How is the training delivered** (if staff training is involved)? What does this involve? Please be as specific as possible about the specific CPD strategies you will use
 - **How long does the delivery of the programme last?** We are looking for programmes where learners, having undertaken the programme, demonstrate a measurable improvement in attainment (for example in a national test), so the length/intensity of the approach should reflect this
 - **What is involved in supporting settings to implement the programme successfully?** We are interested in understanding what support settings are given to effectively implement the programme, and why the support is designed like this. How will you identify settings that are not implementing it correctly? What additional support will they be given?

2.8 What specific issues or challenges does your programme aim to address and how were these identified? (max. 200 words).

Describe the problem your programme is solving, for example ‘we noticed that learners who were struggling with emotional difficulties also struggled to retain new information, which aligned with research on the link between working memory difficulties and adverse childhood experiences’. Outline the experience or research where you noticed this problem.

2.9 Please describe how your proposed programme represents a deviation from ‘business as usual’ in settings (max. 200 words)

As in most trials the programme will be compared to ‘business as usual’ (BAU), we would expect the approach to be a sufficient deviation from BAU for the proposed approach to have an impact. Please detail here precisely how the approach differs from typical practice, and how you know.

3.1 Please describe how the planned programme activities will lead to the intended outcomes and ultimate impact, and what evidence supports these assumptions? If you have a theory of change, please describe it here (max. 400 words).

Here we want to understand *how* and *why* the programme works to raise attainment and skills of learners. What is the theory that links the programmes’ activities and its intended outcomes? What are the key causal mechanisms that trigger the desired change? (an example a mentoring programme that aims to increase learner attainment could do so by increasing learner attendance). What changes are you expecting to see in the short term and how are these likely to influence changes in the long term?

When answering this question make sure you think about and clearly outline:

- What are the key activities and core components of your programme? (PLEASE NOTE: Here we ask you to identify your programme’s core components. Core components are the parts, features, attributes, or characteristics of a programme that influence its success when implemented effectively - i.e. they trigger the causal mechanism. Removing a core component would make the intervention less effective)
- How are the different activities or components intended to change knowledge, skills, attitudes, and behaviours of either learners or practitioners in the short or medium term? (PLEASE NOTE: here we ask you to identify and explain the causal mechanisms and the intermediate outcomes. Causal

mechanisms answer the question ‘How or why does the intervention work?’ They describe / explain a process of change)

- How are these changes in knowledge, skills, attitudes and/ or behaviours (intermediate outcomes or mediators) expected to affect the final desired outcomes, including attainment for learners from socio-economically deprived backgrounds? As an example: If your programme involves training practitioners in an approach, how do you expect the activities you do with practitioners to translate to a change in practitioner behaviour? And how will a change in practitioner behaviour translate to a change in learners’ outcomes?

Please draw on the wider research evidence to support the programme theory. Are the approaches backed up by robust educational theory and research? Is there wider research to support your proposed causal mechanisms? You can provide links/references to any research cited here in question 2.14. You may wish to include a surname and year in this answer, for example (Harris, 2013)

3.2 Has the proposed programme been previously evaluated? Please describe the strongest evidence for your programme’s impact on attainment (max. 200 words).

Describe here the evidence for your programme’s impact on attainment. Ideally, you would have specific evidence for your particular programme’s impact from a previous evaluation. Please describe this evidence here, in particular the evidence and findings about which you answered in 2.10.

Please include information about the sample size, pupil characteristics (including level of disadvantage), outcome measures and key findings of any evaluations completed. You can provide links/references to any evaluation reports cited here in question 2.14. Wherever possible, please show evidence that learners who participate in the proposed programme improve relative to a comparison group of similar learners who do not participate. You may also have evidence for mediators/causal mechanisms here.

You may also describe here evidence from evaluations of very similar approaches. This evidence could be drawn from international studies. If quoting wider literature, please make clear reference to the characteristics your programme shares with the programmes referenced. More information about what the EEF considers to be good evidence can be found on the evaluation section of our [website](#).

3.3 Please outline any other research which provides evidence that the proposed programme is likely to have an impact on attainment, or an outcome closely linked to attainment? This could include evidence from evaluations of similar approaches, pilots of the programme, or evidence of progress on attainment outcomes for the programme, but with no comparison group. (max. 400 words).

3.4 Please describe how this programme aligns with the EEF’s mission to break the link between household income and attainment (max. 200 words).

- Outline the rationale for the programme and why it is needed. You can assume that we have some understanding of the broad issues facing socio-economically disadvantaged learners, but any details specific to your programme – e.g. specific language deficits – should be briefly explained.
- Outline how this programme would build on and contribute to the existing evidence base on improving educational outcomes for socio-economically disadvantaged learners. In particular, why is the programme expected to have a greater impact on outcomes for disadvantaged learners? What evidence supports this?
- You should explain here why this programme addresses something important for settings and/or its relevance to policy.
- Is the proposal similar to anything that the EEF has funded in the past? If so, please highlight this and expand on what this research will add to the evidence base.

3.5 References to quoted research (max. 500 words)

Please provide either full references or URLs to key reports quoted in the previous answers here. You may wish to use a numbering system for references in answers to 2.9, 2.11 and 2.12, and use the numbers to organise your references here. For example: 1) Harris, Alma, 'Distributed Leadership: Friend or Foe?', *Educational Management Administration & Leadership*, vol. 41, issue 5, 2013, p.545 <https://doi.org/10.1177/1741143213497635>

Please do not add references that have not been included in your answers. If you have referenced research that is unpublished or you envisage will be difficult for the EEF team to find with university online library access, please upload here if possible.

3.6 If the programme has been implemented previously in England, please describe its reach so far, the context of settings engaged, and whether settings contributed financially (max. 200 words).

We are interested in how developed the programme is and what its reach has been prior to EEF involvement. How many English settings have participated so far? Did they deliver the same version that is now being proposed? For how long has the programme been available to settings?

What is the profile of settings that have taken part so far – we are particularly interested in programmes that have already been running in settings serving higher than average proportions of socio-economically disadvantaged learners. We are most interested in programmes that have been delivered to some extent already, and therefore do not require extensive development before they can be tested in large numbers of settings. We require organisations to have the capacity to be able to deliver an EEF trial, which typically deliver to a large number of settings for the programme (50+).

3.7 If the proposed programme were to be funded by the EEF and a positive impact were found, what do you think are possible ways that the proposed programme could be taken to scale? (max. 100 words).

We are interested in how your programme might be scaled up so that it could be delivered in large numbers of settings and settings in England. For example, does the lead organisation have the capacity and skills to grow the model? Or would it need to be partnered with a larger organisation/network?

Finances

4.1 What is the cost (per setting and per pupil) of your programme? (max. 50 words)

- If you already provide the programme to settings and learners please indicate how much it costs per setting and per pupil.
- If you don't currently offer the programme to settings and learners, please estimate how much you think it would cost per setting and per pupil if you were to offer it at scale.
- We are looking for programmes that can be funded from settings' Pupil Premium (currently £1,345 per primary-aged pupil, £955 per secondary-aged pupil).

4.2 Approximately how many settings would you be able to work with for an EEF trial? (max. 50 words)

We are interested in the maximum number of settings you could deliver your programme in for an EEF trial. Please note that we ask that applicants are willing to be flexible on the exact scale and delivery model, in order to ensure that a robust evaluation can be undertaken. We work with successful applicants and an external evaluator to jointly design a programme and evaluation plan. However, it is useful to have an indication of the numbers of institutions that you are comfortable working with.

Please consider the following timescale and your related capacity when providing your answer: we anticipate approving grants in autumn term 2022, which for a typical project would allow the spring and summer terms to recruit settings ahead of delivery in September 2023.

4.3 How much will the programme cost? (max. 150 words)

EEF funding can cover the costs needed to deliver your proposed programme and manage the programme. However, we would usually expect contributions from other organisations: eg, you and/or your delivery partners and/or other funders (see 3.4).

Please estimate how much funding is required to deliver the programme in total. This should be based on the maximum number of settings you could deliver to (as stated in 3.2). Note, the grantee is usually expected to recruit the settings to the programme as well. How many settings are to be recruited depends on the programme design, but often twice the number of settings are recruited than delivered to, as half are allocated to a control group and carry on with 'business as usual'.

EEF funding starts from when the grant agreement is signed, which is after the evaluation approach has been agreed and the programme has been signed off by the EEF Grants Committee. From sign off, a typical EEF programme will have a short preparation period before recruitment (typically 2-3 months), a recruitment period (typically 5-8 months), and a delivery period (the length of time that you deliver the programme in settings). Please see the timeline on page 2 of this guidance for rough timelines for this funding round.

- If possible, please break the budget down into 5 broad types of costs:
 - Programme development (if required)
 - School recruitment
 - Programme delivery (e.g. training, resources)
 - Programme management and admin
 - Other (please specify)
- A more detailed budget is not required at this stage; programme budgets often change substantially once we begin working with successful applicants. For example, we may wish to change the number of settings involved in the programme in order to get a more robust estimate of its impact. We will ask for a more detailed budget breakdown if your application progresses to later stages of the process. At this stage of applications we are only looking for an approximate cost of the programme.
- You do not need to include costs of running the evaluation – the EEF will commission an external team who will be responsible for designing and delivering the evaluation, in partnership with you.
- We typically expect settings participating in trials to contribute to the costs of the programme where appropriate (for example, paying a subsidised fee for the programme), so you may want to suggest an amount for settings to contribute as part of your budget.
- For a description of what EEF funding covers you should consult our Funding FAQs on our website, which can be found [here](#).

4.4 What funding are you intending to secure from other sources? (max. 100 words)

- To enable us to continue funding innovative, evidence-based ideas we normally expect all applicants to apply with a contribution within the range of 5% to 50% of the overall programme costs, or to be able to commit to fundraising for such a contribution. Please include in your application your plan for identifying this contribution. If there are particular reasons why you think you will be unable to do this, please let us know.

- For-profit applicants are expected to substantially subsidise the programme cost.
- School or local authority applicants do not need to secure funding from other sources.
- If you have approached, or are considering approaching, any other organisations to seek funding for this programme, please outline these organisations and the amounts sought here.

5. Additional documentation upload (optional):

If you already have a theory of change for your programme, please do include this as an additional document. If you have unpublished research demonstrating the impact of your programme that you are able to share, please include this as an additional document.